TO: The Academic Senate

FROM: Committee on Instruction and Curriculum

SUBJECT: BS, Health Science – WASC Online Proposal

PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: That the Academic Senate approve the BS, Health Science degree to be offered online; effective Fall 2009, pending WASC approval

All backup information for this policy is available for review on the CIC Sharepoint 05/04/09 meeting workspace. The web link for this meeting on Sharepoint is

https://sharepoint.csueastbay.edu/sites/AcademicSenate/CIC%20Meeting1/CIC%20Meeting/default.aspx?InstanceID=20090504

BACKGROUND INFORMATION: This proposal for an online BS, Health Science degree fits with the following University 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. 100% of the proposed instructional program will be online; however, any fieldwork component that may be required by relevant credentialing authorities will be offered at the candidate’s relevant field site.

At its meeting on May 4, 2009, CIC approved this new option (8-0-0).

Additional clarification note: Per AVP Bellone, WASC approves degrees to be put online not specific options in degrees which would increase their paperwork considerably. It was noted at ExCom that at this particular time Health Sciences is planning to offer the Option in Administration and Management online. Other online coursework that involves a lab or field work would have to be approved by the College, so we would have a check process in place.
WASC Substantive Change Online Proposal

BS in Health Science

Section I: Institutional and Program Overview

Program Overview

A. Name of degree or program proposed:

California State University, East Bay: Online B.S. in Health Sciences, with an option in Administration.

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?

One hundred percent of the program will be offered via distance education.

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 chatrooms, 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 marketed to California state community colleges, starting with Cañada College in Redwood City, and the CSUEB Concord campus.

E. Projected number of students:

In Fall 2008, we offered a partially online program with less than half of the courses online, which had 30 students. If approved, we plan to begin in Fall 2009 with a first group of 30 students. We expect to admit an additional 30 students each fall. At the end of three years, we project an enrollment of 60 students in the program.

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<thead>
<tr>
<th>Fall 2008 enrollment</th>
<th>Fall 2009 enrollment</th>
<th>Fall 2010 enrollment</th>
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<tr>
<td>Cohort A: 30</td>
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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 working adults who want to attend the university full-time to complete their B.S. in Health Sciences.
G. Initial date of offering:
The initial date of offering will be September 2009 (Fall Quarter).

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 proposed online degree program will allow open enrollment.

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

N/A

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. Note that a copy of the most recent Annual Report submitted to WASC, including the audited financial statement is to be attached.

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. CSUEB also offers courses on its Concord campus. In addition, a PACE (Program for Accelerated College Education) bachelor's degree completion program is offered at Contra Costa College in San Pablo. The University also extends its reach globally through an off-campus program in Moscow, and is starting to work with educational officials in Afghanistan to help rebuild their educational system. The University recently went through a major strategic planning process as part of its WASC re-accreditation process. Our new 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. 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. The University's Academic Plan, adopted in January 2008, has as one of its goals the establishment of an Online Campus.

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.

Cal State East Bay has a history of successfully offering fully online master’s degree programs to working adults. One example of this is our MS in Education, Option in Online Teaching and Learning which was approved by WASC in 1999 and has been offered continuously. This program has over 350 alumni, many of whom are now teaching online courses at two and four year institutions in California and other locations. Our Online Teaching and Learning degree is recognized as one of the leading online programs designed to train people to teach online. The University has four other WASC approved online degree programs for a total of five.

A copy of the most recent Annual Report submitted to WASC, including the audited financial statement, is attached as an appendix.

**Attachments**


**Institutional Accrediting History Relevant to Substantive Change**

**A. Brief response to issues noted in prior substantive change reviews since the institution’s last comprehensive 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 four Substantive Change Proposals, each of which has been approved: a Proposal for an Independent Ed.D., a Fast Track Proposal for Online Degrees, a proposal for 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 used 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 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." The online B.S. degree program in Health Sciences 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

   The development of the online Health Science program began with discussions in 2007 between Cañada College and CSU East Bay. As with most community college nursing programs, many more students were transfer ready and prepared to enter the health science field than could be accommodated. The CSU East Bay’s Department of Health Science began to consider offering an online program to provide schedule flexibility, decreased travel time from work to school, and accommodates those with full-time careers and families.

   At Cal State East Bay, in Fall 2008, 728 Pre-Nursing applicants applied for 130 spaces in the junior/senior level Nursing major. Enrollment in Health Sciences, the major most commonly chosen for pre-nursing applicants who are not admitted to the nursing program, has risen dramatically from 279 students in Fall 2006 to an all time high of 427 students for Fall 2008. Since many of these students are working adults, an online program would be particularly attractive and provide needed flexibility.
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.

Two informational sessions advertised to employees of the Health Services Department of San Mateo County were offered to gauge interest. Over 60 participants attended the two sessions, with an additional 40 indicating interest in pursuing the program. Given the continuing demand for allied health professionals, we expect sufficient interest to sustain the program.

CSUEB 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. This program is planned to be offered continuously. The first cohort will have 30 students, and we anticipate admitting a comparable cohort each fall.

The proposed online B.S. degree program in Health Sciences would draw from the existing market for online degree programs, providing lower cost and closer location to students who wish to continue their higher education with an all online degree program. We believe that there will be great interest in the online degree program in Health Sciences.

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</table>

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.

With the aging of the general population and the associated development of various chronic illnesses that will need treatment, along with the loss of jobs in other professions, health care employment positions remain viable career opportunities. The Health Sciences major, with its options in administration, pre-health professions, education and environmental health and safety, provide a number of useful possibilities for preparing for a career in health care. Thus, this program will be beneficial to potential students as well as the community as a whole.

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

Once approved, we will add these marketing methods for the online program:

- The program will be included on CSU East Bay’s Online program site: http://www20.csueastbay.edu/online/index.html
The program will be advertised through web postings to partner school districts and County Offices of Education.
- The program will be marketed directly through emails.
- Faculty will conduct face-to-face informational meetings in the East Bay and in rural locations not currently served locally by the CSU system.

**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.

The review process for the new online degree program included consideration and approval by the following groups: the College of Science Curriculum Committee, the University-wide Committee on Instruction and Curriculum, the Executive Committee of the Academic Senate; the Academic Senate, and the President.

**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 selected.**

Health, the second largest industry in the United States, employs over eight million workers. Physicians represent only 7% of this workforce, and there are over 200 other professions in the health sciences field. Many of these professions can be entered directly with a B.S. degree in Health Sciences. In our Health Sciences department, students work closely with a faculty advisor to determine career and training alternatives.

The online B.S. degree with a major in Health Sciences offers a program of instruction with an option in Administration. This program prepares students to explore issues such as health care access, health disparities, health promotion and education, and the increasing role of the environment in healthy lives. Courses in the proposed online B.S. degree program will equip students with a basic understanding of major research findings and core concepts in understanding and evaluating the U.S. health system, multicultural health perspectives in a diverse population, and through supervised fieldwork, provide an opportunity to experience, evaluate, and assess their readiness for the work environment. The program's pedagogical methods have been chosen to serve a diverse target population of adult working students. These methods, which include fieldwork, review and analysis of articles in health care, personal interviews with health care professionals, analysis of real-life case scenarios, grant writing, and student online discussion board presentations, are adapted to the demands of an online educational environment.
B. **Has the method of design of the program been reflected in the curricular design and pedagogy?**
   The method of design of the program is reflected in its curricular design and pedagogy. For example, the method of design of the proposed online B.S. degree program reflects the needs of a diverse population of working adults by using such pedagogical methods as chatrooms, audio streaming, video clips and other electronic tools offered through Blackboard in an asynchronous online environment.

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:**

   Students graduating with a B.S. in Health Sciences from Cal State East Bay will have achieved the following:

   1) Knowledge Integration and Synthesis. Students will integrate knowledge from general education courses and will synthesize knowledge from the biological, physical, social and health sciences;

   2) Career Management Throughout the Lifespan. Students will select an option area of study in the health sciences and will apply skills gained in computing, speaking, writing, analysis, critical thinking and knowledge synthesis to the management of their careers in the health sciences;

   3) Professional Team Work. Students will apply management and communication skills to work effectively in teams, partnerships, and larger groups toward accomplishing goals in health education, health care advocacy, research and grant writing, and other services related to indirect patient care;

   4) Professional Demeanor and Ethical Behavior. Students will practice the ethics and professional behaviors appropriate to the health professions and incorporate these practices into their interactions with one another as colleagues, with supervisors and staff in the workplace, with diverse and multicultural client groups, and with the general public

   5) Professional Standards and Quality of Practice. Students will acquire knowledge of industry standards pertinent to their specialty area in the health sciences and will maintain best practices through membership in the appropriate professional associations and through continuing education and lifelong learning.

D. **Curricular map articulating the alignment between program learning outcomes and course learning outcomes and demonstrating the progression from introductory to advanced levels:**

   **HSC SLOs (Student Learning Outcomes) Mapped on Required Courses**
### SLO (Student Learning Outcomes)

<table>
<thead>
<tr>
<th>SLO1</th>
<th>Knowledge Integration and Synthesis</th>
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<tbody>
<tr>
<td>SLO2</td>
<td>Career Management Throughout the Lifespan</td>
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<tr>
<td>SLO3</td>
<td>Professional Team Work</td>
</tr>
<tr>
<td>SLO4</td>
<td>Professional Demeanor and Ethical Behavior</td>
</tr>
<tr>
<td>SLO5</td>
<td>Professional Standards and Quality of Practice</td>
</tr>
</tbody>
</table>

**As** = Assignments; **F** = Final; **J** = Journal; **M** = Midterm; **P** = Student Panel/Presentation; **R** = Research Project/Report; **W** = Papers

<table>
<thead>
<tr>
<th>Course</th>
<th>LO1</th>
<th>LO2</th>
<th>LO3</th>
<th>LO4</th>
<th>LO5</th>
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<td>P</td>
<td>As/P</td>
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E. Listing of courses, identifying which are required

I. **Lower Division Core (45-47 units)**
   ANTH 1000 Introduction to Anthropology (4) or SOC 1000 Introduction to Sociology (or one of SOC 1001, 1002, 2001, or 2002) (4)

   BIOL 1001 Introduction to Biology (or one of 1003, 1005, 2001, 2002, 2003, or 2004) (4) and BIOL 1002 Introduction to Biology Lab (or 1004 or 2005) (1)

   BIOL 2010 (or 2011), 2020 Human Physiology and Anatomy I, II (5, 5)

   BIOL 2025 Introduction to Microbiology (5) or BIOL 3405 Microbiology (6) or BIOL 4010 Microbes and Humanity (4)

   HSC 1000 Introduction to Health Professions Practice (4)

   HSC 1100 Health: Maintenance of Wellness (or 2100) (4) or KPE 1110 Concepts of Health (4)

   NURS 2010 Principles of Nutrition and Medical Nutrition Therapy (4) or BIOL 3070 Human Nutrition (4)

   PSYC 1000 General Psychology (or 1001 or 1005) (5)

   STAT 1000 Elements of Probability and Statistics (5)

   All of the students admitted to this online program will already have completed the lower division core courses listed above. The online program plan, of which all of the courses are required, is as follows:

   **Health Sciences**
   **Administration Option**

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<tr>
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<th>Spring</th>
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<td>HSC 3350</td>
<td>PHYS 3750</td>
<td>Hist 4710</td>
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<td>Biophys Tools Med Rsch</td>
<td>Hist &amp; Trends, Nursing</td>
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<td>HSC 3800</td>
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<td>HSC 3550</td>
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<td>Ethics &amp; Legal Issues</td>
<td>Fin Reptg &amp; Analysis I</td>
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<tr>
<td>HSC 3300</td>
<td>POSC 4172</td>
<td>HSC 2200</td>
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<td>Mktg 3401</td>
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<td></td>
<td>Medical Care in the US</td>
<td>Pub Policy &amp; Hlth</td>
<td>Research &amp; Writing</td>
<td>Mktg Principles</td>
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</tbody>
</table>

   **Second Year**

   |             | HSC 3400              | Mgmt 3600             | HSC 4600              |
   |             | Individ & Comm Mental Hlth | Theories of Mgmt   | Systems Mgmt          |
   | Mgmt 4500   | Mgmt 3614             | HSC 4700              |                       |
   |             | Bus, Gov. & Society   | Org Behavior          | Senior Seminar        |
   | POSC 3522   | HSC 4500              |                       | Resch & Prog Eval in HSC |
   |             | Politics & Law, Gene Tech | Super Field Train |                          |
F. 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 faculty person teaching each course. 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. All of the HSC syllabi have been placed upon a Blackboard site and are available to all department faculty for review. In addition, as part of the PT&R process, the syllabi are included in dossiers for retention, tenure and promotion, and as such, are reviewed by committees on the department, college and university levels. During a process of program assessment, the department faculty will investigate whether the course learning outcomes remain linked to program learning outcomes, and will take steps to correct any inconsistencies or omissions.

G. 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

Sample syllabi from the first three courses and a capstone course are attached.

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

Our internship requires 90 hours of service in a setting chosen by the student and approved by the professor. Monitoring is done by phone with the contact person at the internship setting and online with the students.

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

There are no special requirements for graduation.

Schedule/Format

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

A student is expected to complete all requirements for the program in seven quarters, i.e., two academic years and one summer.

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 program is designed for open registration from those students already accepted by CSU East Bay. The successful participants in this online program are expected to fully participate in all assigned online activities. Individual faculty will develop their own policies regarding the make-up of assignments. There are no provisions for students to drop out of the online program; a student who does so will lose her place in the online program, but will have the option of continuing in our usual Health Sciences program to complete the major.

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

Each Fall Quarter all online students are required to attend an on-campus orientation in order to meet with faculty, relevant staff and each other. After this meeting, there is an orientation to Blackboard that facilitates immediate and ongoing communication between students and faculty via email, discussion boards and chat rooms. Students also have the option of communicating and interacting via telephone, fax and mail.

An online orientation will be provided for those students unable to be present in person.

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 the courses is 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:

(The faculty assignments which are known at this time are included in the schedule below.)

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<th>Health Sciences Administration Option</th>
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<td>Oscar Wambuguh</td>
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Admissions

A. Admissions requirements
Students become eligible for the proposed online degree program once they have been accepted as Upper Division transfer students by the University. In order 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 adult working students who find it difficult to attend face to face classes. The minimum qualifications include admission as a CSUEB student, completion of 60 transferable semester units with a minimum Grade Point Average of 2.0, and completion of written communication, oral communication, critical thinking, math or statistics with a grade of “C” of better.

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 units is required. For admission into the Health Science online degree program, students will need a minimum of 100 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 are no provisions in the program to award credit for prior learning. All students must take and 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
A sample brochure for the entire major is attached.

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
Based on the ongoing review process, the entire Health Sciences faculty will revise the curriculum where appropriate. Where necessary we will amend and update procedures and the on-campus orientation program to be held at the beginning of Fall Quarter each year.

B. Plan for incorporating assessment of this program into the school and/or institution's existing program review process
The plan for incorporating assessment of this program into the institutional program review process is part of the systematic assessment carried out by the University-wide Committee on Academic Planning and Review. Each department is required to carry out a major Self-Study including the formulation of a Five Year Plan. The Self Study must contain a copy of the program's Outcome Assessment document, which a) summarizes the data and what has been learned from this information, b) the steps the program has taken in response, and c) what further steps should be taken. Annual reports are submitted each year in between the major Five year Review mandated for all departments.

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
We plan to use the online evaluation process used by the university for all of our online courses. In addition, an evaluation of the entire program is part of the curriculum in HSC 4700, the capstone course in the major.

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
The Health Sciences faculty recently completed a major program modification, based on curricular review, that was approved by the College of Science Curriculum Committee and the Academic Senate. The new curriculum will take effect during fall quarter of 2009. The program modification is attached.

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
After the first group of students completes the seven quarter program, department faculty will meet to evaluate the program itself and the number and percentage of students who were able to complete the program successfully.
F. Procedures to evaluate teaching effectiveness in the distance education modality
CSUEB has developed an online faculty evaluation plan that will be used for assessing
teaching effectiveness for this program.

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 online program is a specialized version of our on-ground program. Our on-ground
program has four options, each consisting of 36 or more units of required courses and
electives. Our online program takes one option, administration, and determines all of the
courses for that option. There are no electives. All of the students in the cohort take the
same set of courses. This curriculum was developed by our entire Health Sciences faculty
and our department chair, Dr. Carolyn Fong. The Health Sciences prefix courses are
taught by three of our full time tenure track faculty and one part time lecturer. The
additional courses in the program, in the departments of Physics, History, Business, and
Political Science are taught by faculty from those departments. Our internship is
supervised by one of our Health Sciences tenure track faculty. The educational
effectiveness will be evaluated by our department faculty.

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
The Health Science prefix courses will be taught by three full time tenure track faculty
and one part time lecturer. The courses taught by the tenure track faculty are online
versions of our on ground and hybrid courses, and these courses have been taught,
evaluated and revised by these faculty members for the past several years. The
consistency of these courses in our program will continue in the delivery of our online
program.

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?
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.

D. Preparedness of faculty to support the modality of instruction – Are faculty
development opportunities available? Include any faculty guidelines for online
instruction.
The faculty are trained and experienced in online instruction. They regularly attend
workshops and receive individual training from CSUEB's Office of Faculty Development.

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 of the faculty have Ph.D or a JD and are experienced online professors. The abbreviated vitae of all faculty members teaching in the program are attached.

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. At that time, we will instruct students on how to contact us via email, discussion board, chat room and telephone for ongoing advising and support, and will answer their questions.

An online orientation is offered for those who cannot attend in person.

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 is 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 Career Development Center 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. Students can access information about the Health Science field, including related professions, potential employers, and strategies for gaining work experience. Other features on this website make available online career guides and manuals. Career Development Center staff members are available for online and telephone counseling.

In addition, the Health Science department notifies students by email and Blackboard of various job and internship fairs available to them both on and off-campus.

B. Availability of support services for students and faculty including helpdesk 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, including the library and online sources of information. They should be able to show knowledge of Copyright, Fair Use, and Intellectual Property law relevant to their use of online and other education-relevant materials and 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 evaluated in the required senior Capstone Courses HSC 4700 (Senior Seminar).

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 orientation held for all students Fall Quarter of each academic year. At this yearly orientation, held in one of the campus computer laboratories, all students will receive instruction and training in the above information literacy competences. 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 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 both the Hayward and Concord campuses during Reference Service Hours Monday through Thursday 8:00AM to 9:00 PM; Friday 8:00 AM to 5:00 PM; Saturday 11:00 AM to 5:00 PM; and Sunday 11:00 AM to 7:00 PM; and 5) Phone - available at both the Hayward and Concord campuses 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 be proficient in Blackboard, with its Discussion Boards, Digital Drop Box and online testing.

**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 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.

**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.

**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 an orientation at the start of Fall Quarter. The orientation will take place before classes begin in the quarter, 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 Health Sciences will be absorbed by the College Science (COS) from within the funding allocation it receives from the University. Classes would be taught by both regular (tenured/tenure track).

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 $990 a quarter or $2,970 per academic year. The cost of attending the two year upper division online program in Human Development is a total cost of $5,940 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. The institution has the capacity to absorb start-up costs as evidenced by the creation of a graduate program in Social Work four years ago that now has seven tenured/tenure track faculty and a nationally accredited program with 169 graduate students enrolled as of Fall 2006.

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
The program will enroll 30 students each year. If low enrollment does occur in a section, it will be filled by students in our on-ground program, who also often prefer online offerings.

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

We do not anticipate any differences in the costs for this program from our regular program. If any additional sections are needed, they will be added and taught by our usual tenure track faculty and lecturers. If more lecturers are needed, they will be hired, with their costs being covered by additional student FTE.

See attached, “CSUEB Health Science Budget”

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 Health Sciences B.S. Program, which includes face to face, hybrid and online courses. The course requirements of the regular Health Sciences B.S. Program and the proposed online B.S. in Health Sciences are identical, so that they would be able to gain full credit for any courses already completed within the online degree program.