

**Public Health
Transfer Model Curriculum (TMC)**

1. Breakdown of the respondents (#CCC, #CSU & #UC) to the survey:

Refer to the survey summary provided by the California Academic Senate.

2. Provide a response to the survey feedback on the TMC Core. Describe any changes suggested to the CORE of the TMC.

The number of courses and units in the CORE changed from 27-29 to 13 units because of the restructuring (not elimination) of course requirements to allow for better alignment with CSU programs and greater flexibility for students to choose from the different public health tracks. The four core requirement courses (Personal Health, Public Health, Statistics, and Biology with lab) are all part of the original TMC and are the only four common courses that over 56% of the CSU Public Health programs require. Feedback from vetting identified the requirements for Biology, Chemistry, Anatomy and Physiology in the CORE to be the biggest area of concern in the original TMC because several faculty feel that students entering into the public health field do not need as many science units, and that courses such as Anatomy, Physiology and Chemistry may be better suited for students interested in Health Science, Kinesiology, Allied Health, and/or Pre-Medicine. The other courses in the original TMC have been moved to List A, B and C to allow greater flexibility for effectively creating a degree that is tailored to the college's curriculum and student interests.

3. Provide a response to the survey feedback on List A of the TMC. Describe any changes suggested to List A of the TMC.

The units in List A changed from a minimum of 3 units to a minimum of 4 units and the course requirement changed from elective classes to science classes. Feedback from vetting identified the requirements for Chemistry, Anatomy and Physiology in the CORE to be the biggest area of concern in the original TMC because several faculty feel that students entering into the public health field do not need as many science units. The restructuring of the sciences from the CORE to List A helps satisfy the science requirements for the CSU public health programs that require additional sciences beyond Biology with lab. The unit requirement and courses in the original CORE and List A have been restructured (not eliminated) into another List A, B and C to allow for better alignment with CSU programs and greater flexibility for students to choose from the different public health tracks. The new List A, B and C will be explained in #6 below.

4. If applicable, provide a response to the survey feedback on List B of the TMC. Describe any changes suggested to List B of the TMC.

The original TMC did not have a List B. The revised TMC does have a List B, which will be explained in #6 below.

5. If applicable, provide a response to the survey feedback on List C of the TMC. Describe any changes suggested to List C of the TMC.

The original TMC did not have a List C. The revised TMC does have a List C, which will be explained in #6 below.

6. Please provide comments in the feedback received from vetting. If applicable, are there notes or other guidance (e.g., course descriptions) that will be added to the updated TMC.

The Public Health Science TMC (PH-TMC) was intentionally designed to provide preparation at the CCCs for a variety of health-science-related majors at the CSUs. Since its development and implementation in 2015, there have been several changes at the CCC and CSU levels regarding public health, as it is now a distinct discipline with multiple degree tracks/concentration areas in its own department instead of primarily being integrated within the Health Sciences and Kinesiology departments. In addition, less than 50% of the 16 CSUs that have a public health program currently accept the existing TMC, which signifies that the requirements as is do not reflect the requisites of the public health programs at the CSU level. These departmental and curricular changes, in addition to the less than 50% acceptance rate by the CSUs, justify the proposed changes to the PH-TMC. The revisions and additions will not require schools who currently offer and accept the PH-TMC to re-submit for approval because there are no course deletions, only curricular additions and structural changes that resulted in a slight deduction in overall units, which benefits students.

- **Title and CSU Majors:** The word “science” has been removed from the title of the TMC because the actual “science track” aligns better with the Kinesiology and Health Science programs, which are now separate disciplines at the CSU level. Other common tracks/concentration areas include Health Education/Health Promotion/School Health, Public Health/Healthcare Administration, and Environmental/Occupational Health and Safety, so Public Health as a stand-alone title is more representative of the actual discipline. Also, several of the concentration areas were added to the list of CSU programs.
- **Total Units:** The total number of units decreased from 30-32 units to 29-30 because of the restructuring (not elimination) of course requirements to allow for better alignment with CSU programs and greater flexibility for students to choose from the different public health tracks. This change benefits students.
- **List A, Laboratory Sciences. Select 1 course from below, 4 minimum units:** This section has been changed to reflect the laboratory requirements for the majority of the 16 CSU Public Health programs and general education (Area B4). Feedback from vetting identified the 15-16-unit laboratory requirement in the CORE to be the biggest area of concern in the original TMC because several faculty feel that students entering into the public health field

do not need as many science units, and that courses such as Anatomy, Physiology and Chemistry may be better suited for students interested in Health Science, Kinesiology, and/or Pre-Medicine. All science courses (with C-ID designations) in the exiting TMC are included except Biology with lab remained a (4 unit) requirement in the CORE because 56% of the CSU Public Health programs want it (only 35% require Anatomy, Physiology and/or Chemistry, highly impacted courses that may require pre-requisites, and for programs primarily located in southern California). With this change, students now have more choices to take another 4-5 units in a different science area, which allows for greater flexibility and likely expands student interest, particularly for those students who may not be as interested or need the science courses, such as those who want to work in health promotion/community health.

- **List B. Public Health Tracks/Concentration Areas. Select 3 courses from at least two of the following areas: 9 units:** This section has been added to reflect the three most common public health tracks/concentration areas offered by over 50% of the CSUs – 1) Health Education/Health Promotion/School Health, 2) Public Health/Healthcare Administration, and 3) Environmental/Occupational Health and Safety. All of the courses in the original TMC, List A are included, in addition to every 100-200 level course offered by one or more of the 16 CSU Public Health programs, all categorized within one or more of the public health tracks/concentration areas. All courses with existing C-ID designations have been identified. Requiring students to take a minimum of three courses in two different areas provides opportunity for them to explore different public health career tracks. This also provides opportunity for CCCs to develop new 100-200 level courses that will articulate with CSU programs, while CSUs can expand their course offerings to students interested in entering public health (these courses will also need to be submitted for C-ID designation). Additionally, a ** disclaimer has been added. At individual CCCs the AST or ASTs that are developed may become more specialized through the selections made in List B. The local implementation of the TMC in the form of an AST may broaden the options provided to students as CSUs effectively create a degree that is tailored to the college’s curriculum and student interests.
- **List C. Social Sciences (Health Equity, Racial/Ethnic/Cultural Studies in Public Health, Healthcare and Occupational Sectors). Select 1 course from below: 3 units:** This section has been added to align with the current changes in the government, educational and corporate sectors. This section will satisfy the new CSU requirement in ethnic/racial/cultural studies. This section further addresses the principals behind health equity, Black Lives Matter and the other social justice movements that are aimed to reform systemic racism and help develop, strengthen, and maintain racial and cultural competence in all facets of society. Public health programs at both the CCC and CSU levels need to align with these transformations. All of the courses in the original TMC CORE and List A are included, in

addition to every 100-200 level course offered by one or more of the 16 CSU Public Health programs, all categorized within one or more of the public health tracks/concentration areas. Additionally, a ** disclaimer has been added.

- **Course Descriptors:** Existing course descriptors have been recently revised for Title 5. New course descriptors for the PH-TMC have been submitted to the CA Academic Senate.

7. What are the survey recommendations on how culturally-relevant and anti-racist content, textbooks, and assessments can be included into the C-ID descriptors and/or TMC? Where is there evidence in the course descriptors and TMC of culturally relevant curricular design.

There was no feedback from the survey on culturally-relevant and anti-racist content, textbooks, and assessments, however, List C has been added to the revised TMC to satisfy culturally relevant curricular design. As explained above, List C has been added to align with the current changes in the government, educational and corporate sectors. This section will satisfy the new CSU requirement in ethnic/racial/cultural studies. This section further addresses the principals behind health equity, Black Lives Matter and the other social justice movements that are aimed to reform systemic racism and help develop, strengthen, and maintain racial and cultural competence in all facets of society. Public health programs at both the CCC and CSU levels need to align with these transformations. All of the courses in the original TMC CORE and List A are included, in addition to every 100-200 level course offered by one or more of the 16 CSU Public Health programs, all categorized within one or more of the public health tracks/concentration areas. Additionally, a ** disclaimer has been added.

Summary

The revisions and additions to the existing TMC in Public Health reflect the current social, political and educational changes in ethnic/racial/cultural studies, health equity, and better reflect the degree and program requirements of the 16 CSU Public Health programs. In addition, each student will be given the opportunity to focus in their area of interest (i.e. Health Promotion/Community Health/School Health Education, Public Health/Healthcare Administration or Environmental/Occupational Health and Safety or other majors focusing on Public Health provided by the CSU). These concentration areas provide more than just a focus on a specific group or topic; they provide skill sets in Public Health. The intention of this major is to provide CCCs flexibility on our local level, while ensuring academic rigor, access to, and preparation for a CSU B.A. degree focused in Public Health. The ideal is for all of the 16 CSUs that offer a public health degree accept the newly revised Public Health TMC because community college students, in particular, are a great representation of the diversity of people that are greatly needed in the various public health sectors.

8. What Open Educational Resources (OER) were considered for descriptors? Any deemed appropriate to use in the C-ID descriptors? If not, please provide recommendations for development of OER.

There was no feedback from the survey on OER. Some recommendations for the Public Health discipline include integrating open courseware, textbooks, and open-access journals, implementing learning modules into online management systems, streaming videos, and providing online tutorials.

Existing Descriptors

C-ID Descriptor and Name	Summary of FDRG Review
PHS 100 Personal Health	Objectives/Student Learning Outcomes were structured in fuller detail and Content area was expanded. Textbook was updated
PHS 101 Public Health	Objectives/Student Learning Outcomes were structured in fuller detail and Content area was expanded. Textbook was updated
PHS 102 Health and Social Justice	Objectives/Student Learning Outcomes were structured in fuller detail and Content area was expanded. Textbook was updated. Ethnic studies criteria is being added to descriptor to satisfy the requirements for cross-listing with Ethnic Studies.
PHS 103 Drugs, Health and Society	Objectives/Student Learning Outcomes were structured in fuller detail and Content area was expanded. Textbook was updated

New course descriptors needed for PH-TMC

- See List B