TO: The Academic Senate
FROM: Committee on Instruction and Curriculum
SUBJECT: Online B.A. in Ethnic Studies
PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: That the Academic Senate approve the following program proposal; effective when approved by WASC:

**Online B.A. in Ethnic Studies**

BACKGROUND INFORMATION:
As stated in the proposal, a brief description of this program is as follows: “A proposal for an online B.A. degree in Ethnic Studies that has as its focus ethnicity, gender, and sexuality. Majors will have an opportunity to select a primary option in *Genders and Sexualities in Communities of Color* and a secondary option in *African American Studies, Asian American Studies, or Native American Studies*. Majors will also be responsible for completing 16 units of Core courses and 12 units of Area Breadth courses.”

Nick Baham (Chair, Ethnic Studies) provided the following context for the proposal: Ethnic Studies already offers most of the courses required for the Genders and Sexualities option online. This proposal hopes to increase enrollment and provide a unique option for students throughout the CSU system that is currently only available at East Bay.

CIC recommended minor edits to proposal, including a change to the language about prerequisites for admissions and a modification of enrollment projections (12,25,50 in each quarter Fall 11-13 instead of 25,50,50). Sue Opp will confirm the specific changes to be made with Ethnic Studies before the proposal is submitted to WASC.

CIC unanimously approved this new program proposal with modifications at its meeting on May 17, 2010.

All supporting documents for this program proposal are available for review on the 5/17/10 CIC Sharepoint meeting workspace. The web link for this workspace is: https://sharepoint.csueastbay.edu/sites/AcademicSenate/CIC%20Meeting1/CIC%20Meeting%2009-10/default.aspx?InstanceID=1&InstanceID=20100517
A proposal for an online B.A. degree in Ethnic Studies that has as its focus ethnicity, gender, and sexuality. Majors will have an opportunity to select a primary option in Genders and Sexualities in Communities of Color and a secondary option in African American Studies, Asian American Studies, or Native American Studies. Majors will also be responsible for completing 16 units of Core courses and 12 units of Area Breadth courses.
Table of Contents

Section I: Institutional and Program Overview
Program Overview
3-4
Descriptive Background, History and Context
4-5
Institutional Accrediting History Relevant to Substantive Change
5-6

Section II: Program Need and Approval
Program Need
6-8
Planning/Approval Process
8

Section III: Program Description and Evaluation
Curriculum
8
Program Learning Outcomes
9-10
Schedule/Format
11-12
Admissions
12
Plan for Evaluating Educational Effectiveness
13-14

Section IV: Resources
Faculty
14-15
Student Support Services
16
Information Literacy and Library Resources
17-18
Technology
18-19
Physical Resources
19-20
Financial Resources
20-21
Section I: Institutional and Program Overview

Program Overview

A. Name of degree or program proposed:

California State University, East Bay: Online B.A. in Ethnic Studies

B. Percent of program being offered via distance education – If the program is not being offered fully via distance education, how will the remainder of the program be offered?

It will be offered as a degree completion program, with 100% of the upper division program available online.

C. Detailed description of the type of distance education modality being proposed and the format – Is it asynchronous, synchronous, online, teleconference, video on demand, etc.

The modality of the online degree program being proposed is asynchronous. Faculty will have the option of using chat rooms, audio streaming, video clips and other electronic tools offered through Blackboard.

D. Geographic scope of the program – Where will you market the program?

The program will be initially marketed to high schools and community colleges, with primary focus within the immediate service area of the San Francisco Bay Area. The long-term plan of the department includes marketing the program to extend throughout the state and include international students, as well.

E. Projected number of students?
We project the following numbers: they are modest projections, based on the current enrollment pattern in Ethnic Studies and the anticipation, given the current enrollments in online Ethnic Studies classes that the demand will be greater for the online major, given its accessibility and CSUEB’s status as a commuter campus. The department projects an annual incremental increase of 25 majors, with the Fall 2010 class graduating in Fall, 2012.

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F. Type of student the program geared for, i.e. adult learners, part-time or full-time.

The program is geared to students who, for a variety of access reasons, will find it easier to complete an online B.A. degree in Ethnic Studies – this includes adult learners, part- or full-time students, traditional age students, and eventually national and international students.

G. Initial date of offering:

The initial date of offering will be September 2010 (Fall Quarter 2010).

H. Anticipated life of the program, i.e., one time only or ongoing? Cohort model or rolling admissions? Independent study?

This will be an ongoing program. The program will follow the rolling admissions model. However, the Full Day orientation will take place Fall only. An online orientation will be available for students for whom the Fall orientation is not accessible, and for students who are admitted the Winter and Spring.

I. Description of the external and/or internal partners contributing and/or participating in this proposal, if applicable - If so, attach any Memorandums of Understanding (final and signed) between the requisite parties.

Not Applicable.

Descriptive Background, History and Context

A. Brief description of the institution including the broader institutional context in which the new program or change will exist - Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution.

California State University, East Bay (CSUEB) provides instruction for graduate and undergraduate students in the College of Business and Economics, the College of Education and Allied Studies, the College of Letters, Arts and Social Sciences, and the College of Science. The University fosters excellence in instruction, and encourages a lifelong enthusiasm for intellectual activity. The majority of students attending the university are a diverse group of working adults, many of whom are returning to school to complete their university degrees. Flexible scheduling, advising, distance learning, and support programs help fulfill these objectives by making the full services of the University available to as many students as possible. To provide more flexibility, CSUEB also offers courses on its Concord
campus. The University also extends its reach globally through an off-campus program in Moscow.

In 2007, the University went through a major strategic planning process as part of its WASC re-accreditation process. Our President, Mohammad Qayoumi, held 21 Town Hall meetings across campus involving over 600 faculty, staff and students which generated more than 1,500 comments. Seven mandates for the future came out of these meetings. This proposal for an online B.A. Degree in Ethnic Studies fits with the following mandates: "Strong Growth and Full Enrollment with Personalized Learning and Expanded Access," and "A Tradition of Teaching, Learning, and Academic Quality – Emphasized and Reinforced." The University has recognized that its tradition of teaching, learning and academic quality must include online teaching and learning programs. The President is committed to expanding our online offerings in order to improve access, enrollment and learning. This online B.A. Degree in Ethnic Studies will increase our enrollment by expanding educational access to a group of students who, for a variety of reasons (e.g., location, work schedule, etc.) are unable to attend face-to-face classes.

**Attachments** Most recent WASC Annual Report

**B. To address prior experience, list the number, variety and longevity of other similar programs that have been or are being offered via distance education - Include a summary or profile of one of the programs being offered via distance education to demonstrate prior experience.**

The Department of Ethnic Studies’ decision to begin offering an online degree program Fall 2010, is a logical progression from incorporating approximately 50% of hybrid or online courses into its annual schedule. Also, California State University, East Bay has a history of successfully offering fully online master’s degree programs to working adults, starting in 1999 with a WASC approved online M.S. in Education, Option in Online Teaching and Learning. This degree has provided the University with unique expertise in offering online education. Most recently, an online B.S. in Business Administration was approved by WASC, bringing a total of four Bachelor and three Master’s degree programs comprising CSU East Bay’s online campus.

In response to demand, the Department of Ethnic Studies has increased the number of online courses by approximately 50% over the past five (5) years. The decision to move to an online major is based on student demand, quality of online instruction in the department, and the department’s decision to outreach to the greater CSU East Bay population.

**Institutional Accrediting History Relevant to Substantive Change**

**A. A brief response to issues noted in prior substantive change reviews since the last institutional review.**

Cal State East Bay’s last comprehensive review was the Educational Effectiveness Review with a visit in October 2007 and a Commission Action Letter dated March 3,
2008. Since that time, we have submitted eight Substantive Change Proposals, each of which has been approved: a Proposal for an Independent Ed.D., a Fast Track Proposal for Online Degrees, and proposals for six online degrees, including an online BS in Hospitality and Tourism and for a MS in Recreation and Tourism.

The major issues in the Ed.D. proposal involved the establishment of a doctoral culture, faculty workload including assigned time for research and policy on research for probationary faculty. Each of these issues were resolved to the satisfaction of the reviewers. The Online Fast Track, BS in Hospitality and Tourism, and MS in Recreation and Tourism were well received by the WASC reviewers; in fact, the University was asked by WASC for permission to use them as examples of good Substantive Change Proposals on the WASC website to which we readily agreed.

The approval letters for the BS in Hospitality and Tourism and the MS in Recreation and Tourism encouraged these degree programs to embed in the courses student learning outcomes from external disciplinary accreditation bodies and to assess the student learning outcomes. The two programs are committed to doing this.

B. Institutional response to issues noted in prior Commission or other Committee action letters or visiting team reports that are relevant to the proposed substantive change:

Cal State East Bay has had six online Substantive Change Proposals approved; five were for degree programs and one was a Fast Track Proposal for Online Degrees. The major issue raised in the approval letters related to assessment of student learning outcomes. The approval letters encouraged the programs and the university to see that measurement of student learning outcomes was implemented. The university is fully committed to implementing and measuring student learning outcomes in our online degree programs and using the results for program improvement.

C. If the proposed program is within a school accredited by a professional accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year accredited, and include in the appendix a copy of the executive summary to the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation.

Not Applicable.

Section II: Program Need and Approval

Program Need

A. Program need/rationale framed by the institution's mission and strategic goals.

The impetus for the program results, in part, from the encouragement of our University President, Dr. Mohammad Qayoumi. The University's mission and vision include creating "A learner-centered experience where teaching is lively and engaging and
individual differences are appreciated." Among the University's strategic goals are "Strong growth and full enrollment with personalized learning and expanded access." It is also partly a response to the needs of low-income, working adults, and limited access to students in general, as well as the campus’s mission to cultural diversity. Our major base, since the inception of the Ethnic Studies major in Fall 1984-1985, has consistently been approximately 85% students of color. The online B.A. degree program will provide a learner-centered experience at the same time that it helps to achieve the strategic goals of full enrollment and expanded access.

B. Process and results used to establish the need – Please provide a summary of the findings, not the full study.

Whenever we offer online courses for the Ethnic Studies major, the courses fill up quickly and create a demand for additional sections. The department decided to offer an online degree completion program due to overwhelming course demand. For example, *ES 3430 Interracial Sex and Marriage*, while a popular course when taught face-to-face, typically has a waiting list of a 120+ students when taught online (the department offers from 4 to 6 sections of this course per regular quarter of the academic year). There is a similar growing interest in the department’s introduction to the Core course, *ES 1001 Introduction to Ethnic Studies* (in Spring 2009, the department offered 3 online sections of this course).

The experience of the Ethnic Studies Department in successfully scheduling online and hybrid courses has clearly demonstrated a need not only for more online courses, but the establishment of an entirely online B.A. degree program. An additional factor is the exit interview held with students who leave the University before they graduate. Many of these students leave to attend an educational institution that offers a completely online degree program. The proposed online B.A. degree program will therefore not only bring in new and additional students, but it will help reduce attrition by providing students at CSUEB with an online program for completion of their degree.

C. Evidence used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels - If the program is planned to be offered for a finite period, provide the enrollment data for the length of the program. If the program is planned to be offered continuously, then provide enrollment projections for the first three years. These enrollment projections should be reflected in the budget.

There is tremendous potential for expanding and developing partnerships with foreign universities, particularly in Asia and the Pacific Rim. The department has an increasing number of international students from Asia matriculate at CSUEB in order to pursue an Ethnic Studies schedule of classes.

The University surveyed students during the 2005-2006 academic year, and questioned them about what curriculum changes they would like to see. An overwhelming number of students indicated that they wanted more online courses on the campus. Also, online courses in the Ethnic Studies department are consistently waitlisted and when new sections are opened, they are quickly filled.
This proposal for an online B.A. Degree in Ethnic Studies has been developed in part as a response to a meeting in the fall of 2006 between then Chancellor of the Foothill/DeAnza Community College District, Martha Kanter, and President Mo Qayoumi. Chancellor Kanter informed President Qayoumi that both Foothill College and DeAnza College have online Associate of Arts Degrees with good enrollments. The District wants to provide a pathway for the graduates from their online A.A. degree to an online Bachelor’s degree. They are doing this now through agreements with two out of state institutions. Chancellor Kanter asked President Qayoumi if Cal State East Bay would like to be a partner institution which would be advantageous for the students in terms of lower cost of Cal State East Bay and its closer location.

President Qayoumi was strongly supportive of this proposed partnership and encouraged the development of the online B.S. in Human Development and more recently in Ethnic Studies as a way of responding to this request. Follow up meetings with Foothill College resulted in a linked partnership between their online A.A. degree and online bachelor’s degree programs from Cal State East Bay.

The proposed online B.A. degree program in Ethnic Studies would draw from an already existing market for online degree programs, providing lower cost and closer location to students who wish to continue their higher education with an online degree program. There will be great interest in the online degree program in Ethnic Studies.

D. If the program was proposed to meet society’s need for the advancement of knowledge, please specify the need and explain how the program meets that need.

Given the changing demographics in the United States as well as the world, there is probably no greater need than accessible knowledge that provides students with cultural competency skills.

E. Attach the recruitment and/or marketing plan for the program.

The Ethnic Studies online B.A. Degree will adhere to the CSUEB general recruitment and marketing plan. In addition, the department will host a full day orientation session during the Fall Quarter, and develop an online orientation session for students for whom the Fall orientation is not accessible, as well as students who enroll the Winter and Spring. The goal of the orientation sessions will be to provide students with the knowledge they need to excel as online degree students.

Attachments Recruitment and Marketing Plan.doc

Planning/Approval Process

A. Description of the planning and approval process within the institution, indicating how faculty and other groups (administrators, trustees, stakeholders, etc.) were involved in the review and approval of the new site or program.
This proposal was prepared in consultation with former Associate Vice President, Carl Bellone, Special Assistant to Dr. Bellone, Andrea Lum, the Ethnic Studies faculty, Gale Young, Associate Dean of CLASS, and Jim Okutsu, Associate Dean of CLASS.

B. The review process for the new online degree program included consideration and approval by the following groups in sequential order:

1) the Chairs of the College of Arts, Letters and Sciences (CLASS); 2) the CLASS curriculum committee; 3) the University-wide Committee on Instruction and Curriculum; 4) the Executive Committee of the Academic Senate; and 5) the Academic Senate.

Section III: Program Description and Evaluation

Curriculum

A. Overall description of the program including the alignment of the program philosophy, curricular design, and pedagogical methods with the target population and degree nomenclature.

The Department of Ethnic Studies is central to the university's commitment "to educational excellence for a diverse society." It offers a major, minors, and courses that are interdisciplinary in nature and provide a holistic approach to the study of the United States' multiracial, multicultural, and multi-gendered immigrant society. The department's faculty provides areas of study that integrate social science and literary theory, as well as anthropological and sociological concepts within a historical and humanistic perspective. The underlying goal of Ethnic Studies is to provide a better understanding of diversity in American historical and social thought. The Ethnic Studies major consists of a core of Ethnic Studies courses, support courses in other departments in the university, and options in African American Studies, Asian American Studies, Genders and Sexualities in Communities of Color, Latino/a Studies, and Native American Studies. The curriculum is multidisciplinary as well as interdisciplinary.

B. Has the method of design of the program been reflected in the curricular design and pedagogy?

Yes. All Ethnic Studies course are multidisciplinary and interdisciplinary in design and pedagogy.

C. Program learning outcomes that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree:

Program Learning Outcomes

A. Ethnic Studies graduates will be able to demonstrate the competencies outlined in the "Ethnic Studies Model of Assessment."
B. Listing of courses, identifying which are required. The courses required for the Ethnic Studies online B.A. Degree are the a) Core Courses; b) Breadth Area Courses; c) Genders and Sexualities in Communities of Color Courses; and d) African American and Asian American Secondary Option Courses.

The major consists of 60 units; the B.A. degree requires a total of 180 units.

I. Core Courses (16 units)
- ES 1001 Introduction to Ethnic Studies (4)
- ES 3000 Ethnic Writers (4)
- ES 3820 Race Matters (4)
- ES 4020 Senior Seminar (2)
- ES 4030 Senior Thesis (2)

II. Area Breadth Courses (12 units)
Choose three of the courses listed below in consultation with an advisor.

[One breadth area course (4 units) from another department can be chosen in consultation with an advisor. The course should be selected from a recommended list of courses that will be kept in the Ethnic Studies department.]

- ENGL 4750 Multiethnic Children's and Adolescent Literature (4)
- ES 1005 Viewing Diversity (4)
- ES 1700 Introduction to Genders and Sexualities in Communities of Color (4)
- ES 2130 Ethnicity and Humor (4)
- ES 2135 African American Spoken Word Performance (4)
- ES 3030 Immigrant and Refugee Women (4)
- ES 3110 Racism in America I (4)
- ES 3290 Community Development (4)
- ES 3430 Interracial Sex and Marriage (4)
- ES 3440 The Construction of Whiteness (4)
- ES 3690 Special Topics in Ethnic Studies (4)
- ES 3700 Special Topics in Ethnic Studies (4)
- ES 3710 Racialized Masculinities (4)
- ES 3720 James Baldwin (4)
- ES 3730 Women of Color Genders and Sexualities (4)
- ES 3810 History of Minority Education (4)
- ES 3999 Issues in Ethnic Studies in America (4)
- ES/WOST 3030 Immigrant and Refugee Women (4)
- WOST/ES 3420 Minority Women in America (4)

III. Primary Option Area (20 units)
Choose five courses in the primary option's area of study in consultation with an advisor.

[One course from another department (4 units) can be chosen in consultation with an advisor. The course should be selected from a recommended list of courses.]

Genders and Sexualities in Communities of Color Option
- ES 1700 Introduction to Genders and Sexualities in Communities of Color (4)
- ES 3165 African American Sexuality (4)
- ES 3210 Latinas in the United States (4)
- ES 3303 Contemporary African American Women Writers (4)
- ES 3430 Interracial Sex and Marriage (4)
- ES 3551 Asian American Women and Men (4)
- ES 3710 Racialized Masculinities (4)
- ES 3720 James Baldwin (4)
- ES 3730 Women of Color Genders and Sexualities (4)
- ES/WOST 3030 Immigrant and Refugee Women (4)
- WOST/ES 3420 Minority Women in America (4)

IV. Secondary Option Area (12 units)
Choose three courses from one of the options below in consultation with an advisor.

[One course from another department (4 units) can be chosen in consultation with an advisor. The course should be selected from a recommended list of courses that will be kept in the Ethnic Studies department.]

A. African American Studies Option
- ENGL 3692 Black Literature II (4)
- ENGL/ES 3691 Black Literature I (4)
- ES 1100 Introduction to African American Studies (4)
- ES 2100 Blacks in the Americas (4)
- ES 2135 African American Spoken Word Performance (4)
- ES 2300 The Black Cinematic Tradition (4)
- ES 3030 Immigrant and Refugee Women (4)
- ES 3040 African American Identity (4)
- ES 3120 The Civil Rights Movement (4)
- ES 3130 Slavery in America (4)
- ES 3140 Racism and Sports (4)
- ES 3145 African
American Music (4), 3165 African American Sexuality (4), 3175 Blacks and the Criminal Justice System (4), 3180 The World of the Black Child (4); 3185 African American Religion (4), 3303 Contemporary African American Women Writers (4), 3405 African American Folklore (4), 3720 James Baldwin (4); HIST/ES 3567 African American History (4); SOC 3415 Sociology of the African American Family (4)

B. Asian American Studies Option
ENGL 3670 Asian/Filipino American Literature (4); ES 1500 Introduction to Asian American Studies (4), 2555 Filipino Experience in the United States (4), 3551 Asian American Women and Men (4), 3552 The Chinese Experience in the United States (4), 3555 Asian American Family Patterns (4), 3556 Concentration Camps, U.S.A. (4)

C. Native American Studies Option
ANTH 3500 North American Indians (4), 3505 Indians of California (4); ENGL 3660 Native American Literature (4); ES 2320 American Indian Oral Literature (4); 3305 Contemporary Native American Life (4), 3310 Native American World View (4), 3330 Native American Liberation Movements (4), 3800 Peoples of Central America (4); 4550 American Indian Science (4)

C. Process by which syllabi are reviewed and approved to ensure that 1) course learning outcomes are described and are linked to program learning outcomes 2) materials are current 3) pedagogy is appropriate for the modality of the course.

Syllabi are approved by the entire Ethnic Studies faculty. A part of the approval process includes a review to ensure that materials are current and that pedagogy is appropriate for the modality of the course. During the process of program assessment, the Assessment Committee investigates whether the course learning outcomes remain linked to program learning outcomes, and takes steps to correct any inconsistencies or omissions.

D. Attach three sample syllabi that are representative of the program and attach the capstone/thesis or culminating experience (if applicable). Syllabi should include specific student learning outcomes for the course, be adapted to the modality of the course, and are appropriate to the level of the degree. Syllabi should also reflect information literacy requirements and use of the library.


E. Internship requirements and monitoring procedures, if an internship is required.

The department offers a number of opportunities for students to engage in service and internship experiences. ES 3290 Community Development and ES 3553 Asian American Sites and Sounds represent opportunities for outreach and service. ES 4020/4030 Senior Seminar/Thesis (the department’s capstone course) also contains an outreach component.

F. Special requirements for graduation, i.e. comprehensive examination, service learning, etc.

See Item E for graduation requirements.
Schedule/Format

A. **Length of time that the typical student is expected to complete all requirements for the program.**

Enrolled fulltime, a student is expected to complete all requirements for the program in six quarters, i.e., two academic years. If a student does not pursue study on a fulltime basis, the program will take longer to complete.

**Attachments** [Freshmen Entry and Transfer Plan.doc]

B. **Description of the cohort or open registration model being used - Minimum attendance/participation requirements and the provisions made for students to make-up assignments or for students who have to drop out of the cohort for a short period of time.**

The university’s regular registration model will be used. CSUEB Ethnic Studies online students in the B.A. program are expected to adhere to regular attendance/participation and assignment requirements.

C. **How will the institution ensure that timely and appropriate levels of interactions between students and faculty, and among students are maintained?**

The department will host an annual full day orientation session for new majors Fall Quarter, and provide an online session for majors for whom the orientation is not accessible, as well as majors who enter the program the Winter and Spring. All participants will be required to attend a half-day orientation in order to meet with faculty, relevant staff and other online majors. The department will also provide an online orientation package for those students who are physically unable to attend a campus half-day orientation.

Blackboard facilitates the immediate and ongoing communication between students and faculty via email, discussion boards and chat rooms. Each course taught in the proposed online degree program will have at least two special Discussion Threads (asynchronous) dedicated to communication between 1) faculty and students; and 2) students and other students. Students also have the option of communicating and interacting via telephone, fax and mail.

D. **Timeframe of courses, i.e. accelerated, weekend, traditional, etc. - If the course timeframe is abbreviated, an institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, and the accelerated nature of the curriculum.**

The timeframe of courses conforms to the traditional CSUEB model of ten weeks per quarter, with the eleventh week serving as final examination week. There are no provisions for abbreviated or accelerated timeframes in the proposed program.

E. **Sample schedule of courses for a full cycle of the program with faculty assignments, if available:**
Course scheduling will be based on the transfer roadmap (each entering online ES major will be provided with a copy of this roadmap). The tenured and tenure-track faculty who teach online courses most consistently are: Professor Nicholas Baham, Professor Luz Calvo, Professor Colleen Fong, and Professor Barbara Paige. The lecturers who teach online course most consistently are Frances Loden, and Steven Cleveland.

**Admissions**

**A. Admissions requirements**

In order for students to be accepted at CSUEB as transfer students, they must have completed a minimum of 60 transferable semester (90 quarter) units, have a grade point average of 2.0 or better in all transferable units attempted, be in good standing at the last college or university attended, and have completed at least 30 semester (45 quarter) units of college coursework with a grade of "C" or better in each course.

**B. Identification of the type of student targeted and qualifications required for the program.**

This program will target a diverse group of students who find it difficult to attend face-to-face classes. Students entering the online B.A. degree program in Ethnic studies will need to complete regular university transfer admission requirements.

**C. Credit policies including the number of credits that students may transfer in.**

For University admission as an Upper Division transfer student, a minimum of 60 transferable is required. For admission into the Ethnic Studies online degree program, students will need a minimum of 60 transferable units. This will insure that students can complete the program in the two year period. At the same time, they will have completed all the requirements for graduation, including completion of 180 units and all required General Education courses.

**D. Process for awarding credit for prior learning (applicable only to undergraduate level)**

There is some latitude in the program for students to be given credit for equivalent courses taken at another university or college. All students must successfully complete all required courses in the degree program.

**E. Residency requirements, if applicable.**

California State University, East Bay requires at least 45 units to be in residency at the University.

**F. Sample brochure or admissions material.**
The University provides online and print admissions material; a sample is attached.

Attachments  

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**Plan for Evaluating Educational Effectiveness**

**A. Plan for assessing the program at various stages in the first year including achievement of student learning outcomes and how findings from the review will be used to improve the program.**

At regularly scheduled monthly departmental meetings, the faculty will discuss concerns raised in student advising sessions and online course evaluations (which are performed each quarter). This feedback and the embedded assessment materials (kept in the advising files of majors) will provide the basis for discussions that will shape potential revisions and changes in the department’s major and assessment plan. In response to the need for an more in-depth review process the first year on the Ethnic Studies online program, the department will schedule special meetings at the end of each quarter, and a retreat at the end of Spring quarter 2011 to review the department’s Student Learning Outcomes and the materials that are generated as performance indicators of these outcomes. These special sessions and the retreat will be used to focus on potential modifications and changes in the major and department’s assessment plan. For example, at the department’s last retreat, we decided to restructure the senior seminar. The structure changed from a one quarter, 4 unit course, to a two-quarter, 2-2 units course. The decision to modify the course grew out students and faculty concerns about the ability of students to produce a major research paper in a ten-week quarter. The revised structure allows students to focus on research one quarter, and organization and writing the second quarter. The modification has resulted in the production of better researched and written senior research papers.

Attachments  

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**B. Plan for incorporating assessment of this program into the school and/or institution’s existing program review process.**

CSU East Bay has an on-going assessment plan and cycle, such that every program is reviewed every five years. The online degree completion program for the BA in Ethnic Studies will be reviewed at the same time that all programs in the Ethnic Studies department are reviewed by the university’s Committee on Academic Program Review. Results from the two programs will be compared and adjustments made as appropriate.

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**C. Evaluation of the educational effectiveness of distance learning programs (including assessments of student learning outcomes, student retention, and student satisfaction) including appropriate comparisons with campus-based programs.**

As mentioned in parts A and B, all Ethnic Studies majors, including those in the online program, will participate in the same assessment activities. Particularly in the core courses,
students will be assessed through indirect and direct measures, as illustrated in the “ES Model of Assessment”. The program will conduct an online exit interview with any student who decides to leave the program. The purpose of this interview is to learn why a student left in order to make possible program adjustments.

All assessments measuring educational effectiveness, i.e., student learning outcomes, and retention will be compared with our campus-based program.

D. If the program is offered on-campus or in a traditional format, then it would be appropriate to include a summary of a recent program or curricular review to determine if appropriate changes have been made to the proposed program.

Department of Ethnic Studies takes program assessment very seriously. We have an existing assessment plan in place (see attachment “ES Model of Assessment”), and continually update to reflect changes in the majors design and pedagogy. For example, we recently restructured the department’s senior seminar (ES 4020/4030) to reflect its capstone structure. Students take two 2-unit courses instead of one 4 unit courses, organized as follows: ES 4020 Senior Seminar, 2 units, which focuses on research, and ES 4030 Senior Thesis, 2 units, which focuses on the actual writing of a major research paper. The goal of the redesign is to provide majors and minors (required for both) additional time to hone their research and writing skills.

E. Description of how the student's ability to succeed in distance education programs will be addressed and linked to admission and recruiting policies and decisions.

Students can apply to the online program either as junior or transfer students. The entire application process will be conducted online. The minimum requirements for admission to the program include a 2.0 Grade Point Average, and the submission of a brief essay discussing their reasons for wanting to enter the degree program and their qualifications. We believe that these criteria will give us some indication of a student's ability to succeed in an online program.

F. Procedures to evaluate teaching effectiveness in the distance education modality

The Department of Ethnic Studies developed an evaluative tool for assessing online classes last year. Recently, the CSUEB developed an evaluative modality; the department voted unanimously to use the campus modality (in order to be in compliance with the rest of the campus). The tool that the department developed includes questions that will provide greater insight into the kind of assignments and interactive modalities that will improve the ability of the Ethnic Studies to teach online effectively. The department will apply this evaluative tool in a selective number of classes Spring Quarter of each year.

Attachments

Section IV: Resources

Faculty
A. Number and type (full-time, part-time, tenured, non-tenured) of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness.

Our entire faculty participated in developing the curriculum; six (6) full-time faculty members (including 3 tenured and 3 tenure-track faculty), two FERP faculty, and two part-time lecturers will deliver instruction to students. There are no internships or dissertations in our program. The educational effectiveness of the program will be evaluated by the Department's Assessment Committee – made up of 3 full-time faculty members: 2 tenured and 1 tenure-track.

B. Information about the balance of full- and part-time faculty members involved, and how that balance will ensure quality and consistency in instruction and advising.

Approximate 3/4th of the full time faculty will teach in the online major, and approximately 80% of part-time faculty.

C. Analysis of the impact that the proposed program or change will have on faculty workload for all involved in the program, including teaching, research, and scholarship. Who will teach courses no longer being taught by the faculty reassigned to this program? What will be the maximum number of students that each faculty member can advise?

The faculty is trained and experienced in online instruction. They regularly attend workshops and participate in online training sessions from CSUEB's Office of Faculty Development. The core faculty (Baham, Calvo, Fong, and Paige) who will teach in the program have successfully completed a Faculty Learning Community on Best Practices in Online Course Design offered by the Office of Faculty Development and the Center for Teaching & Learning with Technology. This learning community offers faculty an opportunity to expand their background in the pedagogy and technology of online teaching. Faculty guidelines for online instruction have been developed and approved by the Academic Senate, and are attached to this document.

D. Preparedness of faculty to support the modality of instruction – Are faculty development opportunities available? Include any faculty guidelines for online instruction.

There will be no change in the faculty workload - courses taught will be part of the usual teaching load. Lecturers and other full-time faculty members will teach courses no longer being taught by faculty involved in the online degree program. Faculty advisement is shared by the entire faculty. Currently, each faculty member advises 8-10 students.

E. Overview of the key credentials and experience of primary faculty responsible for the program – Include abbreviated vitae (3-5 pages) that demonstrate the most current activities in relationship to the program (scholarship, teaching, etc.)

All full-time faculty have doctoral degrees and are experienced online professors. All four of the faculty who will be primarily responsible for the proposed online degree program recently
competed for and received an online teaching grant that was sponsored by the Office of Faculty Development. The abbreviated vitae of these faculty members are attached.

Attachments CV NBaham.doc, CV LCalvo.doc, CV CFong.doc, CV BPaige.doc, CV ESalmon.doc

Student Support Services

A. Assessment of student support needs including, but not limited to:

   i. Ongoing academic advising and academic support.

      Each Fall Quarter, all enrolled students in the online degree program are required to attend an on-campus face to face orientation session. During the orientation, students will be given academic advising and support. Students will be instructed on how to contact students via email, discussion board, chat room and telephone for ongoing advising and support, and will answer their questions. They will also be introduced to key members of the campus’ technology staff. The orientation will include tours of the campus, including the library and other relevant departments and offices. Online orientations will be available in Winter and Spring quarters.

      Students living within commuting distance will have access to meet face to face with Ethnic Studies faculty throughout the academic year. The department will also develop a comprehensive, user-friendly, department web site. One proposed feature of the web site will be a forum for FAQ’s (frequently asked questions). The department website will be ready and available to all students by the beginning of Fall 2010.

   ii. Financial aid advising

      The Financial Aid Counselor in Planning and Enrollment Management handles all financial aid advising, including “special budget” programs such as the proposed online degree program. Students who are matriculated in a regular education program that are completely held online would be treated the same as other financial aid students with one exception: the travel component in the student budget (aka cost of attendance) would be removed since students would not have expenses associated with attending a campus for classes. All financial aid advising can be conducted online.

   iii. Career placement services
The Academic Advising and Career Education (AACE) office offers a sophisticated, user-friendly website on which students can research occupations, sign up for interviews, and learn how to improve their job hunting - all online. Other features on this website make available online career guides and manuals. Among the professions represented are psychology, career counseling, substance abuse counseling, college administration, criminology, ethnic studies and other diversity related careers. The site is further broken down by options; it lists job possibilities that can be found by students who are interested in a range of diversity related careers. Staff members are available for online and telephone counseling.

B. Availability of support services for students and faculty including help desk hours.

The CSUEB Help Desk supports the instructional and administrative goals of the University by coordinating help requests with appropriate technical support personnel to resolve both hardware and software problems. Students, faculty and staff can submit requests for assistance by using online forms, email and voicemail. Requests can be submitted twenty-four hours a day.

Information Literacy and Library Resources

A. Description of the information literacy competencies expected of graduates and how they will be evaluated.

As part of their information literacy competence, students are required to seek multiple perspectives and use diverse sources of information to inform conclusions. Further, students should develop an understanding that information and knowledge in many disciplines is in part a social construction and is subject to change as a result of ongoing dialog and research. In addition, graduates from the online B.A. in Ethnic Studies will be able to: 1) identify the main disciplines, fields and organization which generate and publish knowledge in their areas of research; 2) develop in-depth knowledge of the literature from the above information producers in their areas of research; 3) evaluate the significance and validity of information found, both in the context of the disciplines and fields consulted, and also within their own knowledge base and value systems; 4) show knowledge of Copyright, Fair Use and Intellectual Property law relevant to their use of online and other education-relevant materials and 5) demonstrate their ability to perform the above objectives when they communicate the results of their inquiry to others.

Students are expected to demonstrate the above information literacy competencies throughout their required coursework for the degree. Their level of competence will be intensively evaluated in the required two-part Senior Seminar/Senior Thesis Courses, ES 4020 and ES 4030.

B. Description of how library resources will be used in the curriculum

An introduction to library resources useful in developing information literacy competences will be part of the mandatory campus orientation held for all students Fall and Winter Quarters of each academic year. At this yearly orientation, all students will receive instruction
and training in the above five information literacy competences. A special session will be held on Copyright, Fair Use and Intellectual Property law. The new online degree program shares curriculum goals with our traditional program, but it incorporates new features for the use of library resources appropriate for an all-online program.

C. **Description of what staffing and instructional services have been put in place and what library and informational resources are available to students and faculty in support of this program including a description of the library's information literacy program**

The CSUEB’s Library website includes a list of librarians who serve as subject specialists and as a liaison to academic departments on campus. They are not only available for individual students with research questions but they work with faculty as well in course planning and design. The following three courses are offered by the Library to support the development of information literacy skills: 1) *Introduction to Information Literacy* (LIBY 1210) This course introduces basic information literacy concepts and examines research strategies and appropriate techniques for effectively identifying, acquiring, evaluating, using, and communicating information in various formats. This course satisfies the General Education Information Literacy requirement. The sections are tailored to articulate with courses in first-year G.E. sequences in areas; 2) *Information Skills for the Electronic Age* (LIBY 1551) This course is designed to provide instruction and practice in finding and critically evaluating information from print, electronic, and other non-print sources. Students will learn effective use of the Library's collections and services, as well as how to access remote information including selected Internet resources. This course satisfies the General Education Information Literacy requirement; and 3) *Discipline-Based Information Research* (LIBY 3200) Research techniques and computer skills for effectively identifying, acquiring, evaluating, using, and communicating information in specific disciplines. The focus will change from quarter to quarter as appropriate.

D. **If additional information literacy and library resources are deemed necessary, specify what these resources are and detail the institution’s long-term financial commitment to implement this program**

No additional literacy and library resources are deemed necessary.

E. **Access to library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and document delivery services for both faculty and students**

The CSUEB Library has an entire link on its website entitled "Library Services for Students Enrolled in Online/Distant Education Classes." Faculty have access to this link. The University Library offers a wide range of services to help both students and faculty, including information on how to access: 1) HAYSTAC, the Library's online catalog; 2) CSUEB's more than 80 online full-text journals and databases; 3) and Off-Campus databases. Materials not located in HAYSTAC may be searched in Link+, a combined catalogue of university libraries, including many in the California State University system. Link+ provides Interlibrary loan services to students and faculty. Materials such as books, periodical articles, dissertations, musical scores and government documents can be ordered by completing an online Interlibrary Loan form; these must be picked up on campus.
F. Staff and services available to students and faculty for instruction on how to use, access, and support information resources, onsite and remotely, as applicable

Staff and services available to students and faculty for instruction on how to use, access and support information resources include the following: 1) Instant Messaging; 2) 24/7 Chat with a professional using a web browser, 24 hours a day, 7 days a week - no special account or special software is required; 3) Email - CSUEB librarians will respond usually within 24 hours during the normal work week; 4) In Person - available at the Hayward campus during Reference Service Hours Monday through Thursday 9:00AM to 9:00 PM; Friday 8:00 AM to 3:00 PM; Saturday 12:00 PM to 5:00 PM; and Sunday 12:00 PM to 8:00 PM; and 5) Phone - during Reference Service Hours.

Technology

A. Description of the institution’s technological capacity to support teaching and learning in the proposed program.

CSUEB has a university wide implementation of the Blackboard Course Management system software. It is available 23 hours every day with 1 hour for backup and maintenance. The University also has a Center for Teaching & Learning with Technology (CTLC) with eight full-time Information Technology professional specialists involved in instructional design, development and production. The CTLC staff are available for large group, small group and individual consultations for faculty. The Center also sponsors frequent workshops on diverse areas of education-relevant technology issues. A few examples of workshop topics are the following: Making Your Power Points Accessible; Accessibility and Universal Course Design; and Online Communication Tools. An annual two day conference focusing on the most recent developments in educational technology is held by CTLC for all faculty every year just before Fall classes begin.

B. Description of the institution’s provisions for students in the proposed program to gain full access to course materials

CSUEB is on track to be in total compliance with Americans With Disabilities Act, following the guidelines and timeline established by the California State University Chancellor's Office. The proposed program will work fully within these guidelines, following the established timeline.

C. Description of the level of technology proficiency expected of students and faculty

We expect students and faculty to be able to access the internet and be able to use a browser, as well as the ability to use email and word processing. With these as a basis, we expect students and faculty to transition into Discussion Boards, External Links and other similar online communications.

D. Description of how students will receive training on how to utilize program required technology

Students participating in the proposed program will attend a mandatory full day orientation at the start of the academic year. A large part of this orientation will focus on introducing
students to various campus resources devoted to assisting them in learning and using Blackboard. As an example, students will be introduced to the University Help Desk, which offers 24/7 assistance via email and phone to students who are experiencing technological difficulties.

E. Description of how the institution will ensure business continuity during system failures (major or minor) or scheduled service interruptions

Students and faculty are notified in advance of scheduled service interruptions; they are notified of the status of down time during system failures. Currently the University owns the hardware and is configuring Blackboard to run in a "load-balanced" state, which in the event of a server failure will move operations to a backup server. This system, which is scheduled to be up by Fall 2007, coincides with the start of our proposed program.

F. Description of the provisions available to faculty to ensure that the enrolled student is the student completing the coursework.

Students are issued a Net ID from their first day of enrollment in the University. In order to receive this Net ID at the initial orientation program, they will have to provide documentary evidence of identity. There is a feature of Blackboard which enables each professor to track the course participation of all students in his or her courses through following the Net ID. All coursework and/or links to coursework will available to students online/blackboard.

Physical Resources

A. Description of the physical resources provided to support the proposed program(s) and the impact of the proposed change on the physical resource capacity of the institution. This includes, but is not limited to the physical learning environment - classrooms, study spaces, student support areas

The proposed online degree program will have no impact on the physical resource capacity of the University. Students participating in the program will attend a mandatory day orientation at the start of Fall Quarter. The orientation will take place on Saturday, a time when very few University rooms are in use. This is the only time that the students in the program are required to be on campus.

Financial Resources

A. Assessment of the financial viability and sustainability of the program including:

i. Narrative describing all start-up costs for the institution and how the costs will be covered (including direct program cost and institutional indirect cost) or is it intended to meet a specific need while being subsidized by the institution – Costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included

The start-up costs of implementing the online major in Ethnic Studies will be absorbed by the College of Letters, Arts and Social Sciences (CLASS) from
within the funding allocation it receives from the University. The initial costs involved are either non-existent or minimal. As the number of majors who enroll in online Ethnic Studies classes increases, additional costs will involve primarily the hiring of additional faculty to teach the online major course offerings. Classes would be taught by both regular (tenured/tenure track) faculty and lecturers and will reflect three offerings per quarter. Marketing and publicity expenses such as brochures will be kept to a minimum. The internet could be used to more cost effectively promote and provide information on the availability of the online major to a larger audience as the intent is to attract new populations of students to the University and major. Moreover, since selected external institutions, community colleges and markets in the San Francisco Bay Area will be targeted as potential “feeder” institutions to the major, contact will be made with transfer programs at these institutions to assist in getting the word out to their students.

ii. Total cost of the program to students, including tuition and any special fees

The CSU system does not charge tuition to California residents. Instead, it charges educational fees. The California State University, East Bay fulltime student fee amounts to $1,624.00 a quarter or $4,872.00 per academic year. The cost of attending the two year upper division online program in Ethnic Studies is a total cost of $9,744.00 in CSUEB educational fees. The rates quoted reflect the fees at the current time and are subject to change.

iii. Financial impact of the change on the institution including evidence that the institution has the capacity to absorb start-up costs. If the institution has incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution to start and sustain the new program(s) is required

CSUEB is a state-supported educational institution and student fees and other revenue cover approximately 55% of the educational funding allocation to the campus. The remaining 45% is authorized by the state budget created by the governor and approved by the legislature. As a result, the implementation and continuation of the online degree program is not dependent on costs being covered completely by projected revenues.

iv. Statement of the minimum number of students per year necessary to make the program financially viable - the budget should reflect anticipated attrition and should include plans to respond to low enrollment

If online sections become low enrolled, they will be opened up to the regular majors and will fill up immediately. The online sections in the department are the first to fill up and generate waiting lists, so it is highly unlikely that the department will experience problems with online low enrolled classes.

v. Budget projection, for at least the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs - The budget should include all budgetary assumptions
Since classes would be taught by both regular (tenured/tenure track) faculty and lecturers, it would be estimated at an average cost of $5100 per section. The fulltime student educational fees for one year as noted in section ii are $4,872.00 per student.

Listed below is a projected budget for the first three years, based on an annual enrollment of approximately 25 students per year – for the first three years.

**BUDGET:** Listed below is a skeletal budget for three (3) years, during which time the department anticipates that the student enroll will increase from a beginning enrollment of 25 students to 50 students the second year, and to 75 students the third year of the program.

### Projected expenses per years

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>$15,300/quarter</td>
</tr>
<tr>
<td>Supplies/services:</td>
<td>$2,000</td>
</tr>
<tr>
<td>Brochure printing</td>
<td>$ 500</td>
</tr>
<tr>
<td>Media/AV materials</td>
<td>$1,000</td>
</tr>
<tr>
<td>Instructional supplies</td>
<td>$ 500</td>
</tr>
<tr>
<td><strong>Annual projected cost of program:</strong></td>
<td>$47,900</td>
</tr>
<tr>
<td><strong>Annual projected cost of program for three years</strong></td>
<td>$95,800</td>
</tr>
</tbody>
</table>

### Projected revenue for the first two years

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student fees 25 students</td>
<td>$121,800</td>
</tr>
<tr>
<td>Student fees 2nd Year (50 students)</td>
<td>243,600</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$365,400</td>
</tr>
</tbody>
</table>

Based on the above very modest student enrollment projections, the Department of Ethnic Studies anticipates that the Proposed Online B.A. Program in Ethnic Studies will show a profit the first year and that profit will increase significantly over the life of the program.

**Section V: Teach-out**

**Teach-out**

A. Teach-out plan detailing how students who begin this program will be able to finish if the institution determines that the program is to be closed
If the institution determines that the program is to be closed, students will be able to complete their degrees as part of the regular Ethnic Studies B.A. Program, which includes face to face, hybrid and online courses. The course requirements of the regular Ethnic Studies B.A. Program and the proposed online B.A. in Ethnic Studies are identical, so that they would be able to gain full credit for any courses already completed within the online degree program. Also, Ethnic Studies currently offers enough online courses for students to complete the online major with minimal disruption if the online program was discontinued.
A model is a representation that can remind us of what we already know, help us to see things that we may not have seen before or see familiar things in a new way, or help us to explain what was previously unclear. Gordon Joughin and Ranald Mcdonald

Student assessment is central to the educational process and serves multiple purposes, including the promotion of student learning, the evaluation of student performance, and evaluating and improving the quality of the academic program. After reviewing the most commonly used assessment models, the Ethnic Studies Department incorporated the basic essentials of the “dimensions of learning instructional model”i; which are: 1) faculty commitment to the learning process, as evidenced by positive attitudes and perceptions about learning; 2) an openness to the acquisition and integration of new learning; 3) the extension and refinement of the knowledge process; 4) a thinking process which incorporates an emphasis on using knowledge meaningfully; and 5) a commitment to productive habits of thinking. The department is also preoccupied with developing assessment tools that are “robust enough to distinguish authentic assessment from its more traditional antecedents”: what Peter Rennert-Ariev refers to as the ‘lamination’ problem in the portfolio structure, the tendency “to adhere to externally prescribed standards” and in the process to compromise the more important goals of the assessment process.ii In short, a focus in which the portfolio (Shulman, 1998) becomes an exhibition or showpiece, instead of a document which meaningful measures student performance and outcomes.

Students need (60) units to complete the Ethnic Studies major. Those units are comprised of the following learning modules:

- Core Courses (16 units): a survey course, an upper division literature course, a critical thinking course, and a research/writing course.
- Area Breadth Courses (12 units): these course are comparative and interdisciplinary, and must focus on a minimal of two American racialized minority groups. The courses provide students with a framework for critically assessing the similarities and differences in the experiences and histories of American ethnicity groups.
- Primary Option Courses (20 units): these courses provide students with an in-depth knowledge of one of the groups in the five options; in short, it is a more narrow and concentrated focus that compliments the general interdisciplinary focus of the major. It is also a requirement that represents an adjustment to the reality of the general disciplinary structure of most graduate programs in the United States.
Secondary Option Courses (12 units): an important component of the structure of the major, for it is both a concentrated focus on a single group, and an embedded comparative focus on a second ethnicity group.

Learning Outcomes
The program’s goals shaped the discussion that led to the development of the following learning outcomes.

1) Understanding of the historical and contemporary experiences of American ethnic minorities as racialized people within the United States.
2) Heightened awareness, understanding, and tolerance for racial, gender, and cultural diversity.
3) Knowledge of interdisciplinary and multidisciplinary models of analysis, and the ability to apply these models to past and contemporary racial and ethnicity issues.
4) Comprehensive knowledge of one of the five primary areas in the discipline.
5) Adequate knowledge of one of the secondary area in the discipline.
6) Ability to apply scholarly as well as experiential knowledge to strategic problems.
7) Awareness of the importance of racially and culturally diverse work environments.
8) Ability to engage people from diverse backgrounds in informed discussions about ethnicity and ethical issues.
9) Comparative knowledge of migrants, immigrants, and immigration issues.
10) Knowledge of the literature on race relations, and ability to critically discuss race relations theorist.

Learning Outcomes (embedded in core major courses)
Student learning outcomes are embedded within the core courses of the major, because these courses are ideally positioned as performance indicators.

- With the exception of the major survey course (e.g., ES 1000), all core courses are upper division courses. Thus, students have to complete freshmen and sophomore level courses and most of the major, with a C grade or better, prior to enrolling in the major’s core courses. Thus, they have to demonstrate a general and overall knowledge of the discipline prior to reaching junior status.
- Core courses incorporate disciplinary, literary, and analytical content, all of the essential structural components of an academic major.
Learning Competencies and Performance Indicators

The learning competencies are embedded into ES major courses (in particular, core courses), as summarized below, and these course function as performance indicators that facilitate the collection and analysis of data, which becomes the resource for the ongoing reviews, adjustments, and changes in the major.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
<th>SLO #4</th>
<th>SLO #5</th>
<th>SLO #6</th>
<th>SLO #7</th>
<th>SLO #8</th>
<th>SLO #9</th>
<th>SLO #10</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 1001</td>
<td>initial assessment will be carried out through an objective essay instrument administered to students upon declaration of the major or minor. The will be reviewed by Ethnic Studies faculty and kept in the student’s advisement file (test is under development)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ES 3000</td>
<td>the required comparative essay focuses on at least two American ethnic minority groups and demonstrates the ability to critically read literary and humanities texts.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES 3820</td>
<td>the required essay demonstrates a knowledge of interdisciplinary critical thinking models.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ES 4020/4030 (capstone)</td>
<td>students produce a major research paper on an approved topic in which they demonstrate the ability to identify, read, review, and synthesize interdisciplinary social science and humanities model of analysis. In addition, they are required to demonstrate an effective command of oral communication skills (e.g., in-class-assignment, conference, peer-review, etc.). Ethnic Studies is developing a common rubric which will be used to assess the capstone course.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 courses Primary Area:</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3 courses Secondary Area</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Faculty will administer an Ethnic Studies Assessment Tool (under development) to graduating seniors and the Exit Interview no later than the deadline date required for filing for graduation. The department is developing a protocol and self-evaluations will be reviewed by all faculty.

Listed below are varying configurations on which the assessment model is based. The configurations reflect both the diversity of the major and the embedded complexities of the assessment process. The major is 60 units, and consist of four subdivisions: core courses, area breadth courses, primary option courses, and secondary option courses. The following matrixes reflect this subdivision structure.

Matrix A: Genders & Sexualities/African American

<table>
<thead>
<tr>
<th>Core Courses (16 Units)</th>
<th>Area Breadth Courses (12 Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 1001 Intro to Ethnic Studies</td>
<td>ES 1005 Viewing Diversity</td>
</tr>
<tr>
<td>ES 3000 Ethnic Writers</td>
<td>ES 2130 Ethnicity and Humor</td>
</tr>
<tr>
<td>ES 3820 Race Matters</td>
<td>ES 3030 Immigrant &amp; Refugee Women</td>
</tr>
<tr>
<td>ES 4020/4030 Senior Seminar/Thesis</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Option Courses (20 Units)</th>
<th>Secondary Option Courses (12 Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 2700 Intro to Genders &amp; Sexualities in C of C</td>
<td>ES 2000 Intro to African American</td>
</tr>
<tr>
<td>ES 3165 African American Sexuality</td>
<td>ES 2300 The Black Cinematic Tradition</td>
</tr>
<tr>
<td>ES 3210 Latinas in the US</td>
<td>ES 3130 Slavery in Americas</td>
</tr>
<tr>
<td>ES 3710 Racialized Masculinities</td>
<td></td>
</tr>
<tr>
<td>ES 4300 Queer of Color Subjects &amp; Critical Theory</td>
<td></td>
</tr>
</tbody>
</table>
Matrix B: African American/Native American

**Core Courses (16 Units)**
- ES 1001 Intro to Ethnic Studies
- ES 3000 Ethnic Writer
- ES 3820 Race Matters
- ES 4020/4030 Senior Seminar/Thesis

**Area Breadth Courses (12 Units)**
- ES 1005 Viewing Diversity
- ES 2130 Ethnicity and Humor
- ES 3440 The Construction of Whiteness

**Primary Option Courses (20 Units)**
- ES 2000 Intro to African American Studies
- ES 2125 The Black Aesthetic
- ES 3105 African American Identity
- ES 3130 Slavery in Americas
- ES 3303 Contemp African American Women Writers

**Secondary Option Courses (12 Units)**
- ES 2400 Intro to Native Indian Studies
- ES 3305 Contemporary Native American Life
- ES 4550 American Indian Science

Matrix C: Asian American/Latino/a American

**Core Courses (16 Units)**
- ES 1001 Intro to Ethnic Studies
- ES 3000 Ethnic Writers
- ES 3820 Race Matters
- ES 4020/4030 Senior Seminar/Thesis

**Area Breadth Courses (12 Units)**
- ES 1005 Viewing Diversity
- ES 2130 Ethnicity & Humor
- ES 3430 Interracial Sex & Marriage

**Primary Option Courses (20 Units)**
- ES 2500 Intro to Asian American Studies
- ES 2555 Filipino Experience in the U.S.
- ES 3551 Asian American Women & Men
- ES 3552 The Chinese Experience in the U.S.
- ES 3553 Asian American Sites and Sounds

**Secondary Option Courses (12 Units)**
- ES 2200 Intro to Latino/a Studies
- ES 3202 Latinas in the U.S.
- ES 3230 Oral Traditions
Matrix D: Latino/a American/Native American

Core Courses (16 Units)
- ES 1001 Intro to Ethnic Studies
- ES 3000 Ethnic Writers
- ES 3820 Race Matters
- ES 4020/4030 Senior Seminar/Thesis

Area Breadth Courses (12 Units)
- ES 1201 Ethnicity in Amer History
- ES 2130 Ethnicity & Humor
- ES 3430 Interracial Sex & Marriage

Primary Option Courses (20 Units)
- ES 2200 Intro to Latino/a Studies
- ES 3202 Latino/a Writers
- ES 3210 Latinas in the U.S.
- ES 3230 Oral Traditions
- ES 3805 Mex & Latin Amer Immigration

Secondary Option Courses (12 Units)
- ES 2400 Intro to Indian American Studies
- ES 3305 Contemporary Indian American Life
- ES 3800 Peoples of Central America

Matrix E: Native American/Asian American

Core Courses (16 Units)
- ES 1001 Intro to Ethnic Studies
- ES 3000 Ethnic Writers
- ES 3820 Race Matters
- ES 4020/4030 Senior Seminar/Thesis

Area Breadth Courses (12 Units)
- ES 1005 Viewing Diversity
- ES 2130 Ethnicity and Humor
- ES 3420 Minority Women in America

Primary Option Courses (20 Units)
- ES 2400 Intro to Native American Studies
- ES 2320 American Indian Oral Literature
- ES 3305 Contemporary Native American Life
- ES 3310 American American Worldview
- ES 3800 Peoples of Central America

Secondary Option Courses (12 Units)
- ES 2500 Intro to Asian American Studies
- ES 2555 Filipino Experience in the U.S.
- ES 3557 Asian American Film Festival

1 See W. C. Sanders, Effects of Building Change on Indicators of Student Growth, Evaluation Perspectives, 1994, pages, 3-7.