

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

ACADEMIC SENATE

Proposal for Bachelor of Science in Public Health

RES 202115

AAC & BPC

RESOLVED: that the Academic Senate recommends to the President the approval of the Proposal for Bachelors of Science in Public Health.

RATIONALE: the Academic Affairs and Budget and Planning Committees of the Academic Senate have both reviewed the proposal and agree that this state-supported program has the resources required to deliver the program and the program fulfills a need for both students and industry.

Attachments:

Amendments For Senate Review

Attachment 0 Cover letter to Senate AAC

Attachment 1 Main Body Public Health Program R1

Attachment 2 Cover Letter from Faculty

Attachment 3 New Degree Routing Form

Attachment 4 New Degree Form Title Page

Attachment 5 AAC Response on Public Health proposal

Attachment 6 NSME Curriculum Committee

Attachment 7 Biology Public Health Support

Attachment A Provost Support for Letter R1

Attachment B NSME Dean Support Letter

Attachment C SSE Letter of Support

Attachment D BPA Dean Letter

Attachment E Roadmap Public Health Degree R2

Attachment F SLO Matrix R1

Attachment G SLO and Course Matrix R1

Attachment H Public Health Courses Initial 3 Years R1

Attachment I MattConstantine Support Letter

Attachment 1-2 KCPH Letter of Support Update

Attachment J BC Letter of Support

Attachment M NSME CC New Course Approval

Attachment N SCI-PH 2010 Syllabus
Attachment O SCI-PH 3000 Syllabus
Attachment P SCI-PH 4918 Gecco Approved Syllabus
Attachment Q Substantive Change
Attachment R 4918 corrected Course Proposal Form_Final_12.23.2020

Distribution List:

President
Provost
Interim AVP Faculty Affairs
Dean Business and Public Administration
Dean Natural Sciences Mathematics, and Engineering
Dean Social Sciences and Education
Chairs of Biology, Chemistry, Economics, Kinesiology, Mathematics, Nursing, Psychology, and
Public Policy and Administration

Approved by the Senate February 4, 2021
Sent to the President February 12, 2021
Approved by the President February 12, 2021

The following amendments were made to the Public Health degree proposal following the Academic Senate discussion on 12/10/2020.

Area F was added to the GE requirements in the catalog copy embedded in Attachment 1 and in the degree roadmap Attachment E. The lower division area D requirement was reduced from 6 units to 3 units.

Science 3019 was moved from an elective course to a required course and simultaneously fulfills upper division area D. Catalog copy in Attachment 1, roadmap Attachment E, and course matrix Attachment G.

History 4528 was added as an upper division elective course. Catalog copy Attachment 1.

All Public Health (PH) courses are now cross listed as Public Health/Biology (PH/BIOL) to be consistent with Curriculum Committee approval.

Course approval form for PH/BIOL 4918 has been amended to have corrected name for Javier Trigos-Arrieta. New Attachment R.

An updated letter of support from Kern County Public Health has been added (Attachment I-2).

Human Physiology has the correct number 2220.

Course Syllabi have been amended to cross list Public Health and Biology (PH/BIOL) Attachments N, Attachment O, and Attachment P.



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Dear Academic Affairs Committee of the CSUB Academic Senate,

The steering committee developing the new BS degree in Public Health has revised the proposal addressing the suggestions and comments from the Senate AAC (Attachment 5), and the NSME Curriculum Committee (Attachment 6). We would like the proposal to be presented to the full senate in order to move the CSUB campus approval forward, allowing for a timely submission for review by the Chancellors Office. We would like to be eligible for a Fall 2021 start date.

The following mandatory revisions have been made since the initial review by the AAC.

- New degree proposal routing form has been added (Attachment 3).
- New course approval form from NSME Curriculum Committee has been added (Attachment M).
- New course syllabi, PH/BIOL 2010, PH/BIOL 3000, PH/BIOL 4918 (Attachments N-P).
- Catalog copy now lists elective courses (see page 7 in body of proposal).
- Attachment E, Academic Roadmap is included.
- Public Health 2010 included in Attachment H, Course Offerings.
- Date of implementation updated to Fall 2021.

The following suggestions from Senate AAC and NSME Curriculum Committee have been addressed:

- NSME and SSE faculty have taken lead roles in the proposal (Attachment 2)
- Departments have been consulted with regard to meeting increased demand for courses and there is a commitment for funding from the Provost (Attachment A).
- GE Capstone PH 4918 will be submitted to GECCo Fall 2020.
- Academic Operations has approved the two letter PH abbreviation.
- The form being used is consistent with the Chancellors Webpage.
- There is no need for a WASC substantive change screening, as the program does not reach the threshold of a substantive change (Attachment Q).
- A singular academic department will take the lead and serve as a home department for Public Health students (Attachment 7).

Additional information since the previous submission includes the funding of 5-year, 3-million-dollar Title V grant to support the advancement of Pre-Health students. One of the primary objectives outlined in the grant proposal is the creation of new opportunities for CSUB students interested in health-related careers including the addition of the BS degree in Public Health. The grant budget includes support for two fulltime faculty positions that will help alleviate the concern for the capacity to offer adequate sections of courses required for the Public Health degree.

Thank you for your consideration
Public Health Degree Steering Committee

**CSU DEGREE PROPOSAL
Faculty Check List
(please submit with program proposal)**

Please confirm (✓) that the following are included in the degree proposal:

Board of Trustees Academic Master Plan approval date (March 2018)

Date Substantive Change Program Screening Form submitted to WSCUC (WASC)

Substantive change required: yes no As per page 16 of the WSCUC Substantive Change Manual, Under New Degree Program *"The initiation of a few courses that equal less than 50% of a degree program does not require WSCUC approval."* (See Attachment Q)

NA **Copies of any contracts or agreements made between parties with an interest in operating the proposed program.** Other entities may include academic departments, academic institutions, foundations, vendors or similar. Please include a copy of the agreement and an e-mail or other evidence that the campus attorney has approved the agreement.

The total number of units required for graduation is specified (not just the total for the major): 120 Units are required for BS in Public Health degree

a proposed bachelor's program requires no fewer than 120 semester units

any proposed bachelor's degree program with requirements exceeding 120 units must request an exception to the 120 semester unit limit policy

all units required for degree completion must be included in the total units required for the degree. Any proficiencies required to graduate that are beyond what is included in university criteria admission criteria must be assigned unit values and included in the total unit count.

0 Please specify the total number of prerequisite units required for the major.

Note: The prerequisites must be included in the total program unit count.

List all courses and unit counts that are prerequisite to the major:

No Prerequisites are required _____

Title 5 minimum requirements for bachelor's degree have been met, including:

minimum number of units in major (BA 24 semester units), (BS 36 semester units)

minimum number of units in upper-division (BA 12 semester units), (BS 18 semester units)

NA **Title 5 requirements for proposed master's degree have been met, including:**

minimum of 30 semester units of approved graduate work are required

no more than 50% of required units are organized primarily for undergraduate students

maximum of 6 semester units are allowed for thesis or project

___ Title 5 requirements for master's degree culminating experience are clearly explained.

___ for graduate programs, at least five full-time faculty with terminal degrees in appropriate disciplines are on staff.

**NA For self-support programs:
(in conformance with EO 1099 and EO 1102)**

___ specification of how all required EO 1099 self-support criteria are met

___ the proposed program does not replace existing state-support courses or programs

___ academic standards associated with all aspects of such offerings are identical to those of comparable state-supported CSU instructional programs

___ explanation of why state funds are either inappropriate or unavailable

___ a cost-recovery program budget is included*

___ student per-unit cost is specified

___ total cost for students to complete the program is specified

* Basic Cost Recovery Budget Elements
(Three to five year budget projection)

Student per-unit cost

Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees

Include projected attrition numbers each year

Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor's Office overhead

*Additional line items maybe added based on program characteristics and needs.

**CSU Degree Program Proposal Template
Revised September 2018**

Please Note:

- Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office.
- Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.
- ***Please refer to the document “Tips for Completing a Successful Program Proposal” (which follows this document) before completing the Program Proposal Template.***

1. Program Type (Please specify any from the list below that apply—delete the others)

- a. State-Support
- c. Delivery Format: Fully face to face
- g. New Program

2. Program Identification

- a. Campus: California State University Bakersfield (CSUB)
- b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts in History). Bachelor of Science in Public Health.
- c. Date the Board of Trustees approved adding this program projection to the campus Academic Master Plan. March 2018
- d. Term and academic year of intended implementation (e.g., fall 2020). Fall 2021
- e. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements. 120 semester units.
- f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility. The proposed program will be an interdisciplinary degree with courses offered by the following schools at CSUB: Natural Sciences, Mathematics, and Engineering (NMSE), Social Sciences and Education (SSE), and Business and Public Administration (BPA). The Department of Biology and the NSME Deans Office have agreed to take on the primary administrative roles necessary to offer the degree (see Attachment 7). This will provide Public Health majors a home department to identify with. In addition, there will be an oversight committee consisting of interested parties from all three schools participating in the curriculum. The demand for this program is anticipated to be high and as the program grows it is likely that it will become a separate department as is the case on the majority of the other CSU campuses.
- g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

Paul Smith, Ph.D., Professor and Chair of Biology, Todd McBride, Ph.D., Professor of Biology and Associate Dean of NSME, Janie Yadon, MPH, BSN, RN, Assistant Professor of Nursing, Kris Grappendorf, MS, Lecturer and Chair of Kinesiology.

- h. Please refer to Attachments A-D for letters of support from the Provost and the Deans of NSME, SSE, and BPA.
- i. Any other campus approval documents that may apply (e.g. curriculum committee approvals). (Cross disciplinary or interdisciplinary programs involving more than one school require **Senate Academic Affairs Committee approval** instead of individual school(s) curriculum committee)
Initial review by Senate Academic Affairs Committee, February 6, 2020 including comments from participating departments in SSE (**Attachment 5**), and the NSME Curriculum Committee, March 20th, 2020 (**Attachment 6**). This copy is revised to include suggestions from those reviews as described in the updated cover letter (**Attachment 1**).
- j. Please specify whether this proposed program is subject to WSCUC Substantive Change review. The campus may submit a copy of the WSCUC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WSCUC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

This program does not represent a substantive change as indicated in the highlighted text from page 14 of the WSCUC Substantive Change Manual. New degree programs that require fewer than 50% new courses do not require WSCUC approval for a substantive change.

Please see Attachment Q

- k. Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code

Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the system-wide list at: <http://www.calstate.edu/app/resources.shtml>, you can search CIP 2010 at <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55> to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

CSU Degree Program Code: 12141
CSU Generic Title: Public Health
Paired CIP Code: 51.2201

3. Program Overview and Rationale

- a. Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes, and 3) the compelling reasons for offering the program at this time.

The Bachelor of Science degree in Public Health will be an interdisciplinary degree designed to fill a major gap in the CSUB curriculum. With the exception of the California Maritime Academy and CSUB, all of the other CSU campuses offer a degree in Public Health or

Health Science. The majority of CSU campuses have full departments of Public Health due to the high student demand and the need for graduates in the surrounding communities. The purpose of this program is to prepare individuals to plan, manage, and evaluate public health care services; to function as public health professionals in public agencies, the private sector, and other settings; and to provide leadership in the field of public health. The program will provide instruction in epidemiology, biostatistics, public health principles, preventive health, health policy and regulations, health care services and related administrative functions, public health law enforcement, health economics and budgeting, public communications, and professional standards and ethics as described in the CIP codes for individual degree programs.

The curriculum and goals of this degree program outlined in the above description align directly with the CSUB University Learning Outcomes (ULO). Students will engage in critical thinking and problem-solving skills as they learn about the daunting challenges of public health that affect the entire population either directly or indirectly. Communication skills are essential for public health professionals. Students will be trained to effectively communicate public health information both orally and in writing at a level necessary for both professional correspondence and in disseminating information to the general public.

To effectively communicate public health information students will receive a diverse and rigorous discipline-based curriculum that will take advantage of the expertise in several different academic departments distributed in three different schools on the CSUB campus. This will include numerical literacy with a strong statistical component, which will provide an epidemiological emphasis necessary for critical thinking and problem solving in the public health discipline. The interdisciplinary approach will provide an extremely well-rounded education, and the very nature of what draws students to the program will ensure students become engaged citizens as they transition to the work force.

- b. Provide the proposed catalog description. The description should include:
 1. a narrative description of the program
 2. admission requirements
 3. a list of all required courses for graduation including electives, specifying course catalog numbers, course titles, prerequisites or co-requisites (ensuring there are no “hidden prerequisites” that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.
 4. total units required to complete the degree
 5. if a master’s degree, catalog copy describing the culminating experience requirement(s)

Catalog Copy

The mission of the Bachelor of Science in Public Health degree program is to produce graduates with current and accurate knowledge in the public health discipline who will be strong advocates for public health, and who will help to resolve current issues in public health locally and nationally, and will promote strategies for community and individual wellness.

Program Description:

The B.S. in Public Health serves students who are interested in pursuing careers in the area of public health. The program prepares students to plan, implement and evaluate public health programs and to appraise a wide variety of health and human services programs related to public health issues. Graduates of this program will be qualified for employment in areas of both public and private health and human services agencies (city, county, state, national), hospitals, schools, corporations, and nonprofit or professional public health consulting organizations. Prerequisite for the program is to be a CSUB student in good academic standing.

Requirements for the Bachelor of Science Degree in Public Health

Total Units Required to Graduate	120 units
Major Requirements	79 units **
Free Elective Requirement	6 units
General Education Requirements	35 units (**25 units of GE are met by courses in major)
First-Year Seminar	2
LD Area A Foundational Skills	9*
LD Area B Natural Sciences	0*
LD Area C Arts and Humanities	6
LD Area D Social and Behavioral Sciences	0*
LD Area F Ethnic Studies	3
American Institutions	6
SELF	0**
Junior Year Diversity Requirement	3
UD Thematic Areas C and D	3*
UD Area B	0*
Capstone	0
GWAR (Exam) or Class	3*

*A modification to the standard GE program has been approved that allows the possibility of satisfying some GE requirements through the major. MATH 2200 satisfies A4, BIOL 1009 satisfies B2, a combination of CHEM 1000 and 1001 satisfies B1, SOC 1008 and PSYCH Satisfy Area D. **The SELF requirement is met by completing KINE 1018 which has a SELF component. Upper Division Area D is met by KINE 3118 or ECON 3108. Upper Division Area B is met by SCI 3019. The GWAR may be satisfied by exam (3 units will still be needed to reach 120 total).

Capstone is incorporated into PH 4918 Senior Seminar

****25 units of GE are met by courses in major**

Requirements for the Major in Public Health

The Bachelor of Science Degree in Public Health curriculum includes an interdisciplinary set of specific courses designed to provide students with a foundation in Public Health and Health related fields of study. **This degree is not intended for pre-medical or similar areas of pre-professional study.** Students seeking a Bachelor of Science degree with a major in Public Health must complete the following:

1. Core Requirements specific to the major:

a. Lower division core **37 units: (13 courses)**

BIOL: 1009 Perspectives in Biology, 2210 Human Anatomy, 2220 Human Physiology, 2600 Current Health Problems, 2230 Microbiology, 2240 Nutrition

CHEM: 1000 Foundations of Chemistry, 1001 Foundations of Chemistry Laboratory

PH/BIOL: 2010 Careers in Public Health

KINE: 1018 Lifetime Fitness

MATH: 2200 Introduction to Statistical Concepts
PSYCH: 1018 Explorations in Psychology
SOC: 1008 Introduction to Sociology

b. Upper division core **30 units (10 courses)**

SCI : 3019 Revolutionary Ideas in Human Biology
BIOL: 3440 Virology
ECON: 3108 Health and Health Care
KINE: 3118 Epidemiology and Wellness
PH/BIOL: 3000 Public Health Practices
PPA: 4250 U.S. Health Care System: Then and Now
PSYCH: 3260 Social Psychology, PSYCH: 4340 Health Psychology
SOC: 4620 Sociology of Health and Wellness
PH/BIOL 4918 Senior Seminar in Public Health with GE Capstone

c. Upper Division Electives **12 units (4 courses)**

Four elective courses selected from list of pre-approved upper division courses: (substitutions may be allowed with pre-approval)

BIOL 3210 Human Ecology, BIOL 3220 Human Pathophysiology, BIOL 4200 Medical Microbiology.
ERM 3010 Intro to Occupational, Safety and Health Management
KINE 3340 Child and Adolescent Physical Activity and Health, KINE 4160 Exercise and Ageing, KINE 4170 Worksite Health Promotion, KINE 4220 Behavioral Aspects of Physical Activity and Exercise.
PSYC 3430 Adults in Later Life, PSYC 3620 Psychological Aspects of Human Sexuality, PSYC 4320 Mental Health and Ageing.
MATH 3210 Applied Statistics
SOC 4630 Sociology of Medicine
HIST 4528 Plagues and Public Health: Epidemiology and Society Since 1800

*A minimum GPA for these 79 units is 2.0

d. Free electives in any discipline: **6 units**

Please see [Attachment E: Academic Roadmap](#)

4. Curriculum – (These requirements conform to the revised 2013 WASC Handbook of Accreditation)

a. These program proposal elements are required:

- Institutional learning outcomes (ILOs)
- Program learning outcomes (PLOs)
- Student learning outcomes (SLOs)

Describe outcomes for the 1) institution, 2) program, and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the general knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as graduates from a specific program. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measurable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved.

CSUB Institutional Learning Outcomes (ILO)

(ILO 1) Goal I. Students will show critical reasoning and problem-solving skills.

Objective 1A: The student will demonstrate the ability to read critically.

Objective 1B: The student will demonstrate the ability to write critically.

Objective 1C: The student will demonstrate the ability to speak critically.

Objective 1D: The student will demonstrate the ability to think critically.

Objective 1E: The student will demonstrate the capacity for life-long learning.

Objective 1F: The student will engage in critical problem solving.

(ILO 2) Goal II. Students will be able to communicate orally and in writing.

Objective 2A: The student will present information in a professional manner using well-developed writing skills.

Objective 2B: The student will present information in a professional manner using well-developed oral presentation skills.

Objective 2C: The student will demonstrate competence in information management.

Objective 2D: The student will demonstrate computer literacy.

(ILO 3) Goal III. Students will demonstrate discipline-based knowledge and career-based-learning.

Objective 3A: The student will demonstrate broad knowledge in their selected discipline.

Objective 3B: The student will successfully apply discipline-based knowledge to the real world.

Objective 3C: The student will successfully engage in career preparation and planning.

(ILO 4) Goal IV. Students will possess numerical literacy.

Objective 4A: The student will correctly utilize mathematical calculations and estimation skills.

Objective 4B: The student will demonstrate quantitative reasoning skills.

Objective 4C: The student will successfully apply quantitative reasoning skills to the real world.

(ILO 5) Goal V. Students will become engaged citizens.

Objective 5A: The student will engage in university and community activities (including civic action).

Objective 5B: The student will demonstrate superior interpersonal skills.

Objective 5C: The student will develop and demonstrate a thorough knowledge of self.

Objective 5D: The student will demonstrate responsibility in group settings (including teamwork, leadership, managing skills, etc.)

Objective 5E: The student will demonstrate the ability to work independently.

(ILO 6) Goal VI. Students will develop a well-rounded skill set.

Objective 6A: The student will possess and demonstrate an ethical framework.

Objective 6B: The student will demonstrate an understanding of cultural and ethnic diversity.

Objective 6C: The student will successfully apply research methods/analysis and technology for problem solving.

Objective 6D: The student will demonstrate interdisciplinary knowledge.

Program Learning Outcomes (PLO)

Public Health graduates will:

(PLO 1) Apply a rich body of relevant public health knowledge and information to solve complex problems and challenges in the public health discipline.

(PLO 2) Integrate knowledge within the public health discipline and apply theoretical approaches and evidence-based practice in the field or research through critical analysis, problem solving, and collaborative communication techniques.

(PLO 3) Identify risks to health and advocate for public health equity and social justice in diverse and multicultural local, national, and global contexts.

(PLO 4) Take a leadership role in effectively disseminating accurate public health information and act to educate diverse and multicultural populations with the most relevant and up to date public health information.

Program Student Learning Outcomes (SLO)

At the completion of the program students will be able to successfully achieve the following learning outcomes:

(SLO 1) Describe and articulate the potential impact of essential services that public health programs provide to protect and improve the health of populations.

(SLO 2) Identify and explain the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.

(SLO 3) Demonstrate the use of research tools and analytical methods to critically analyze, monitor and assess the health status of diverse populations.

(SLO 4) Clearly articulate why evidence-based approaches are an essential part of public health practice.

(SLO 5) Plan and implement effective health education programs that result in effective health behavior change and maximize health and wellness.

(SLO 6) Evaluate efficacy and accuracy of health programs.

(SLO 7) Identify or recruit community organization, resource people, and potential participants for support and assistance in planning a health program.

(SLO 8) Coordinate health programs and services.

(SLO 9) Act as a resource person in community health programs and activities.

(SLO 10) Accurately communicate health needs, concerns and resources.

(WASC 2013 CFR: 1.1, 1.2, 2.3)

b. These program proposal elements are required:

- Comprehensive assessment plan addressing all assessment elements
- Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome. SLOs operationalize the PLOs and serve as the basis for assessing student learning in the major. Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “introduced,” “developed,” and “mastered” insures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule, generally every five years.

Please see Attachment F: Integration of ILO, PLO, and SO Matrix
Please see Attachment G: SLO and Individual Course Matrix

c. Indicate total number of units required for graduation.
120 semester units

d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.

Not Applicable

e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program.

Not Applicable

f. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

The new courses listed and described below have been approved by the NSME Curriculum Committee and will be offered through the Biology and Nursing Departments in NSME.

Please see Attachment M: NSME CC New Course Approval

PH/BIOL 2010: Careers in Public Health (1)

An introduction to career opportunities available in the field of Public Health. Students will learn about career options, and professional development through activities, discussion, and guest speakers. Offered on a credit, no-credit basis only. Open to all students interested in Public Health related career.

PH/BIOL 3000: Public Health Practices (3)

Exploration and analysis of the core functions, basic concepts and terminology in public health. The course will provide an overview of various public health professions and institutions, and an in-depth analysis of public health topics such as health behavior theory, epidemiology of infectious and chronic diseases, maternal and child health, social determinants of health, strategies for eliminating health disparities, health education and health promotion programs, environmental health, and healthcare policy and management. (*Prerequisite: PH 2010 Careers in Public Health, BIOL 2600 Current Health Problems*)

PH/BIOL 4918: Senior Seminar in Public Health (3)

Course content will reflect current practices in the Public Health discipline with emphasis on practical applications to careers in Public Health. Student presentations and discussion of current topics in Public Health will be structured to fulfill the GE capstone requirement.

One hour lecture and Two-hour discussion. Open only to senior Public Health majors who have completed at least 15 units of upper-division coursework specific to the major.

Please see Attachments N-P: New Public Health Course Syllabi

- g. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

Please see Attachment H: Course Offerings

(WASC 2013 CFR: 2.2b)

Graduate Program Questions a.-i. **Not Applicable and Deleted from Form**

- h. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

Bakersfield College (BC) has a two-year Associate of Science degree for transfer in Public Health. They have reached out to CSUB on several occasions to express the need/desire for a four-year degree in Public Health at CSUB for their students to transfer into. BC has provided their curriculum and several courses already articulate with courses at CSUB. An actual transfer agreement and roadmap for transfer students will be fairly easy to complete, but will depend on the final curriculum that is approved for the CSUB degree.

See Table 1. Following page.

Table 1.

BC Semester 1	CSUB		BC Semester 2	CSUB
Math B22	Math 2200		Biol B32*	Biol 2210
Biol B11	Biol 1009		Chem 2A	Chem 1000
PBHS B20			Comm B1	GE Cert
Psyc B1A	GE Cert Psyc 1018		PBHS B21	Biol 2600
BC Semester 3	CSUB		BC Semester 4	CSUB
Biol B33*	Biol 2220		Thea B1	GE Cert
Engl B1A	GE Cert		Hist B17A	GE Cert
Hist B18	GE Cert		Phil B7/B9 or Comm B5	GE Cert
			Soc B1 or Econ B1 or B2	GE Cert Soc 1008

*Both Biol B32 and B33 must be taken at BC in order to transfer as Biol 2210 and Biol 2220. Either B32 or B33 alone will not transfer to CSUB.

- i. Provide an advising “roadmap” developed for the major.

Attachment E: Advising Roadmap

- j. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

Accreditation is not required

5. Societal and Public Need for the Proposed Degree Major Program

- a. List other California State University campuses currently offering or projecting the proposed degree major program; list neighboring institutions, public and private, currently offering the proposed degree major program.

All CSU campuses with the exception of The Maritime Academy and CSUB have a Public Health degree, if not a full Department of Public Health. The closest campuses CSULA, CSUN, and CSUF all have Public Health departments offering degrees in Public Health.

- b. Describe differences between the proposed program and programs listed in Section 5a above.

For the CSUB degree in Public Health we have minimized the differences in our proposed degree compared to the other CSU campuses. We are utilizing a unique method of offering a Public Health degree by creating an interdisciplinary program utilizing our existing strengths to offer similar content of other CSU programs. We are filling a gap in the CSUB curriculum, and creating a degree consistent with what is available at the other CSU campuses. CSUB is located in Kern County, CA, which has some of the worst health statistics, and the most limited access to health-related education in the state of California. The need for a Public Health degree that can educate a local population of students that are likely to remain and work in the Public Health field in Kern County creates the vital need for this program.

- c. List other curricula currently offered by the campus that are closely related to the proposed program.

The BA in Human Biology offered by the Biology department is the closest degree. The BS in Kinesiology with a concentration in Allied Health would also be considered a closely related degree option. Both degrees are attractive for students wanting to enter a post baccalaureate program in Physical Therapy, Physician Assistants, and similar healthcare related occupations.

- d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

This degree has been created in consultation with Bakersfield College (BC). BC developed their two-year Associates for transfer program in Public Health to fill a need identified by the Kern County Health Department and other community partners.

Please see [Attachment I: Letter of support from Kern County Health Department](#)
[Attachment J: Letter of support from Bakersfield College](#)

- e. Provide applicable workforce demand projections and other relevant data.

From Indeed.com search week of February 4th, 2019, there were 90 entry level jobs in Kern County CA from 12 different employers under the heading of entry level Public Health jobs.

From the CA.Gov Employment Development Department: Between 2016 and 2026 the projected number of jobs in Public Health and jobs related to health education will be between 8,200 and 9,800 with an annual average of 1,230 opening in the state of California.

Note: Data Sources for Demonstrating Evidence of Need

APP Resources Web <http://www.calstate.edu/app/resources.shtml>

[US Department of Labor, Bureau of Labor Statistics](#)

[California Labor Market Information](#)

6. Student Demand

- a. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include (for example), national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

There are currently a large number of students entering CSUB each year with an interest in a health-related career such as, medicine, dental, pharmacy and nursing. As an example, there are currently (AY 20/21) over 600 Pre-Nursing students enrolled at CSUB, who are competing for 60 openings available to enter the Nursing degree program each year. Many of the openings in the Nursing degree program are filled by students who apply from other institutions. For this reason, the number of students from the pool at CSUB who get accepted is quite small compared to the large number that originally enroll in the university with hopes of entering the Nursing program. The Biology Department created a new degree in Human Biology to provide an option for the Pre-Nursing students that utilizes many of the courses the students have already taken as a Pre-Nursing student. The Human Biology degree has now grown to 200 majors, but the needs of the majority of the Pre-Nursing students not accepted into the Nursing program remain deficient. The proposed degree in Public Health would provide Pre-Nursing students another degree option that will utilize courses already taken, and provide an opportunity to remain in a service oriented profession helping people in need. This is what originally attracted them to the university, and will provide motivation to remain on the path to a college degree. From a more practical standpoint the Public Health degree provides a seem less path to graduation that will keep these Pre-Nursing students on track for a realistic four-year graduation timeline, and will prevent them from having to start over in a new unrelated field of study, or worse yet, get discouraged and drop out all-together.

Bakersfield College currently has 75 students enrolled in their two-year Associates degree in Public Health, who will be looking for a place to transfer and complete a four-year degree in Public Health. The BC program is fairly new and is expected to continue to grow with over 200 students participating in a Fall 2019 Public Health event on the BC campus.

It is expected the Public Health degree at CSUB will grow with a similar trajectory as the BC program, and much the same as what occurred with the Human Biology degree at CSUB.

Table 2 below indicates the current migration of Pre-Nursing students to other majors on the CSUB campus. These are students that entered CSUB with an interest in a health-related service oriented career, but were not able to secure a position in the Nursing program, or decided that Nursing was not their calling.

Table 2.

Department	Percent of Graduates That Started as Pre-Nursing 2017	Number of Graduates That Started as Pre-Nursing Compared to Total 2017
Anthropology	33	2/6
Child, Adolescent and Family Studies	20	16/80
Kinesiology	24	27/113
Liberal Studies	17	30/177
Psychology	14	22/157
Sociology	10	6/60
Biology	15	12/80
Human Biology	62	36/58
Total		151/731

Data is from CSU Student Success Dashboard

- b. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to insure ALL prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to insure a diverse and qualified candidate pool.

The Public Health degree will be open to all incoming freshmen and it is expected that the diversity of the students accepted to CSUB will be reflected in the Public Health degree. Students expressing an interest in Nursing and other health related professions will be informed of the degree option since they have an interest in a health-related field and often require a secondary option to their original intent (ie. Nursing, Medicine, Pharmacy, Dental etc.). The Nursing program currently has impacted status, which has been shown to reduce the diversity of students accepted into the program to the extent that it no longer reflects the diversity of the student population enrolled at CSUB. The Public Health degree will be an excellent option to attract the diverse pool of students interested in a health-related career, and keep them on track to graduate in four years.

- c. For master's degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

Not Applicable

- d. Describe professional uses of the proposed degree program.

The most likely professional career in Public Health is with a county health department. The Kern County Health Department has provided a letter of support for the new degree program at CSUB, and is actively seeking graduates trained in Public Health. Additional professional opportunities can be found with health care providers, such as, HMO organizations, hospitals, and insurance providers.

- e. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter. See Table 3. Below

Table 3.

Program Year	Majors	Graduates
Year 1 2021/2022	30	0
Year 3 2022/2023	80	15 (2-year transfers from BC)
Year 5 2023/2024	140	30

7. Existing Support Resources for the Proposed Degree Major Program

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. **Please see Attachments A-D**

- a. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)

The Public Health degree will be offered as an interdisciplinary degree with contributions from several large departments across the CSUB campus. All of the departments have a multitude of highly trained faculty, and offer degrees in their respective disciplines. Departments include: Biology, Economics, Kinesiology, Psychology, Public Policy and Administration, Nursing, and Sociology. There may be additional departments, such as, History who are developing new courses that may provide excellent options for upper division electives.

- b. Describe facilities that would be used in support of the proposed program.

No special facilities are required. The courses required are currently being offered with the existing facilities. The administrative support necessary will be provided by currently existing resources in the NSME Deans office.

- c. Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.

Below is a link to the CSUB library. CSUB offers a modern full-service university library. No additional library resources will be required for the Public Health degree.
<https://library.csub.edu/>

- d. Describe available academic technology, equipment, and other specialized materials.

As stated above CSUB has a modern full-service academic library available to all students. Additionally, CSUB has several computer labs available for classroom teaching, smart classroom technology is available in all lecture rooms including newly renovated and updated labs in Biology and Chemistry that will serve as the primary lab classes for the Public Health degree.

8. Additional Support Resources Required

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. Describe additional faculty or staff support positions needed to implement the proposed program.

No additional faculty will be needed to start the program. The courses proposed in the four-year roadmap and upper division electives are currently listed in the CSUB catalog and taught by existing CSUB faculty.

There are concerns however that departments already experiencing high enrollments in courses necessary for existing degree programs will experience even higher demand with the addition of the BS in Public Health. Those concerns have been addressed by two different means. **First**, because the development of the Public Health degree is predicted to have a positive impact on four-year graduation rates the Provost has committed to providing support for adjuncts as the impact of the degree becomes a known quantity (See Attachment A).

Second, the NSME Deans office in collaboration with the SSE administration and faculty in both NSME and SSE have recently (9/1/2020) been awarded a 5-year, 3-million-dollar Title V grant to support the advancement of Pre-Health students. One of the primary objectives outlined in the grant proposal is the creation of new opportunities for CSUB students interested in health-related careers including the addition of the BS degree in Public Health. The grant budget includes support for two fulltime faculty positions that will help eliminate the concerns with being able to offer adequate sections of courses required for the Public Health degree.

- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

No new space will be required

- c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

No new resources will be needed from the library.

- d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

No new technology or equipment will be needed.

9. Self-Support Programs

Not applicable, self support items deleted from form.

Submit completed proposal packages to:

APP@calstate.edu

Academic Programs and Faculty Development
CSU Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802-4210

Contact Us

Dr. Alison M. Wrynn, Ph. D.
Interim Assistant Vice Chancellor, Academic Programs and Faculty Development, and

Interim State University Dean, Academic Programs
Phone (562) 951-4672
awrynn@calstate.edu

Academic Programs and Faculty Development is on the Web
<http://www.calstate.edu/APP/>

Contact Extended Education

Dr. Sheila Thomas, Assistant Vice Chancellor and Dean, Extended Education
Phone (562) 951-4795
stthomas@calstate.edu



CSU Bakersfield

School of Natural Sciences and Mathematics

Department of Biology

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9001 Stockdale Highway
Bakersfield, California 93311-1022

(661) 654-3089
(661) 654-6956 FAX
www.csub.edu/biology

2/27/2020

Attention: Dr. Aaron Hegde, Chair of Academic Senate

Please accept this proposed interdisciplinary BS degree in Public Health for review by the Academic Senate. The degree was successfully added to the CSUB master plan for a projected Fall 2021 start date. The interdisciplinary degree includes courses from NSME, SSE, and BPA, with all three Dean's providing letters of support included in the document.

Sincerely,

A handwritten signature in blue ink that reads "Paul T. Smith".

Paul Smith, PhD
Professor and
Chair of Biology

A handwritten signature in blue ink that reads "Jamie Yadon".

Jamie Yadon, MPH, BSN, RN
Assistant Professor of Nursing

A handwritten signature in blue ink that reads "Kris Grappendorf".

Kris Grappendorf, MA
Chair of Kinesiology

NEW DEGREE PROPOSAL

Proposals to add a new degree must receive appropriate campus and Chancellor Office approval prior to implementation. All attachments are to be added to this cover sheet and remain with the proposal through the required steps of evaluation. Please consult with the Associate Vice President of Academic Programs for questions or assistance.

This proposal is to add a new degree in (title) _____ degree code: _____
effective (term) _____. (degree codes may be found on the CO website
www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls)

This new degree proposal is (check one):

On the Academic Master Plan Fast track proposal Pilot degree program

Originating Department or Individual: _____

If a department formally approved the attached proposal, attach the appropriate memorandum and approval date.

Signature: Paul T. Smith date: 8/24/20

Curriculum Committee(s): Interschool programs should attach comments or approval from relevant school or department curriculum committees before being submitted to the Academic Affairs Committee, acting as the University Curriculum Committee. A memorandum and approval date from the curriculum committee must be attached. If any revisions were required or agreed to, a revised copy of the proposal must be attached.

Chair Signature: _____ date: _____

School Dean(s): I have reviewed this proposal and send it forward for university-wide review with my comments attached. These comments include my analysis of the resource commitments that must be made to support the program and the origin(s) of those resources.

Dean Signature: _____ date: _____

AVP of Academic Programs: I have reviewed this proposal and send it forward to the Provost.

AVP Signature: _____ date: _____

Date of Senate Approval: _____ **Date of President Approval:** _____

Please attach the final Academic Senate Resolution, as signed by the President and return to the Office of Academic Programs, which will notify the Chancellor's Office and the appropriate campus departments. A copy of this form must be sent to the Director of Academic Operations and Support.



NEW DEGREE PROPOSAL FORM

Fall 2020

PROPOSED CATALOG YEAR

EFFECTIVE CATALOG YEAR: FALL 2021

PROGRAM OR SCHOOL & DEPARTMENT

School/Program: Interdisciplinary NSME, SSE, and BPA

Department: Biology in NSME will assume role of home department for Public Health Majors

Proposed By: Paul Smith, Janie Yadon, and Kris Grappendorf

1. PROGRAM TYPE (Please Check All That Apply)

- New Degree Proposal
- Provisional Revision (Updating a Previously Reviewed Proposal)
- Pilot (Bachelors or Master's Only; Not Already on Campus Academic Plan; Please Use Pilot Proposal Template)
- Pilot Conversion (Please Use Pilot Conversion Template)
- Fast Track (Bachelors or Master's Only; Not Already on Campus Academic Plan)
- State-Support
- Self-Support
- Delivery Format: Fully Face-To-Face Fully Online Hybrid Program

APPROVALS

- Attach WSCUC substantive change screening form to this proposal (if applicable)
- Attach course proposal form(s) to this proposal (if applicable)
- Submit to department/program curriculum committee for review & approval
- Department submits to school curriculum committee for review & approval
- School/program curriculum committee submits related forms to GECCo (if applicable)
- If no approvals required from GECCo, School/Program Curriculum Committee submits completed form to Academic Affairs Committee for review and approval.
- After Academic Senate and Chancellor's Office (CO) approvals, Academic Operations will update the respective catalog accordingly. [See Annual Catalog & Curriculum Deadlines Dates](#)

Please complete all the required fields in the following [CSU New Degree Proposal Template](#):



CSU Bakersfield

School of Natural Sciences, Mathematics, and Engineering

Department of Computer and Electrical
Engineering and Computer Science

Mail Stop: 63 SCI
9001 Stockdale Highway
Bakersfield, California 93311-1022

Dr. Melissa Danforth
(661) 654-3180
(661) 654-6960 FAX
mdanforth@csub.edu
www.cs.csub.edu/~melissa

February 6, 2020

To: Todd McBride, Associate Dean of NSME
Paul Smith, Professor and Chair of Biology
Janie Yadon, Assistant Professor of Nursing

CC: Deborah Boschini, Chair of the CSUB Academic Senate
Members of the Academic Affairs Committee of the CSUB Academic Senate
Beth Bywaters, ASC of the CSUB Academic Senate

Re: Public Health Proposal

The Academic Affairs Committee has reviewed the proposal for a new BS degree in Public Health as part of its tasks as the interdisciplinary curriculum committee for CSUB. We have also consulted with the chairs of the affected departments and the chairs of the respective school curriculum committees. See the appendices for their feedback.

At the AAC meeting on January 30, 2020 we developed the following list of concerns and questions about the proposal.

Mandatory: The proposal needs the following elements to be properly reviewed and processed.

- New degree proposal routing form is missing.
- New course approval form is missing.
- Course outlines or syllabi need to be provided for all proposed new courses.
- Catalog copy does not list the elective courses (pg. 7).
- Attachment E (Academic Roadmaps) is missing.
- PH 2010 is missing from Attachment H (Course Offerings).
- Update dates of implementation. Fall 2021 is the earliest feasible start date at this point.

Comments, questions, and recommendations:

- The NSME Curriculum Committee feels strongly that faculty members should take the lead on the proposal instead of administrators. See Appendix A.
- There is concern from many department chairs about their ability to offer sufficient sections to meet enrollment. See the appendices for more feedback.



CSU Bakersfield

School of Natural Sciences, Mathematics, and Engineering

Department of Computer and Electrical
Engineering and Computer Science

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- GE Area A4 is being renamed back to B4, so that should be updated in catalog copy
- GE Capstone needs GECCo approval and this will affect the course number. It would be PH 4918 if approved by GECCo. We recommend using PH 491x while the GECCo approval process is ongoing.
- Academic Operations recommends using a 4-character prefix instead of PH, preferably a prefix that matches the degree code in myCSUB.
- It looks like an older form of the Chancellor's Office template has been used. We recommend comparing the proposal to the CO's Program Planning Guide at www.calstate.edu/app to make sure that the proposal has of the current required elements.
- Has the WASC Substantive Change Screening Form been submitted? If not, how was it determined that the program is not subject to a WASC Substantive Change Review?

Please provide an updated proposal and/or a response to the above items to the AAC at your earliest convenience. We also invite you to the Thursday February 27th AAC meeting at 10:05am in the Science III conference room (Sci. III 100) to discuss the proposal

Sincerely,

Dr. Melissa Danforth

Professor, CEE/CS Department Chair

Chair of the Academic Affairs Committee of the CSUB Academic Senate

Appendix A: Summary of Feedback from Departments and Curriculum Committees

KINE, PSYC, SOC – See separate document prepared jointly by these chairs (Appendix B)

ECON – Email from Aaron Hedge on October 28, 2019

Hi, Melissa

We typically offer Econ 3108 once a year (generally in the Fall). It is a required course for a concentration in business. It is also a GE class, which limits it to 45 students per offering. We have typically averaged between 35 and 40 the last few years, with the last couple years averaging 44. If the BS PH program grows rapidly, we would probably need to offer another section, for which at the present moment we lack resources. We are in the process of hiring and may have more resources in the future.

Aaron

PPA/HCA – Email from Chandra Commuri on October 29, 2019

Hi Melissa,

Thank you for sharing the proposal with us. Our faculty discussed it today and support it.

Best wishes,

-chandra

BIOL – No response as of January 30, 2020

MATH – No response as of January 30, 2020

NSME Curriculum Committee – Response from Javier Trigos on November 12, 2019

Melissa,

The NSME Curriculum Committee feels that even though, in principle, this is a worthwhile proposal, it should be initiated by faculty and not by administrators.

Once it is properly submitted, we will consider it.

Regards,

Javier

BPA – Response from BJ Moore on October 22, 2019

John Stark and I were invited to be a part of the development team about three years ago and have input as the program has developed. Thanks for including us again. Yeah for shared governance.

SSE – No response as of January 30, 2020

A&H – No response as of January 30, 2020

Appendix B: Response from KINE, PYSC, and SOC Departments

The response begins on the next page.



CSU Bakersfield

School of Social Sciences and Education

Department of Kinesiology

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9001 Stockdale Highway
Bakersfield, California 93311-1022

(661) 654-2187
(661) 654-2067 FAX
www.csub.edu/sse/kine

MEMORANDUM

Date: November 12, 2019

To: Melissa Danforth, Chair
Academic Affairs Committee (AAC)

From: Kris Grappendorf, Chair
Department of Kinesiology

Anne Duran, Chair
Department of Psychology

Doreen Facile- Anderson, Chair
Department of Sociology

RE: Public Health Program Proposal

Please find below a response from the Departments of Kinesiology, Psychology and Sociology; all Departments within the School of Social Sciences and Education. Our programs feel the Public Health degree would be beneficial to the campus in theory. However, there are several significant implementation concerns related to the proposal.

1. Course enrollments are currently at or near capacity leaving on a few openings for new students from the Public Health degree.
 - a. Required courses from Kinesiology: KINE 1018 and KINE 3118. Both are included in the GE and are restricted to a capacity of 45. Data from the 2018-19 academic year indicates only 20 seats were available in KINE 1018 and 7 seats in KINE 3118. The year 1 enrollment predication for 2019-20 is 30 majors (pg. 15) * I believe the AY should be 2020-21. Kinesiology is already anticipating enrollment growth for its own program based on previous enrollment growth. Without resources for additional sections, this pathway will not provide a timelier graduation path for the pre-nursing students that transition to this major.

Term	Section	Subject	Catalog	Descr	Tot Enrl
Spring 2019	01	KINE	1018	Lifetime Fitness	45
Spring 2019	02	KINE	1018	Lifetime Fitness	46
Spring 2019	03	KINE	1018	Lifetime Fitness	44
Fall 2018	01	KINE	1018	Lifetime Fitness	44
Fall 2018	02	KINE	1018	Lifetime Fitness	36
Fall 2018	03	KINE	1018	Lifetime Fitness	43
Fall 2018	04	KINE	1018	Lifetime Fitness	40
Fall 2018	05	KINE	1018	Lifetime Fitness	45
Fall 2018	06	KINE	1018	Lifetime Fitness	42

Term	Section	Subject	Catalog	Descr	Tot Enrl
Spring 2019	01	KINE	3118	Epidemiology and Wellness	47
Fall 2018	01	KINE	3118	Epidemiology and Wellness	38

b. Required courses from Psychology: PSYC 1018, PSYC 3260, PSYC 4340

PSYC 1018 is a General Education course (lower division area D). Several sections of this course are offered each semester, with a cap of 110 (*or 90, when larger rooms are not available). According to the ‘Course History,’ we significantly over-enrolled our courses in AY 18/19, and had a total of 34 ‘open’ spots in Fall 2019 (**: due to an error in Block Scheduling, this section was significantly under-enrolled).

Term	Subject	Catalog	Descr	Tot Enrl
Fall 2019	PSYC	1018	Explorations in Psychology	*94
Fall 2019	PSYC	1018	Explorations in Psychology	**61
Fall 2019	PSYC	1018	Explorations in Psychology	109
Fall 2019	PSYC	1018	Explorations in Psychology	102
Spring 2019	PSYC	1018	Explorations in Psychology	110
Spring 2019	PSYC	1018	Explorations in Psychology	109
Spring 2019	PSYC	1018	Explorations in Psychology	108
Spring 2019	PSYC	1018	Explorations in Psychology	106
Fall 2018	PSYC	1018	Explorations in Psychology	111
Fall 2018	PSYC	1018	Explorations in Psychology	109
Fall 2018	PSYC	1018	Explorations in Psychology	110
Fall 2018	PSYC	1018	Explorations in Psychology	121
Fall 2018	PSYC	1018	Explorations in Psychology	115

PSYC 3260 is a content area, typically taken only by Psychology majors and minors, with a cap of 50. This is offered online through our Antelope Valley campus as well as face-to-face on our main campus. Given the ‘Course History,’ between the online and face-to-face versions, we had a total of 9 ‘open’ spots in AY 18/19, and a total of 2 ‘open’ spots in Fall 2019.

Term	Subject	Catalog	Descr	Tot Enrl
Fall 2019	PSYC	3260	Social Psychology	50
Fall 2019	PSYC	3260	Social Psychology	48
Spring 2019	PSYC	3260	Social Psychology	50
Spring 2019	PSYC	3260	Social Psychology	98
Fall 2018	PSYC	3260	Social Psychology	49
Fall 2018	PSYC	3260	Social Psychology	49
Fall 2018	PSYC	3260	Social Psychology	95

Psychology 4340, Health Psychology, will be offered in Spring 2020, for the first time since Fall 2017. This will be taught by a part-time lecturer. In order to offer this course on a continual basis, we would need to have a permanent faculty person.

The Psychology Department is undergoing tremendous growth at this time. While we believe that Psychology is an important part of a Public Health program, without additional faculty support, we would be unable to assure student access to PSYC 1018, 3260, and 4340.

c. Required courses from Sociology:

SOC 1008 is a General Education course (lower division area D). Several sections of this course are offered each semester, with a cap of 100 (This cap is now 90 due to lack of access to large classroom and workload issues). According to the 'Course History,' our courses in AY 18/19, were generally full but some were less full due to last minute requests to offer additional sections of SOC 1008 which did not fill. In Fall 2019 (**: due to an error in Block Scheduling, some of SOC 1008 sections were under-enrolled).

Term	Subject	Catalog	Description	Total Enrollment
Fall 2019	SOC	1008-01	Introduction to Sociology	60
Fall 2019	SOC	1008-02	Introduction to Sociology	87
Fall 2019	SOC	1008-03	Introduction to Sociology	86
Fall 2019	SOC	1008-04	Introduction to Sociology	64
Fall 2019	SOC	1008-60	Introduction to Sociology	96
Spring 2019	SOC	1008-01	Introduction to Sociology	97
Spring 2019	SOC	1008-02	Introduction to Sociology	96
Spring 2019	SOC	1008-03	Introduction to Sociology	97
Spring 2019	SOC	1008-04	Introduction to Sociology	69
Spring 2019	SOC	1008-05	Introduction to Sociology	(cap 45) 30
Fall 2018	SOC	1008-01	Introduction to Sociology	85
Fall 2018	SOC	1008-02	Introduction to Sociology	100
Fall 2018	SOC	1008-03	Introduction to Sociology	97
Fall 2018	SOC	1008-04	Introduction to Sociology	98
Fall 2018	SOC	1008-05	Introduction to Sociology	86
Fall 2018	SOC	1008-06	Introduction to Sociology	(cap 45) 42

In regard to SOC 4630, Sociology of Medicine, the department offered during Spring 2019 with 38 of the 40 seats filled. More importantly, we have only taught this course once in my 15 years as a faculty member. We would appreciate having this course offered yearly, but we do not have the faculty expertise. Sociology of Health and Wellness SOC 4620 used to be offered yearly but the faculty member with the expertise in this area left the University in December 2018.

Sociology is in the same situation as the Kinesiology and Psychology departments in relation to rapid growth in majors. While we believe that Sociology is an important part of a Public Health program, without additional faculty support, we would be unable to assure student access to SOC 1008, 4620 or 4630.

2. Additional Support Resources will be needed. On page 16-17 of the program proposal the following is indicated:

“No additional faculty will be needed to start the program. The courses proposed in the four-year roadmap and upper division electives are currently listed in the CSUB catalog and taught by existing CSUB faculty. Since many of the departments participating in offering the courses for the Public health degree already experience robust enrollments it will be desirable to add additional faculty to these departments with individuals that can contribute to both the Public Health degree and to needs specific to the department. One of the next priority expansion hires in NSME will be an individual that fits this role. SSE will also need an expansion hire with for their existing popular majors in Psychology and Kinesiology, and can easily match that to an individual with Public Health expertise. The Popularity of the degree will with predicted enrollments mirroring those of the Human Biology degree will easily support the justification for additional faculty lines in future budget considerations.”

The Chairs of the Departments feel that the resource allocation for expansion hires must be more clearly defined. Will there be one expansion hire in NSME that teaches courses for the other Departments? Will SSE receive additional funding for it's expansion hire? Would this position cross Departments? If a position is allocated to one particular Department, it is not likely the Department would have this position on the top of its expansion list. We feel an expansion hire for an interdisciplinary program housed outside of the School will not rank high on the School wide priority list.

All Departments are challenged in finding adjunct instructors in the local area to teach in upper division specialty areas.

Finally, in the early planning stages, students were to be able to choose 9 electives from any discipline. If Kinesiology, Psychology and Sociology are being requested to offer elective units required by the degree, resource allocations will need to be made to offer or provide sections of the following:

- a. Kinesiology: Options were KINE 3340, 4160, 4170 and 4220. KINE 3340 and 4220 are at capacity. 4160 is scheduled every other year and 4170 has not been taught due to lack of faculty.
- b. Psychology: The Department does not currently have the expertise to offer PSYC 3620, Psychological Aspects of Human Sexuality, or PSYC 4320, Mental Health and Aging.
- c. Sociology: The Department does not currently have the expertise to offer SOC 4630, Sociology of Medicine and SOC 4620, Sociology of Health and Wellness.



CSU Bakersfield

School of Natural Sciences, Mathematics, and Engineering

Curriculum Committee

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www.csub.edu/nsme

MEMORANDUM

20th of March, 2020

TO: Melissa Danforth, Chair, Academic Affairs Committee

FROM:  , Chair, CC NSME

cc Paul Smith, Chair Department of Biology
Janie Yadon, Assistant Professor of Nursing
Kris Grappendorff, Chair Department of Kinesiology
Todd McBride, Associate Dean, NSME
NSME Curriculum Committee members

SUBJECT: Feedback regarding the Public Health Program Proposal

On its meeting of the 20th of March, 2020, the NSME Curriculum Committee approved the following recommendations to the AAC regarding the Public Health Program Proposal.

- 1) Housing the Program within an academic department would facilitate students to have a sense of belonging and to establish successful cohorts.
- 2) A plan for advising students is needed.
- 3) Release time for Steering Committee members or at least the Program Director, is recommended to assure the success of the program.
- 4) The list of SLOs should be completed to match all required courses.
- 5) The support memo from the NSME Dean should reflect the need of 7 WTUs for the PH courses instead of 6.



CSU Bakersfield

School of Natural Sciences, Mathematics, and Engineering

Department of Biology

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(661) 654-3089
(661) 654-6956 FAX
www.csub.edu/biology

MEMO

To: Academic Senate, California State University, Bakersfield
From: Paul Smith, Chair, Department of Biology
Re: Department approval and support of Public Health degree
Date: August 26, 2020

This letter communicates departmental support of the proposed Public Health degree.

The Department of Biology has met numerous times with various campus officials and outside faculty to discuss the Public Health degree proposal. A Public Health degree option is sorely needed for the CSUB service region. As one of the Departments that will be providing service courses for the degree, the Biology faculty are unanimous in their support of the proposed Public Health degree.

Sincerely,

A handwritten signature in cursive script that reads "Paul T. Smith".

Paul Smith
Professor and Chair, Department of Biology



CSU Bakersfield

Office of the Provost and
Vice President for Academic Affairs

Mail Stop: 59 ADM
9001 Stockdale Highway
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(661) 654-2131 FAX
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February 28, 2020

Dear Academic Senate:

The office of the Provost and Vice President for Academic Affairs will provide resources for the kinesiology, psychology, sociology, biology and economics departments as the need for courses in these departments may increase with the addition of the new Public Health major. The Public Health major will be comprised of courses within the schools of NSME, SSE and BPA. Students will be able to bundle existing courses from all three schools to prepare them for the Public Health field. The Public Health major was eligible to start in Fall 2019. Planning for the public health first-year experience seminar has been initiated with approved funding.

The pre-health first-year seminar is being created as a foundation for students who have selected to be pre-health. This is a part of the multi-pronged strategy for improving retention and graduation rates for pre-health students. Annually approximately 300 students are admitted to CSUB as formerly "pre-nursing"; currently "pre-health". The nursing program is limited to accepting 55-60 students each academic year. The Public Health major provides alternative options for the large number of students who were not accepted into the nursing program. Additional resources will be needed to support the large number of students will pursue a career in the health field and will assist in removing roadblocks of bottleneck courses as students' progress towards graduation.

A growth interest in Public Health is projected as an alternative to nursing. It is advantageous to plan for an adequate number of required foundation courses are available to meet the demand. Funding will be provided, as needed, to ensure courses are available to accommodate the large number of pre-health students.

Thank you for your consideration,

A handwritten signature in blue ink, appearing to read "Vernon B. Harper".

Vernon B. Harper, Ph.D.
Interim Provost and Vice President for Academic Affairs



CSU Bakersfield

School of Natural Sciences, Mathematics, and Engineering

Office of the Dean

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www.csub.edu/nsme

September 17, 2019

Dean Academic Senate colleagues:

I am writing in support of the proposed Bachelors of Science degree in public health. This interdisciplinary program – developed over the past several years by faculty from the Schools of BPA, NSME, and SSE – builds on existing courses and resources to create opportunities for CSUB students and to meet an important need in our medically underserved community.

A B.S. in public health will expand the health-related degree options available to students unable to gain acceptance into our impacted nursing program. There are over 600 students at CSUB in “pre-nursing” and only about 30 of these students will be admitted into the nursing program. Many who are not admitted are so committed to a career in health care that they either drop out or spend years trying to get into nursing, substantially delaying graduation. We need to do a better job of advising these students about other options – such as human biology, kinesiology, psychology, etc. – that can lead to a “helping”, health-related career. We also need to give these students more options, and the faculty behind this proposal are attempting to do just that with a public health degree. The fact that a public health degree is offered at twenty-one other CSU campuses; the many CSUB pre-nursing students who will not get into nursing; and the high enrollments in a newly established A.A. degree in public health at Bakersfield College provide evidence that this new program will be popular with CSUB students (and B.C. transfer students).

There are multiple career paths for students with a B.S. in public health. Graduates will work for the health department, human services agencies, hospitals, clinics, and private practices as health inspectors, “coaches”, educators, and administrators, among other things. The Kern County Health Department has described the critical need for this workforce in its letter of support for the program. CSUB public health graduates will be part of the solution to the shortage of healthcare professionals in our community.

As an interdisciplinary degree, the B.S. in public health will be overseen by a steering committee of faculty from BPA, NSME, and SSE. The School of NSME commits to supporting the committee with administrative staff and oversight. We will provide financial support for the 6 WTUs of new PBHS courses, and public health majors will receive advising through the NSME advising center.

In summary, I believe that this new degree will help address health issues in our community. It is a staple at other CSU campuses, and it will be a popular major choice, addressing the retention and graduation issues now associated with pre-nursing students. I strongly support this proposal.

Sincerely,

A handwritten signature in blue ink that reads "Kathleen Madden".

Kathleen Madden
Professor of Mathematics and Dean



CSU Bakersfield

School of Social Sciences and Education

Office of the Dean

Mail Stop: 21 EDUC
9001 Stockdale Highway
Bakersfield, California 93311-1022

(661) 654-2210
(661) 654-2016 FAX
www.csub.edu

September 20, 2019

Dear Academic Senate Colleagues,

The Office of the Dean in the School of Social Sciences and Education (SSE) is in full support of the proposed interdisciplinary Bachelor of Science degree in Public Health. The interdisciplinary degree will provide an excellent opportunity for our students interested in a health-related discipline or helping profession an additional option at CSUB. The School of SSE is in full support of the proposed new degree.

Sincerely,

A handwritten signature in blue ink that reads 'Tanya Boone-Holladay'. The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Tanya Boone-Holladay
Interim Dean, SSE



CSU Bakersfield

School of Business and Public Administration

Dean's Office

Mail Stop: 20 BDC
9001 Stockdale Highway
Bakersfield, California 93311-1022
(661) 654-2157
(661) 654-2207 FAX
www.csub.edu

September 27, 2019

Dear Academic Senate Colleagues,

I am pleased to offer my full support for the proposed interdisciplinary Bachelor of Science degree in Public Health. This new degree will provide an excellent opportunity for students who are interested in health-related degree programs and professions at the School of Business and Public Administration. Considering this, the School of Business and Public Administration is in full support of the proposed new degree in Public Health.

Sincerely,

A handwritten signature in blue ink that reads 'A. Gunasekaran' with a stylized flourish at the end.

Angappa Gunasekaran, PhD
Professor and Dean

**Attachment E: BS in Public Health
Four-Year Roadmap to Graduation **DRAFT****

Year	Fall	Spring
1	MATH 2200 Intro. to Stat. Con./Meth., A4 3	BIOL 2210 Human Anatomy 4
	CHEM 1000 Foundations of Chemistry, B1 3	BIOL 1009 Perspectives in Biology, B2 3
	First-Year Seminar 2	PSYC 1018 Explorations in Psychology, D 3
	GE Area A1 3	PH 2010 Careers in Public Health FYS-2 1
	GE Area A2 3	Chemistry 1001 Foundations of Chem. Lab, B1 2
	SOC 1008 Introduction to Sociology, D 3	GE Area A3, C1, or C2 3
33 units	17 units	16 units
2	BIOL 2220 Human Physiology 4	PH/BIOL 3000 Public Health Practices 3
	PH/BIOL 2600 Current Health Problems 3	BIOL 2230 Microbiology 4
	KINE 1018 Lifetime Fitness, SELF 2	BIOL 2240 Nutrition 2
	AI History or Government 3	GE Area F 3
	GE Area A3, C1, or C2 3	GE Area A3, C1, or C2 3
30 units	15 units	15 units
3	PSYC 3260 Social Psychology 3	BIOL 3440 Virology 3
	SOC 4620 Sociology of Health and Wellness 3	AI History or Government 3
	KINE 3118 Epidemiology and Wellness, UD D 3	ECON 3108 Health and Health Care, UD D 3
	Junior Year Diversity Reflection 3	UD Major Elective 3
	GWAR Course (Exam also option) 3	UD Area C 3
30 units	15 units	15 units
4	PPA 4250 U.S. Health Care System: Then / Now 3	UD Major Elective 3
	UD Major Elective 3	UD Free Elective 3
	UD Major Elective 3	PSYC 4340 Health Psychology 3
	UD Free Elective 3	PH/BIOL 4918 Senior Seminar and GE Capstone 3
	SCI 3019 Rev. Ideas in Human Biol., UD B 3	
27 units	15 units	12 units

Important Notes

- Courses may not always be taught in the semester shown. Check for the most current list of projected course offerings.

- This is just one example of how to schedule classes to graduate in 4 years. Other schedules may be equally valid.

Attachment F:
Comprehensive Program Assessment Plan for BS in Public Health

a ILOs	b PLOs	c SLOs	d Course where SLO Assessed	e Assessment Activity (signature assignment)	f Assessment tool used to measure success	g Assessment schedule	h How data will be reported	i Designated person to evaluate assessment	j SLO data dissemination schedule	k Closing the loop strategies
<p>(ILO 1) Students will show critical reasoning and problem-solving skills.</p> <p>(ILO 3) Students will demonstrate discipline-based knowledge and career-based-learning.</p> <p>(ILO 6) Students will develop a well-rounded skill set.</p>	<p>(PLO 1) Apply a rich body of relevant public health knowledge and information to solve complex problems and challenges in the public health discipline.</p>	<p>(SLO 1) Describe and articulate the potential impact of essential services that public health programs provide to protect and improve the health of populations.</p> <p>(SLO 2) Identify and explain the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.</p> <p>(SLO 3) Demonstrate the use of research tools and analytical methods to critically analyze, monitor and assess the health status of diverse populations.</p> <p>(SLO 4) Clearly articulate why evidence-based approaches are an essential part of public health practice.</p> <p>(SLO 5) Plan and implement effective health</p>	<p>Public Health 4918 Senior Seminar</p>	<p>Rubric and multiple choice questions with four general questions submitted by instructors for each required course in the discipline. Each question will align with one of the indicated PLO's and SLOs</p> <p>Senior capstone writing assignment</p>	<p>Questions will be grouped into four different sections based on like content, with proficiencies measured in each section and students will be expected to achieve 70 percent in each area.</p>	<p>Every other year starting in year three</p>	<p>Average proficiency level for each section of like content will be evaluated for student scores</p>	<p>Program director</p>	<p>Fall term following each Spring assessment cycle</p>	<p>Identify areas of low proficiencies and communicate with instructors of those course to evaluate both the learning objectives and course content designed to meet those objectives</p>

		<p>education programs that result in effective health behavior change and maximize health and wellness.</p> <p>(SLO 6) Evaluate efficacy and accuracy of health programs.</p> <p>(SLO 7) Identify or recruit community organization, resource people, and potential participants for support and assistance in planning a health program.</p> <p>(SLO 8) Coordinate health programs and services.</p> <p>(SLO 9) Act as a resource person in community health programs and activities.</p> <p>(SLO 10) Communicate health needs, concerns and resources.</p>								
ILOs	PLOs	SLOs	Course where SLO Assessed	Assessment Activity (signature assignment)	Assessment tool used to measure success	Assessment schedule	How data will be reported	Designated person to evaluate assessment	SLO data dissemination schedule	Closing the loop strategies
<p>(ILO 1) Students will show critical reasoning and problem-solving skills.</p> <p>(ILO 3) Students will demonstrate</p>	<p>(PLO 2) Integrate knowledge within the public health discipline and apply theoretical approaches and evidence-based practice in the</p>	<p>(SLO 1) Describe and articulate the potential impact of essential services that public health programs provide to protect and</p>	<p>Public Health 3000, Public Health Practices, this course will serve as the</p>	<p>This assessment activity will take place earlier in the curriculum and focus</p>	<p>Questions will be grouped into four different sections based on like content,</p>	<p>Every other year starting in year two</p>	<p>Average proficiency level for each section of like content will be</p>	<p>Program director</p>	<p>Fall term following each Spring assessment cycle</p>	<p>Identify areas of low proficiencies and communicate with instructors of those course</p>

<p>discipline-based knowledge and career-based-learning. (ILO 4) Students will possess numerical literacy.</p> <p>(ILO 6) Students will develop a well-rounded skill set.</p>	<p>field or research through critical analysis, problem solving, and collaborative communication techniques.</p>	<p>improve the health of populations. (SLO 3) Demonstrate the use of research tools and analytical methods to critically analyze, monitor and assess the health status of diverse populations. SLO 4) Clearly articulate why evidence-based approaches are an essential part of public health practice. (SLO 6) Evaluate efficacy and accuracy of health programs. (SLO 9) Act as a resource person in community health programs and activities.</p>	<p>transition course to the upper division content and will provide an excellent midway point assessment of student proficiencies</p>	<p>on the lower division course content Rubric and multiple choice questions with five general questions submitted by instructors for each required course in the discipline.</p>	<p>with proficiencies measured in each section and students will be expected to achieve 70 percent in each area.</p>		<p>evaluated for student scores</p>			<p>to evaluate both the learning objectives and course content designed to meet those objectives</p>
ILOs	PLOs	SLOs	Course where SLO Assessed	Assessment Activity (signature assignment)	Assessment tool used to measure success	Assessment schedule	How data will be reported	Designated person to evaluate assessment	SLO data dissemination schedule	Closing the loop strategies
<p>(ILO 3) Students will demonstrate discipline-based knowledge and career-based-learning. (ILO 5) Students will become engaged citizens. (ILO 6) Students will develop a well-rounded skill set.</p>	<p>(PLO 3) Identify risks to health and advocate for public health equity and social justice in diverse and multicultural local, national, and global contexts.</p>	<p>(SLO 1) Describe and articulate the potential impact of essential services that public health programs provide to protect and improve the health of populations. (SLO 2) Identify and explain the socio-economic,</p>	<p>Public Health 4918 Senior Seminar</p>	<p>Rubric and multiple choice questions with four general questions submitted by instructors for each required course in the</p>	<p>Questions will be grouped into four different sections based on like content, with proficiencies measured in each section and students will</p>	<p>Every other year starting in year three</p>	<p>Average proficiency level for each section of like content will be evaluated for student scores</p>	<p>Program director</p>	<p>Fall term following each Spring assessment cycle</p>	<p>Identify areas of low proficiencies and communicate with instructors of those course to evaluate both the learning objectives and course content</p>

		behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities. (SLO 3) Demonstrate the use of research tools and analytical methods to critically analyze, monitor and assess the health status of diverse populations. (SLO 5) Plan and implement effective health education programs that result in effective health behavior change and maximize health and wellness. (SLO 6) Evaluate efficacy and accuracy of health programs. (SLO 10) Communicate health needs, concerns and resources.		discipline. Each question will align with one of the indicated PLO's and SLOs Senior capstone writing assignment	be expected to achieve 70 percent in each area.					designed to meet those objectives
ILOs	PLOs	SLOs	Course where SLO Assessed	Assessment Activity (signature assignment)	Assessment tool used to measure success	Assessment schedule	How data will be reported	Designated person to evaluate assessment	SLO data dissemination schedule	Closing the loop strategies
(ILO 2) Students will be able to communicate orally and in writing.	(PLO 4) Take a leadership role in effectively disseminating accurate public	(SLO 1) Describe and articulate the potential impact of essential services that	Public Health 4918 Senior Seminar	Rubric and multiple choice questions with four	Questions will be grouped into four different	Every other year starting in year three	Average proficiency level for each section of	Program director	Fall term following each Spring assessment cycle	Identify areas of low proficiencies and communicate

<p>(ILO 5) Students will become engaged citizens.</p> <p>(ILO 6) Students will develop a well-rounded skill set.</p>	<p>health information and act to educate diverse and multicultural populations with the most relevant and up to date public health information.</p>	<p>public health programs provide to protect and improve the health of populations. (SLO 2) Identify and explain the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities. (SLO 5) Plan and implement effective health education programs that result in effective health behavior change and maximize health and wellness. (SLO 6) Evaluate efficacy and accuracy of health programs. (SLO 7) Identify or recruit community organization, resource people, and potential participants for support and assistance in planning a health program. (SLO 8) Coordinate health programs and services. (SLO 10) Communicate health needs,</p>		<p>general questions submitted by instructors for each required course in the discipline. Each question will align with one of the indicated PLO's and SLOs</p> <p>Senior capstone writing assignment</p>	<p>sections based on like content, with proficiencies measured in each section and students will be expected to achieve 70 percent in each area.</p>		<p>like content will be evaluated for student scores</p>			<p>with instructors of those course to evaluate both the learning objectives and course content designed to meet those objectives</p>
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		concerns and resources.								
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Attachment G:

SLO Major Course Matrix for BS in Public Health

SLO I = Introduced D = Developed M = Mastered	MATH 2200 Statistics GE B4	SOC 1008 Intro to Soc GE D	CHEM 1000 and 1001 GE B1	BIOL 1009 General Biol GE B2	PSYC 1018 Explor Psych GE D	KINE 1018 Lifetime Fitness GE SELF	PH/BIOL 2010 PH Careers	BIOL 2200 Human Anatomy	BIOL 2220 Human Phys	BIOL 2230 Micro- biology	BIOL 2240 Nutrition
(SLO 1) Describe and articulate the potential impact of essential services that public health programs provide to protect and improve the health of populations.		I			I		I				
(SLO 2) Identify and explain the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.		I		I	I		I				I
(SLO 3) Demonstrate the use of research tools and analytical methods to critically analyze, monitor and assess the health status of diverse populations.	I	I	I	I	I			I	I	I	I
(SLO 4) Clearly articulate why evidence-based approaches are an essential part of public health practice.	I			I			I	I	I	I	I
(SLO 5) Plan and implement effective health education programs that result in effective health behavior change and maximize health and wellness.					I	I					

(SLO 6) Evaluate efficacy and accuracy of health programs.											
(SLO 7) Identify or recruit community organization, resource people, and potential participants for support and assistance in planning a health program.											
(SLO 8) Coordinate health programs and services.											
(SLO 9) Act as a resource person in community health programs and activities.											
(SLO 10) Communicate health needs, concerns and resources.											

Attachment G:

SLO Major Course Matrix for BS in Public Health

SLO I = Introduced D = Developed M = Mastered	BIOL 2600 Current Health Problems	PH/BIOL 3000 Public Health Practices	SCI 3019 Rev. Ideas Human Biol GE B	KINE 3118 Epid. & Wellness GE D	ECON 3108 Health & Health Care GE D	PSYC 3260 Social Psych.	PSYC 4340 Health Psych.	SOC 4620 Soc. Of Health & Wellness	BIOL 3440 Virology	PPA 4250 U.S. Health Care System	PH/BIOL 4918 Sen. Seminar in Public Health
(SLO 1) Describe and articulate the potential impact of essential services that public health programs provide to protect and improve the health of populations.	I	D	I	I	D		I	I		I	D
(SLO 2) Identify and explain the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.	I	D			D	I		I			D
(SLO 3) Demonstrate the use of research tools and analytical methods to critically analyze, monitor and assess the health status of diverse populations.	I	D	D	D	D	I	D				D
(SLO 4) Clearly articulate why evidence-based approaches are an essential part of public health practice.	I	D	D	D			D	D			D
(SLO 5) Plan and implement effective health education programs that result in effective health behavior change and maximize health and wellness.		I			I		I	D			D
(SLO 6) Evaluate efficacy and accuracy of health programs.	I	D	I	I	I		I			I	D

(SLO 7) Identify or recruit community organization, resource people, and potential participants for support and assistance in planning a health program.		I					I	D			D
(SLO 8) Coordinate health programs and services.		I			I		I	I			D
(SLO 9) Act as a resource person in community health programs and activities.	I	D	D	D	D	I	I	I		I	M
(SLO 10) Communicate health needs, concerns and resources.	I	D	I	I	D	D	D	D		I	M

Attachment H:

Public Health Degree Course Offerings for Initial Three Years (AY 2021-2022) to (AY 2023-2024)

Course	Instructor	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Math 2200	Staff	X	X	X	X	X	X
Chem 1000	Staff	X	X	X	X	X	X
Soc 1008	Staff	X	X	X	X	X	X
Biol 2210	Dodenhoff/Ehteshami	X	X	X	X	X	X
Biol 1009	Staff	X	X	X	X	X	X
Psyc 1018	Staff	X	X	X	X	X	X
Chem 1001	Staff	X	X	X	X	X	X
PH 2010	Yadon	X	X	X	X	X	X
Biol 2220	Staff/Stark	X	X	X	X	X	X
Biol 2600	Adler	X	X	X	X	X	X
Kine 1018	Staff	X	X	X	X	X	X
PH 3000	Yadon			X		X	
Biol 2230	Meade	X	X	X	X	X	X
Biol 2240	Keal	X	X	X	X	X	X
BIOL 3440	Francis/Lauer	X	X	X	X	X	X
SCI 3019	Stark/Dodenhoff	X	X	X	X	X	X
Psyc 3260	Evans	X	X	X	X	X	X
Soc 4620	Gibson	X		X		X	
Kine 3118	Staff	X	X	X	X	X	X
Psyc 4340	Harper	X		X		X	
Econ 3108	Gearhart	X		X		X	
PPA 4250	Pallitto	X		X		X	
PH 4918	Yadon				X		X

Terms listed are when it is currently planned to be offered, and do not necessarily correspond with current suggested roadmap (Attachment E). Adjustments to roadmap and requests to departments for course offerings will occur as needed when degree is approved.



November 6, 2017

Todd McBride, PhD
Interim Associate Dean
School of Natural Science Mathematics and Engineering
Mail Stop: 13 SCI
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311

Todd, it was nice to speak with you last Monday at Bakersfield College. As the Director of Public Health Services I am pleased and excited about the possibility of California State University, Bakersfield (CSUB) initiating a Public Health degree option.

As the community continues to grow, the public health issues we face also continue to grow and our role in the community increases as we increase current programs and develop new ones to lessen the impact that chronic and communicable diseases have on our citizens.

Kern County is in need of locally trained people who want to live and work in our community and we would strongly support a Bachelor's degree option in Public Health.

Thank you for your interest in Public Health.

Sincerely,

Matthew Constantine
Director of Public Health Services

November 19, 2020

Vernon B. Harper Jr. Ph.D.
Provost and Vice President for
Academic Affairs and Professor
of Communications

CC: Todd McBride, Ph.D.
Interim Dean
School of Natural Sciences,
Mathematics and Engineering

This serves as a letter of support for California State University of Bakersfield's (CSUB) efforts to establish a Public Health degree program. As the Director of the Kern County Public Health Services Department, I can attest that there is a significant need in our community for an educational institution such as CSUB, to prepare the future public health workforce.

As our community grows, it is imperative now more than ever that we provide opportunities for our upcoming leaders to develop the necessary skills to improve the health of all Kern County residents. Please allow this letter to demonstrate my enthusiastic support for CSUB's proposal.

Sincerely,



Matthew Constantine
Director

November 6, 2017

Todd McBride, PhD
Interim Associate Dean
School of Natural Science Mathematics and Engineering

661-/395-4211
www.bcpresidentblog.com 
@sonyachristian 

Re: Letter of Support of California State University Bakersfield Bachelor's
degree option in Public Health

Dear Dr. McBride:

On behalf of Bakersfield College, I am writing this letter to demonstrate support for California State University Bakersfield Bachelor's Degree option in Public Health. Kern County struggles with a series of public health challenges, yet has a limited supply of trained local public health workers. For this reason, Bakersfield College has created an Associate Degree for Transfer (AST) in Public Health Science and is currently creating certificate options to support this local demand. In addition, BC has partnered with four year institutions like University California Los Angeles and California State University Fresno to continue this pathway; however, students lack a local option. The CSUB degree will meet this local need.

The demand for a local public health science program is strong. For the United States, the US Department of Labor Outlook indicates there is a 16% job growth for public health related fields and local labor market data mirrors the national trend at 10% growth. Regional public health providers lament on having to hire and train workers who are not from this region who are trained in the Central Valley but then leave. To address this demand, Bakersfield College rolled out the first local public health program in Fall of 2017. Within a short period of time students are enrolling in these classes and waiting lists are now common. Students are increasingly changing their majors into the public health science field, as well as, students who are waiting to get into programs like Nursing and Radiology Technology are supplementing their course load with public health science classes. This interdisciplinary degree supports various pathways and opens the door to new employment opportunities.

The new Bakersfield College Public Health Science program has recently developed partnerships with University California Los Angeles Public Health Scholars program to recruit a diverse workforce and has also worked with the University of Nevada Las Vegas to conduct summer research. These partnerships are exciting but one key element is missing, a local 4-year degree program where students can continue to grow their public health education. Bakersfield College views the CSUB Degree option in public health as pivotal because many students will want to continue their education here in Kern County.

Bakersfield College looks forward to the continued partnership with California State University Bakersfield. We view this not only as a degree that will directly benefit the academic growth of our students but also address an unmet need in our community.

Sincerely,



Dr. Sonya Christian
President
Bakersfield College

MAY 26 2020

School of Natural Sciences,
Mathematics, and Engineering

Request for Approval New Course/Course Change

Submitted by: Janie Yadon #2546 & Paul Smith #2385
 Department Contact and Phone extension
 Effective Term: Fall 2021
 Semester & Year: 5/20/20
 Approved by: [Signature]
 Curriculum Committee Chair/Date: 4/23/20
 Approved by: [Signature]

Approved by: _____
 GE/UWR Committee Chair/Date
 Approved by: [Signature]
 School Dean/Date
 Approved by: _____
 Director of Academic Operations/Date

GE/UWR Effective Term

Date: _____ Signature: _____ 0

Crse ID# (1)	Crse Subj	Crse #	Total Units	Split Units	Class Mapping Value (2)	Hegis (3)	Course Title (30 spaces only)	CLEV (4)	Grading Basis (5)	Test Codes, Student Groups and/or Prerequisites	Corequisite	Requirement Designation and Attributes	GE/GRE attributes and remove or continue(6)	Notes, i.e. new course, title change, unit change, etc. (7)
Not Assigned	PH	2010	1	1 lec	03 Lect	_04011	Careers in Public Health	Health	B	None	None	Required for Major	NA	New course (course description on attached course syllabus)
Not Assigned	PH	3000	3	3 lec	03 Lect	_04011	Public Health Pract	00s	N	Pre-Req: PH 2010 BIOL 2600	None	Required for Major	NA	New course (course description on attached course syllabus)
Not Assigned	PH	4918	3	1 lec disc	03 Lect 04 Discus	04011	Senior Seminar in Health	Public Health	N	Open to Senior majors only	None	Required for Major	Capstone course pending GECCo approval	New course (course description on attached course syllabus)

(1) Every course in PeopleSoft has a unique course ID: for all new courses a course ID number will be generated.

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
SCHOOL OF NSME**

**PH/BIOL 2010: Careers in Public Health
Spring 20XX**

Instructor:
Instructor's office location:
Instructor's office hours:
Instructor contact info:

Class Meeting Times:

Location:

Credits: 1 semester units (1 50-minute class hours per week)

Course Description:

An introduction to career opportunities available in the field of Public Health. Students will learn about career options, and professional development through activities, discussion, and guest speakers. Offered on a credit, no-credit basis only. Open to all students interested in Public Health related career.

Prerequisites / Corequisites: None

Student Learning Outcomes:

1. Describe and articulate the potential impact of essential services that public health programs provide to protect and improve the health of populations.
2. Identify and explain the socio-economic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities.
3. Clearly articulate why evidence-based approaches are an essential part of public health practice.
4. Accurately communicate health needs, concerns and resources.

Required Textbooks and Materials:

Setzer, B. (2016). 101+ Careers in Public Health (2nd ed.). New York: Springer Publishing Company.
ISBN:

Recommended Textbook and Materials:

(Textbooks and Materials subject to change)

Student Evaluation:

Grading Scale:CR/NC

This is a credit/no credit course. Credit will be awarded based upon attendance and completion of all class assignments. "NC" will be awarded if hours and assignments are not complete. Missing more than two classes without instructor's prior approval will result in no credit for this course.

CR (Credit) = 70-100%

NC (No Credit) = 0-69%

2. Evaluation Methods/Assignments:

Weekly Assignments (5)	15%
Reflection Journal (2)	20%
Quizzes (3)	15%
Career Exploration Presentation	30%
Attendance	10%

University and Department Policy Items Would Be Inserted Here

Draft Topical Outline

<u>Date</u>	<u>Topic</u>	<u>Learning Activities</u>	<u>Related SLOs</u>
Week 1	Why Does Public Health Matter? Essential Services	Ch. 1 Icebreaker / Course Introduction	1, 3
Week 2	Education in Public Health Careers Finding Jobs in Public Health	Ch. 2,3 Weekly Assignment/Discussion	1
Week 3	Public Health Careers in Infectious Disease	Ch. 4 Guest Speaker: Epidemiologist Weekly Assignment/Discussion	2
Week 4	Public Health Laboratory Careers	Ch. 4 Guest Speaker: PH Lab Med Tech Quiz 1	1
Week 5	Maternal Child Health	Ch. 7 Guest Speaker: Child Death or Infant Mortality Committee Reflection #1 Due	2,4
Week 6	Public Safety / Emergency Preparedness	Ch. 13 Guest Speaker: PHEP Director Weekly Assignment/Discussion	1, 4
Week 7	Health Education / Promotion I	Ch. 5	3, 4
Week 8	Health Education / Promotion II	Guest Speaker: Health Educator KFHC Quiz 2	3, 4

Week 9	Environmental Health I	Ch. 12 Guest Speaker: Food Safety EHS Weekly Assignment/Discussion	1, 2
Week 10	Environmental Health II	Ch. 10 Guest Speaker: Solid Waste EHS Career Exploration Project Workshop	1, 2
Week 11	Health Communication / Social Marketing	Ch. 14 Guest Speaker: Media Representative Reflection #2 Due	2, 4
Week 12	Working with Vulnerable Groups	Ch. 16 Guest Speaker: CSV Patient Navigator Quiz 3	2
Week 13	Spring Break		
Week 14	Non-profit organizations and grant writing	Ch. 20 Guest Speaker: Food Bank or ?? Weekly Assignment/Discussion	2, 3
Week 15		Career Exploration Presentations	1, 2, 4
Week 16		Career Exploration Presentations	1, 2, 4
Finals Week	No Final Exam	Career Exploration Presentations as needed	1, 2, 4

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
SCHOOL OF NSME
DEPARTMENT OF BIOLOGY

PH/BIOL 3000: Public Health Practices
Spring 20XX

Instructor:
Instructor's office location:
Instructor's office hours:
Instructor contact info:

Class Meeting Times:

Location:

Credits: 3 semester units (3 50-minute class hours per week)

Course Description:

Exploration and analysis of the core functions, basic concepts and terminology in public health. The course will provide an overview of various public health institutions, and an in-depth analysis of public health topics such as health behavior theory, epidemiology of infectious and chronic diseases, maternal and child health, social determinants of health, strategies for eliminating health disparities, health education and health promotion programs, environmental health, and healthcare policy and management. (*Prerequisite: PH 2010 Careers in Public Health, BIOL 2600 Current Health Problems*)

Prerequisites: PH 2010 Careers in Public Health; BIOL 2600 Current Health Problems

Student Learning Outcomes:

1. Describe and articulate the potential impact of essential services that public health programs provide to protect and improve the health of populations.
2. Identify and explain the socio-economic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities.
3. Demonstrate the use of research tools and analytical methods to critically analyze, monitor and assess the health status of diverse populations.
4. Clearly articulate why evidence-based approaches are an essential part of public health practice.
5. Plan and implement effective health education programs that result in effective health behavior change and maximize health and wellness.
6. Evaluate efficacy and accuracy of health programs.
7. Identify or recruit community organization, resource people, and potential participants for support and assistance in planning a health program.
8. Coordinate health programs and services.
9. Act as a resource person in community health programs and activities.
10. Accurately communicate health needs, concerns and resources.

Required Textbooks and Materials:

Schneider, M.J. (2016). Introduction to Public Health (5th ed.). Burlington, MA: Jones & Bartlett Learning.

Recommended Textbook and Materials:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association.
ISBN: 9781433832161

(Textbooks and Materials subject to change)

Student Evaluation:

Grading Scale:

93-100%	A	77-79%	C+
90-93%	A-	73-76	C
87-89%	B+	70 -74	C-
83-86%	B	60-70	D
80-82%	B-	0-59	F

Evaluation Methods/Assignments (see Topical Outline for dates):

In Class Assignments	15%
Quizzes (3)	30%
Community Impact Report	20%
Poster/Video Presentation	10%
Final Exam	<u>25%</u>
Total:	100%

University and Department Policy Items Would Be Inserted Here

Topical Outline

<u>Date</u>	<u>Topic</u>	<u>Learning Activities</u>	<u>Related SLOs</u>
Week 1	<ul style="list-style-type: none"> • Public Health: Science, Politics and Prevention • Essential Services of Public Health • How Public Health is Organized 	Ch. 1, 2, 3	1, 3
Week 2	<ul style="list-style-type: none"> • Epidemiology I 	Ch. 4, 5	2, 3
Week 3	<ul style="list-style-type: none"> • Epidemiology II 	Ch. 6, 7, 8 Guest Speaker: Epidemiologist or PH Dept. tour	3, 4, 6, 9
Week 4	<ul style="list-style-type: none"> • Communicable Disease Control: Basic Concepts and Current Issues 	Ch. 9, 10	3, 8, 9
Week 5	<ul style="list-style-type: none"> • Health Behavior 	Ch. 13, 14	2, 5, 9

	<ul style="list-style-type: none"> • Health Behavior and Teaching Theories 		
Week 6	<ul style="list-style-type: none"> • Current Public Health Issue: Mental Health, Substance Abuse 	Ch. 19 Guest Speaker: BHS Staff	2, 7, 8
Week 7	<ul style="list-style-type: none"> • Current Public Health Issue: Chronic Diseases and Obesity 	Ch. 16 Guest Speaker: DM Self-Management	2, 5, 6
Week 8	<ul style="list-style-type: none"> • Current Public Health Issue: Maternal-Child, Family Health Issues 	Ch. 18	3, 4
Week 9	<ul style="list-style-type: none"> • Environmental Health I 	Ch. 20, 21 Guest Speaker: PH-REHS	1, 2, 3, 8, 9, 10
Week 10	<ul style="list-style-type: none"> • Environmental Health II 	Ch. 22, 23, 24 Guest Speaker: Solid Waste EHS	1, 2, 8, 9, 10
Week 11	Public Health Program Impact Paper Due		2, 4, 6, 8
Week 12	<ul style="list-style-type: none"> • Social Determinants of Health • Health Disparities 	Selected materials	2, 6, 7
Week 13	<ul style="list-style-type: none"> • Health Services Research • Non-profits and grant writing 	Ch. 28 Selected materials	3, 6, 7
Week 14	<ul style="list-style-type: none"> • Medical Healthcare Systems & Public Health • Public Health Poster / Video Presentations 	Ch. 26, 27	1, 6, 10
Week 15	Public Health Poster / Video Presentations		
Week 16	Final Exam		

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
SCHOOL OF NSME

PH/BIOL 4918: Senior Seminar in Public Health
Spring 20XX

PH/BIOL 4918: Senior Seminar in Public Health

Instructor(s)	[Name (s)]
Contact Information	[email] [office] (661) 654-xxxx
Meeting Times	TBA
Office Hours	TBA
Textbook/Course Materials	Rowitz, L. (2018). <i>Essentials of Leadership in Public Health</i> . Burlington, MA: Jones-Bartlett. ISBN: 9781284111484 American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7 th ed.). Washington D.C.: Author. ISBN: 9781433832154
General Education	This course meets the GE Capstone requirements of the CSU Bakersfield General Education Program including applicable themes and foundational skills.

Course Information

Course content will reflect current practices in the Public Health discipline with emphasis on practical applications to careers in Public Health. Student presentations and discussion of current topics in Public Health will be structured to fulfill the GE capstone requirement. One-hour lecture and two-hour discussion/field experience. Prerequisites: Open only to senior Public Health majors who have completed at least 15 units of upper-division coursework specific to the major.

Course Student Learning Outcomes:

1. Describe and articulate the potential impact of essential services that public health programs provide to protect and improve the health of populations.
2. Identify and explain the socio-economic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities.
3. Demonstrate the use of research tools and analytical methods to critically analyze, monitor and assess the health status of diverse populations.
4. Clearly articulate why evidence-based approaches are an essential part of public health practice.
5. Plan and implement effective health education programs that result in effective health behavior change and maximize health and wellness.
6. Evaluate efficacy and accuracy of health programs.
7. Identify or recruit community organization, resource people, and potential participants for support and assistance in planning a health program.
8. Coordinate health programs and services.

9. Articulate how their foundational skills, other GE coursework, and other major and minor coursework has prepared them for their career and will help or has helped them achieve other life goals (CSUB Capstone SLO Goal 1).
10. Demonstrate proficiency in critical thinking, information literacy, oral communication, written communication, and quantitative reasoning (Capstone SLO Goal 2).

Assignments, Quizzes and/or Exams

Student Learning Objectives and Field Study Plan	CR/NC
Weekly Project Updates	10%
Midterm Reflection Paper (Capstone Goal 1)	15%
Health Ed Oral Presentation with Faculty Feedback	CR/NC
Midterm Evaluation with Faculty/Field Preceptor	5%
Professional Portfolio	20%
Health Ed Oral Presentation with Faculty Feedback	CR/NC
Final Evaluation with Faculty/Field Preceptor	5%
Culminating Project: Oral Presentation (Capstone Goal 2)	25%
Culminating Project: Written Summary (Capstone Goal 2)	20%

Grading Scale:

93-100%	A	77-79%	C+
90-93%	A-	73-76	C
87-89%	B+	70 -74	C-
83-86%	B	60-70	D
80-82%	B-	0-59	F

Classroom Participation and Attendance

Classes start on time. Class attendance is expected. Students are required to participate in class through discussions, activities and assignments. If there is a lack of attendance and participation after the first week of class, the instructor may initiate the process of dropping the student from the course. Should a student be unable to attend, it is their responsibility to notify instructor prior to the class and to obtain information given in class. Unapproved absences, in addition to impeding a student’s learning and performance, may result in a grade reduction or course failure at the instructor’s discretion.

Policy on Late or Make-Up Assignments, Due Dates and Assignment Submission

- Make-up weekly assignments will not be allowed, unless you contact the instructor at least 24 hours prior to the due date/time and have a serious and compelling reason.
- Late assignments will be given a 10% deduction per day that they are late. Weekends count.
- Students must submit all assignments on the scheduled date and time unless there is serious and compelling reason. It is the responsibility of the student to promptly notify the instructor prior to the due date/time and produce the required documentation of the incident if requested by the instructor.
- Assignments will be submitted via Canvas unless otherwise directed by instructor.

Classroom Etiquette

Personal electronic communication devices must be deactivated during class time. Recording devices may be used only with permission of instructor, during designated times. Absolutely no recording devices may be used during quizzes, exams, or exam reviews—violation of this rule would constitute cheating (see above). Professional behavior is expected. It is the responsibility of each student to support a productive learning environment.

Social Media

No inappropriate content should be text messaged, or posted on Facebook, Twitter or on any other social media networks. Inappropriate content includes but is not limited to: client information (public health clients), stories or pictures related to clients or families cared for during the field experience, and information related to health care agencies, co-workers, faculty and/or managers. Information should not be shared with family members, friends, or posted on social media even if names or other identifying information are not used. Absolutely no pictures should be taken, saved, forwarded or posted of clients, even if you have their permission. Patient confidentiality must be upheld at all times. You can be fined for a HIPAA violation, and/or sued independently for breach of confidentiality or for ruining the reputation of patients, family members, faculty, or co-workers. Failure to follow these guidelines related to use of social media may result in grade reduction, course failure, and/or dismissal from the nursing program.

Accommodation for Students with Disabilities

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

Policy on Academic Dishonesty

The principles of truth and integrity are fundamental to the academic community. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. There are certain forms of conduct that violate the university's policy of academic integrity: cheating and plagiarism.

Cheating

Cheating, or academic dishonesty, is a broad category of actions that involve fraud or deception to improve a grade or obtain course credit. Cheating on assignments, quizzes, or exams will not be tolerated.

Plagiarism

Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation.

The Office of Student Rights and Responsibilities provides oversight and direction for CSUB's Academic Dishonesty policy and breaches of the policy. For more information from OSRR, visit <https://www.csub.edu/osrr/Academic%20Integrity%20/index.html> .

Draft Topical Outline

<u>Date</u>	<u>Topic</u>	<u>Learning Activities</u>	<u>Course SLOs Addressed</u>	<u>GE SLOs Addressed</u>
Week 1	Course Introduction Guidelines for Field Experience	Rowitz: Introduction Chapter Review: Syllabus, Field Experience Guidelines and Project Overview	1	
Week 2	Leadership and Management I	Rowitz: Ch. 1, 2 Individual Student Learning Objectives Due	4	Cap 1A
Week 3	Leadership and Management II	Rowitz: Ch. 3, 4 Field Study Plan Due	4, 5	Cap 2A
Week 4	Professionalism and Personal Quality of Life Your Learning Journey	Rowitz: Ch. 5; Selected OER Weekly Project Update Due Mentor Agreements Due	9	Cap 1A; Cap 1B
Week 5	Professional Portfolio Development	Selected OER Weekly Project Update Due	9	Cap 1A; Cap 1B; Cap 2A
Week 6	Cultural Competence	Rowitz: Ch. 13; Selected OER Weekly Project Update Due	2	Cap 1A; Cap 1B
Week 7	Developing Health Education Programs Social Marketing	Rowitz: Ch. 7; Selected OER Health Ed Presentation with Targeted Population / Faculty Observation Midterm Evaluations with Faculty/Field Preceptor	1, 2, 3, 8	
Week 8	Social Determinants of Health and Health Disparities: Applying Findings to PH Practice	Selected OER Health Ed Presentation with Targeted Population / Faculty Observation (if not completed) Midterm Evaluations with Faculty/Field Preceptor (if not completed)	2, 4	Cap 1B

Week 9	Using Research Methods in PH Practice	Selected OER Midterm Reflection Paper Due	3	Cap 1A; Cap 1B; Cap 2A
Week 10	Workshop on Portfolio Development and Culminating Project Preparation	Selected OER Weekly Project Update Due	9, 10	Cap 1A; Cap1B; Cap 2A; Cap 2B
Week 11	Collaboration and Community Organization	Rowitz: Ch. 10 Weekly Project Update Due	7, 8	
Week 12	Program Evaluation	Selected OER Health Ed Presentation with Targeted Population / Faculty Observation (may start in Week 10 depending on opportunities) Professional Portfolio Due	6	Cap 1A; Cap 1B; Cap 2A; Cap 2B
Week 13	Spring Break			
Week 14	Student Oral Presentations	Final Evaluations with Faculty/Field Preceptor	10	Cap 2A; Cap 2B
Week 15	Student Oral Presentations	Final Evaluations with Faculty/Field Preceptor Culminating Project: Written Summary Due	10	Cap 2A; Cap 2B
Week 16	Student Oral Presentations	Oral Presentations	10	Cap 2A; Cap 2B

No fee is charged for a change of address that does not require prior approval.

Renaming a Location

Changing the name of a site, including the main campus, does not require prior approval. The change must be reported to WSCUC at the time of the change.

Closing a Location

If an institution intends to cease operations entirely or close any location that offers 100% of at least one program, the institution must submit for approval a teach-out plan to its WSCUC staff liaison. A Committee review may be required, at the staff liaison's discretion. For more information, see the [Teach-Out Plans and Agreements Policy](#).

Teach-Out Agreement with another Institution

If an institution determines that one or more programs will be taught out and enters into an agreement with another institution to teach-out its programs, the matter must be reviewed by the WSCUC staff liaison prior to implementation. If the partner institution plans to establish a new off-campus location that will operate beyond the terms of the teach-out, the location is also subject to substantive change review. See the [Teach-Out Plans and Agreements Policy](#).

Changes Requiring Substantive Change Committee Review

Substantive change committee reviews (comprising review and approval by both the Substantive Change Committee and the Commission) are required for the following kinds of changes:

NEW DEGREE PROGRAM

This category includes the first three programs at a degree level and those programs that represent a significant departure from an institution's existing offerings. This requirement applies to any program offering 50% or more of a degree. Note that for undergraduate programs, the 50% rule applies only to the program hours in the major, not the total hours it takes to graduate with a degree. The initiation of a few courses that equal less than 50% of a degree program does not require WSCUC approval.

If an institution has been approved by the Commission to offer programs at a degree level (associate, bachelor's, master's, research doctorate or professional doctorate), it does not have blanket authority to initiate additional programs at that degree level without prior approval. Institutions must submit a Substantive Change Screening Form to determine if a program represents a significant departure from its existing offerings requiring a review.

Restarting a Program

A previously approved program that has not been offered for at least two years may require substantive change approval to be offered again.

Changing the Name of a Program

Changing the name of an approved program does not require approval unless other significant changes have been made to the curriculum or length of the program. Institutions should notify WSCUC in the annual report or by email when a name change has occurred. If additional changes have been made to the program and it is unclear whether the program may require substantive change review, please consult your staff liaison or the substantive change staff.

No fee is charged for a change of address that does not require prior approval.

Renaming a Location

Changing the name of a site, including the main campus, does not require prior approval. The change must be reported to WSCUC at the time of the change.

Closing a Location

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Substantive change committee reviews (comprising review and approval by both the Substantive Change Committee and the Commission) are required for the following kinds of changes:

NEW DEGREE PROGRAM

This category includes the first three programs at a degree level and those programs that represent a significant departure from an institution's existing offerings. This requirement applies to any program offering 50% or more of a degree. Note that for undergraduate programs, the 50% rule applies only to the program hours in the major, not the total hours it takes to graduate with a degree. The initiation of a few courses that equal less than 50% of a degree program does not require WSCUC approval.

If an institution has been approved by the Commission to offer programs at a degree level (associate, bachelor's, master's, research doctorate or professional doctorate), it does not have blanket authority to initiate additional programs at that degree level without prior approval. Institutions must submit a Substantive Change Screening Form to determine if a program represents a significant departure from its existing offerings requiring a review.

Restarting a Program

A previously approved program that has not been offered for at least two years may require substantive change approval to be offered again.

Changing the Name of a Program

Changing the name of an approved program does not require approval unless other significant changes have been made to the curriculum or length of the program. Institutions should notify WSCUC in the annual report or by email when a name change has occurred. If additional changes have been made to the program and it is unclear whether the program may require substantive change review, please consult your staff liaison or the substantive change staff.



DOWNLOAD THIS FORM AND DO A "SAVE AS" COPY (and save in [designated] folder) BEFORE FILLING OUT THE FORM

COURSE PROPOSAL FORM

Form ID: 202001

SELECT ONE PROPOSAL ACTION (Select One)

EFFECTIVE CATALOG YEAR: FALL

NEW

REVISION

CANCELLED

(no longer offered)

MORATORIUM

(not schedulable)

PROGRAM OR SCHOOL & DEPARTMENT

School:

ALL UNIV

A&H

BPA

NSME

SSE

EUD

Department: Biology

Proposed by: Janie Yadon, Paul Smith

COURSE INFORMATION (required):

Course Title (Catalog Long Title): PH/BIOL 4918: Senior Seminar in Public Health

Schedule Title: PH 4918 Senior Seminar in PH

(30 character space limit)

Subject Code: 04011 (Hegis Code)

Course Number: 4918

Is the Course Number Being Reused?: YES NO

If YES - indicate the last term course was offered:

Course Unit Value: 3 semester units

(indicate if fixed credit units or variable credit units [provide range])

Course Description: (40 word limit. For course revisions insert course description from current University Catalog; use strikethrough and underline MS Word actions to delete text or add/revise details.)

Course content will reflect current practices in the Public Health discipline with emphasis on practical applications to careers in Public Health. Student presentations and discussion of current topics in Public Health will be

Grade Basis:

LETTER GRADED CR/NC CR/NC with RP FYS GRADED with RP REMEDIAL

Prerequisites/Co-requisites: Open only to senior Public Health majors who have completed at least 15 units of (Minimum grade requirement must be explicitly stated, if applicable. Include applicable equivalent course/test score prerequisites/co-requisites.)

NOTE: Prerequisites may be enforced at the Schedule Level. Department consent may be enforced at the Schedule Level.

PREVIOUS COURSE OFFERINGS

If this is a new course proposal, has this course been offered previously with a different subject/course number?

YES NO

If YES, indicate the Last Term Offered: _____, Year:

and Course ID:

COURSE EQUIVALENCY

Is this course equivalent to other course(s): YES NO

If YES, list all of the course(s):

COURSE REPETITION *(must include repeat and maximum unit limit details in course description):*

Repeatable for Credit?: YES NO

Allow multiple enrollments in the same term?: YES NO

Repeatable under different topics?: YES NO

Maximum repeatable units allowed?: 3 units

Maximum repeatable amount of times?: 1

COURSE TYPE & DELIVERY MODE https://www.csub.edu/academicprograms/_files/Course_Classification_CS_Numbers.pdf

ACTIVITY CLINICAL INDEPENDENT STUDY LECTURE LAB SEMINAR SUPERVISION
 THESIS TUTORIAL OTHER

Unit Split for Two Component Course Type:

Lecture: __ Units & Activity: __ Units Lecture: __ Units & Lab __ Units Lecture: __ Units & Clinical __ Units

Lecture: 1 Units & Discussion: 2 Units Lecture: __ Units & Seminar __ Units

FACE-TO-FACE FULLY ONLINE HYBRID INDEPENDENT STUDY ITV

CROSS-LISTING

Is this course cross-listed with another subject/course?: YES NO

If YES – indicate the cross-listed course(s):

COURSE ATTRIBUTES [Click here for course attributes list:](#)

List all applicable course attributes: CAPS

GENERAL EDUCATION (GE) COURSE CONSIDERATION

Is This a GE Course? YES NO
(If YES, Submit GE Course Form to GECCO for Review and Approval)

Select All Applicable GE Categories:

FYS A1 A2 A3 B1 B2 B3 B4 AI GOVT AI HIST C1 C2
 D/SEM F SELF JYDR THM Q THM R THM S UDB UDC UDD CAPSTONE

RATIONALE FOR COURSE PROPOSAL *(required)*:

List Rational for Course Proposal: This course is offered as a final course in the BPH degree in which BPH majors will

IMPACT OF COURSE PROPOSAL ON OTHER COURSE OFFERINGS *(required)*:

What is the impact of this course proposal on course offerings from other department(s) or programs?

Please include supporting emails with this proposal.

There will be minimal impact on other departments or programs, as this course will only be taken

IMPACT OF COURSE PROPOSAL ON DEGREE(S) *(required)*:

Is This Course a Degree Requirement/Elective? YES NO

If yes, submit a current/degree proposal form together with this course proposal form.

Indicate below which major, minor and other areas this course will be added:

Proposed Bachelor's in Public Health Degree

NEXT STEPS:

- Attach syllabus to this proposal
- Attach current/degree proposal form to this proposal (if applicable)
- Submit to department/program curriculum committee for review & approval
- Department submits to school curriculum committee for review & approval
- School/program curriculum committee submits related forms to GECCo (if applicable)
- If no additional approvals required are required, school/program curriculum committee submits to Academic Operations after all final approvals have been recorded. [See Annual Catalog & Curriculum Deadlines Dates](#)

SCHOOL/PROGRAM COMMITTEE & OTHER APPROVALS:

Department Chair/Program Director: Paul Smith, Chair, Dept. of Biology	Date: 4/23/20
School/Program Curriculum Committee Chair: Javier Trigos-Arrieta	Date: 5/20/20
Dean of School: Todd McBride	Date: 4/23/20
Director of GE:	Date:
Director of Academic Operations:	Date:

ACADEMIC OPERATIONS USE ONLY:

Effective Term:	Catalog Year:
Comments:	
Course ID:	Enrollment Requirement Group:
Updated Academic Requirements Page:	
Updated Academic Road Maps:	
Updated Program Plan Mapper:	
Articulation Office Notified:	