

Application for Addition of the Distance Education Format
to a Registered Program

Name of Institution: Lehman College

CEO or Designee: Harriet Fayne, Interim Provost and Senior Vice President for Academic Affairs

Signature:

Date:

The signature of the institutional representative indicates the institution's commitment to support the proposed distance education program.

Distance Education Contact Person: Prof. Craig Demmer, Program Director, Department of Health Sciences

Telephone: 718-960-7313

Fax: 718-960-8908

E-mail: craig.demmer@lehman.cuny.edu

Program Title: Master of Arts in Health Education and Promotion

Program Code: 02186

Degree or Certificate Awarded: MA

HEGIS Code: 0837.00

Anticipated enrollment in distance program:

Initial: 15

Maximum by year 60

Term length (in weeks) for the distance program:

15

(Is this the same as term length for classroom program?) Yes x No

How much "**instructional time**" is required per week per credit for a distance course in this program? 3 hrs

(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)

What proportion or percentage of the program will be offered in Distance Education format?

100%

Part A: Institution-wide Issues

See previous document submitted by the college for its first online program.

Part B: Program-Specific Issues

Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.

I. LEARNING DESIGN

1. How does your institution ensure that the **same academic standards and requirements** are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

The M.A in Health Education and Promotion is a 33-credit graduate degree that provides advanced academic training for individuals employed or planning to seek employment as health educators in academic, clinical, community, and corporate settings.

The curriculum for “distance” learning at Lehman does not differ from that of the on-ground curriculum. There is one set of curriculum criteria: course description, credit and hour requirements, learning objectives, pre-requisites, and any other curricular requirements. Only the mode of delivery is different as it provides flexibility. Online students adhere to the same academic standards and requirements.

2. Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?

Online and on-ground courses are offered interchangeably and simultaneously in the same semesters and students can register for either type of instruction. The design of the online MA Program is the same as the regular classroom option both equally allowing for timely completion of degree requirements.

Please see appendix for curriculum map. There is a good deal of flexibility in terms of the sequence of courses. Only one course has a prerequisite and that is HEA 670 (Internship) which students take toward the end of the degree. Students are provided with a detailed Student Handbook which provides sample curriculum maps. Students are also encouraged to plan their programs of study with their advisor to enable timely completion of their program.

3. How do faculty ensure that ***the technological tools*** used in the program are appropriate for the content and intended learning outcomes?

We started offering some online courses in the MA Program in 2004. The department works with the office of Online Education to assist in enhancing the program and advising faculty on the appropriate and effective use of educational technologies to meet the intended learning outcomes.

Furthermore, Lehman faculty teaching online and hybrid courses take a training course with the School of Professional Studies, CUNY's online school. The Office of Online Education at Lehman College assists faculty in the course review process utilizing Course Readiness Review Program to ensure course quality and appropriate selection and use of educational technologies. The Information Technology Division, the Library, Technology and Telecommunications College Senate Committee, and the Office of Online Education continuously explore educational technology tools, provide support and training on the appropriate use of the technological tools.

Lehman College uses Blackboard as a common learning management system with standard tools that support class communication and content delivery. Lehman College also has developed a standard Blackboard Course Shell Template to ensure that the course design and educational technology tools are used appropriately and consistently.

4. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

The learning management system, Blackboard, as well as the course design of the individual courses allows for extensive interaction between instructors and students as well as among the students. The discussion board feature is regularly used for interactive learning, as are features such as blogs and wikis that are built into the Blackboard system. The design of the courses and the quality of the teaching is continuously and closely supervised by the department, specifically by frequent direct observations and evaluations of the teaching practices in online sections.

5. How do faculty teaching online courses verify that students are doing their own work?

The important matter of student identity verification is managed in a number of ways by the online learning management system and by instructors. Students sign into their courses through a secure log-in (portal authorization invokes a 20-digit number unique to each student that functions as the student's password). Students are enrolled in their courses, not by themselves or their instructors, but by a program that works from the student information management system

(CUNYfirst); automated enrollment triangulates each student by name, date of birth and student ID number (all but name being hidden data); portal authorization works the same way. Students attend courses, not just by logging in, but by responding to questions in writing, posting blog and wiki entries, and engaging in synchronous (real-time) or asynchronous discussion; their activity is tracked by monitoring features in Blackboard (which notes where in the site each student is when), while their “social presence” is constituted by audio-visual as well as textual self-representation (the use of voice memos, webcams, photos, etc.). All students are advised personally and meeting with students helps to positively establish the student’s identity.

II. OUTCOMES AND ASSESSMENT

1. Distance learning programs are expected to produce the **same learning outcomes** as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

The learning outcomes are the same for the online and in-class courses which constitute the MA in Health Education and Promotion program. The individual, detailed learning outcomes for each course are described in the course syllabus. Assessment of student learning outcomes in the Health Sciences Department is ongoing and is guided by the standards outlined by the American Association for Health Education (AAHE) for designing and assessing degree programs for professional practice. The Health Sciences department also participates in the College’s ongoing assessment cycle of student learning. The department’s goals and objectives, curriculum map and most recent assessment plan are posted to the College’s Office of Assessment and Planning’s web site – <http://www.lehman.edu/research/assessment/>.

All programs and courses—whether online, hybrid or traditional face-to-face—are subject to the same processes and procedures for the development and approval of learning outcomes. Outcomes are developed in accordance with accreditor recommendations where appropriate, and faculty and school curriculum committees approve these outcomes.

2. Describe how the **means chosen for assessing student learning** in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

The means of assessing student learning are selected by the faculty member to align with the learning objectives for the course. The department works collaboratively to address the quality of assessment methods in face-to-face and online courses. The online program follows the same process for ensuring the appropriateness of assessment methods as on campus programs. Each semester, both in-class and online courses are assessed using Lehman College’s Student Evaluation of Teaching and Learning (SETL) questions. The online courses are assessed through additional questions on the SETL survey which focus on two key areas: the quality of online learning experiences and the students’ perception

of the rigor of the course and the level of interactivity. The results from the Fall 2015 and Spring 2016 (N = 56) SETL survey of online (asynchronous) HEA courses produced the following results in two key areas – the quality of the online learning experience and the students’ perception of the rigor of the course and level of interactivity:

7. ONLINE COURSE EXPERIENCE

- Do you have the necessary technological equipment and skills required for this course: 92.5% positive
- Was there adequate technical support if you encountered difficulties? 88.4% positive
- Was the format and page design of the online course easy to use? 84.9% positive
- Were there sufficient instructions given for you to complete all assignments? 92.5 % positive
- Did you participate in online or email conversations with your instructor during the course? 78.8% yes
- Did you participate in online or email conversations with your classmates during the course? 82.7% yes

From these results, it is evident that the online teaching in the program is rigorous, the courses are designed well, the students are well-supported technologically as well as by their instructors, and the courses are highly interactive.

9. THIS COURSE AS COMPARED TO OTHER COLLEGE COURSES YOU HAVE TAKEN

- The intellectual challenge presented was: 92.6% the same or higher
- The amount of effort you put into this course was: 96.7% the same or higher
- The amount of effort to succeed in this course was: 96.8% the same or higher
- Your involvement in this course (doing assignments, etc.) was higher: 58.7%

These results confirm the department’s assessment of the comparative rigor of the online teaching and learning within the MA in Health Education and Promotion program and the high level of interactivity both between students and instructor as well as among students themselves.

III. PROGRAM EVALUATION

1. What process is in place to monitor and **evaluate the effectiveness** of the distance learning program on a regular basis?

All online courses and programs are evaluated using the same academic processes as traditional classroom courses and programs. At the end of each semester all courses (online and in-class) are examined and assessed by the Department of Health Sciences to ensure consistency of teaching and content coverage as well as the quality of student learning. The effectiveness of the online and in-class learning is regularly monitored through student evaluations, a review of course syllabi and their implementation in the actual courses. The regular assessment outlined in the previous section represents a

continuous evaluation of the program components, and changes are made when evidence of learning problems surface.

2. How will the evaluation results will be used for ***continuous program improvement?***

The effectiveness of the online and in-class learning is regularly monitored through student evaluations, through a review of syllabi and their implementation in the actual courses, and through student success in subsequent coursework. Since our courses are closely monitored by a small group of faculty, we are able to keep abreast of weaknesses and strengths of courses, teaching, and the performance of students across courses.

The same bench marks used for the in-person classroom instruction will be used for the online option. The regular assessment outlined in the previous section represents a continuous evaluation of the program components, and changes are made when evidence of learning problems surface. This is consistent with the expectations of continuous improvement as suggested by the National Commission for Health Education Credentialing (NCHEC). The aggregate student outcome data will be analyzed and compared with expected student outcomes as is done with our regular on-ground MA program.

3. How will the evaluation process assure that the ***program results in learning outcomes appropriate to the rigor and breadth*** of the college degree or certificate awarded?

As mentioned before, both the online MA and the on-ground MA have identical courses, requirements, methods of assessment etc thus assuring that the online MA has the same rigor and breadth of the on-ground MA that is awarded. Graduates of the online MA performance will be eligible to take the national CHES (Certified Health Education Specialist) exam like graduates of the on-ground MA and their performance on the exam will be compared to graduates of the on-ground MA to ensure the same rigor and breadth of the degree.

APPENDIX: Description of the MA in Health Education and Promotion Program (Online)

Program Goals and Objectives

The graduate program leading to the degree of Master of Arts in Health Education and Promotion (MA) has been offered on-ground for four decades. We started offering some courses online and hybrid courses in 2004.

This 33-credit program may be completed within a year of full-time study or two years part-time. All courses are offered online within each academic year. In addition, there is

flexibility to open up additional sections should there be a need or demand for more sections.

The M.A in Health Education and Promotion provides advanced academic training for individuals employed or planning to seek employment as health educators in academic, clinical, community, and corporate settings. This program prepares students to meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings. Graduates of the program may also find career opportunities as health advocates, program planners and evaluators, case managers, policy analysts and health administrators. This degree may also be suitable for individuals such as nurses, social workers, physician assistants or allied health personnel who wish to enhance their qualifications. Upon completion of the degree, students are eligible to sit for the CHES exam (Certified Health Education Specialist), a national credential awarded by the National Commission for Health Education Credentialing.

This program prepares students to meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings. The program emphasizes education as the primary factor for the promotion of health and the prevention of disease. Students learn to provide programs at all levels of the health continuum from wellness to various prevention interventions including primary (health promotion), secondary (early detection and intervention), and tertiary (rehabilitative and therapeutic).

Graduates of the program are trained to possess the competencies delineated by the National Commission for Health Education Credentialing, Inc:

- Planning effective health education programs.
- Implementing health education programs.
- Evaluating the effectiveness of health education programs.
- Coordinating provisions of health education services.
- Acting as a resource person in health education.
- Communicating health and health education needs, concerns, and resources.
- Applying appropriate research principles and methods in health education.
- Administering health education programs.
- Advancing the profession of health education.

Program Philosophy

- Health educators can affect beneficial changes in the health, health literacy, and health behavior of their students.
- The role of learning and affective experiences is important in health education.
- Self-motivation and self-evaluation are critical in enhancing the learning experience.
- Maintaining a strict code of ethics is crucial for health educators to protect the confidentiality and trust of their students and/or clients.

Program Goals

The goals of the graduate program in health education and promotion are to:

- Prepare students in the MA (Health Education and Promotion) degree to sit for the Certified Health Education Specialist (CHES) exam.
- Prepare dynamic health education specialists to work in health care and community settings, organizations, and public and private health care agencies.
- Provide high quality instruction to students.
- Maintain a high quality academic program with high quality students.
- Provide students with the theory, knowledge, and needed skills to integrate the principles of health promotion into a variety of community, research, clinical, business or school settings.
- Differentiate the practice of health education from that of other helping professions by emphasizing the teaching-learning process for improving the health status of defined populations.

Program Objectives

Students will be prepared to:

- Gather, organize, and analyze health promotion data;
- Plan, including goals and objectives; implement; and evaluate health promotion programs.
- Use a range of educational and counseling strategies to promote healthy behaviors.
- Communicate demographic, statistical, programmatic, and scientific information to professional and lay audiences;
- Utilize appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic backgrounds, and persons of all ages and lifestyle preferences;
- Collaborate with community partners to promote the health of the population; establish and maintain linkages with key stakeholders; develop, implement, and evaluate a community health assessment;
- Apply basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflict in health promotion settings;
- Prepare proposals for funding from external sources and manage budgetary and information systems.
- Act as a resource person in health promotion.
- Apply appropriate research principles and methods in health promotion.
- Administer health promotion programs.
- Advance the profession of health promotion.

Graduates will demonstrate the following:

- A mastery of public health knowledge and skills, including community organization, community assessment, program planning, implementation/service delivery, and evaluation; theories of health behavior change; and the concepts and

- interventions for health promotion/disease prevention.
- A mastery of skills that are required to use electronic media as currently employed in the health education field.
 - Knowledge of the values and ethics that guide decision-making in the practice of health education, and implications of these for public health and health education policies.
 - Knowledge of multicultural influences on health and health behavior change.
 - A mastery of fundamental research skills through involvement in research activities, including research design, implementation, analysis and reporting.
 - Completion of a community-based internship in which students will gain an understanding of health education practice and the role of the internship experience.

M.A. Program in Health Education and Promotion
Degree Requirements

The curriculum consists of 33 graduate credits and includes a comprehensive examination. Course and credit requirements are as follows:

M.A. in Health Education and Promotion		
Required courses (Total of 21 credits):		
HEA 602	Research Methods in Health Education	3 credits
HEA 603	History & Philosophy of Health Education	3 credits
HEA 620	Health Counseling	3 credits
HEA 622	Org & Admin of Health Ed Programs	3 credits
HEA 623	Program Planning and Evaluation	3 credits
HEA 670	Field Experience	3 credits
HEA 671	Teaching Strategies for Health (Psychosocial Wellness)	3 credits
Elective courses (Total of 12 credits):		
HEA 507	Human Sexuality	3 credits
HEA 509	Drugs and Substance Abuse	3 credits
HEA 636	Perspectives on Death and Dying	3 credits
HEA 640	Nutrition and Chronic Diseases	3 credits
HEA 680	Special Topics in Health (e.g., HIV/AIDS, Health & Aging, Women & Health)	3 credits
HEA 685	Independent Study in Health Ed & Promotion	3 credits
TOTAL CREDITS FOR DEGREE: 33		

MA in Health Education and Promotion (Online):

Applicants for the MA (Online Option) in Health Education and Program must meet the same requirements for admission as students for the on-ground MA in Health Education and Promotion. All courses in the online option will be offered online.

Sample Curriculum Map (One Year Full-Time):

Fall Semester (12 credits)

HEA elective 3 cr.

HEA 671 3 cr.

HEA 603 3 cr.

HEA 620 3 cr.

Winter Semester (3 credits)

HEA elective 3 cr

Spring Semester (12 credits)

HEA 602 3 cr.

HEA 622 3 cr.

HEA 623 3 cr.

HEA 670 3 cr.

Summer Semester (6 credits)

HEA elective 3 cr.

HEA elective 3 cr.

Sample Curriculum Map (Two Years Part-Time):

Year 1

Fall Semester (6 credits)

HEA elective 3 cr.

HEA 603 3 cr.

Winter Semester (3 credits)

HEA elective 3 cr

Spring Semester (6 credits)

HEA 622 3 cr.

HEA 623 3 cr.

Summer Semester (6 credits)

HEA elective 3 cr.

HEA elective 3 cr.

Year 2

Fall Semester (6 credits)

HEA 620 3 cr.

HEA 671 3 cr.

Spring Semester (6 credits)

HEA 602 3 cr.

HEA 670 3 cr.

List of Faculty teaching in-class and online courses for the MA in Health Education and Promotion:

Craig Demmer, EdD, PhD

Danna Ethan, EdD, MSW

Lisa Fusco, EdD

Soo-ill Lee, PhD

Gul Sonmez, PhD

Jessie Gonzalez, MA, MCHES

Michael Buscemi, MS Ed

Michael Gulino, MS Ed

Alma Idehen, MA

[All faculty have several years' experience teaching online courses. The Program Director, Craig Demmer, has 15 years' experience with online teaching]