



Meeting of the Academic Senate Executive Committee

Tuesday, October 18, 2016

01-409, 3:10 to 5:00pm

- I. **Minutes:** none.
- II. **Communication(s) and Announcement(s):** none.
- III. **Reports:**
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost:
 - D. Statewide Senate:
 - E. CFA:
 - F. ASI:
- IV. **Business Item(s):**
 - A. **Appointment to University Committee for 2016-2018:** (p. 2).
 - B. **Appointment of Sheree Fu, Library Services and Dana Ospina, Library Services to the Academic Senate PCS Caucus for winter quarter 2017 and spring quarter 2017.**
 - C. **Resolution on the Reintroduction of AS-603-03/IC,CC,GEC [Resolution on Credit/No Credit Grading (CR/NC)]:** Gary Laver, Chair Academic Senate (pp. 3-4).
 - D. **[TIME CERTAIN 4 P.M.] Resolution on Procedures for Online Student Evaluation of Instruction:** Ken Brown, Chair Faculty Affairs Committee (pp. 5-8).
 - E. **Resolution on Bachelor of Science Degree Proposal in Public Health:** Kris Jankovitz, Professor Department of Kinesiology (pp. 9-55).
 - F. **Resolution on Retiring Obsolete Academic Senate Resolutions:** Gary Laver, Chair Academic Senate (pp. 56-57).
- V. **Discussion Item(s):**
 - A. **[TIME CERTAIN 3:30 P.M.] CSM and OCOB Dean Search Committee candidates.**
 - B. **Clarification of TERMS OF OFFICE bylaws of the Academic Senate II.B.1 (p. 58).**
- VI. **Adjournment:**

10.13.16 (gg)

Vacancies for 2016-2017 University Committee

ACADEMIC ASSESSMENT COUNCIL – 5 vacancies: CAED (2016-2019), CAFES (2016-2018), CENG (2016-2019), OCOB (2016-2019), & PCS (2016-2019)

CAMPUS ADMINISTRATIVE POLICY (CAP) AD HOC COMMITTEE (2016-2018)

CAMPUS SAFETY AND RISK MANAGEMENT COMMITTEE

DISABILITY ACCESS AND COMPLIANCE COMMITTEE - (2016-2018), 2 vacancies for Accommodation Review Board: (2016-2018) & (2016-2017)

HEALTH SERVICES OVERSIGHT COMMITTEE

INCLUSIVE EXCELLENCE COUNCIL - (2016-2019)

INTELLECTUAL PROPERTY REVIEW COMMITTEE – 2 vacancies: CAED (2016-2019) & CSM (2016-2019)

STUDENT HEALTH ADVISORY COMMITTEE

STUDENT SUCCESS FEE ALLOCATION ADVISORY COMMITTEE

SUSTAINABILITY ADVISORY COMMITTEE - (2016-2018)

Jill Nelson, Architectural Engineering (8 years at Cal Poly) Tenured

I would like to be considered for the position of Academic Senate Representative to the Sustainability Advisory Committee. As an engineering professor with roots as a practicing structural engineer I believe that many of our design and construction systems need to be re-imagined from the ground up. To change those systems we need to change the mindset of the people who design those systems. This can be accomplished by integrating sustainability into all aspects of our curriculum and changing the way those future designer think. Change can also occur through seeing the application of sustainable practices. Cal Poly Facilities has been a leader in integrating sustainable practices on this campus. Being part of this forward thinking committee will create a stronger path into the integration of sustainability in the educational process.

UNIVERSITY UNION ADVISORY BOARD

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-__-16

**RESOLUTION ON THE REINTRODUCTION OF AS-603-03/IC,CC,GEC
[RESOLUTION ON CREDIT/NO CREDIT GRADING (CR/NC)]**

- 1 WHEREAS, Resolution AS-603-03/IC,CC,GEC [RESOLUTION ON CREDIT/NO
2 CREDIT GRADING (CR/NC)] was adopted by the Cal Poly Academic
3 Senate on June 3, 2003; and
4
5 WHEREAS, No response concerning Resolution AS-603-03/IC,CC,GEC was
6 received from President Baker; and
7
8 WHEREAS, Resolution AS-603-03/IC,CC,GEC was not implemented; and
9
10 WHEREAS, The above situation was not discovered until winter quarter 2016;
11 and
12
13 WHEREAS, Resolution AS-603-03/IC,CC,GEC would have produced substantive
14 changes to Cal Poly's policies on courses taken credit/no credit; and
15
16 WHEREAS, After thirteen years the Academic Senate should consider its position
17 on the adoption of these policies; therefore be it
18
19 RESOLVED: That the provisions of Resolution AS-603-03/IC,CC,GEC (excluding
20 those associated with subsequently abandoned POWER and CAPTURE
21 processes) be implemented under cover of the present resolution.

Proposed by: Academic Senate Executive
Committee

Date: August 30, 2016

Adopted: June 3, 2003

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-603-03/IC,CC,GEC

**RESOLUTION ON
CREDIT/NO CREDIT GRADING (CR/NC)**

- 1 WHEREAS, This resolution pertains to courses that are normally graded, not to CR/NC-only
2 courses; and
3
4 WHEREAS, This resolution refers to undergraduate students only, not to graduate students; and
5
6 WHEREAS, Students in good standing (not on academic probation) should have the option of
7 taking a limited number of courses CR/NC; and
8
9 WHEREAS, The ability to take courses CR/NC can broaden a student's academic experience,
10 which should be encouraged; and
11
12 WHEREAS, POWER and CAPTURE currently prompt students to select normal grading or the
13 CR/NC option for each course they enroll in during registration; and
14
15 WHEREAS, The current policy, as approved by the Academic Senate in 1997, cannot be fully
16 implemented; therefore be it
17
18 RESOLVED: That undergraduate students be permitted to take up to 12 units of courses CR/NC
19 in accord with the following specifications:
20
21 • CR requires the student earn a C or higher; and
22
23 • The catalog and class schedule provide advice to students to consult with their
24 advisor when considering taking a major course CR/NC; and
25
26 • The method by which students elect the CR/NC option be removed from
27 students' course selection via POWER and CAPTURE and a designated link be
28 added to POWER to serve as the sole vehicle for electing the CR/NC option after
29 initial registration.

Proposed by: Academic Senate Instruction,
Curriculum, and General Education Committees
Date: April 29, 2003
Revised: May 14, 2003
Revised: May 28, 2003
Revised: June 3, 2003

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-___-16

**RESOLUTION ON PROCEDURES FOR
ONLINE STUDENT EVALUATION OF INSTRUCTION**

1 WHEREAS, Starting Fall 2016 student evaluation of instruction at Cal Poly shall occur
2 by means of an online system implemented through staff in the Academic
3 Personnel Office; and
4

5 WHEREAS, The efficiencies of the online student evaluation of instruction system
6 would be best achieved by standardizing timelines for opening and closing
7 the evaluation period across the university rather than at the college or
8 program level; and
9

10 WHEREAS, The past practice of conducting student evaluations prior to final exam or
11 final assessment may be continued with the online system; and
12

13 WHEREAS, Encouraging participation from students remains a significant priority as
14 the campus transitions into the online system; therefore be it
15

16 RESOLVED: That the Academic Senate adopt the attached "Procedure for Conducting
17 Student Evaluation of Instruction" as the official procedure for online
18 student evaluation of instruction starting Fall 2016, and be it further
19

20 RESOLVED: That this procedure shall be included in subsequent revisions of university
21 personnel policy documents that cover student evaluation of instruction,
22 and be it further
23

24 RESOLVED: That the Academic Senate require the Faculty Affairs Committee to report
25 to Academic Senate no later than Fall 2017 on response rate data for
26 student evaluation participation in academic year 2016-2017 for
27 advisement on further changes to these procedures.

Proposed by: Faculty Affairs Committee
Date: October 10, 2016

Procedure for Conducting Student Evaluation of Instruction
Effective Fall 2016

- 1) Evaluations for courses occur during the last week of instruction.
 - a) The last week of instruction and final exam week are defined by the official academic calendar.
 - b) For courses whose official final assessment is during the last week of instruction according to the academic calendar (e.g. labs or activities with their own final exam or assessment), their evaluation period may be the penultimate week of instruction according to the academic calendar.
 - i) Requesting the earlier timeline for the evaluation of courses with early final assessments should occur by means of standard procedures of scheduling evaluations as determined by the office of Academic Personnel and communicated to the relevant college and/or program department staff.
- 2) The evaluation period opens the Sunday immediately prior to the last week of instruction and closes at the end of the last day of the last week of instruction for classes that have their final assessment during the final exam week. and opens the Sunday immediately prior to the penultimate week of instruction and closes at the end of the last day of the penultimate week of instruction for classes that have their final assessment during the last week of instruction.
 - a) Students will be allowed to complete their evaluations during this period.
 - b) This period may be adjusted on an ad hoc basis to accommodate for academic holidays.
- 3) Students shall receive notifications by email on the day the evaluation period opens, and at appropriate intervals until the evaluation period closes.
 - a) The initial email explains the evaluation procedure, includes links to all the classes which the student may evaluate, and indicates that the evaluation period has opened.
 - b) Subsequent emails follow at appropriate intervals until the student has formally submitted evaluations for all classes with scheduled evaluations.
 - i) What would count as appropriate intervals should balance any positive effect reminders have on response counts and the potential negative effect of badgering students with emails they may come to ignore.
 - c) For students who still have remaining evaluations to complete, a final email notification would occur on the day the evaluation period closes.
 - d) Other modes of notification (e.g. notifications within the portal) may be implemented as they become feasible.
- 4) Faculty shall receive by email a response rate report for their evaluated courses partway through the evaluation period.
 - a) Faculty are encouraged to announce to their classes that the evaluation period is underway.
 - b) Faculty are encouraged to address questions from students about the nature of the evaluation process clarifying the role of student evaluations in processes of faculty review.
 - c) Faculty may at their discretion reserve time in class for students to complete the evaluation on the student's own computer, phone or tablet.
 - i) Faculty shall comply with any university and college level procedures about how to implement student evaluations in their classrooms.
 - ii) Whenever practical realities require faculty to remain in the classroom (e.g. lab safety requirements), completion of the evaluation outside of class time is preferable.

Background About the Pilot of Online Student Evaluation of Instruction

The 2015-2016 pilot of the online student evaluation of instruction included programs from each college at Cal Poly. The faculty in the programs that volunteered to participate in the pilot agreed to uniform evaluation procedures that would comprise an approximation of existing practices across colleges. The acknowledged compromises in this uniform procedure included the following:

- Insensitivity to the practice of conducting lab/activity evaluations prior to their final assessment occurring during the last official week of instruction.
- Commencing with the evaluation period earlier in the quarter than many faculty would prefer the evaluation to occur.

The participating faculty judged the efficiencies of uniformity to be worth these compromises. Now that the pilot is over and full university implementation is on hand we have an occasion to revisit these procedures.

During and after the pilot the software for the online system has been updated and our ability to configure the software used to implement the evaluations has increased. We now have the ability to implement different timelines for opening and closing the evaluation periods for broad categories of courses (viz. allowing programs to select lab/activity courses as meriting an earlier evaluation timeline than courses whose evaluation occurs in final exam week). We can now resolve the compromises of the procedure used during the pilot. To implement such a change right at the start of the university wide rollout of the online system requires prompt action by the Academic Senate. That is the function of this resolution. The procedure proposed by this resolution adequately resolves the compromises of the procedure used in the pilot. In the absence of immediate Senate action to adopt a new procedure, the procedure used during that pilot would continue to be implemented in the Fall 2016 university wide rollout of the online system.

The provisions of the proposed procedure were shaped by broad consultation with faculty, deans, associate deans, and program and college staff. In late Spring and throughout Summer 2016 Ken Brown (Faculty Affairs Committee chair) met with the college councils of CLA, CSM, CENG, CAED, and CAFES, with an associate dean of OCOB, and with chairs and staff from every program in CLA and several in CSM and CENG (with a few more meetings forthcoming). The key staff from the Office of Academic Personnel (most notably, Jen Myers) attended nearly all of these meetings to clarify the procedural matters and keep staff apprised of details about their crucial role in this project. These meetings offered chairs and heads from each program to provide their feedback on the implementation of the online system, both its apparent benefits and shortcomings as it was implemented in the pilot. Ken Brown also led a session at the Academic Senate Fall Conference Retreat presenting information about the pilot of the online program, describing the procedures used during the pilot, and offering alternative procedures, and soliciting feedback on ideas for alternative procedures. The procedure proposed in this resolution was shaped by all this feedback. The proposed procedure was then supported unanimously by the attending members of the Faculty Affairs Committee at their meeting on 9/30/2016.

As we move forward with this online system, we should take note that the percentage of students completing the evaluations is markedly lower with the online system than with the paper system. A drop in response rates has been reported by other CSU campuses that have moved to online systems, and so this drop is not unexpected. Many faculty have responded to these lower response rates with significant concern. After the Senate Retreat some faculty in STAT and OCOB offered their assistance in examining response rate data, and some faculty in OCOB offered to propose that in their college a control study be conducted by running an alternate evaluation timeframe than the rest of the campus. This resolution requires FAC to report back to the Senate by Fall 2017 with an assessment of data about the implementation of the online system in 2016-2017. Adopting a procedure for implementing the online system for Fall and continuing using it through the academic year would allow for a better basis of assessing response rates given that the paper system experienced significant quarterly fluctuations in response rates. If OCOB agrees, allowing them to run a control study by sticking with the procedure as used during the pilot may help us gather better data for future revisions to this procedure. *Discere Faciendo!*

**Prior Procedure for Conducting Student Evaluation of Instruction
Used During the 2015-2016 Pilot of the Online Student Evaluation System**

The following is an account of the procedure used during the 2015-2016 academic year pilot of the online student evaluation system. It is here formatted to correlate with the proposed policy attached to **RESOLUTION ON PROCEDURES FOR ONLINE STUDENT EVALUATION OF INSTRUCTION** for purposes of easy comparison. Were that resolution not passed, this procedure from the pilot would continue as the interim procedure indefinitely until some official statement of procedure supersedes it.

- 1) Evaluations for courses occur during the last two weeks of instruction, as determined by the academic calendar.
- 2) The evaluation period opens the Sunday immediately prior to the last week of instruction and closes at the end of the last day of the last week of instruction.
 - a) Students will be allowed to complete their evaluations during this period.
 - b) This period would be adjusted on an ad hoc basis to accommodate for academic holidays.
- 3) Students shall receive notifications by email on the day the evaluation period opens, and at appropriate intervals until the evaluation period closes.
 - a) The initial email explains the evaluation procedure, includes links to all the classes which the student may evaluate, and indicates that the evaluation period has opened.
 - b) Subsequent emails follow at appropriate intervals until the student has formally submitted evaluations for all classes with scheduled evaluations.
 - i) What would count as appropriate intervals should balance any positive effect reminders have on response counts and the potential negative effect of badgering students with emails they may come to ignore.
 - c) For students who still have remaining evaluations to complete, a final email notification would occur on the day the evaluation period closes.
 - d) Other modes of notification (e.g. notifications within the portal) may be implemented as they become feasible.
- 4) Faculty shall receive by email a response rate report for their evaluated courses partway through the evaluation period.
 - a) Faculty are encouraged to announce to their classes that the evaluation period is underway.
 - b) Faculty are encouraged to address questions from students about the nature of the evaluation process clarifying the role of student evaluations in processes of faculty review.
 - c) Faculty may at their discretion reserve time in class for students to complete the evaluation on the student's own computer, phone or tablet.
 - i) Faculty shall comply with any university and college level procedures about how to implement student evaluations in their classrooms.
 - ii) Whenever practical realities require faculty to remain in the classroom (e.g. lab safety requirements), completion of the evaluation outside of class time is preferable.

Adopted:

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-__-16

**RESOLUTION ON PROPOSED NEW DEGREE PROGRAM:
BACHELOR OF SCIENCE IN PUBLIC HEALTH**

- 1 WHEREAS, The Kinesiology Department has a long history of preparing students for careers in health
2 education, health promotion and public health settings; and
3
- 4 WHEREAS, The purpose of the proposed Bachelor of Science in Public Health is to provide students with
5 the knowledge, skills and experiences necessary to address current public health challenges
6 and meet the workforce demand in a sector of employment that is expected to increase by
7 18% in California between 2012 and 2022; and
8
- 9 WHEREAS, The faculty in the Kinesiology Department have the expertise to deliver a Bachelor of Science
10 in Public Health Degree program that aligns with the most recent critical component
11 elements from the Association of Schools of Public Health and the Council on Education in
12 Public Health; and
13
- 14 WHEREAS, The faculty in the Kinesiology Department are engaged in NIH funded public health research
15 and are well positioned to support robust undergraduate research experiences; and
16
- 17 WHEREAS, The Kinesiology Department has engaged in extensive consultation with more than 70 faculty
18 members from across the campus building on our interdisciplinary strengths in the
19 development of the degree proposal and cultivating broad campus support for the Bachelor
20 of Science in Public Health; and
21
- 22 WHEREAS, Many similar programs in the CSU are impacted and of our competitor institutions in the UC
23 system (Berkeley, Davis, Los Angeles, and Santa Barbara) only UC Berkeley has an
24 undergraduate degree in Public Health which is also impacted; and
25
- 26 WHEREAS, There is substantial interest by Cal Poly students who desire the opportunity to pursue a
27 Bachelor of Science in Public Health as a pathway to public health careers or a springboard to
28 graduate programs in Public Health or Allied Health Professions; and
29
- 30 WHEREAS, California as home to 38 million people is engaged in vital strategies to improve health
31 outcomes and Cal Poly graduates with a Bachelor of Science in Public Health will successfully
32 contribute to these efforts; therefore be it
33
- 34 RESOLVED: That the proposed new degree program for the Bachelor of Science in Public Health be
35 approved.

Proposed by: Kris Jankovitz, Professor Department of
Kinesiology
Date: September 27, 2016

Title of Proposed Program	Public Health
College	Science and Mathematics
Department	Kinesiology
Contact name(s) and email(s)	Kris Jankovitz, Ph.D., Interim Chair: kjankovi@calpoly.edu Heather Starnes, Ph.D.: hstarnes@calpoly.edu

1. Delivery Mode of program: Fully Face-to-Face ☒ Hybrid ☐ Fully Online ☐

a. Campus

California Polytechnic State University, San Luis Obispo

b. Full and exact degree designation and title:

Bachelor of Science in Public Health

CSU Degree Program Code: 12141

CIP Code: 51.2201

c. Date the Board of Trustees approved adding this program projection to the campus Academic Plan.
March 2015

d. Term and academic year of intended implementation.
Fall 2017

e. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.
180 Quarter 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.
Department of Kinesiology, College of Science and Mathematics

g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.
Dr. Kris Jankovitz, Professor, Interim Department Chair, Kinesiology (kjankovi@calpoly.edu)
Dr. Heather Starnes, Asst. Professor, Kinesiology (hstarnes@calpoly.edu)

h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

Forthcoming as proposal goes through levels of approval:

Memo from Vice Provost Academic Programs and Planning, Mary Pedersen

i. Any other campus approval documents that may apply (e.g. curriculum committee approvals).

Forthcoming as proposal goes through levels of approval:

- Support Letter from Jeffrey D. Armstrong, President - pending
- Approval of Public Health Bachelor of Science Degree, Academic Senate Resolution - pending
- Support Letter from Phillip Bailey, Dean, College of Science and Math – Appendix 1.5
- Support Letter from Elena Keeling, Chair CSM Curriculum Committee – Appendix 1.6
- Report from Librarian, College of Science and Math – Appendix 1.7

j. Please specify whether this proposed program is subject to WASC Substantive Change review.

Not Applicable

2. A brief summary of the purpose and characteristics of the proposed degree program.

(What is the program designed to do? What will candidates learn while in the program?

What knowledge and skills will graduates possess when they graduate from the program?)

The purpose of this proposed Bachelor of Science in Public Health is to provide students with the knowledge, skills, and experiences necessary to meet current public health challenges to promote health and prevent disease. Graduates will be prepared to meet the demand for trained health promotion professionals and community health workers and according to the US Bureau of Labor Statistics this sector of employment is expected to expand by 19% between 2012 and 2022 (<http://www.bls.gov/emp/>). The workforce demand will likely continue to rise due to population growth and an aging population. The proposed curriculum will be based on the three Core Functions of Public Health and the 10 Essential Services as identified by the Centers for Disease Control and Prevention (www.cdc.gov/nceh/ehs/aphli/core_ess.htm). (See Appendix 3.3.) The program learning objectives will be based on six of the ten essential services, as they are appropriate to undergraduate preparation. The curriculum will be designed to meet the standards for accreditation by the Council on Education for Public Health (CEPH) and will include the Critical Component Elements of an undergraduate major in Public Health as specified by the Association of Schools of Public Health (ASPH) in the Framing the Future document (www.asph.org/FramingtheFuture). The program learning objectives for the BS in Public Health have been mapped to the Public Health Domains specified in the Critical Component Elements for an undergraduate degree in public health and can be seen in Appendix 3.2.

The proposed degree program will prepare students to meet the professional practice standards as developed by the **National Commission for Health Education Credentialing, Inc.** (NCHEC) and meet the competencies and 7 responsibilities for Certified Health Education Specialists as identified by the 2010 Health Educator Job Analysis. **Certified Health Education Specialists (CHES)** are qualified in aspects of the profession at the entry level. A CHES has the ability to work in various settings such as worksites, health care, community, public health, non-profit

health organizations, school and university settings. A CHES is trained and qualified to plan and coordinate various health promotion programs to improve the quality of life and health outcomes of diverse populations.

Students who complete the Public Health Degree with a Concentration in Physical Activity and Public Health will also qualify for the **ACSM/NPAS Physical Activity in Public Health Specialist** (PAPHS) certification and the ACSM Health and Fitness Specialist (HFS) Certification. The ACSM PAPHS certification indicates proficiency in coordinating physical activity interventions and all physical activity initiatives at the local, state and federal level. The ACSM HFS certification indicates proficiency in assisting healthy persons and those with medically controlled conditions to adopt and maintain healthy lifestyle behaviors.

More specifically the curriculum will focus on a broad foundation in multiple areas of public health, to include ample opportunities for hands-on application of knowledge in classes, field experience, and research projects, as well as requiring community-oriented outreach activities to promote health. Four concentrations are proposed based on community health needs, faculty and student strengths at Cal Poly and job market projections. These are:

- (1) **Community and Public Health** prepares students for careers in local, state and federal public health departments; non-profit health agencies and coalitions; health insurance providers, hospital, clinical and research settings; and prepares students to pursue graduate study for the Masters in Public Health and the MS in Health Care Administration, Community Health, Environmental Health, Health Education or Health Promotion. This concentration provides a foundation in concepts that are complementary for students who are planning to pursue further study in allied health professions or medicine to pursue further study in allied health professions or medicine.
- (2) **Physical Activity and Public Health** prepares students to work with entities in communities, engaged in planning to improve health outcomes by promoting physical activity. Graduates are prepared for careers in local, state and federal public health agencies; non-profit health agencies and coalitions; local government agencies, corporate and commercial fitness settings; and prepares students to pursue graduate study for the Masters in Public Health or the MS in Kinesiology or Health Promotion or Health Education. This concentration provides a foundation in concepts that are complementary for students who are planning to pursue further study in the built environment.
- (3) **Worksite and University Health Promotion** prepares students for careers as health promotion specialists in various public/private worksite and university health promotion settings, non-profit health agencies; and to pursue graduate study for the Masters in Public Health or the MS in Health Promotion or Health Education.
- (4) **Culture and Society in Health** prepares students with a strong foundation in the social determinants of health. Graduates are prepared for careers in a variety of settings such as local, state and federal public health agencies; non-profit health agencies; hospital, clinical and research settings; and to pursue graduate study for the Masters in Public Health. This concentration provides a foundation in concepts that are complementary for students who are planning to pursue further study in allied health professions or medicine.

The State of California, home to more than 38 million people, is engaged in vital strategies to create a sustainable health care system that effectively addresses the burden of disease experienced by our population. The efforts are driven by the need to contain costs for providing medical care and ultimately reduce the demand for health care services. The most costly illnesses and injuries and associated comorbidities are often preventable and/or treatable through lifestyle interventions. Cost containment approaches alone cannot solve the long-term problems associated with health care expenditures growing at an unsustainable rate. California and the rest of the nation have identified that investment in primary and secondary prevention is a vital component of strategies to improve the health of the population, prevent and reduce disease burden, contain costs and reduce demand for health care. Prevention is the systematic process of promoting healthy behavior and environments to reduce the likelihood of (primary prevention) or prevent progression of (secondary prevention) disease, injury or chronic conditions.¹ Health outcomes are influenced by a variety of factors such as biology and genetics, lifestyle behaviors, social and physical environments, and access to health care. It is crucial to improve and expand prevention efforts to address the growing prevalence and burden of disease attributable to preventable conditions. California will need a workforce with specialized training in primary and secondary prevention to impact social and physical environments and work to establish policies and best practices that positively influence the behavioral, social, environmental, and economic conditions to improve health outcomes, quality of life, and societal costs.² Improving the conditions in which Californians live, learn, work and play in ways that can be sustained over time will result in a healthier population, society and workforce.^{1,2}

California Polytechnic State University, San Luis Obispo (Cal Poly) is uniquely poised to create a new BS degree in Public Health that provides the integrative hands-on undergraduate training required to meet the demand for professionals engaged in promoting health and preventing disease. The emphasis on a cross-disciplinary program will build on the strengths of existing faculty who have expertise in health science/public health across multiple disciplines (e.g., Anthropology, Biological Science, City and Regional Planning (Built Environment), Communication Studies, Ethnic Studies, Food & Nutritional Science, Kinesiology, Liberal Arts, Microbiology, Psychology, Public Policy, Sociology, Statistics and Women & Gender Studies). In 2014, Cal Poly established the Center for Solutions Through Research in Diet and Exercise (STRIDE), a scientific research center for obesity prevention and treatment. The impetus for the STRIDE Center was initiated by the Kinesiology Department in 2007 to support the Teacher Scholar model and foster interdisciplinary obesity prevention research collaborations across campus. In addition to National Institutes of Health funded scientific research, STRIDE contributes to hands-on learning, discovery and community outreach by our students, faculty, and staff in order to prevent disease, promote physical activity and healthy weight across the lifespan. We currently have research and community outreach programs in place that reflect our national, state, and university priorities for improving population health. The students in the proposed degree program in Public Health would benefit from and contribute to the STRIDE mission.

Cal Poly is an ideal location for a new undergraduate degree program to train future public health professionals and the field of study appears to be in demand for applicants to the CSU. Of the 15 State supported undergraduate programs, six are impacted. Cal Poly is at least 130 miles away from the nearest undergraduate Public Health programs (CSU Fresno and Monterey Bay), and the rest are at least 200 miles away. Cal Poly often draws applicants who also apply to the University of California at Berkeley, Davis, Los Angeles and Santa Barbara.

Only UC Berkeley offers a BA in Public Health, which is also impacted. Importantly, a series of campus wide forums (in November 2014 and March 2016), meetings with faculty and staff across the campus and community members (October 2015 – March 2016), and a student survey revealed a strong level of interest in public health among current Cal Poly students, faculty, and staff. Please see Appendix 3.1 for a list of all the members of the Cal Poly campus community who participated in Open Forums, one-on-one meetings, and meetings of Affiliated Faculty to provide consultation and feedback on the proposed BS Degree in Public Health. Faculty from across the campus provided recommendations for courses to include in the curriculum to capitalize on the interdisciplinary strengths across the University. These recommendations helped to inform the curriculum in Support, Concentrations and Advisor Approved electives.

3. The program's fit with the campus mission and strategic plan.

(Describe in several sentences how the program fits, complements, augments or extends the mission.)

Our Mission: Cal Poly fosters teaching, scholarship, and service in a Learn by Doing environment in which students, staff, and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

The proposed BS in Public Health degree program **fits Cal Poly's mission** because it will provide students the opportunity to partner with faculty, campus and community organizations to discover how to apply public health principles to promote health and prevent disease. Successful graduates of the Public Health degree program will have comprehensive education in the social, environmental, behavioral, cognitive, and biological principles of health promotion and disease prevention. Furthermore, successful Public Health graduates will have co-curricular experiences and skills in designing, implementing, and evaluating health promotion programs and policies. The proposed Public Health degree is based on the core faculty members' commitment to social and environmental responsibility for the protection of public health. We seek to instill these commitments in our students, who will protect the future of public health by skillfully designing, implementing, and evaluating health promotion programs and policies.

The Cal Poly Public Health curriculum will expand the scope of more traditional public health degrees to include training in both global and individual level approaches to prevention. Housed in the College of Science and Math with departments such as Biological Sciences, Chemistry, Kinesiology and Statistics that will contribute to the curriculum and with close ties to STRIDE, Cal Poly is uniquely suited to offer such a degree. The Cal Poly BS in Public Health degree is **complementary to the missions of the University, College, and STRIDE**, as it reflects our commitment to hands-on training in health science/public health as well as a solid foundation in ethical and community-oriented education.

For example, this new degree supports the University's strategic initiatives, which are to:

- Develop and inspire whole-system thinkers
- Embrace the teacher-scholar model

- Foster diversity and cultural competency in a global context
- Promote a culture of support, philanthropy, and community engagement
- Achieve sustainable growth and support world-class facilities and equipment
- Ensure our financial future

4. Support Mode: State Support ☒ Self-Support/Extended Education ☐

5. Anticipated student demand.

	At initiation	After 3 years	After 5 years
Number of Majors	50	125	≥250
Number of Graduates (total)	**	25	≥75
Basis for projection	Students will be admitted and ICMA	Anticipated # of students program can support	Anticipated # of students program can support

a. The proposed BS in Public Health will emphasize an interdisciplinary approach, attracting students from many disciplinary areas. Currently, all degree programs at Cal Poly are classified as “Impacted” (CSU Impacted Programs report, 2014-2015). The CSU is already engaged in efforts to provide a trained workforce to meet the demand in the State of California. The time is right for Cal Poly to play a role. There are 16 undergraduate programs in the CSU in this discipline area, three are titled Public Health and 10 are titled Health Science. Six of these programs are impacted. Three programs recently changed the title of their degree programs to Public Health mirroring a nationwide trend in the title of similar degree programs. (The CSU Degree Program Code is 12141 and the Classification of Instructional Program Code is 51.2201). A list of the BS programs in the CSU is provided below. An additional list of BS Public Health of competitor institutions in the University of California system is also provided.

CSU	BS/BA	Title
Channel Islands	BS	Health Science
Chico	BS	Health Science
Dominguez Hills	BS	Health Science
East Bay	BS	Health Sciences
Fresno	BS	Health Science
Fullerton	BS - impacted	Health Science
Long Beach	BS - impacted	Health Science
Los Angeles	BS (recent retitle - 2011)	Public Health
Monterey Bay	BA	Collaborative Health & Human Services
Northridge	BS (recent retitle – 2015	Public Health
Sacramento	BS - impacted	Health Science
San Bernardino	BS	Health Science
San Diego	BS – impacted (appears to be retitled for 2016)	Health Science (Public Health)
San Francisco	BS - impacted	Health Education
San Jose	BS - impacted	Health Science
Stanislaus	BS – self support program	Health Science

University of California Public Health Programs

The University of California programs that are our competitor institutions for highly qualified undergraduates do not have similar undergraduate program offerings. Having this degree could draw more highly qualified students to Cal Poly.

- UC Santa Barbara – does not offer undergraduate or graduate programs in public health.
- UC Berkeley – School of Public Health
 - BA in Public Health (impacted - must apply to major as sophomore)
 - Designed to prepare students for MPH
 - MPH/MS/MA, DrPH/Ph.D in Public Health
- UC Davis
 - Undergraduate Minor in Public Health
 - MPH/MS, Dr.PH/Ph.D. in Public Health (**no Bachelor of Science program**)
- UCLA – School of Public Health
 - Undergraduate Minor in Public Health
 - MPH/MS, Dr.PH/Ph.D. (**no Bachelor of Science program**)
- *Describe differences between the proposed program and programs listed in Section 5a above.*

We provide a comparison upon request of the proposed Cal Poly BS in Public Health to the two programs in the California State University system that have most recently re-titled the degree to Public Health, Los Angeles (CSULA) and Northridge (CSUN). It should be noted that both the programs at CSULA and CSUN have been in existence for many years and are under the umbrella of accreditation as awarded to the Master of Public Health program at each campus. The Cal Poly program proposal has been built to align with the most recent (2012) Association of Schools in Public Health (ASPH) guidelines for undergraduate degrees in public health (See Appendix 3.2) and the 2014 criteria for stand-alone baccalaureate programs for accreditation by the Council on Education for Public Health (CEPH). The Cal Poly program has Program Learning Outcomes that specifically align with the public health domains in the ASPH guidelines (see Appendix 3.2). The Cal Poly degree proposal has more specified requirements in biology, microbiology, nutrition, psychology and statistics as compared to the curricula CSULA and CSUN. The proposed curriculum also includes courses in injury prevention, obesity prevention & treatment, media and technology in health promotion, and stress, health and chronic disease. The Cal Poly proposal also includes four concentrations that allow students to prepare to specialize in different public health career areas. Through the concentrations and advisor approved electives students will have the opportunity consider how the social determinants of health impact health outcomes in different populations. The Cal Poly proposal also offers an extensive list of advisor-approved electives to allow students to diversify in many areas of public health including the built environment, behavioral health, exercise and fitness, public policy, statistics, and communication, and include more coursework in biology, chemistry, microbiology, physics and Spanish.

6. Workforce demands and employment opportunities for graduates.

Cal Poly students with a BS degree in Public Health will be trained to meet the workforce needs in public health promotion and disease prevention in a variety of settings:

- Local, State and Federal Public Health Agencies (disease and injury prevention, health promotion)
- Non-profit health agencies and community health organizations (American Lung Association, Community Foundations, etc.)
- Universities and other educational settings
- Health care facilities (health interventions, behavior change)
- Health insurance companies (health behavior change, injury prevention, health screening)
- Corporate and Small Business (worksite health promotion services)
- Government and Military Settings (health promotion services)

The Bureau of Labor Statistics predicts that job opportunities for health educators and community health workers will expand by 13 percent between 2014 and 2024, a rate faster than the average for all occupations. An increased emphasis on preventative health care in the U.S. is the biggest factor driving this growth. As health care costs continue to rise, insurance companies, employers and government are turning to preventative health care strategies, including health educators, to help people make lifestyle changes to keep themselves healthy. The workforce demand will also be driven by population growth in the State of California. By 2030, California's population is projected to be 48 million people and 20% of the population will be over age 65. California will continue to become more ethnically and economically diverse.

United States Department of Labor: Job Outlook for Health Educators 2014-2024:

<http://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-6>

Summary

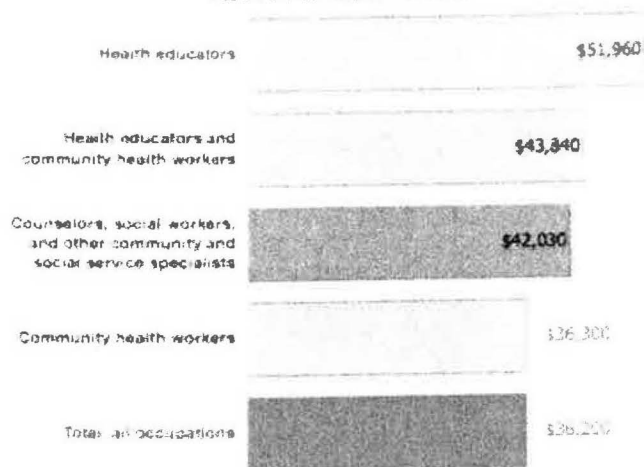
Quick Facts: Health Educators: SOC Code: 21-1091

2015 Median Pay	\$51,960 per year (Health Educators)
Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2014	57,570
Job Outlook, 2014-2024	13% (faster than average)

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Health Educators and Community Health Workers, on the Internet at <http://www.bls.gov/ooh/community-and-social-service/health-educators.htm> (visited May 01, 2016).

Health Educators and Community Health Workers

Median annual wages, May 2013



Note: All occupations includes all occupations in the U.S. economy.
Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics

Data from State of California Employment Development Department shows estimates that there will be a change of 18.3% for projected employment for Health Educators between 2012-2022.

A break down by county can be seen here:

<http://www.labormarketinfo.edd.ca.gov/aspdotnet/SupportPage/AllOccPrj.aspx?soccode=211091>

United States Bureau of Labor – California

Employment Growth Projections 2012-2022

<http://www.projectionscentral.com/Projections/ProjectionSites>

<http://www.bls.gov/emp/>

Area of Specialization	Sources of Data	Project Growth 2012-2022
Health Educators	US Bureau of Labor Office of Employment Projections	18.3%
Community Health Workers	US Bureau of Labor Office of Employment Projections	19.1%
Employment Opportunities with training beyond the Bachelor's Degree. (Master's Degree or Allied Health Professions School)		
Epidemiologist	US Bureau of Labor Office of Employment Projections	10.2%
Nurse	US Bureau of Labor Office of Employment Projections	16.9%
Occupational Health and Safety Specialist	US Bureau of Labor Office of Employment Projections	23.6%
Occupational Therapist	US Bureau of Labor Office of Employment Projections	22.6%
Physician Assistant	US Bureau of Labor Office of Employment Projections	33.7%

United States Bureau of Labor – United States

Employment Growth Projections 2012-2022

<http://www.projectionscentral.com/Projections/ProjectionSites>

<http://www.bls.gov/emp/>

Area of Specialization	Sources of Data	Project Growth 2012-2022
Health Educators	US Bureau of Labor Office of Employment Projections	19%
Community Health Workers	US Bureau of Labor Office of Employment Projections	25.1%
Employment Opportunities with training beyond the Bachelor's Degree. (Master's Degree or Allied Health Professions School)		
Epidemiologist	US Bureau of Labor Office of Employment Projections	10.2%
Nurse	US Bureau of Labor Office of Employment Projections	16%
Occupational Health and Safety Specialist	US Bureau of Labor Office of Employment Projections	6.6%
Occupational Therapist	US Bureau of Labor Office of Employment Projections	27%
Physician Assistant	US Bureau of Labor Office of Employment Projections	38.4%

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

Labor Forecast

7. 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.

We have student survey data and information from a report characterizing the growth of undergraduate public health majors in the United States from 1992-2012. We have a list of faculty and staff who attended campus forums and affiliated faculty meetings on the Cal Poly Campus to consult, gain input and gauge student interest (see Appendix 3.1). In 2015 a survey of Cal Poly students who participate in health professions advising and in student clubs and organizations related to allied health professions was conducted. Students were contacted and asked to participate in the survey through the listserve maintained by the College of Science Math Advising Center – Pre Health Professions Listserve. Nearly 60% of the respondents indicated that had a major in Public Health been available at Cal Poly when they applied they would have definitely selected or strongly considered selecting as their

major. Over 55% of the respondents said they would be interested in completing a minor in Public Health if one became available at Cal Poly. See the breakdown of responses below.

BS Public Health Survey

Based on the description above, if a major in Public Health had been available when you applied to Cal Poly, how likely is it that you would have considered selecting it as your major?

Answer Options	Response Percent	Response Count
Definitely would select.	23.3%	51
Would strongly consider it.	36.1%	79
Might consider it.	34.2%	75
Would not select it.	11.4%	25
Why would you be interested or uninterested in this major?		115
	<i>answered question</i>	219
	<i>skipped question</i>	0

BS Public Health Survey

If a minor in public health becomes available, how interested would you be in earning this minor?

Answer Options	Response Percent	Response Count
Very interested.	55.3%	119
Somewhat interested.	21.4%	46
Might consider it.	18.1%	39
Very uninterested.	5.1%	11
Why would you or wouldn't you be interested in this minor?		79
	<i>answered question</i>	215
	<i>skipped question</i>	4

At Cal Poly the current BS in Kinesiology has a concentration in Health Science. As of Spring Quarter 2016 there are 489 undergraduate Kinesiology Majors and of those who have declared their Concentration on 2015-17 catalog, 30% have declared Health Science. There is interest among current Kinesiology majors to prepare for public health careers.

The Association of Schools of Public Health recognized the need for information regarding the trends in undergraduate degrees in public health. The January/February 2015 issue of Public Health Reports published, "Characterizing the Growth of the Undergraduate Public Health Major: US, 1992-2012. The purpose of the paper was to analyze the existing data about conferrals of undergraduate public health degrees and better understand the trends in undergraduate public health education over the past two decades. It was reported that the number of undergraduates receiving degrees in public health has grown from less than 1000 in 1992 to more than 5000 annually since 2010. Between 1992 and 2012 degree conferrals for public health increased by 750% and nationwide between 2008 and 2012 public health ranked as the 10th fastest growing category nationwide with an average growth of 18% each year. The authors conclude that the growth in demand for undergraduate public health degrees will likely remain constant or continue to grow. In 2012 California colleges and universities conferred 751 undergraduate degrees in public health or 12% of the total nationwide (Leider, Castrucci, Pleyps, Blakely, Burke & Sprague, 2015)³.

California community college programs that could serve as "feeder" programs for the BS in Public Health in that all provide curricula that can satisfy the Cal Poly transfer selection criteria for transfer students and five community colleges have programs specific for training Community Health Workers (City College of San Francisco, College of the Sequoias, Santa Rosa Junior College, Berkeley City College and Mission College) that could prepare students to transfer to Cal Poly for the BS in Public Health if they also complete the additional specified transfer selection criteria.

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.

Our ability to recruit new students from underrepresented populations increases with commencement of our new B.S. degree in Public Health. Our current plan for recruiting underrepresented students involves in-depth collaboration with our Admissions Office at Cal Poly. Our Public Health program will work every year with our "partner" high schools, which all have greater than 75% of their students on Federal Assistant Low Income Free Lunch programs. Cal Poly will actively recruit students from our partner schools to apply to our new program in Public Health.

The recruitment activities include: 1) annual visits to partner high schools each year to work with their faculty, counselors and students to inform them about Cal Poly's undergraduate Public Health degree program; 2) support for bringing high school students on campus from partner schools to participate in workshops to learn more about our majors (including Public Health), the campus culture, and student life at Cal Poly. In 2014 Cal Poly College of Science and Math brought 160 students to campus as part of this program; 3) assistance hosting "yield receptions" throughout California where accepted underrepresented students can interact with faculty and current Cal Poly students; and, 4) participating in our partner school Ambassador Program where currently enrolled Cal Poly students from partner

schools host current high school students during one of our on-campus symposia for prospective underrepresented students.

Enrollment trends suggest that undergraduate programs in Public Health across the nation have more diverse student populations. The January/February 2015 issue of Public Health Reports published, "Characterizing the Growth of the Undergraduate Public Health Major: US, 1992-2012," indicated that women and minority students had greater representation in public health degrees as compared with the total number of undergraduate degrees in the United States. Undergraduates receiving degrees in public health were more diverse than undergraduates overall (Leider, Castrucci, Pleyps, Blakely, Burke & Sprague, 2015)³. It is reasonable to suggest that a degree in Health Science (Public Health) at Cal Poly may draw a more diverse applicant pool to our university, thereby increasing diversity on this campus. As California's population grows and as more emphasis is placed on improving population health outcomes, California colleges and universities will need to meet the demand for bachelor-level graduates in public health).

8. Other relevant societal needs

As health care costs continue to escalate (18% of GDP), the nation is turning to preventative strategies to help people make lifestyle changes to improve health outcomes. This degree proposal is timely in that the Patient Protection and Affordable Care Act (Healthcare Bill) provides funding for prevention programs. There will be \$15 billion over 10 years for a Prevention and Public Health Fund that will support community prevention programs that influence the policies within the physical and social environment that make it difficult for people to make healthy choices. Students who complete the B.S. in Public Health Degree will be well trained to create, implement, and evaluate disease prevention and health promotion programs. The private and non-profit sectors are also investing in population health and health education to improve health outcomes and will be in need of a workforce to implement these programs. The Bureau of Labor Statistics predicts that job opportunities for health educators and community health workers will expand by 13 percent. These prevention programs are calling for a paradigm shift away from a predominant focus on individual level change towards multilevel approaches to promote healthy communities that seek to overcome the impediments to healthy behaviors. Public health efforts will focus on a comprehensive change to have an effect on many diseases, not just one disease. Graduates from our program will be well prepared to advance these efforts.

9. Provide a budget plan, assessing the required resources and the campus commitment to allocating those resources.

	At initiation	After 3 years	After 5 years
Faculty	1 new	1 new	Existing
Student allocations	30	100	200
Support staff	Existing	1	Existing
Facilities	Existing	Existing	Existing
Equipment	Existing	Existing	Existing
Information resources	Existing	Existing	Existing

This program will incorporate expertise from across campus, including faculty from several departments to develop curricula, include existing courses. Approximately 85% of the curriculum will be delivered through existing courses. Faculty members already teach many of the courses included in the proposed curriculum, so many resources are already in place. In addition, as kinesiology department faculty, we already have the faculty expertise necessary to teach most of the new courses proposed in the major.

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.

Christine L. Hackman, Assistant Professor, PhD, (2015) Health Education and Health Promotion, Expertise: drug use in young adults, health promotion program planning and evaluation, research methods.

Kristine Jankovitz, Professor, PhD (1995), Health Education. Expertise: health education/promotion, community health, health behavior theory; weight status in young children.

Sarah Keadle, Assistant Professor, PhD MPH (2012), Kinesiology. Expertise: Physical Activity and Health, Physical Activity Epidemiology.

Suzanne Phelan, Professor, PhD. (2001), Clinical Health Psychology. Expertise: Theory-based lifestyle interventions; prevention and treatment of obesity and diabetes; clinical trials; epidemiological studies; maternal/child health

Heather A. Starnes, Assistant Professor, Ph.D. (2012), Health Promotion and Disease Prevention. Expertise: Environmental Influences on Physical Activity Behavior, Physical Activity Public Health

Alison K. Ventura, Assistant Professor, Ph.D. (2008), Human Development and Family Studies, Pediatric Nutrition. Expertise: Primary Prevention of Obesity, Promotion of healthy parent feeding practices and child eating behaviors.

Robert D Clark, Professor, Ph.D. (1998), Biomechanics. Expertise: Biomechanics, Human Factors in Injury Prevention, Excessive Loading on Skeletal Structures

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

Cal Poly: Cal Poly has 5.8 million square feet in 149 major buildings to support educational activities. The majority of the courses for this BS in Public Health program will occur in general purpose classrooms or computer laboratories utilized by the College of Science and Mathematics. All classrooms at Cal Poly are internet (Wi-Fi and Ethernet) ready and utilize Smart Room technology, including electronic projectors or monitors. Our larger classes utilize classroom response systems (for example I-Clicker, Learning Catalytics and TopHat).

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

See Appendix 1.7 for report from J. Scaramozzino, Librarian, College of Science and Mathematics. This document outlines the resources in place to support the growth of the degree.

10. Provide the Learning Objectives for the Program and the curricular requirements.

- Institutional learning outcomes (ILOs) – Referred to as ULOs at Cal Poly, SLO
- Program learning outcomes (PLOs)
- Student learning outcomes (SLOs)

University Learning Objectives - WHEN STUDENTS GRADUATE FROM CAL POLY, THEY SHOULD BE ABLE TO:

1. Think critically and creatively
2. Communicate effectively
3. Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology
4. Work productively as individuals and in groups
5. Use their knowledge and skills to make a positive contribution to society
6. Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
7. Engage in lifelong learning

Program Learning Outcomes for the BS in Public Health

Program Learning Outcomes - (Aligned with the Association of Schools of Public Health (ASPH) Critical Component Elements (See Appendix 3.2), the Council on Education in Public Health (CEPH) accreditation guidelines, the National Commission for Health Education Credentialing: Certified Health Education Specialist (CHES) Competencies, and The Health Education Specialist Practice Analysis (HESPA). Graduates of the B.S. in Public Health will be able to:

1. Identify and apply the scientific evidence base of human health and disease, and of public health to design programs and services that improve health outcomes.
2. Apply the basic concepts, methods and tools of public health data collection and analysis to monitor health status and understand factors that influence health outcomes at the local, state, national and global levels.
3. Provide information using a variety of communication strategies to facilitate the adoption of healthy behavior.
4. Develop, evaluate and improve programs and services to improve health outcomes at all levels of the social ecological model.
5. Apply interdisciplinary and community based approaches to improve health outcomes.
6. Develop and advocate for public health policies and plans to promote and protect the health of individuals, families, and communities.
7. Examine the legal, ethical and economic dimensions of health care and public health policies, the roles and responsibilities of local, state and federal agencies and their influence on health outcomes.
8. Examine the history and philosophy, core functions and the value of public health across the globe and in society.
9. Appraise the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.

Ancillary Student Learning Outcomes – for use by the Department to inform CLOs – (updated with language for 2015 HESPA project). Students who successfully complete the B.S. in Public Health with courses that cover the seven

responsibility areas for Certified Health Education Specialists (CHES) will qualify for the exam for Certified Health Education Specialist (CHES – NCHEC.org). CHES must be able to:

1. Assess needs, resources, and capacity for health education/promotion
2. Plan health education/promotion
3. Implement health education/promotion
4. Conduct evaluation and research related to health education/promotion
5. Administer and manage health education/promotion
6. Serve as a health education/promotion resource person
7. Communicate, promote, and advocate for health, health education/promotion, and the profession.

The Student Learning Outcomes are based on the professional practice standards as developed by the National Commission for Health Education Credentialing, Inc. (NCHEC) and meets the competencies and 7 responsibilities for Certified Health Education Specialists

- a. *List all requirements for graduation, including electives, for the proposed degree program, specifying course catalog numbers, course titles, total units required for completion of the degree, major requirements, electives, and prerequisites or co-requisites (ensuring there are no “hidden prerequisites that would drive the total units required to graduate beyond the total reported in 1e above). Include proposed catalog descriptions of all new courses.*

In addition to the program requirements listed on this page, students must also satisfy requirements outlined in more detail in the Minimum Requirements for Graduation section of this catalog, including:

- 60 units of upper division courses
- Graduation Writing Requirement (GWR)
- 2.0 GPA
- U.S. Cultural Pluralism (USCP)

B.S. in Public Health – 180 units

General Education Requirements 72 units required

(24 of which are specified in major/support)

Area A: Communication (12)

Area B: Science and Mathematics (0) - these units are in the degree major/support

Area C: Arts and Humanities (20)

Area D/E: Society and the Individual (12) – 8 units are in the degree major/support

Area F: Technology (upper Division)(4)

Support 42 units

ANT 201/SOC 110 Cultural Anthro/Comp. Societies (GE D3) (choose one)	4
BIO 161 Introduction to Cellular & Molecular Biology (GE B2 & B4)	4
BIO 231 Human Anatomy & Physiology I	5
BIO 232 Human Anatomy & Physiology II	5
CHEM 127 General Chemistry (GE B3 & B4)	4
FSN 210 Nutrition	4
MCRO 221/224 Microbiology/General Microbiology I (choose one)	4/5
PSY 201/202 General Psychology (choose one)	4
STAT 218 Applied Statistics for the Life Sciences (GE B1)	4
STAT 313 Applied Experimental Design and Regression Models (GE B1)	4

Major Requirements (67 units)

HLTH 101	Orientation to Public Health	1
HLTH 255/260	Multicultural Health/Women's Health	4
HLTH 265	Introduction to Community & Public Health	3
HLTH 298	Disease Epidemiology	4
HLTH 299	Behavioral Epidemiology	4
HLTH 305	Drugs in Society	4
HLTH 310	Injury Prevention	3
HLTH 320	Media & Technology in Health Promotion	4
HLTH 334	Health Behavior Theory	3
HLTH 402	Research Methods in Public Health Settings	4
HLTH 405	Stress, Health and Chronic Illness	4
HLTH 410	Global Health	4
HLTH 434	Health Promotion Program Planning	4
HLTH 435	Health Promotion Prog Implementation & Evaluation	4
HLTH 453	Obesity Prevention & Treatment	4
HLTH 460/461/462/463	Senior Project/Public Health Internship	1
Advisor Approved Electives	(See Appendix 3.5 for list)	12

Free Electives (3-4)

Concentration (19-20)

B.S. in Public Health Concentrations

To pursue the development of this program proposal for a BS in Public Health the Kinesiology Department engaged the campus community in a comprehensive consultation process to ensure that the proposed curriculum is reflective of the interdisciplinary aspects of public health. (See Appendix 3.1 for a roster of those who engaged in the consultation process) Further, the Associate Vice Provost for Academic Programs and Planning recommended that the curriculum capitalize on the interdisciplinary strengths and collaboration across the campus. The curriculum for the support and major core needed to be precisely aligned with the critical component elements from the Association of Schools of

Public Health and the Council on Education in Public Health accreditation criteria for standalone baccalaureate programs (See Appendix 3.2). Therefore it is the concentrations where there is robust interdisciplinary support of the curriculum in the concentrations. Most of the courses that are listed in the concentrations are those that were recommended by faculty in those departments. The major and support areas cover the public health domains and the natural science, social and behavioral sciences. The concentrations can allow the students to expand particularly in the social and behavioral sciences, in the built environment, infectious disease and microbiology, social determinants of health and to improve their communication and organizational skills. The concentrations also provide flexibility for students to focus their preparation by providing a choice of courses to fulfill the concentration requirements. For example in the Community and Public Health Concentration a student may wish to focus on the public relations aspect of public health or may choose to focus on the public policy aspects. Another reason for having choices for the students in the concentrations is that it reduces a constraint on progress toward degree. For example COMS 418 is only taught once a year but COMS 316 is taught every quarter. Both are courses that focus on communication and will add to the students' strong foundation from the core and support courses to better understand the role of communication in health promotion and disease prevention. Having choices for students also mitigates any burden on one particular course to offer enough seats for a new program. Also our concentrations included some new courses proposed by other departments (and recommended for inclusion by faculty in those departments) but we needed to be sensitive that these new courses may have limited seat availability if multiple sections are not taught per year. Further, when students strategically match their advisor-approved electives with their concentration course choices they can maximize their preparation to be competitive in the workplace, graduate school or to specialize in an emerging area in public health (i.e. built environment, healthy communities, public policy, behavioral health). As any brand new curriculum can be a "work in progress" our assessment plan will allow us to identify any modifications to the curriculum that can be made during a subsequent catalog cycle that will improve student success and attainment of the program learning outcomes.

The following provides a description of the purpose for each of the proposed concentrations. Please note that on advising materials, in the catalog and on curriculum sheets students will be informed that if a concentration course is double counted as a GE requirement they will need to take another course in order to earn 180 units. The students may actually view this favorably because it will provide adequate opportunity to acquire pre-requisites for graduate school or to pursue a minor without delaying progress toward degree. Additionally, please consider that the use of the phrase "This concentration provides a foundation in concepts that are **complementary** for students who are planning to pursue further study in ..." is appropriate and provides clarification for students intending to pursue graduate study, particularly in the allied health professions, that the concentrations do not meet the specific pre-requisite requirements for these programs. This phrasing was suggested by the professional academic advisors in the Cal Poly Pre-Health Professions Advising program as the best way to provide clarity for students and accurately represent how the concentrations can benefit students preparing for allied health professions careers.

Community & Public Health

This concentration prepares students for careers in local, state and federal public health departments; non-profit health agencies and coalitions; health insurance providers, hospital, clinical and research settings; and prepares students to pursue graduate study for the Masters in Public Health and the MS in Health Care Administration, Community Health, Environmental Health, Health Education or Health Promotion. This concentration provides a foundation in concepts that are complementary for students who are planning to pursue further study in allied health professions or medicine.

CRP 212 or 215 or 425 or 426	Introduction to Urban Planning/Planning for & with Multiple Publics/Biking, Walking & the City/ Planning Healthy Communities	4
FSN 310 or 318	Maternal & Child Nutrition/Nutrition & Aging	4
JOUR 312 or POLS 351	Public Relations/ Public Policy and Administration	4
MCRO 320	Emerging Infectious Diseases	3
MCRO 342	Public Health Microbiology	4
Total		19

Physical Activity in Public Health

This concentration prepares students to work with entities in communities engaged in planning to improve health outcomes by promoting physical activity. Graduates are prepared for careers in local, state and federal public health agencies; non-profit health agencies and coalitions; local government agencies, corporate and commercial fitness settings; and prepares students to pursue graduate study for the Masters in Public Health or the MS in Kinesiology or Health Promotion or Health Education. This concentration provides a foundation in concepts that are complementary for students who are planning to pursue further study in the built environment.

CRP 212 or 215 or 425	Introduction to Urban Planning/Planning for & with Multiple Publics/Biking, Walking & the City	4
KINE 278	Introduction to Perspectives in Physical Activity	4
KINE 303	Exercise Physiology	4
KINE 452	Fitness Assessment and Exercise Prescription	4
NR 218	Applications in GIS	3
Total		19

Worksite & University Health Promotion

This concentration prepares students for careers as health promotion specialists in various public/private worksite and university health promotion settings, non-profit health agencies; and to pursue graduate study for the Masters in Public Health or the MS in Health Promotion or Health Education.

COMS 301 or JOUR 312	Business & Prof Comm/Public Relations	4
KINE 401	Managing Exercise & Health Programs	3
HLTH 450	Worksite & University Health Promotion	4
PSY 330 or 340	Behavioral Effects Psychoactive Drugs/ Behavioral Genetics	4
PSY 302 or 350 or 352	Behavior in Organizations/Teamwork/ Conflict Resolution	4
Total		19

Culture & Society in Health

This concentration provides students with a strong foundation in the *social determinants of health*. Graduates are prepared for careers in a variety of settings such as local, state and federal public health agencies; non-profit health agencies; hospital, clinical and research settings; and to pursue graduate study for the Masters in Public Health. This concentration provides a foundation in concepts that are complementary for students who are planning to pursue further study in allied health professions or medicine.

COMS 316 or 418	Intercultural Comm/Health Communication	4
PSY 252 or 310 or 372	Social Psychology/Psychology of Death/ Multicultural Psychology	4
PHIL 339	Biomedical Ethics	4
Choose two of the following:		8
ANT 250 Biological Anthropology		
ANT 401 Culture and Health		
ANT 402 Nutritional Anthropology		
POLS 310 Race, Class, Gender & Sexuality		
POLS 459 Politics of Poverty		
POLS 457/WGS 457 - US Reproductive Rights		
PSY 344 Behavioral Genetics		
PSY 360 Applied Social Psychology		
ES 350 or WGS 350 - Gender, Race, Culture Science & Tech		
Total		20

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

The BS Degree in Kinesiology with a concentration in Health Science prepares students who are interested in health promotion related Kinesiology careers. In fact this was the inspiration for the proposal for the B.S. in Public Health. Currently 30% of Kinesiology majors are following the Health Science Concentration. (There are 489 Kinesiology undergraduates). This concentration will eventually be discontinued when the B.S. Degree in Public Health is approved. The Kinesiology degree program has been revised for the 17-19 catalog.

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

On Campus Open Forums were held in November 2015 and March 2016 to gauge interest and solicit input from the campus community. Further one-on-one meetings were held with key informants on campus and in the community to provide guidance and develop support for the program proposal.

We have obtained Letters of Support from:

- Penny Borenstein, MD, MPH, Health Officer, San Luis Obispo County Public Health Department.
- Cal Poly, SLO College of Science and Math Health Professions Advisors
- Suzanne Phelan, Ph.D., Director, STRIDE Center, *Solutions Through Research in Diet and Exercise, Cal Poly, SLO.*
- Aydin Nazmi, Ph.D., Director (past), STRIDE Center, *Solutions Through Research in Diet and Exercise, Cal Poly, SLO.*
- Tom Maier, Ph.D., Director of Community Health Services and Public Health Laboratory, County of San Luis Obispo Public Health Department (*Retired*). Lecturer, Cal Poly, College of Science and Math.
- Lisa Nicholson, Ph.D., Kari Pillola, Ph.D., Scott Reaves, Ph.D. and Peggy Pappathakis, Ph.D., Food Science and Nutrition Department Faculty
- A letter of support from the City and Regional Planning Department is being prepared.

References:

1. Social Determinants of Health

<http://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health>

2. Reducing Health Care Costs through Prevention: Health Care Reform Policy Draft

<http://www.preventioninstitute.org/component/jlibrary/article/id-79/127.h21> .

Appendices for BS Public Health Cal Poly, San Luis Obispo

APPENDIX 1: PROGRAM IDENTIFICATION	
<i>Statement from appropriate campus authority</i>	1.1
Memo from Mary Pedersen, Vice Provost Academic Programs and Planning	(Pending approval)
<i>Other campus approval documents that may apply</i>	1.2
Support letter from Jeffrey D. Armstrong, President (pending approval)	1.3
Approval of Academic Senate Resolution AS-790-15 (pending approval)	1.4
Support letter from Philip Bailey, Dean College of Science and Math	1.5
Support letter from Elena Keeling, Chair College of Science and Math Curriculum Committee	1.6
Report from Jeanine Scaramozzino, Available upon request Librarian, College of Science and Math Robert E. Kennedy Library	1.7
Note Appendix 2: not included in this summary	
APPENDIX 3: ADDITIONAL SUPPORTING DOCUMENTS	
Roster of Faculty and Staff engaged in consultation through Campus Open Forums, Meetings of Affiliated Faculty and Staff, and one-one consultations	3.1
Recommended Critical Component Elements of an Undergraduate Major in Public Health: Association of Schools of Public Health	3.2
Public Health Core Functions and 10 Essential Services	3.3
BS Public Health: Advisor Approved Electives	3.4
Letters of Support:	3.5

<p><i>San Luis Obispo County Department of Public Health</i> <i>College of Science and Math Advising Center</i> <i>STRIDE Center: Solutions Through Research in Diet & Exercise</i> <i>Dr. Tom Maeir, Director (retired) Community Health, San Luis Obispo County</i> <i>Department of Public Health</i> <i>Department of Food Science and Nutrition Faculty</i></p>	

Appendices – Pending Approval

1.1

1.2

1.3

1.4

APPENDIX 1.5

*Support letter from Philip Bailey, Dean
College of Science and Math*

CAL POLY
SACRED HEART UNIVERSITY

MEMO

TO: Academic Senate Curriculum Committee

FROM: Philip S. Bailey, Dean
College of Science and Mathematics

SUBJECT: Health Science Degree Program Proposal

DATE: May 4, 2015

I am writing to express my support for a new B.S. degree in Health Science (Public Health) proposed by the Kinesiology Department. The Cal Poly faculty members who have designed and will implement this degree have extensive experience and breadth in the discipline area of public health.

The program can be implemented with our current Kinesiology faculty with the addition of two new tenure track faculty members: one in year one and another in year three. These new faculty members will provide needed expertise in Epidemiology and Public Health Promotion/Health Education. With the realization that university resources are limited, we anticipate being able to handle the cost of new faculty members initially with College of Science and Mathematics resources. In addition, we plan to investigate faculty expertise and needs in other departments with the idea of possibly sharing new expertise and not duplicating current faculty expertise.

As the degree program grows to the anticipated 250 students over the first five years, the existing faculty, which includes the addition of the two tenure track faculty members, will support major courses, general education health courses, a service course for Liberal Studies majors and courses that serve the Kinesiology BS and MS programs. Initially, student enrollment targets for this new program will be accommodated within the current targets for the Kinesiology degree program and overall college targets. Depending on enrollment growth of the university and program priorities, we hope to increase enrollment targets for the College of Science and Mathematics to further accommodate this program and the new Marine Science program as well.

Additionally, the Kinesiology Department and the College of Science and Mathematics Curriculum Committee is in support of the degree being titled Public Health, which accurately reflects the curricular emphasis and is now the preferred name for degrees in this field.

I am supportive of this plan and believe we can implement it successfully.

APPENDIX 1.6

*Support letter from Elena Keeling, Chair
College of Science and Math Curriculum Committee*

MEMO

TO: Academic Senate Curriculum Committee

FROM: Elena Keeling, Chair
College of Science & Mathematics Curriculum Committee

SUBJECT: New B.S. in Health Science (Public Health)

DATE: May 2, 2016

The College of Science & Mathematics Curriculum Committee has approved the proposal for a new B.S. degree in Health Science (Public Health) within the Department of Kinesiology.

The proposed curriculum draws on the strengths of current Kinesiology faculty, as well as on supporting coursework from other departments in the College of Science & Mathematics and across the University. It will provide a valuable addition to degree offerings in CSM and will fill an important gap in health-related coursework. The program has been developed with considerable thought, investigation into similar degrees at other campuses, and consultation with a wide range of faculty across our campus.

We are in full support of the degree being titled Public Health, which accurately reflects the curricular emphasis and is now the preferred name for degrees in this field.

APPENDIX 3.1

*Roster of Faculty and Staff engaged in consultation through
Campus Open Forums, Meetings of Affiliated Faculty and Staff, and one-one consultations
Faculty and Staff Attendance at Campus Open Forums
November 20, 2014 and November 25, 2014 &
One-on-One Consultations on New Degree Proposal for
BS in Public Health*

Contact Name	Department
Dawn Neill	Anthropology
Debra Valence-Laver	Associate Dean Liberal Arts
Elena Keeling	Biology
Emily Taylor	Biology
Frances Villablanca	Biology
Cameron Shields	Biology
Melanie Gutierrez	Biology
Jason Blank	Biology
Chris Kitts	Biology, Chair
Danielle Epstein	Career Services
Lauren Platte	Career Services
Kelly Main	City/Regional Planning
Christine Shea	Communication Studies
Lorraine Jackson	Communication Studies
Daniel Levi	Environmental Psych - Psychology
Denise Isom	Ethnic Studies, Chair
Amy Vorhees	Extended Education
Amy Lammert	Food Science
Gour Choudhury	Food Science and Nutrition, Chair
David Harris MD, Medical Director	Health and Counseling Services
Theresa Fagouri	Health and Counseling Services
Kate Murphy	History
Tali Freed	IME
Dan Eller	Journalism
Beverly Bass	Landscape Architecture
David Watts	Landscape Architecture
Tom Maier	Lecturer CSM and Retired Director Community Health San Luis Obispo County Public Health Department.
Karen Muñoz-Christian	Modern Languages
Kari Pilolla	Nutrition
Doris Derelian	Nutrition
Lisa Nicholson	Nutrition
Aydin Nazmi	Nutrition
Peggy Papathakis	Nutrition
Scott Reaves	Nutrition

Louise Berner	Nutrition
Meghan Farrier-Nolan	CSM Advising Center - Pre-Health Advisor
Carrie Langer	Psychology
Julie Rodgers	Psychology
Marni Goldenberg	RPTA
Susan McKenzie	RPTA
Ken Schwab	RPTA
Jerusha Greenwood	RPTA
Shawn Burn	Social Psych – Psychology
Shacey Rucas	Social Sciences
Coleen Carrigan	Social Sciences
Ryan Alaniz	Sociology
Robert Schaffer	Sociology
Andrew Schaffner	Statistics
Stephanie Teaford	STRIDE
Jane Lehr	Women and Gender Studies Chair
Bob Clark	Kinesiology
Elizabeth England Kennedy	Kinesiology
Kris Jankovitz	Kinesiology
Camille O'Bryant	Kinesiology
Suzanne Phelan	Kinesiology
Heather Starnes	Kinesiology
Alison Ventura	Kinesiology

***Meeting with Affiliated Faculty
BS Degree in Public Health Proposal***

February 19, 2016	February 25, 2016	March 3, 2016
<p>BIO Elena Keeling Pat Fidopastis (emailed suggestions)</p> <p>COMS Lori Jackson Chris Shea</p> <p>CSM Advising Kristi Weddige Anya Bergman</p> <p>KINE Todd Hagobian Pat Hosegood Martin</p> <p>Modern Languages Karen Munoz Christian</p> <p>RPTA Bill Hendricks</p> <p>STAT Andrew Schaffner Becky Ottosen</p> <p>WGS Jane Lehr</p>	<p>BIO Nathaniel Martinez Candace Winstead</p> <p>CRP Kelly Main</p> <p>CSM Advising Meghan Farrier-Nolan Kristi Weddige Anya Bergman</p> <p>CSM Tom Maier – part time faculty SLO County Public Health Dept. Director Community Health (retired)</p> <p>FSN Doris Derelian Aydin Nazmi Lisa Nicholson Scott Reaves</p> <p>KINE Kellie Hall Jennifer Olmstead Camille O'Bryant</p> <p>POLS Michael Latner</p> <p>PSY Carrie Langer</p> <p>WGS Christina Lefevre Latner</p>	<p>Mary Pedersen, Vice Provost, Academic Programs and Planning</p> <p>CAFES Rich Caveletto, Associate Dean Nanine Van Draanen, Associate Dean</p> <p>Food Science and Nutrition Doris Derelian Aydin Nazmi Lisa Nicholson Kari Pillola Jennifer Ryder Fox Scott Reaves</p> <p>CSM Derek Gragson, Associate Dean Kellie Green Hall, Associate Dean Camille O'Bryant, Associate Dean</p> <p>Kinesiology Bob Clark Elizabeth England Kennedy Christine Hackman Todd Hagobian Kris Jankovitz Suzanne Phelan Alison Ventura</p>

APPENDIX 3.2

*Recommended Critical Component Elements of an
Undergraduate Major in Public Health: Association of Schools of Public Health*

FRAMING THE FUTURE
The Second 100 Years of Education for Public Health
2015-2020 ASPH

Recommended Critical Component Elements of an Undergraduate Major in Public Health
August 3, 2012

Cal Poly, SLO – Program Learning Objectives for Proposed BS in Health Science (Public Health) aligned with Critical Component Elements

There is a growing interest in undergraduate education for public health. The Association of Schools of Public Health (ASPH) recognizes that there is significant value in education in undergraduate public health regardless of a graduate's ultimate career destination, and that some programs will choose to provide education in public health as a part of a general liberal arts education. There are important distinctions between undergraduate and graduate education with regard to the acquisition of knowledge, skills, competencies, and career opportunities. While ASPH is undergoing a process of reviewing the nature of public health education overall, it has also charged an expert panel with providing guidance for those seeking to start a new undergraduate program in public health or to expand or improve an existing program.

1. BACKGROUND DOMAINS

A. Content Areas:

- 1. Science:** Students should have an introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease
PLO 1 & 9: GE Area B: BIO 161, BIO 231, 232, CHEM 127, FSN 210, MICRO 221/224, HLTH 265, 298, 299, 305, 405, 410, 453
- 2. Social and Behavioral Sciences:** Students should have an introduction to the foundations of social and behavioral sciences
PLO 1 & 9: GE Area D 1-5, HLTH 235, 298, 299, 305, 310, 334, 405, 410, 434, 435, 453, PSY 201/202
- 3. Math/Quantitative Reasoning:** Students should have an introduction to basic statistics
PLO 2, 7, 9: STAT 218, 313, HLTH 298, 299, 402, 405, 410, 453
- 4. Humanities/Fine Arts:** Students should have an introduction to the humanities/fine arts
PLO 8: GE Area A and GE Area C.

B. Skill Areas:

- 1. Communications:** Students should be able to communicate, in both oral and written forms and through a variety of media, to diverse audiences
PLO 3: GE Area A, HLTH 320, 402, 334, 453
- 2. Information Literacy:** Students should be able to locate, use, evaluate, and synthesize information
PLO 1, 6, 7, 8, 9: GE Area A, GE Area C, Area D 1-4, HLTH 320, 402

II. PUBLIC HEALTH DOMAINS

- A. **Overview of Public Health:** Students should have an introduction to the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.

PLO 3: HLTH 101, 265, 298, 299, 305, 410; Concentrations

- B. **Role and Importance of Data in Public Health:** Students should have an introduction to the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.

PLO 2: STAT 213, 313, HLTH 298, 299, 402, 405, 410, 453

- C. **Identifying and Addressing Population Health Challenges:** Students should have an introduction to the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.

PLO 1, 3, 5, & 9: GE Area D, HLTH 265, 298, 299, 305, 310, 334, 402, 434, 435, 453; Concentrations

- D. **Human Health:** Students should have an introduction to the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.

PLO 1 & 5, 6: GE Area B: BIO 161, BIO 231, 232, CHEM 127, FSN 210, MICRO 221/224, HLTH 265, 298, 299, 305, 405, 410, 453

- E. **Determinants of Health:** Students should have an introduction to the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.

PLO 1 & 9: GE Area B: BIO 161, BIO 231, 232, FSN 210, MICRO 221/224, Area D 1-5, HLTH 135, 198, 299, 305, 310, 334, 405, 410, 434, 435, 453

- F. **Project Implementation:** Students should have an introduction to the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.

PLO 4, 5, 6: STAT 213, 313, HLTH 334, 402, 434, 435, 453

- G. **Overview of the Health System:** Students should have an introduction to the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries.

PLO 7 & 9: GE Area D 1-5, HLTH 265, 410

- H. **Health Policy, Law, Ethics, and Economics:** Students should have an introduction to basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government.

PLO 7: GE Area C, Area D 1-4, HLTH 101, 265, 298, 299, 410

- I. **Health Communication:** Students should have an introduction to the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.

PLO 3, 4 & 6: GE Area A, HLTH 320, 402, 334, 453; Concentrations

III. CUMULATIVE EXPERIENCE AND FIELD EXPOSURE

Students should have opportunities to integrate, apply and synthesize knowledge through cumulative and experiential activities that include:

A. **Cumulative Experience:** Students should have a cumulative, integrative, and scholarly or applied experience or inquiry project that serves as a capstone to their educational experience.

PLO 3, 4, 5: HLTH 460 or 461 or 462 or 463

B. **Field Exposure:** As an integral part of their education, students should be exposed to local level public health professionals and/or to agencies that engage in population health practice.

PLO 5: HLTH 460 or 461 or 462 or 463

IV. CROSS-CUTTING AREAS

Students should be exposed to concepts and experiences necessary for success in the workplace, further education, and life-long learning. These may include the following:

- 1. Advocacy for protection and promotion of the public's health at all levels of society
- 2. Community dynamics
- 3. Critical thinking and creativity
- 4. Cultural contexts in which public health professionals work
- 5. Ethical decision making as related to the self and society
- 6. Independent work and a personal work ethic
- 7. Networking
- 8. Organizational dynamics
- 9. Professionalism
- 10. Research methods
- 11. Systems thinking
- 12. Teamwork and leadership

Throughout the curriculum, students should have a wide range of instructional methods and experiences that provide exposure to a solid foundation of the diverse nature of public health practice. In addition, students should receive career and graduate school advising.

Frequently asked questions about the CCEs are found at <http://www.asph.org/document.cfm?page=1209>. For details about the project, visit <http://www.asph.org/FramingtheFuture>.

The Association of Schools of Public Health is the only organization representing the Council on Education for Public Health (CEPH)-accredited schools of public health and programs seeking accreditation as schools of public health. ASPH promotes the efforts of schools of public health to improve the health of every person through education, research, and policy. Based upon the belief that "you're only as healthy as the world you live in," ASPH works with stakeholders to develop solutions to the most pressing health concerns and provides access to the ongoing initiatives of the schools of public health.

This project was supported under a cooperative agreement from the Centers for Disease Control and Prevention (CDC) through the Association of Schools of Public Health (ASPH) Grant Number CD300430.

ASSOCIATION OF SCHOOLS OF PUBLIC HEALTH



Appendix 3.3

Public Health Core Functions and 10 Essential Services

The following core functions of public health and ten essential services provide the framework for all activities of the Department:

Core Function 1—Assessment

Assessment, monitoring, and surveillance of local health problems and needs, and of resources for dealing with them

Essential Service #1: Monitor health status and understand health issues facing the community

Essential Service #2: Protect people from health problems and health hazards

Core Function 2—Policy Development

Policy development and leadership that fosters local involvement and a sense of ownership that emphasizes local needs and that advocates equitable distribution of public resources and complementary private activities commensurate with community needs

Essential Service #3: Give people the information they need to make healthy choices

Essential Service #4: Engage the community to identify and solve health problems

Essential Service #5: Develop public health policies and plans

Core Function 3—Assurance

Assurance that high-quality services, including personal health services, needed for protection of public health in the community are available and accessible to all persons; that the community receives proper consideration in the allocation of federal, state and local resources for public health; and that the community is informed about how to obtain public health, including personal health services, or how to comply with public health requirements

Essential Service #6: Enforce public health law and regulations

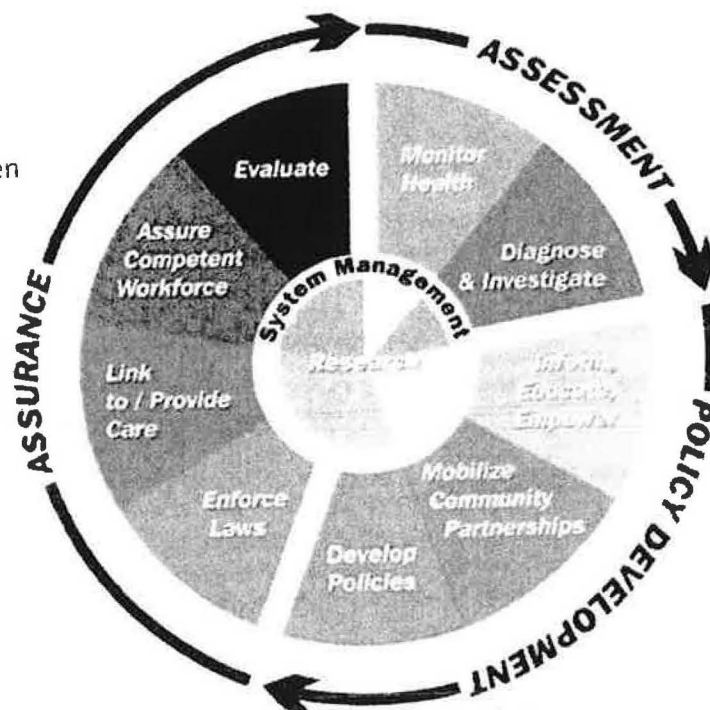
Essential Service #7: Help people receive health services

Essential Service #8: Maintain a competent public health workforce

Essential Service #9: Evaluate and improve programs

Core Function 4—System Management

Essential Service #10: Contribute to and apply the evidence base of public health



APPENDIX 3.5

BS Health Science: Advisor Approved Electives (12)

Note: 4 units must be at the 300/400 level

Culture and Health

ANT 250	Biological Anthropology	4
ANT 360	Human Cultural Adaptation (GE D5)	4
ANT 401	Culture in Health	4
ANT 425	Meaning, Gender & Identity in Anthro Theory	4
ES or WGS 350	Gender, Race, Culture, Sci & Tech (GE F, USCP)	4
ISLA 303 or HNRS 304	Values & Technology (GE C4)	4
ISLA or HNRS 320	Topics Issues in Values, Media & Culture	4
WGS 301	Cont Issues in Women's & Gender Studies	4

Life and Physical Science

BIO 123	Biology of Sex	4
BIO 162	Introduction to Organismal Form & Function	4
BIO 302 or 303	Human Genetics/Survey of Genetics	4
BIO 305	Biology of Cancer	4
CHEM 128	General Chemistry	4
CHEM 129	General Chemistry	4
CHEM 216	Organic Chemistry I	5
CHEM 217	Organic Chemistry II	3
CHEM 218	Organic Chemistry III	3
CHEM 312	Survey of Organic Chemistry	5
CHEM 313	Survey of Biochemistry & Biotechnology	5
MCRO 225	General Microbiology II	5
MCRO 320	Emerging Infectious Diseases	3
MCRO 342	Public Health Microbiology	4
MCRO 421	Food Microbiology	4
MCRO 436	Environmental Microbiology	4
PHYS 121	College Physics I	4
PHYS 122	College Physics II	4
PHYS 123	College Physics III	4

Health Communication

COMS 212	Interpersonal Communication	4
COMS 213	Organizational Communication	4
COMS 301	Business and Professional Communication	4
COMS 316	Intercultural Communication	4
COMS 418	Health Communication	4
JOUR 219	Multicultural Society and Mass Media	4
JOUR 312	Public Relations	4
JOUR 412	Public Relations and Crisis Management	4

Built Environment and Health

CRP 212	Introduction to Urban Planning	4
CRP 214	Land Use and Transportation Studies	4
CRP 215	Planning for and with Multiple Publics	4
CRP 425	Biking, Walking & the City	4
CRP 426	Planning Healthy Communities	4
NR 218	Applications in GIS	3

Health and Nutrition

FSN 310	Maternal and Child Nutrition	4
FSN 315	Nutrition in Aging	4

Health

HLTH 297	Medical Terminology	3
HLTH 450	Worksite & University Health Promotion	4

Exercise & Fitness

KINE 303	Exercise Physiology	4
KINE 304	Pathophysiology and Exercise	3
KINE 408	Exercise and Health Gerontology	4
KINE 452	Fitness Assessment & Exercise Rx	4

Public Policy and Health

POLS 310	Politics of Ethnicity and Gender (USCP)	4
POLS 333	World Food Systems (GE Area F)	4
POLS 351	Public Administration	4
POLS 451	Technology and Public Policy	4
POLS 459	Politics of Poverty	4
RPTA 450	Resource and Grant Development	4

Behavioral Health

PSY 252	Social Psychology	4
PSY 256	Developmental Psychology	4
PSY 302	Behavior in Organizations	4
PSY 310	Psychology of Death	4
PSY 311	Environmental Psychology	4
PSY 318	Psychology of Aging	4
PSY 320	Health Psychology	4
PSY 330	Behavioral Effects of Psychoactive Drugs	4
PSY 340	Biopsychology	4
PSY 344	Behavioral Genetics	4
PSY 405	Abnormal Psychology	4
PSY 372	Multicultural Psychology	4
SOC 326	Sociology of the Life Cycle	4

Spanish

SPAN 101 or 111	Elementary Spanish I or Elem Hispanic Lang	4
SPAN 102	Elementary Spanish II	4
SPAN 103	Elementary Spanish III	4
SPAN 104	Intensive Elementary Spanish	12
SPAN 201	Intermediate Spanish I	4
SPAN 202	Intermediate Spanish II	4
SPAN 203	Intermediate Spanish III	4
SPAN 204	Intensive Intermediate Spanish	8

Statistics

STAT 323	Design and Analysis of Experiments I	4
STAT 324	Applied Regression Analysis	4
STAT 330	Statistical Computing with SAS	4
STAT 331	Statistical Computing with R	4

APPENDIX 3.4

Letters of Support

*San Luis Obispo County Department of Public Health
College of Science and Math Advising Center
STRIDE Center: Solutions Through Research in Diet & Exercise
Dr. Tom Maeir, Director (retired) Community Health
San Luis Obispo County Department of Public Health
Department of Food Science and Nutrition*



Public Health Department



Public Health

January 12, 2015

Dr. [Name]
City of San Luis Obispo
1000 N. Main Street
San Luis Obispo, CA 93401

Dear Dr. [Name]:

We are pleased to have a representative from the Public Health Department of San Luis Obispo County, California, attending at Cal Poly. The Public Health Department is currently focused on the need of having Cal Poly students specifically trained in the field of Public Health. As we have seen from San Luis Obispo County, the Public Health Department is currently in a position where we have a need for a degree program of this type and we are looking for students who are also interested in the program and benefit from the program and a degree of this type would be a great asset to the Public Health Department and throughout California.

We are currently in the process of developing with the new degree program to offer programs in the field of Public Health and undergraduate research opportunities.

Sincerely,

Dr. [Name], MD, MPH
Public Health



California Polytechnic State University
San Luis Obispo, CA 93407

Academic & Pre-Health Advising Center
College of Science and Mathematics
(805) 756-2615

March 9, 2016
Kinesiology Department
ATTN: Kristine Jankovitz, Ph.D.

Dear Dr. Kristine Jankovitz:

On behalf of the College of Science and Mathematics Advising Center, I would like to strongly express our support for the proposed Public Health degree program. As the professional academic and pre-health advisors on this campus, our office plays a fundamental role in educating students both within our college and across the campus about pre-health career opportunities. Public health is one of the primary health careers endorsed by the National Association of Advisors for the Health Professions (NAAHP) that we actively educate and advise students to consider.

As members of NAAHP, we attend annual conferences to stay informed about trends in various health professions disciplines. In our December issue of "The Advisor", the Journal of NAAHP, focused solely on Public Health education as a new paradigm. Dr. Spencer, who is the current president of the Association of Schools and Programs of Public Health (ASPPH), stated that over the last two decades, we have seen remarkable growth in accredited institutions of public health. He stated that ASPPH member institutions educate more than 33,000 students annually and graduate more than 12,000 graduates each year. It is evident to us and our NAAHP colleagues, that public health is a growing, emerging field and the need to produce public health professionals who can meet the demands of the 21st century is on the rise.

The proposed public health degree would prepare individuals to work specifically in public health settings that allow them to monitor the health of communities and solve local and national health problems and priorities. Moreover, it will offer students opportunities for a capstone experience and relevant exposure in a public health setting, which is strongly recommended prior to seeking a public health related job or applying into a master's in Public Health (MPH) graduate program. As such, an undergraduate degree in Public Health would provide an advantageous background to prepare individuals to fulfill important workforce needs or for advanced academic study in public health.

We feel that the title of Public Health is the appropriate undergraduate degree title that should be used to prepare individuals seeking employment in public health jobs. If the degree were to be called, "Health Sciences" we would be concerned that prospective and current students would mistake this degree as a general pathway for completing admission requirements for applying to graduate level or other allied health programs. The degree title of Public Health provides transparency for prospective and current students about the program's objectives, thus reducing the number of students who may change in and out of the major. However, we do feel strongly that the degree holds value regardless of a graduate's ultimate career destination. The tenets and philosophies that will be taught in this undergraduate public health degree will provide a complimentary background that can be folded into anyone's specified area of practice in health professions.

We are excited about the proposed undergraduate major and the objective to prepare more students with the essential knowledge, skills and competencies necessary to meet our future health challenges. We look forward to working with you to educate and advise our prospective and current students about this rewarding career path.

Sincerely,

Kristi Weddige, MA Ed., Director, College of Science and Mathematics Advising Center

CAL POLY

SANTA CLARA UNIVERSITY

STRIDE

Learning for Success in a Changing
Academic and Career Environment

February 12, 2015

Re: Proposed BS in Health Science (Public Health)

Dear Colleagues,

I am writing in support of the proposed Kinesiology Department BS Health Science (Public Health) degree.

The proposed BS has an innovative curriculum that meets the new standards for accreditation from the Council on Education for Public Health for baccalaureate public health education. It approved as a Public Health degree. Cal Poly would have one of only six such programs in California.

According to the Bureau of Labor Statistics, jobs related to public health are projected to grow faster than the average. Moreover, graduate programs in public health and the clinical professions are increasingly competitive and students with undergraduate preparation in public health would be at an advantage. Student demand is also projected to be very high given the interdisciplinary nature of the proposal and its application to many attractive career options and graduate school. In sum, there is clear market/industry and student demand for the program, making this program a strategically prudent effort for Cal Poly.

Sincerely,



Aydin Naeemi, PhD

Director, STRIDE

Associate Professor, Food Science & Nutrition

Thomas W. Maier, Ph.D.

March 2, 2016

Kristine Jankovitz, Ph.D.
Department of Kinesiology
Cal Poly State University

As the former Director of Community Health Services for the San Luis Obispo County Public Health Department, I wish to express my enthusiastic support for the proposal to create a new academic major focusing on public health.

Public Health is the art and science concerned with preserving and enhancing the health of everyone. The health and strength of our communities and of our nation depends in great measure upon effective public health practice. The new Cal Poly public health academic initiative will help prepare the students of today and tomorrow to become successful practitioners of public health- to help meet the growing needs of an increasing population and our growing environmental and health challenges.

For the past ten years, as a Lecturer at Cal Poly, I have supervised students doing internships in public health. From that experience, I believe that Cal Poly's "learn by doing" approach and focus on student success is particularly well-suited to achieve excellence in preparing students for a career in public health. The proposed curriculum has been carefully constructed to achieve that goal.

The title of this proposed new major should be "Public Health". No other title being considered, such as "Health Science", is accurate. "Public Health" is a recognized academic discipline. The proposed curriculum will meet the standards of the Council on Education for Public Health for accreditation in Public Health. It is important to accurately and effectively communicate to future students and to their eventual employers or graduate schools about their undergraduate degree. It is public health that has inspired the proposed curriculum, and Public Health is its appropriate name.

The future health challenges of our nation can only be met by preparing the students of today to meet them. I salute the vision and effort of the Cal Poly faculty who have worked on this proposal to create a new Public Health Major.

Sincerely,

Thomas W. Maier, Ph.D.

Thomas W. Maier, Ph.D.
Lecturer, College of Science and Mathematics,
California Polytechnic University
Former Director of Community Health Services,
County of San Luis Obispo Public Health Department



August 31, 2016

Re: Proposed BS in Public Health

Dear Colleagues,

I am writing to express my strong support of the Proposed BS degree in Public Health. The proposed program will make a significant contribution to both Cal Poly and the state of California.

First, the program is **state-of-the art** and meets all the requirements and recommendations put forth by the Centers for Disease Control, the Council on Education for Public Health accreditation standards, and the Association of Schools of Public Health curriculum recommendations.

Secondly, the program will help **fill the growing demand** on campus and across the state for training in public health. This program is in direct response to hundreds of students and faculty who overwhelmingly voiced in campus forums and surveys the desire for a Public Health degree program at Cal Poly. As prevalence of chronic disease continues to increase, the demand for public health workers has burst and is projected to expand by at least 37% by 2020. All current undergraduate degree programs in public health in California are impacted, and none are within 130 miles of Cal Poly. This region and California as a whole needs a Public Health degree program.

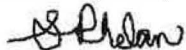
Thirdly, Cal Poly's **Kinesiology Department is uniquely suited** for this program. Consistent with other Public Health programs in Kinesiology across the CSU and in the nation, Kinesiology at Cal Poly is arguably the only place on campus with a preexisting framework to adequately support a Public Health degree. Kinesiology's "Health Promotion" concentration has long been developed as a "mini" public health degree program. This concentration has now been transformed into a Public Health degree that meets national accreditation standards. Kinesiology's multidisciplinary nature and tenure track faculty are ideally suited for Public Health, bringing expertise in exercise, nutrition, epidemiology, physiology, public health promotion, chronic disease, and health psychology. Kinesiology houses the STRIDE obesity research center, which will host unique experiences for Public Health students to participate in NIH-funded epidemiological and preventive health research. Kinesiology and STRIDE have strong relationships with academic departments and other centers across campus and working relationships with pertinent community partners. Overall, these attributes make Kinesiology the ideal place for a strong, integrated Public Health degree program providing hands-on training to promote health and prevent disease.

Of note, the program was originally proposed as, "Health Science," which nicely reflects Kinesiology's location in the College of Science and Math and Kinesiology's former concentration entitled, "Health Promotion." However, campus forums, community consultations and research in trends in academia made clear that **"Public Health" is the more suitable name.** After reviewing the curriculum, faculty and colleagues from across campus and the community reported strong preferences for the name "Public Health;" "Public Health" is more widely recognized, and, most importantly, better captures the proposed curricula and linkages with accreditation bodies and employment opportunities.

California needs a workforce with specialized training in primary and secondary prevention of disease. The proposed Public Health curriculum will leave graduates prepared to work in a variety of settings, including worksites, health care, community, public health, non-profit health organizations, school and university settings. Students and the state of California will be better served by students leaving equipped for direct employment opportunities in public health post-graduation.

I am in full support of the proposed degree program and can't imagine a more opportune time to launch it.

Best regards,



Suzanne Phelan, PhD

Professor, Kinesiology Department, Cal Poly

Director, STRIDE Obesity Research, Cal Poly

Adjunct Professor, Dept. of Psychiatry and Human Behavior, Brown Medical School



California Polytechnic State University
San Luis Obispo, CA 93407
Food Science and Nutrition Department
(805) 756-2660

September 19, 2016

Dr. Kris Jankovitz
Kinesiology Department

Dear Dr. Jankovitz,

As faculty members in Nutrition of the Department of Food Science and Nutrition, College of Agriculture, Food and Environmental Sciences, we are very pleased to support the proposed Public Health Degree Program. Public Health is a growing field with graduates having the potential to meet the increasing demand for health-related positions in the coming years. The fields of both Nutrition and Kinesiology are central to the health of populations and are a natural fit for collaboration in "health" courses and training our collective students for careers in the health and wellness industries. There are many cross-cutting health experience opportunities for students, including taking courses in nutrition. Both introductory nutrition and life course classes offered by the FSN Department fit into the Public Health domains of human health and determinants of health and can serve as advisor approved electives and support the community and public health concentration.

Cal Poly and the Kinesiology Department, with support from the Nutrition faculty and department, are well-positioned to support and lead students interested in careers in planning, implementing and monitoring the health of communities in local, regional, national or global locations.

The Nutrition faculty have a history of working well with faculty member of the KINE department and this new major will provide more opportunities for faculty to collaborate, in addition to preparing students interested in health-related fields with essential knowledge and skills to improve the health of the populations.

Sincerely,

Peggy C. Papathakis, PhD, RD
Professor of Nutrition

Lisa M. Nicholson, PhD, RDN
Professor of Nutrition

Scott Reaves, PhD
Professor of Nutrition

Kari D. Piliolla, PhD, RD
Assistant Professor, Nutrition

CAL POLY

2015 Academic Plan – New Degree Summary Statement

11 Signatures

We confirm that the proposed new program fits with the mission and the strategic plan for the college. Additionally, there is a commitment to allocating the resources required by the proposed new program both in the initiation phase and the future development of the program.

Department Chair/Head

[Signature]

Date

[Date]

Associate Dean/Dean

[Signature]

Date

12/11/14

We confirm that the proposed new program fits with the mission and the strategic plan for the campus.

Associate Vice Provost

[Signature]

Date

12/16/14

Provost

[Signature]

Date

12/12/14

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-__-16

RESOLUTION ON RETIRING OBSOLETE ACADEMIC SENATE RESOLUTIONS

- 1 WHEREAS, A resolution approved by Cal Poly's Academic Senate reflects the concerns and
2 campus organization of the time in which it is adopted; and
3
4 WHEREAS, With the passage of sufficient time an adopted resolution may no longer hold
5 relevance; and
6
7 WHEREAS, Such obsolete resolutions should be identified and formally removed from the set of
8 active resolutions; and
9
10 WHEREAS, No process currently exists for determining the obsolescence of Academic Senate
11 resolutions or for their formal retirement; therefore be it
12
13 RESOLVED: That the *Bylaws of the Academic Senate* be amended as shown on the attached copy to
14 guide the formal retirement of resolutions by the Academic Senate.

Proposed by: Academic Senate Executive Committee
Date: August 25, 2016

V. MEETINGS

E. RETIRING RESOLUTIONS

When an Academic Senate resolution is suspected of being out of date or no longer pertinent, at the Chair's discretion the resolution may be submitted for review as to its current relevance by the Academic Senate committee that originally sponsored it or by an ad hoc committee. The committee's opinion regarding the resolution shall be forwarded to the Academic Senate Executive Committee. If the Executive Committee finds that the resolution in question should be retired, a proposal to this effect shall be placed on the Academic Senate's consent agenda. If no senator pulls the resolution from the consent agenda, the resolution shall be considered retired. If pulled from the consent agenda, the proposal will appear as a business item for debate at the next meeting of the Academic Senate. The President shall be informed of any such action and the Academic Senate shall update its records.

BYLAWS OF THE ACADEMIC SENATE

Fall 2016

II. MEMBERSHIP OF THE ACADEMIC SENATE

B. TERMS OF OFFICE

1. Terms of office for senators: the elected term of office for senators shall be a two-year term or one-year term when the caucus membership changes by more than two representatives. ~~A senator can serve a maximum of two consecutive, elected terms~~ A senator can serve a maximum of four consecutive years and shall not again be eligible for election until one year has elapsed. A senator appointed to fill a temporary vacancy for an elected position shall serve until the completion of that term or until the senator being temporarily replaced returns, whichever occurs first. If this temporary appointment is for one year or less or if the senator is serving a one-year elected term, it shall not be counted as part of the ~~two-term~~ four years maximum for elected senators. The representative for part-time academic employees shall serve a one-year term with a maximum of four consecutive one-year terms.
2. Terms of office for Academic Senate Chair: once a senator is elected to serve as Academic Senate chair, that senator becomes an at-large member of the Academic Senate and the position vacated becomes a college vacancy to be filled by the college caucus. The elected term of office for Academic Senate Chair shall be a maximum of three one-year consecutive terms.

C. REPRESENTATION

1. Colleges and Professional Consultative Services with an even number of senators shall elect one-half of their senators each year. Those with an odd number of senators shall not deviate from electing one-half of their senators each year by more than one senator. All of the senators from each college and Professional Consultative Services shall constitute the appropriate caucus.
2. When a college or Professional Consultative Services with an uneven number of senators gains a new senator due to an increase in faculty in a year when more than one-half of their senators are to be elected, the new Senate position shall be for one year for the first year, then two years thereafter.
3. There shall be no more than one senator per department/teaching area elected by any college where applicable until all departments/teaching areas within that college are represented. A department/teaching area shall waive its right to representation by failure to nominate. This bylaw shall have precedence over Article III.B of the *Bylaws of the Academic Senate*.