

HSU Academic Program Criteria

Academic Program in Administration Services

I. The Vision for Humboldt State University (Limit: 2 pages) [15%]

Describe up to 5 curricular or co-curricular features of the program that are consistent with the Vision of HSU, and indicate which aspect(s) of the Vision align with that particular feature. Please provide sufficient information such that an individual unfamiliar with your program will clearly understand the feature's relevance.

ENTER COMMENTS HERE

The vision, mission, and goals of Humboldt State University provide the foundation upon which the Administrative Services Credential Program at HSU has been developed. The overriding mission of the program is to prepare professional educators to serve in California schools and to work directly with youth of diverse ethnic, socioeconomic, and cultural backgrounds. Major goals of the program are to provide candidates with the essential skills, knowledge, and attitudes to enable them to be effective leaders and managers in today's and tomorrow's schools. Programmatically, candidates are expected to become: 1) instructional leaders and decision-makers in the pursuit of excellence, 2) classroom managers and creators of equitable educational opportunities for a diverse population, and 3) confident scholars who are facilitators for a lifetime of learning.

School administration is a complex process which requires both a theoretical framework and a broad collection of skills, attitudes, and behaviors. Theory provides the conceptual framework and vocabulary along with the various strategies and techniques for examining and responding to the experiences which candidates will encounter in the work place. The program provides a sturdy bridge connecting educational theory with practice, pre-service with in-service education, and the University with the local school and community.

The program's curricular and co-curricular offerings, including specific course-related goals and objectives, produce outstanding credential candidates and provide outstanding support for the Vision of Humboldt State University. Program outcomes, and the component/s of the HSU Vision Statement with which they align, are noted below.

- Candidates demonstrate high moral and ethical values and humane and enthusiastic service to others. (Components 1, 4, & 5 of HSU's Vision Statement)
- Candidates are knowledgeable and skillful in working with students, staff, and community members who have linguistically, racially, culturally and ethnically-diverse backgrounds. (Components 1, 4, 5, 6, 7, & 8 of HSU's Vision Statement)
- Candidates are cognizant of various learning styles. (Components 1, 6, 7, & 8 of HSU's Vision Statement)
- Candidates utilize interpersonal skills, including facilitation skills (empathy, respect, warmth) and asserting skills (expressing opinions and making requests) to create nurturing, high performing school environments. (Components 1, 4, 5, 6, 7, & 8 of HSU's Vision Statement)

- Candidates employ appropriate discipline strategies so that a school can be maintained that balances freedom and control and promotes development of the full potential and self-worth of all students and staff. (Components 1, 4, 5, & 8 of HSU’s Vision Statement)
- Candidates understand instructional strategies, assessment tools, and evaluation procedures, as they apply to the school’s curriculum and to curriculum standards. (Components 7 and 8 of HSU’s Vision Statement)
- Candidates are knowledgeable of California’s curriculum frameworks and curriculum content and performance standards. (Components 7 and 8 of HSU’s Vision Statement)
- Candidates have knowledge and experience in the use of the ever-changing instructional and information technologies that are available, including multi-media, and understand the importance of integrating these technologies into the learning environment. (Components 1, 5, 7, & 8 OF HSU’s Vision statement)
- Candidates demonstrate an understanding of state and federal laws pertaining to school governance and management. (Components 4, 5, 6, 7, & 8 of HSU’s Vision Statement)

II. Demand (Limit: 1.5 pages per option, not including tables) [20%]

A. Internal demand for the degree program and courses in the degree program

1. Headcount Data

Major Academic Year (Fall/Spring) Average Headcount Summary									
Majors_overview_CRPY report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
CRPC	PPS - Counseling-Cred/Defun	2	1	0	0	0	0	0	0
CRPY	PPS - School Psychology-Credential	1	6	1	5	4	5	0	0
Total		3	7	1	5	4	5	0	0

Major Academic Year (Fall/Spring) Average Headcount Summary									
Majors_overview_CRAC report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
CRAC	Administrative Services-Prelim	8	28	7	18	1	31	2	9
Total		8	28	7	18	1	31	2	9

Major Academic Year (Fall/Spring) Average Headcount Summary									
Majors_overview_CRAS report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
CRAS	Administrative Services-Prof Clear	18	0	6	0	12	0	10	11

Total		18	0	6	0	12	0	10	11
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Second Majors by Academic Year (exclusive of primary majors) Majors_overview_CRPY report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
CRPC	PPS - Counseling-Cred/Defun	19	6	1	1	0	0	0	0
CRPY	PPS - School Psychology-Credential	9	8	10	5	7	3	3	0
Total		28	14	10	6	7	3	3	0

Second Majors by Academic Year (exclusive of primary majors) Majors_overview_CRAC report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
CRAC	Administrative Services-Prelim	3	3	2	1	1	0	0	5
Total		3	3	2	1	1	0	0	5

Second Majors by Academic Year (exclusive of primary majors) Majors_overview_CRAS report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
CRAS	Administrative Services-Prof Clear	0	0	1	1	1	0	0	0
Total		0	0	1	1	1	0	0	0

Majors by Sex and Ethnicity Majors_overview_CRPY report generated: 16-APR-08									
SEX	Ethnicity	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Female	Asian	0	0	0	1	0	0	0	0
	Hispanic	0	0	0	0	0	1	0	0
	White	3	5	1	3	3	3	0	0
	Unknown	0	0	0	1	0	0	0	0
sum		3	5	1	4	3	4	0	0
Male	Native Amer	0	1	0	0	0	0	0	0
	White	0	1	0	1	0	0	0	0
	Unknown	0	0	0	0	1	1	0	0
sum		0	2	0	1	1	1	0	0

Majors by Sex and Ethnicity									
Majors_overview_CRAC report generated: 16-APR-08									
SEX	Ethnicity	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Female	Hispanic	0	0	0	1	0	4	1	0
	Native Amer	0	1	1	2	0	1	0	0
	White	5	16	3	9	1	9	0	5
	Unknown	1	1	0	0	0	1	0	1
sum		5	17	4	12	1	15	1	6
Male	Hispanic	0	0	0	0	0	2	0	0
	Native Amer	0	1	0	0	0	0	0	0
	White	2	9	4	4	0	14	1	3
	Unknown	1	1	0	2	0	0	0	0
sum		3	11	4	6	0	16	1	3

Majors by Sex and Ethnicity									
Majors_overview_CRAS report generated: 16-APR-08									
SEX	Ethnicity	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Female	Asian	0	0	0	0	0	0	0	1
	Hispanic	1	0	1	0	0	0	1	0
	Native Amer	1	0	0	0	0	0	1	1
	White	3	0	2	0	8	0	5	2
	Other	0	0	0	0	0	0	0	1
	Unknown	0	0	0	0	0	0	1	1
sum		5	0	3	0	8	0	8	6
Male	Hispanic	2	0	0	0	0	0	0	0
	Native Amer	1	0	0	0	0	0	0	1
	White	10	0	3	0	4	0	3	3
	Unknown	0	0	1	0	0	0	0	1
sum		13	0	4	0	4	0	3	5

Credentials Awarded* by Major and Academic Year									
credawards report generated: 11-MAR-08									
PROGRAM	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
PPS - School Psychology	11	5	7	11	10	9	9	4	

2. FTES by Course Code

FTES taken in Administrative Services classes by Majors (AY 02/03 - AY 07/08)								
course_ftes_smry_AS report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
AS	Upper-div	Administrative Services-Prof Clear	3.2	.0	6.1	.0	5.3	8.0
		Administrative Services-Prelim	2.9	11.7	.0	23.8	.9	7.1
		Education-Grad	.0	.6	.1	.1	.4	4.8
		Communication	.0	.0	.0	.1	.0	.0
		Env Systems (Intl Dev Tech)-Grad	.0	.0	.0	.0	.1	.0
	Sub-total		6.1	12.3	6.2	24.1	6.8	19.9
Total			6.1	12.3	6.2	24.1	6.8	19.9

FTES taken in Administrative Services classes by Majors (AY 02/03 - AY 07/08)								
course_ftes_smry_AS report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
AS	All Levels	Administrative Services-Prof Clear	3.2	.0	6.1	.0	5.3	8.0
		Administrative Services-Prelim	2.9	11.7	.0	23.8	.9	7.1
		Education-Grad	.0	.6	.1	.1	.4	4.8
		Env Systems (Intl Dev Tech)-Grad	.0	.0	.0	.0	.1	.0
		Communication	.0	.0	.0	.1	.0	.0
Total			6.1	12.3	6.2	24.1	6.8	19.9

3. Service to other HSU program/options

Document other HSU programs/options (including, GE) with required coursework from your program

Other HSU program/option name	Courses required List course number and units	Restricted elective courses List number and units

4. Comment on the internal demand **FOR EACH OPTION** of the Major. Explain any significant changes in internal program demand over past 7 years. Provide any additional relevant information of internal demand.

PPS – School Psychology Credential

ENTER COMMENTS HERE

Administrative Services- Credential Prelim

Geographically, HSU is the only university or college in the coastal region of Northern California that offers a qualifying credential program for local and regional educators who wish to obtain their Preliminary (Level 1) Administrative Services Credential. As a result, internal demand for the Program is high among local and regional educators. Moreover, many local and regional school administrators are approaching retirement age, and many local school district employers are encouraging promising classroom teachers in their school districts to pursue careers in the field of school administration.

Where the program is only offered every other year, student enrollment patterns reflect higher “headcounts” in the academic years in which the program is offered. This pattern, for example, can be observed in the Table for Headcount Data in the 2001-02, 2003-04, and 2005-06 academic years. Conversely, lower “headcounts” can be observed in the Headcount Data Table for the academic years 2002-03, 2004-05, and 2006-07, academic years when the program was not offered.

Given the very low enrollment patterns in the Headcount Data Tables for Majors and Second Majors by Academic Year or by Sex and Ethnicity, no further comments or analyses are offered at this time.

The FTES data for the Preliminary (Level 1) and the Professional (Level 2) credential programs, which are offered, programmatically, in alternate years, reflect the same patterns of highs and lows that were noted above in the earlier discussion of Headcount Data.

In terms of service to other HSU programs or options approximately 10% of the students who enroll in the Preliminary (Level 1) credential program also enroll in the M.A. Program in Education at HSU. Students enrolled in the M.A. Program must complete a minimum 17 or 18 semester units of course work in the Administrative Services Credential Program along with their 20 semester units of M.A. Program courses. Successful completion of 24 semester units of A.S. course work is required in order to earn the Preliminary (Level 1) Administrative Services Credential.

Administrative Services- Credential Prof Clear

Geographically, HSU is the only university or college in the coastal region of Northern California that offers a qualifying credential program for local and regional educators who wish to obtain their Professional (Level 2) Administrative Services Credential. As a result, internal

demand for the program is high among local and regional educators. However, only practicing school administrators are eligible to enroll in the program, so student enrollments are traditionally smaller than student enrollments in the Preliminary (Level 1) Administrative Services Credential Program. With many local and regional school administrators approaching retirement age, it is expected that demand for the program will remain high.

B. External demand for “graduates” from the program

Imagine you are answering a parent’s question about job prospects and the demand for graduates of your program/option. Describe evidence of external demand for this program. Evidence may be cited from one of the following sources: the State of California <http://www.labormarketinfo.edd.ca.gov/>, the US Department of Labor <http://www.bls.gov/OCO/>, the National Association of Colleges and Employers, <http://naceweb.org>. Evidence may be cited from an additional source from, for example, a professional society relevant to your discipline.

ENTER COMMENTS HERE

Preliminary (Level 1) and Professional (Level 2) Administrative Services Credential Programs

Local and regional school district employers and school administrators within HSU’s service area continue to request that the University offer both the Preliminary (Level 1) and the Professional (Level 2) Administrative Services Credential Programs. Without the program at the University, an extreme hardship would be imposed on local educators who wish to seek preparation or professional advancement in the field of school administration in our remote, rural area. Also, with the growing shortage of credentialed and qualified school administrators in California, local school districts would experience an ever-increasing hardship in the recruitment and hiring of administrative personnel, if it were not for HSU’s Administrative Services Credential Program.

III. Program Quality (Limit: 6 pages, not including tables) [30%]

Note: Some of the data in the report tables are incorrect. Application numbers for the Preliminary (Level 1) Administrative Services Credential are encouraging. The program has continued to grow, and given the potential employment opportunities in the local and regional market place, this trend should continue into the future.

Applications for the Professional (Level 2) credential program are traditionally fewer in number than those applications for the Preliminary (Level 1) credential program, because applicants must already be working in school districts as school administrators in order to be eligible to enroll in the program at the University. In the past two biennial program cycles, a total of 24 students have been served.

A. Students

1. For undergraduate programs

Total Fall Applications received appsXmajFall report generated: 29-JUL-08						
General major	2003	2004	2005	2006	2007	2008
Administrative Services-Prelim	10	1	31	3	8	1
Administrative Services-Prof Clear	0	4	1	4	12	1

Total Fall Applicants who enrolled appsXmajFall report generated: 29-JUL-08						
General major	2003	2004	2005	2006	2007	2008
Administrative Services-Prelim	9	0	31	1	8	0
Administrative Services-Prof Clear	0	4	0	2	10	0

Provide evidence indicative of program quality related to student learning (e.g., patterns of student achievements in discipline-specific contexts such as special honors or awards, publications, presentations; passing rates on professional examinations; proportion of students who are admitted to graduate school and/or employed in a disciplinary field; and so on – as appropriate for your discipline).

ENTER COMMENTS HERE

To assess program quality, the Preliminary (Level 1) Administrative Services Credential Program employs a candidate assessment system that is comprehensive and tied to the program’s curriculum, field experiences, and to the California Commission on Teacher Credentialing’s Standards of Candidate Competence and Performance. Multiple measures, including both formative and summative assessments, are used by the candidates’ instructors and their field-based and University supervisors to assess their overall performance in the program.

The candidate's assessment includes a review of the course projects, assignments, and experiences which address the California Commission on Teacher Credentialing's Standards of Candidate Competence and Performance. A description of these projects, assignments, and experiences may be found in the program's course syllabi. In addition to their mentoring and supervisory activities, site and University supervisors evaluate the candidate's performance in the field, including their ability to use and apply the theories, concepts, skills, and practices that they acquire in their formal course work. Candidates must also pass an oral examination, which, in part, assesses their level of understanding of the subject matter content with the Standards of Candidate Competence and Performance and their ability to function as school administrators.

At the conclusion of their elementary and secondary field experiences, candidates are required to submit a final draft of their field experience plans which contain a description of their major professional growth goals and related field experiences within each California Commission on Teacher Credentialing Standard of Candidate Competence and Performance. Candidates are also required to submit an accompanying field experience log which documents their field experience hours and their domain-related field activities. Along with these two documents, candidates are responsible for preparing and submitting a field experience portfolio containing 1) the results of their professional growth assessments, 2) their field experience plans for both elementary and secondary field experiences, including relevant documents, exhibits, and sample artifacts, and 3) their reflection papers for both elementary and secondary field experiences.

While enrolled in the program, candidates must maintain a 3.00 GPA and must satisfactorily complete all course work and assignments in order to be recommended for the Preliminary Administrative Services Credential. Currently, there are no required state external examinations. Approximately 10% of the candidates in the program are also enrolled in, and completing, their Masters Degree in Education at HSU.

Program quality in the Professional (Level 2) Administrative Services Credential Program is measured, in large part, by a variety of candidate assessment activities. As part of the assessment process, the candidate's Professional Development (Induction) Plan is reviewed and evaluated for completeness. In concert with their Professional Development Plan, candidates prepare a portfolio in which documents, sample artifacts, and exhibits related to the achievement of their induction plan goals, objectives, and activities are maintained.

Ongoing assessment of the candidate's competence occurs throughout the program. Informally, candidate observation, assessment, and feedback occur during site visits with the University Program Leader/Coordinator and during meetings with the candidate's cooperating mentor. Formally, candidates are assessed on learning outcomes in academic course work and upon their level of understanding of administrative practices within the program's six curricular thematic areas. In their course work, candidates are provided with a variety of opportunities to demonstrate their understanding and levels of competence in a variety of administrative tasks and practices. Some of these opportunities include work products, oral presentations, and observations of the candidate's work in the field. Additionally, each candidate is formally evaluated by a cooperating mentor and by the Program Leader/Coordinator using a set of the program's standardized assessment instruments.

B. Faculty

1. Provide evidence of teaching effectiveness and commitment to continuous improvement of teaching. Include, for example, engagement in professional development for teaching (including around campus themes on learning outcomes and diversity, and on accessibility training), program approaches to ensure quality, and/or recognitions, honors, and awards for excellence in the classroom as appropriate for your program.

ENTER COMMENTS HERE

See Departmental Report

2. Evidence of faculty engagement in scholarship/creative activities and service. (Express as a percentage of full-time or FERP faculty members **affiliated with the program**. For example, if 9 of 10 faculty affiliated with your program gave a paper at a professional meeting in 04/05, then enter 9/10 = 90%.) This table is to be completed by the department.

Scholarship/Creative Activities/Service	05/06	06/07	07/08
At least one peer-reviewed publication or creative product			
At least one funded grant or contract related to scholarship			
Invited participant or leader of workshops, expert panels, or task forces	2	2	3
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting			
Professional service activities at a regional or national level	2	2	2
Service on at least one university or college-level committee (at least 1 hour/wk avg.)			

3. Provide explanations of the data above and/or descriptions of the patterns of faculty engagement in scholarly and/or creative activities and service as appropriate for your program.

ENTER COMMENTS HERE

The Activities and Services noted in the table above for the years 2005-08 reflect work done by the Program Leader/Coordinator for the California Department of Education, the Humboldt County Office of Education, and for school districts in Humboldt and Sonoma Counties. These consultant activities and services have included workshop presentations, in-service trainings for

Chief Business Officials in school districts and county offices of education, school district budget studies, and technical writing and reporting to local and regional school boards.

In addition to the faculty information in the School of Education's Departmental Report, it should be understood that the current Preliminary (Level 1) and Professional (Level 2) Administrative Services Credential Programs function as a unique collaborative between the University and the K-12 public school system in Humboldt County. Operationally, the University employs a number of respected local educational leaders who serve as part time temporary faculty and subject matter specialists under the general direction of the program's Leader/Coordinator. Though employed part time, every effort is made to strengthen and maintain the program faculty's connection to the University. To achieve this end, all available University and School of Education resources are made available to each part time faculty member, and the School of Education's full time tenure and tenure track faculty accept and work with the Administrative Services Program faculty as colleagues and partners.

Instructionally, candidates view the use of local practitioners as a strength of the Administrative Services Credential Programs at HSU. Each faculty member has expertise and/or experience in one or more of the content areas within the program's course of study. Though faculty members are field-based, theory and research are emphasized and/or utilized in all course work and field-based activities. Upon completion of the program, candidates possess a strong theoretical foundation in the principles and practices of educational leadership, including an emphasis on teaching and learning for all students, and are well-prepared to apply their knowledge and skills in their local schools and communities.

4. Provide evidence for faculty mentoring of students. Include, for example, approaches to advising, directed study or research, and/or clubs or student professional chapters that involve faculty mentorship.

ENTER COMMENTS HERE

The Program Leader/Coordinator serves as the primary advisor to all credential candidates in the Administrative Services Credential Programs. During the candidate's field experience, a University supervisor may also serve in an advisory capacity. Candidates may also access the Program Leader/Coordinator during office hours. Instructors are also available before and after classes. Because credential candidates are employed full-time, they often utilize the telephone or email rather than office visits to raise questions or to resolve problems.

5. Other evidence of quality indicators related to faculty that may not be listed elsewhere, including, for example, faculty diversity within the program.

ENTER COMMENTS HERE

No Additional Comments

C. Curriculum (differentiate by option, if appropriate)

1. Writing and oral communication learning outcomes
Describe how written and oral communication skills are included in your program.

ENTER COMMENTS HERE

All courses in both the Preliminary (Level 1) and the Professional (Level 2) Administrative Services Credential Programs require candidates to demonstrate high levels of proficiency in both written and oral communications. Within each course, candidates may be required to “write on demand” in class in regard to topical questions, prepare term papers, draft critique and reflection papers, prepare written reports, make oral presentations, and serve as panelists for panel presentations and discussions.

2. Assessment
[Data on program progress with assessment tasks will be provided from the Faculty Associate for Assessment]
Provide 2 examples of how you have used results of assessment of your program’s student learning outcomes to adapt, enhance, or affirm your program’s curriculum.

ENTER COMMENTS HERE

Based upon feedback received from students in both the Preliminary (Level 1) and the Professional (Level 2) Credential Programs, we have endeavored 1) to increase contacts and visits to students in the field during field experiences and/or during their engagement in professional duties and activities, and 2) to increase the number of classroom visits from specialists or resource speakers with expertise in all phases of school leadership and management.

3. Accreditation (if applicable)
If the program is accredited, describe the need for this accreditation and its impact on the quality and composition of the curriculum of the program.

ENTER COMMENTS HERE

To be accredited by the California Commission on Teacher Credentialing, our Preliminary (Level 1) and Professional (Level 2) Credential Programs must address specific pre-conditions established by the Commission and Commission Standards 1 through 15 and Standards 1 through 11, respectively.

The programs were initially accredited by the California Commission on Teacher Credentialing in May, 2002, and they were recently approved again by the Commission in August, 2007.

It’s critically important for our credential programs to be accredited by the CCTC . Our accreditation by this state commission provides constructive evidence that our programs satisfy the state of California’s licensure requirements for preparing school administrators to work legally and effectively in California’s schools.

4. Relevance and innovation

Provide evidence through examples that demonstrate a curriculum that is relevant, innovative, forward looking, responsive to changing trends, and equips students to function in a diverse, global context.

ENTER COMMENTS HERE

Both the Preliminary (Level 1) and Professional (Level 2) Credential Programs are relevant, innovative, forward looking, responsive to changing trends, and equip students to function in a diverse, global context.

These “desired ends” reflect the nature of our curricula in both credential programs. Our recent accreditation approved by the CCTC’s Committee on Accreditation confirms that our programs and our courses of study satisfy these criteria. We use and incorporate the latest technologies in our instruction, and to address the Commission’s Standards for licensure in California, our courses must be innovative, relevant, and cutting edge in order to prepare educational leaders for today’s and tomorrow’s schools.

5. Interactions between graduate and undergraduate programs (if applicable)

If this is a graduate program, what opportunities for undergraduates result (or are lost) by virtue of the graduate program.

ENTER COMMENTS HERE

Though there are no direct linkages between our credential (graduate) programs and the undergraduate programs at the University, our instructors make themselves available as guest speakers to undergraduate classes and/or to groups of students who are interested in the teaching profession and who may ultimately be interested in positions or careers in leadership and management in the education profession.

6. Program uniqueness

If your program provides unique educational opportunities or course content that is found at few or no other CSU institutions, please describe this uniqueness.

ENTER COMMENTS HERE

Our Preliminary (Level 1) and Professional (Level 2) Administrative Services Credential Programs are unique among similar credential programs throughout the CSU system in that we try to prepare students for leadership and management roles in smaller, rural school districts within the state of California. The school administrator working in a small school district (often less than 500 students) must wear many hats and must have a greater in-depth understanding of all facets of a school district operation. We pride ourselves in the preparation that we offer

which uniquely prepares our candidates to work effectively in smaller, rural schools and in smaller rural school districts.

Our collaborative partnership with our local K-12 education community is another unique feature of our two credential programs.

7. Opportunities for undergraduate scholarship/creative activities/service
Estimate the percentage of your undergraduate majors that participate in scholarship/creative activities/professionally-related service, and provide some illustrative examples of such activities. Can students receive academic credit for these activities and have them counted toward undergraduate major requirements?

ENTER COMMENTS HERE

Not Applicable to Administrative Services Credential Programs

D. Affiliations/Equipment/Facilities/Environment

1. Affiliations
Some academic programs are affiliated with on-campus or off-campus centers, units or institutes that bring important benefits to programs. For any such center/unit/institute, please provide (1) the name of such center/unit/institute, and very brief descriptions of (2) the purpose of the center/unit/institute, (3) the nature of your program's affiliation with the center/unit/institute, and (4) the benefits accruing to your program/major from your affiliation with this center/unit/institute. Units/centers/institutes may be public (HSU, CSU, local, state, federal) or private.
2. Facilities and resources
Provide a brief listing of your most important facilities, equipment and information/library resources, and describe the degree to which the current facilities, equipment and information/library resources affect program quality.

ENTER COMMENTS HERE

The Preliminary (Level 1) and Professional (Level 2) Administrative Services Credential Programs function as a unique collaborative between the University and the K-12 local public school system in Humboldt County. This partnership between the University and the local education community is recognized and supported by local school boards, including the Humboldt County Board of Education.

Both the Preliminary (Level 1) and the Professional (Level 2) Administrative Services Credential Programs utilize instructional media and technologies, classroom meeting space, including the University library and its resources, on campus. The programs also utilize meeting space and instructional media and technologies at the Humboldt County Office of Education. All of these facilities and resources contribute immensely to the quality and success of both programs.

3. Unique local and regional environment
Describe how the program takes advantage of the unique local or regional social, cultural and/or natural environment available to students and faculty at HSU. (Do not include items listed under D1.)

ENTER COMMENTS HERE

Our rural, geographically-isolated setting offers unique instructional options and delivery systems for future educational leaders and managers, most of whom who will work in smaller, rural school districts.

IV. Investments, Revenues, and Efficiencies (Response Limit: 2 pages of narrative, not including tables) [20%]

A. Program Investments

1. Program Investment – Degree Requirements

Enter the total number of required course units (as listed in the catalog) for this academic program, and then the number of required course units for this academic program that are from the primary course code associated with your program. Provide a total for each option if appropriate.

Student Units

Total required Program SCUs	L-1: 24	Required Program SCUs in the primary Course Code	L-1: 24
	L-2: 24		L-2: 24

Weighted Teaching Units (WTU's)

Total the number of WTUs required to teach 1 section of each of the required courses in the program. If there are lists of restricted electives (e.g., take 1 of the following 3 courses), then choose a representative course from the list. For required S-factor courses, estimate the typical number of WTU's assigned to a faculty member who teaches the course. Again, differentiate by option if appropriate.

Total Required Program WTUs	L-1: 24	Required Program WTUs in the primary Course Code	L-1: 24
	L-2: 24		L-2: 24

2. Program investment – by Minimum Weighted Teaching Units required to offer coursework so students can make reasonable progress toward their degree.

Complete the table below using the definitions that follow. Include additional columns as needed for additional options.

Total WTU in Course Code	WTU for GE and service to other academic Programs	WTU for Major Option 1	WTU for Major Option 2	WTU for Major Option 3
Lvl. 1: 24 Lvl. 2: 24		Lvl. 1: 24	Lvl. 2: 24	

Total WTU in Course Code: Sum up the total number of WTU that were used to teach courses in the primary course code associated with your academic program **over the past two academic years**. Exclude remedial courses.

Service to GE and other Academic Programs: Enter the total number of WTU that were used **over the past 2 years** to meet service demands imposed by students outside the major. (In other word, if 8 sections of Egyptology 301 have been offered over the past 2 years, but if 2 sections over the past 2 years would have been sufficient for the Egyptology majors, then count 6 sections of Egyptology, and the associated WTU, in this category.)

WTU for Major Option (s): Sum up the non-service WTU for the set of courses in the course code associated with your program that you would need to offer **over a two year period** to accommodate progress toward degree for your program students.

Notes: 1) In programs with multiple options, courses common to the multiple options should be included in all options. Hence the entries to the right of the “Total” entry will not sum to the total. 2) Do not pro-rate WTU’s by the percentage of students in a particular section of a course that are majors. Include the course in the count if it must be offered during a 2-year period for students to make progress toward their degree. The 4-year major plan for Freshmen may be useful.

3. Program Investments – by staff allocations.

Estimate the percent of departmental expenditures for staff positions that can be attributed to this academic program. Provide an explanation, as appropriate.

	Major Program
Percents of Staff FTEF	

Staff FTE

	1/31/2004		1/31/2005		1/31/2006		1/31/2007		1/31/2008	
SCHOOL OF	Count	Sum	Count	Sum	Count	Sum	Count	Sum	Count	Sum

EDUCATION										
R04	3	2.50	2	2.00	3	2.75	3	2.75	3	2.75
R07	3	2.05	3	2.85	3	2.05	3	3.00	3	3.00
R09							1	0.20		
Total	6	4.55	5	4.85	6	4.80	7	5.95	6	5.75

ENTER COMMENTS HERE

See Departmental Report

4. Program Investments – Other annual costs.

Provide dollar estimates for other program costs by the following categories. Annualize periodic costs (equipment purchases or facilities upgrades) as necessary. Include an explanation, if appropriate. Do not include costs for commonly used items (smart classrooms, faculty workstations, etc.).

Category	Estimated Cost
Equipment (including maintenance)	
Instructional Supplies	\$500.00
Temporary Help (graders, lab assistants, GA's, etc.)	

5. Program Investments – accreditation [if applicable]

If this program is accredited, describe how this accreditation effects program costs.

ENTER COMMENTS HERE

See Departmental Report

B. Gross Revenues

Revenue	05/06	06/07	07/08
DEPARTMENTS COMPLETE THIS SECTION			
Fundraising/donations			
Extended Education			
Student fees			
Instructionally Related Activities (IRA)			
Instructionally-related grants			

Grants and contracts to P.I.s			
Other revenues			

Provide an explanation for how these revenues support the academic program.

ENTER COMMENTS HERE

See Departmental Report

C. Efficiency

1. Efficiency – By SFR for course code

Academic Year Averages	Subject	02/03	03/04	04/05	05/06	06/07	07/08
SFR	AS	8.36	12.00	7.62	22.74	13.37	24.95
FTEF	AS	0.73	1.03	0.82	1.06	0.51	0.80

SFR SUMMARY	02/03	03/04	04/05	05/06	06/07	07/08
AHSS	20.36	22.05	21.94	20.61	21.19	22.91
CNRS	15.66	16.90	17.17	16.04	16.82	18.28
CPS	15.12	16.29	15.68	15.22	20.80	25.33
UNIVERSITY TOTALS	17.28	18.65	18.57	17.52	19.32	21.43

Explain any substantial changes in SFR. Also explain why this SFR differs from the college and/or university SFR. What efforts have been made over the past few years by the program to improve this measure of efficiency? Use the data under part IV.E. as appropriate.

ENTER COMMENTS HERE

See Departmental Report

2. Efficiency – Other views.

The Prioritization Task Force will examine the data given under section IV.A and B in terms of the overall production (e.g. number of majors, number of graduates) in the program. Please comment if appropriate.

ENTER COMMENTS HERE

See Departmental Report

D. Budget cut impacts

Indicate how your program has been affected by recent (since 2002-2003) budget cuts that have directly affected resources for your program (faculty, staff, operating expense) and course offerings (class size, reduced course offerings or options for the major.) Refer to the data included under section IV. E. or in the departmental report as appropriate.

ENTER COMMENTS HERE

See Departmental Report

E. Additional Data

Course Offerings Profile in Administrative Services (AY 00/01 - AY 07/08) class_offerings_AS report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Distinct Courses Enrolled	3	5	5	5	4	5	5	5
Sections Enrolled	5	5	5	5	4	5	5	5
Average Section Enrollment	20	29	8	15	13	30	9	24
Distinct Courses Enrolled in Administrative Services by Level (AY 00/01 - AY 07/08) class_offerings_AS report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Upper-div	3	5	5	5	4	5	5	5
Total	3	5	5	5	4	5	5	5
Sections Enrolled in Administrative Services by Level (AY 00/01 - AY 07/08) class_offerings_AS report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Upper-div	5	5	5	5	4	5	5	5
Total	5	5	5	5	4	5	5	5
Avg Section Enrollment in Administrative Services by Level (AY 00/01 - AY 07/08) class_offerings_AS report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Upper-div	20	29	8	15	13	30	9	24
Total	20	29	8	15	13	30	9	24
FTES in Administrative Services by Course Level (AY 00/01 - AY 07/08)								

class_offerings_AS report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Upper-div	14.8	23.2	6.1	12.3	6.2	24.1	6.6	19.9
Total	14.8	23.2	6.1	12.3	6.2	24.1	6.6	19.9

NOTE: In the above tables all class sections have 2 or more students enrolled. This is done to minimize the influence of independent student sections. Distinct Courses count each distinct SUBJ/Course-number combination enrolled. All figures are Fall/Spring term averages. Due to the rounding of average Academic Year counts, the various breakouts may not add to the exact same amounts.

Other Class Offering Breakouts

These examine independent study sections, and sections by different modes of instruction. The Lecture-only sections have only a C1 through C6 mode. The Lab/Activity-only sections have only a C7 through C-16 mode. Other modes and combinations contain the remaining modes or combinations of lecture and lab/activity modes.

Other Special breakouts in Administrative Services (AY 00/01 - AY 07/08)									
class_offerings_AS report generated: 27-JUN-08									
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08	AY 07/08
Sections with 1 student enrolled	0	1	1	1	0	0	0	0	0
Lecture only sections	4	4	3	4	3	4	3	4	4
Lab/Activity only sections									
Other modes and combinations	1	1	2	1	1	1	2	1	1

V. Potential (Please complete this section for each option. Limit: 2 pages per option) [15%]

A. Program capacity with existing resources:

1. What is your program's maximum capacity with current resources? Use two metrics to define "capacity": The number of graduates per year, and the number of FTES generated by courses that are unique to this option, per year.

(Completed by the department)	Graduates per year	FTES in the major option per year
Existing		
Maximum capacity with existing resources		

2. If your program is at maximum capacity, proceed to part B. If you have capacity to grow with existing resources, what steps have been taken to increase enrollment? What have been the effects of these steps, and what results are still anticipated?

ENTER COMMENTS HERE

As mentioned earlier in this report, the Preliminary (Level 1) and the Professional (Level 2) Administrative Services Credential Programs are offered in alternate years. As a result, student enrollment patterns for each individual program will reflect high enrollments in those years when a program is offered and zero or low enrollments in those years when a program is not offered. At the present time, each of the two programs may serve up to 25 or 30 students with our current resources.

Efforts to maintain and increase enrollments in both programs are on-going. Since our programs operate in a partnership fashion with our local K-12 education community, the Program Leader/Coordinator meets regularly with organized regional groups of administrators throughout the county to build and strengthen relationships between practitioners in the field and the Administrative Services Program at the University. Recruitment plans and efforts frequently take place at these meetings. Additionally, formal and informal communications are maintained with the local schools that focus on recruitment. These efforts continue to have a positive effect on student recruitment.

B. Opportunities for future growth or substantial curricular changes

1. What opportunity does the program have for future expansion? Provide evidence for your response.

ENTER COMMENTS HERE

Given our geographic proximity to other colleges and universities, our programs have the opportunity to both sustain themselves and to grow. We serve our state's far North-west regional counties, and because of our geographic isolation, demand for our programs among local and regional educators remains high. With many school administrators in our service area approaching retirement age, we anticipate that demand for our programs will continue, particularly for our Preliminary (Level 1) Administrative Services Credential..

2. Describe the curricular changes and/or staffing increases required to accomplish such an expansion?

ENTER COMMENTS HERE

In terms of curricular change, the Administrative Services Program faculty would like to prepare and to offer more of our current courses on line.

To prepare on line courses, our faculty will have to seek alternative sources of funding to help pay for the necessary staff time to prepare these curricular changes.

C. Impact of augmented resources

Suppose that your program were ranked in a category that recommended augmentation of resources. What would be the impact of augmented resources? (Answer for a 10% augmentation and a 20% augmentation.)

ENTER COMMENTS HERE

A 10% augmentation to the program would be used to pay for field supervisors and to reimburse field supervisors for the mileage costs that they incur when making site visits to the local schools to observe and to visit candidates in the field.

A 20% budgetary augmentation would be used by the Administrative Services faculty to create and implement on line program courses.

D. Impact of reduced resources

Suppose that your program were ranked in a category that recommended reduction of resources. What would be the impact of reduced resources? (Answer for a 10% reduction and a 20% reduction.)

ENTER COMMENTS HERE

At the present time, salaries for the part time temporary faculty and the Program Leader/Coordinator constitute nearly 100% of the programs' costs. Very few operating expense dollars, except for the costs of duplicating the program's handbook and admission's guide, are used by the two programs. A 10% cut would potentially affect our ability to offer the program to local educators.

With nearly 100% of our budget dollars going to salaries for our part time temporary faculty, a 20% reduction in budgetary resources would not enable us to offer our two credential programs.

E. Impact of program elimination

Suppose that your program were recommended to be discontinued. What would be the impact of program elimination?

ENTER COMMENTS HERE

Our local and regional K-12 school district employers depend upon our two credential programs to prepare licensed school administrators to work in their schools. With California already experiencing a shortage of credentialed and qualified school administrators, elimination of our credential programs would have a very negative effect on local and regional employers to fill

vacant administrative positions and to prepare prospective candidates of their choice to fill anticipated vacancies. Of the nearly 100 school administrators working in schools throughout Humboldt County, nearly 90% of them have earned their administrative credentials at HSU.

VI. Additional Information (Limit: 1 page) [up to 5 extra credit points may be assigned to the overall score]

Provide crucial information that is not provided under the previous categories.

ENTER COMMENTS HERE

The Chancellor's Office of the CSU system has mandated that all campuses in the system offer an independent Ed.D program in educational leadership to serve working professionals in the K-14 system. For years, local educational leaders in our K-14 system have been interested in having this opportunity at HSU.

Many candidates who complete our credential programs would like to continue their studies in an Ed.D program which prepares them for advanced leadership and management roles in the education profession. Our administrative services credential programs have been viewed as the University programs from which many candidates for an Ed.D program at HSU would come.

Locally, demand for an Ed.D program is strong, and there would be interest in having our credential programs interface with the design and development of a future Ed.D program at HSU.

This issue remains under study by the Interim Dean of the College of Professional Studies.

APPENDIX

HSU *Vision* Statement

1. Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
2. We will be the premier center for the interdisciplinary study of the environment and its natural resources.
3. We will be a regional center for the arts.
4. We will be renowned for social and environmental responsibility and action.
5. We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
6. We will commit to increasing our diversity of people and perspectives.
7. We will be exemplary partners with our communities, including tribal nations.
8. We will be stewards of learning to make a positive difference.