

## HSU Academic Program Criteria

### Academic Program in Child Development

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#### 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.

##### 1. *A Focus on Social Responsibility and Action* – Vision Statements 1, 4 & 5

The Child Development program is infused with an emphasis on social responsibility and action, using curricular and experiential components to prepare students to work to improve conditions for children and families and to enhance the quality of community life (HSU Vision statement items 1 “...the campus of choice for individuals who seek above all else to improve the human condition and our environment; 4 “...renown for social and environmental responsibility and action.” And 5 “We believe the key to our common future will be the individual citizen who acts in good conscience and engage in informed action.”).

- Child Development Department mission statement attests to our focus: “Teach professionals how to prepare children and families to meet the challenges of life in a complex and changing world.”
- Learning outcomes include analyzing current views, identifying services, interacting professionally and advocating.(See Department Report)
- Social responsibility and action are integrated throughout the curriculum in core coursework which makes students aware of challenges and needs of children and families (e.g. CD 251 Child, Family and Community; CD 366 Exceptional Children and Their Families, and CD 467 Working with Culturally Diverse Families); asks students to examine the history and current context of social institutions and ideas about serving families from multiple perspectives (CD 310 Perspectives: History and Theory), and requires that students examine their own perspectives as they develop skills in responsible reflective practice (multiple courses, especially practica). Students also have service learning opportunities (CD 211, CD 357, CD 467), initiate and participate in service activities through the Child Development Association and are individually involved in service through YES and in the community.
- The core curriculum includes two senior seminars that specifically focus on analyzing contemporary issues and evaluating, designing and implementing appropriate recommendations for action and advocacy strategies ( CD 469 Contemporary Issues and CD 479 Policy Analysis and Advocacy.) The 479 course in particular is an exemplar for our discipline, and we have been asked by colleagues in other Universities for information about the course and the way that we prepare students in our program to be ready to engage at the required level when they reach senior standing.
- Faculty is engaged in professional service in a variety of ways (see III.B.2), modeling and sharing this with students and involving them whenever possible.

2. *Attention to Diversity: Vision statement #6*

Special attention is given to integrating issues with regard to diversity throughout the Child Development curriculum, and attending to and understand the impacts of diversity is one of our learning outcomes (See Department Report, LO #3.b). There are two DCG certified courses included in the core requirements for the major, CD 310 Perspectives: History and Theory and CD 467 Working with Culturally Diverse Families. The Department offers an additional DCG certified course that is part of three specializations in the major, CD 352 Parent Child Relations. CD 251 Children, Families and Their Communities meets DCG standards and we are planning to submit it for DCG certification. Global perspectives on practice appear in curriculum courses as well – CD 356 Early Childhood Curriculum and CD 357 Literacy. We utilize our professional networks to make service learning and field placements in Tribal Communities and special needs settings. Our discussions about diversity are not limited to ethnicity or language. We challenge students to think deeply and broadly about the many factors that create differences and commonalities in human experience.

3. *Partnering with community – Vision Statement #7.*

The Child Development Department is actively involved with the community in a variety of ways which benefit both our students and our community.

- Faculty members have been involved with tribal nations in consulting, doing workshops, doing program evaluations and collaborating to find ways to support the continuing professional development of CD professionals in tribal communities. We have also developed professional networks in tribal communities that facilitate our ability to arrange service learning placements for our students. CD 211, 357 and 467 have all provided opportunities for students to engage in observation and participation in child and youth programs in tribal communities.
- The Child Development Lab has provided quality preschool experiences to two generations of children in the greater Humboldt Bay area. For 40 years the CDL has been a place where community and University meet – more than 50% of the families at the CDL are not University faculty, staff or student families. The CDL is also a place where community members come to observe: high school students, CR students, Dell Arte professionals and professionals from local and outlying regions (Crescent City, Redway, Weaverville).
- All of the faculty are actively professionally engaged in the community serving agencies such as Humboldt First 5, CARES, Department of Mental Health, CASA, Northcoast Children's Services and doing workshops and trainings for Local Child Care Planning Council, TAPPN, and DSS. Faculty serve on the board of the local professional organization and the advisory board to the Early Childhood Education program at CR.

4. *Stewards of learning to make a positive difference – Vision Statement # 8*

The eighth vision statement, “We will be stewards of learning to make a positive difference” could almost be the CD mission statement, except that for us it would read: “we will guide and support our students in their journey to become stewards of learning to make a positive difference” because we are teaching them to help others learn to make a positive difference in their own lives and in the lives of their families and communities.

**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

<b>Major Academic Year (Fall/Spring) Average Headcount Summary</b> Majors_overview_LSCD report generated: 16-APR-08									
<b>Major Code</b>	<b>Major Description</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
LSCD	Liberal Studies-Child Develop	69	68	64	66	62	63	70	67
<b>Total</b>		<b>69</b>	<b>68</b>	<b>64</b>	<b>66</b>	<b>62</b>	<b>63</b>	<b>70</b>	<b>67</b>

<b>Major Academic Year (Fall/Spring) Average Headcount Summary</b> Majors_overview_LSCE report generated: 16-APR-08									
<b>Major Code</b>	<b>Major Description</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
LSCE	Liberal St-Child Dev-Elem Ed	23	32	40	49	31	26	23	19
<b>Total</b>		<b>23</b>	<b>32</b>	<b>40</b>	<b>49</b>	<b>31</b>	<b>26</b>	<b>23</b>	<b>19</b>

<b>Second Majors by Academic Year (exclusive of primary majors)</b> Majors_overview_LSCD report generated: 16-APR-08									
<b>Major Code</b>	<b>Major Description</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
LSCD	Liberal Studies-Child Develop	3	3	1	3	2	4	1	2
<b>Total</b>		<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>

<b>Second Majors by Academic Year (exclusive of primary majors)</b> Majors_overview_LSCE report generated: 16-APR-08									
<b>Major Code</b>	<b>Major Description</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
LSCE	Liberal St-Child Dev-Elem Ed	0	0	1	1	0	0	0	0
<b>Total</b>		<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Minors enrolled AY Average in Early Childhood Development</b> minors_enrolled_ECD report generated: 06-MAR-08								
<b>CLASS</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Frosh	0	0	1	1	1	1	1	2
Soph	0	0	1	1	1	2	0	0
Jr	4	1	1	2	2	1	3	1
Sr	3	5	4	4	4	4	3	4
	<b>7</b>	<b>6</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>7</b>

<b>Minors enrolled AY Average in Family Studies</b> minors_enrolled_FS report generated: 06-MAR-08								
<b>CLASS</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Frosh	2	2	1	1	2	1	0	0
Soph	0	2	0	2	1	2	1	0
Jr	2	1	4	3	1	2	2	2
Sr	11	11	5	9	5	4	6	4
	<b>14</b>	<b>15</b>	<b>9</b>	<b>13</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>6</b>

<b>Majors by Sex and Ethnicity</b> Majors_overview_LSCD report generated: 16-APR-08									
<b>SEX</b>	<b>Ethnicity</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Female	Asian	3	3	3	4	1	1	3	1
	Black	1	1	1	2	2	3	3	2
	Hispanic	9	6	5	6	7	4	6	8
	Native Amer	2	2	3	1	2	1	1	3
	Pacific Is	0	0	0	0	0	0	0	1
	White	37	40	34	32	34	41	43	38
	Other	3	3	3	3	2	1	3	6
	Unknown	9	8	11	15	11	9	6	5
<b>sum</b>		<b>63</b>	<b>62</b>	<b>58</b>	<b>61</b>	<b>58</b>	<b>59</b>	<b>64</b>	<b>62</b>
Male	Asian	0	0	0	0	0	0	0	1
	Hispanic	1	1	0	0	0	0	1	1
	Native Amer	1	1	1	0	0	0	0	0
	White	3	4	4	4	2	1	3	3
	Other	0	0	0	0	1	1	0	0
	Unknown	1	0	2	1	2	3	2	1
<b>sum</b>		<b>6</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>5</b>

<b>Majors by Sex and Ethnicity</b>									
<b>Majors_overview_LSCE report generated: 16-APR-08</b>									
<b>SEX</b>	<b>Ethnicity</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Female	Asian	0	0	0	0	0	0	0	1
	Black	2	2	2	3	4	1	0	0
	Hispanic	2	2	2	3	2	4	4	4
	Native Amer	0	1	0	2	1	1	0	0
	Pacific Is	0	0	0	0	0	0	0	1
	White	17	20	29	29	14	11	11	8
	Other	0	1	1	2	2	3	2	2
	Unknown	2	4	5	7	4	4	4	3
<b>sum</b>		<b>22</b>	<b>29</b>	<b>37</b>	<b>44</b>	<b>27</b>	<b>22</b>	<b>21</b>	<b>17</b>
Male	Asian	0	0	0	1	0	1	0	0
	Hispanic	0	0	0	0	1	1	0	0
	White	1	3	3	3	1	2	2	2
	Other	0	0	0	0	1	1	0	0
	Unknown	0	0	0	2	2	1	1	1
<b>sum</b>		<b>1</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>

<b>Liberal Studies-Child Develop (with options) Degrees Awarded (incl. primary and second majors)</b>									
<b>degrees_awarded_B_LSCD report generated: 25-JUN-08</b>									
<b>MAJOR</b>	<b>AY 99/00</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	
Liberal Studies-Child Develop	16	23	22	11	25	23	19	20	
<b>sum</b>	<b>16</b>	<b>23</b>	<b>22</b>	<b>11</b>	<b>25</b>	<b>23</b>	<b>19</b>	<b>20</b>	

<b>Liberal St-Child Dev-Elem Ed (with options) Degrees Awarded (incl. primary and second majors)</b>									
<b>degrees_awarded_B_LSCE report generated: 25-JUN-08</b>									
<b>MAJOR</b>	<b>AY 99/00</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	
Liberal St-Child Dev-Elem Ed	3	7	4	4	4	3	1	3	
<b>sum</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>3</b>	

<b>Liberal Studies-Child Develop Degrees Awarded by Sex and Ethnicity (incl. primary and second majors)</b>									
degrees_awarded_B_LSCD report generated: 25-JUN-08									
SEX	Ethnicity	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Female	Asian	0	0	0	0	2	0	0	2
	Black	0	1	0	0	0	0	0	0
	Hispanic	1	0	3	1	1	2	1	2
	Native Amer	0	0	0	1	1	1	2	0
	Pacific Is	0	0	1	0	0	0	0	0
	White	12	14	12	5	13	13	8	12
	Other	1	2	0	1	0	1	1	1
	Unknown	1	5	3	3	6	5	7	2
<b>sum</b>		<b>15</b>	<b>22</b>	<b>19</b>	<b>11</b>	<b>23</b>	<b>22</b>	<b>19</b>	<b>19</b>
Male	Hispanic	0	0	2	0	0	0	0	0
	Native Amer	0	1	0	0	0	0	0	0
	White	1	0	1	0	2	1	0	0
	Unknown	0	0	0	0	0	0	0	1
<b>sum</b>		<b>1</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>

<b>Liberal St-Child Dev-Elem Ed Degrees Awarded by Sex and Ethnicity (incl. primary and second majors)</b>									
degrees_awarded_B_LSCE report generated: 25-JUN-08									
SEX	Ethnicity	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Female	Black	0	0	0	0	1	0	0	0
	Hispanic	0	0	0	0	1	0	1	0
	White	2	6	4	2	1	2	0	3
	Other	0	0	0	1	0	0	0	0
	Unknown	0	0	0	1	0	0	0	0
<b>sum</b>		<b>2</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>
Male	White	1	1	0	0	1	1	0	0
<b>sum</b>		<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>

<b>Minors Awarded by Year in Early Childhood Development</b>									
minors_awarded_ECD report generated: 25-JUN-08									
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	
Early Childhood Development	1	2	1	1	2	1	0	0	

<b>Minors Awarded by Year in Family Studies</b> minors_awarded_FS report generated: 25-JUN-08								
<b>MINOR</b>	<b>AY 99/00</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>
Family Studies	5	11	9	3	8	6	6	3

2. FTES by Course Code **\*\*The numbers don't add to the totals; they significantly UNDERESTIMATE the proportion of FTES being contributed by LSCD majors.**

<b>FTES taken in Child Development classes by Majors (AY 02/03 - AY 07/08)</b> course_ftes_smry_CD report generated: 30-JUN-08								
<b>SUBJ</b>	<b>Course level</b>	<b>Student Major</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
CD	Lower-div	Liberal Studies-Child Develop	7.9	8.2	8.5	11.4	8.4	7.6
		Liberal Studies-Elementary Ed	5.1	5.9	7.4	6.3	5.3	7.1
		Psychology	2.8	2.2	1.9	3.1	3.0	3.3
		Nursing Pre-Major	.4	.8	1.0	2.0	1.0	2.8
		Liberal St-Child Dev-Elem Ed	6.9	7.6	5.3	2.8	2.6	1.9
	<b>Sub-total</b>		<b>38.8</b>	<b>42.1</b>	<b>41.3</b>	<b>40.0</b>	<b>37.2</b>	<b>37.0</b>

<b>FTES taken in Child Development classes by Majors (AY 02/03 - AY 07/08)</b> course_ftes_smry_CD report generated: 30-JUN-08								
<b>SUBJ</b>	<b>Course level</b>	<b>Student Major</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
CD	Upper-div	Liberal Studies-Child Develop	17.7	19.7	19.3	19.9	25.3	26.2
		Liberal Studies-Elementary Ed	5.0	5.4	5.9	5.9	3.6	5.9
		Liberal St-Child Dev-Elem Ed	12.2	11.7	8.0	6.0	7.0	3.4
		Psychology	1.5	1.2	1.0	1.6	1.2	2.4
		Education-Grad	.0	.0	.1	.2	.5	1.4
	<b>Sub-total</b>		<b>39.9</b>	<b>41.7</b>	<b>40.0</b>	<b>38.9</b>	<b>44.7</b>	<b>47.6</b>

<b>FTES taken in Child Development classes by Majors (AY 02/03 - AY 07/08)</b> course_ftes_smry_CD report generated: 30-JUN-08								
<b>SUBJ</b>	<b>Course level</b>	<b>Student Major</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
CD	All Levels	Liberal Studies-Child Develop	25.5	27.8	27.8	31.3	33.7	33.8
		Liberal Studies-Elementary Ed	10.1	11.3	13.3	12.2	8.9	13.0
		Psychology	4.2	3.4	2.9	4.7	4.2	5.8
		Liberal St-Child Dev-Elem Ed	19.1	19.2	13.3	8.8	9.6	5.3
		Nursing Pre-Major	.4	.8	1.1	2.2	2.1	3.7
<b>Total</b>			<b>78.7</b>	<b>83.7</b>	<b>81.3</b>	<b>78.9</b>	<b>82.3</b>	<b>84.5</b>

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
LSEE: Main program and Depth of Study	CD 355 (3) or COMM 422; CD 256 (3) or PSY 213 (both COMM and PSY have cut back on offerings for budget and staffing reasons impacting CD classes)	Depth of Study: CD 257 (4) CD 251 or 352 (3) CD 356 or 357 (3)
NRPI: Minor	CD 255 (3) CD 257 (4) CD 356 (3) CD 358 (4) CD 446 (3) CD 463 (3)	
Education: Minor and Area of Emphasis in MA	Minor: CD 352 (3) CD 467 (3)	Concentration: Students select upper division and/or mixed level CD courses (e.g. 546) to fulfill 12 – 14 units: typically CD 310 (3), CD 546 (3), CD 469 (3) and CD 479 (3) and/or CD 482 (3) or CD 499 (3)

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.

*Liberal Studies-Child Develop (LSCD)*

The Liberal Studies-Child Development program (LSCD) has been a basically stable program over the last 7 years in spite of budget cuts, faculty changes and the fact that it can be hard for students to find due to the LS prefix. Along with the University averages, the Child Development program experienced a small drop in both head count and FTES in 04/05 and 05/06 but had already rebounded by 06/07 (before the University average rebounded) and continued to grow in FTES in 07/08 in spite of a small drop in headcount (pgs. 2 and 6). Three things are noteworthy about these patterns:

- A. The drop in headcount in 07/08 may be related to the fact that we had the sudden and unexpected departure of a faculty member in August of 07 and the move of our

department chair to the position of Associate (fall) and then Acting (early spring) and then Interim Dean, leaving the department very short on faculty experienced in doing advising. Students often “discover” CD after they arrive at HSU and so take CD courses and actively pursue the major before declaring the CD major. Indeed an important part of the advising process is to make sure that they have done their change of major forms! We ran into the problem in 07/08 that we weren’t keeping up with this.

- B. With regard to FTES patterns, the charts on page 6 are difficult to interpret because 1) the numbers within the charts do not add to the sums even though the totals at the bottom of the page match to the information available through Institutional Data on the web, and 2) we know there were students taking our courses who represented other majors that are not listed in these charts, in particular social work majors, and 3) we know that the greatest proportion of the students in our classes are LSCD majors and the charts appear to significantly under represent this population . One thing that the charts suggest that we know to be true is that the proportion of students from other majors who are taking CD classes is growing.
- C. FTES grew in spite of the fact that we had to drop a couple of classes that would normally have been offered.

The Child Development program can be hard for students to find because it is not listed as Child Development in the CSU data base; it is listed as Liberal Studies Child Development. Faculty are working on the documents required to get CD identified as an independent major so the LS prefix would be removed and the program would be easier to find, but this is a laborious task and work load issues in the last two years have slowed progress. We have also encountered problems within our own University in terms of recruiters, orientation personnel and advisers 1) knowing we exist and 2) knowing what we do. We have worked with members of enrollment management and made some progress; we have also done our own outreach to community colleges. A community college colleague commented in a professional conference that “You have an outstanding program, but it’s the best kept secret in the CSU!” In spite of that we have a strong and consistent program, and we are doing everything we can to change that.

Student Gender and Ethnicity: Child Development is a discipline that has traditionally been dominated by women except at the highest academic and research levels where there tends to be more balance. We have generally been able to maintain about 6 – 10% male enrollment which is actually fairly strong for the discipline. There are many social factors that work against men entering the field, and we try to support our male students in facing these challenges and professionally advocate for education and equity in workforce situations. Diversity is valued by our department, and we have worked to create and support diversity in our student and faculty population, but it is difficult. Comparison of University percentages obtained from the Diversity website and CD program totals calculated from the data given on page 3 produced the following chart. There are all kinds of problems with this data, not the least of which is that the numbers on page 3 don’t add up to the totals and using percentages in small populations can be very misleading, but this is the data available.

Percentages	AY 01/02		AY 02/03		AY 03/04		AY 04/05		AY 05/06	
	UN	CD	UN	CD	UN	CD	UN	CD	UN	CD
<b>Asian</b>	3.0	<b>4.4</b>	2.9	<b>4.7</b>	3.2	<b>6.0</b>	3.2	<b>1.6</b>	3.6	<b>1.5</b>
<b>Black</b>	2.5	<b>1.5</b>	2.5	<b>1.5</b>	2.7	<b>3.0</b>	2.8	<b>3.2</b>	3.1	<b>4.8</b>
<b>Hispanic</b>	7.5	<b>10.3</b>	7.9	<b>7.8</b>	7.9	<b>9.1</b>	7.8	<b>11.3</b>	9.4	<b>6.3</b>
<b>Native Am</b>	2.6	<b>4.4</b>	2.6	<b>6.2</b>	2.6	<b>1.5</b>	2.3	<b>3.2</b>	2.2	<b>1.6</b>
<b>Pacific Is</b>	.3	<b>0</b>	.4	<b>0</b>	.4	<b>0</b>	.6	<b>0</b>	.5	<b>0</b>
<b>White</b>	64.8	<b>64.7</b>	63	<b>59.4</b>	62	<b>54.5</b>	60.6	<b>58.0</b>	58.3	<b>66.6</b>
<b>Other</b>	3.1	<b>4.4</b>	3.3	<b>4.7</b>	3.4	<b>4.5</b>	5.2	<b>4.8</b>	6.2	<b>3.1</b>
<b>Unknown</b>	16.1	<b>11.8</b>	17.4	<b>20.3</b>	17.7	<b>24.2</b>	17.5	<b>21</b>	16.7	<b>19</b>

The results suggest that we have doing about as well as or maybe a little better than the overall University numbers in terms of diversifying our student population. 05/06 shows a drop in racial/ethnic diversity for which we don't have an explanation. We have observed that there has been increased diversity in the student population in the last two years as can be seen in the raw data on page 3. I wasn't able to obtain University data to compare with these figures.

Degrees awarded: The number of degrees awarded, like the enrollment and FTES, has been fairly stable with the exception of the drop to 11 in 02/03. I have no data to explain that variance. It is difficult to try to make any inference from the numbers of students in the program by ethnicity to the degrees by ethnicity because students both start our program as freshmen and transfer into our program with varying degrees of work completed, thus students graduate from the program in a highly varying number of semesters. We have no true longitudinal tracking system.

*Liberal St-Child Dev-Elem Ed (LSCE)*

Much of the discussion above also applies to the Liberal Studies Child Development Elementary Education program. There are three (3) note worthy sources of variance.

1. There is a meaningful drop in headcount in the LSCE program beginning in 04/05. This drop is the result of changes the California Department of Education made in the pathways to credential programs. The LSCE program is a much more prescriptive program than the LSCD program, and when there was no longer an advantage to students (avoidance of one of the entrance tests) in taking the LSCE program, students tended to make other choices, including majors not associated with CD at all.
2. While neither major has a high proportion of double majors, LSCE has a particularly low proportion, again because of the highly prescriptive nature of the program.
3. The LSCE program seems to attract a slightly higher proportion of men, probably because it is specifically elementary education focused and so does not attract students interested in some of the more female dominated areas of the discipline such as Early Childhood Ed, Early Intervention and family support professions. By attracting men, the LSCE program enriches the diversity of the students working together in classes.

It must be noted that while the LSCE program has become relatively small compared to the LSCD program, it serves as an important attractor of students to the department. Since the Department does not have to provide any course work for LSCE beyond what is required for LSCD (and therefore no additional WTU's), the LSCE program is serving as a recruiting tool without requiring additional resources. It also serves a real support for students who 1) want the more structured program and 2) want or need the more prescriptive subject matter experience to feel prepared to teach in the content areas.

#### *Early Childhood Development Minor*

The Early Childhood Development minor is usually declared by juniors and seniors who are not Child Development majors but are interested in having the coursework that will allow them to meet California State licensing requirements so they can work in preschools and day care programs. The minor is a specific group of courses that are contained in the major and it is designed to meet this specific professional need. Demand for the minor is fairly consistent.

#### *Family Studies Minor*

Enrollment in the Family Studies Minor has dropped since 00/01, although it remained fairly stable from 04/05 through 06/07. The 07/08 drop may be in part due to changes in experience of people doing advising within the department and so reduced emphasis on encouraging CD majors to add the minor. We are also hearing from fewer non-CD majors. The minor does not require the department to teach courses that would not otherwise be offer (no extra WTU's). One important reason for maintaining it is that it provides a nucleus for the development of a Family Life Specialist certificate program (see section V.B.). With some outreach, this minor could probably fairly quickly return to earlier levels and even grow.

#### 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.

#### *Liberal Studies-Child Develop*

The California census bureau indicated that the number of children under the age of 5 in California was expected to increase by 14% by 2010. The Employment Development Department (EDD) projects a 10% increase in the need for Administrators of ECE programs by 2014. EDD also projects 1990 job openings for preschool teachers PER YEAR, and that is without factoring in potential demand created by the recent passage of two pieces of legislation expanding State efforts to expand preschool access. This figure does not include Early Childhood

Special Educators who are also in increasing demand. The shortage of early childhood professionals and high quality programs is felt across the country, across the state and in our own community as demonstrated by the recent collaboration between HSU and the Local Child Care Planning Council to examine child care needs in our region. LSCD majors are prepared to take a variety of positions and roles in providing high quality programs for young children.

The increasing number of children and the social and economic pressures on families are increasing the need for skilled professionals who provide a range of specialized services in early intervention, Child Life, and family support services through Head Start, Department of Social Services, Regional Centers, medical centers, private agencies and other institutions. It is much harder to provide specific evidence with regard to these positions because they are highly specialized and generally not disaggregated from “social services” or “social workers” in government or employment data bases. What we do know anecdotally is that our students find positions in a variety of agencies that capitalize on their special skills.

#### *Liberal St-Child Dev-Elem Ed*

The need for teachers is public knowledge. EDD anticipates a 29% increase in the need for Kindergarten teachers by 2015 and a 26.7% increase in openings for elementary school teachers in general by 2016. CD majors are uniquely prepared to fill these needs particularly at the K-3 grade levels. Indeed 25 states in the US now require the specialized education provided in our LSCE and LSCD programs for licensure to teach kindergarten and first grade.

#### *Early Childhood Development Minor*

The ECD minor provides entry level preparation for work in the early childhood field under the supervision of individuals holding full AA and BA degrees in Child Development or Early Childhood Education.

#### *Family Studies Minor*

The Family Studies minor essentially provides a means of identifying a student’s special preparation with regard to family life issues. There is not a specific external demand for the minor. However, for students seeking positions where they will be engaged in services to and/or advocacy for families, it provides a transcript enhancement in a competitive job market.

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

A. Students

1. For undergraduate programs

<b>Liberal Studies-Child Develop (with options) Mean GWPE Scores (incl. primary and second majors)</b>								
degrees_awarded_B_LSCD report generated: 25-JUN-08								
<b>MAJOR</b>	<b>AY 99/00</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>
Liberal Studies-Child Develop	15.9	16.3	16.3	16.4	16.8	16.1	16.4	16.3
Overall	15.9	16.3	16.3	16.4	16.8	16.1	16.4	16.3

<b>Liberal St-Child Dev-Elem Ed (with options) Mean GWPE Scores (incl. primary and second majors)</b>								
degrees_awarded_B_LSCE report generated: 25-JUN-08								
<b>MAJOR</b>	<b>AY 99/00</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>
Liberal St-Child Dev-Elem Ed	16.7	17.4	16.5	15.5	16.0	16.3	17.0	17.0
Overall	16.7	17.4	16.5	15.5	16.0	16.3	17.0	17.0

*Student learning and achievement:* LSCD and LSCE students engage in a variety of activities that involve service to children and families along with their academic work, applying the principles and concepts of the discipline in a variety of ways. The result is that students receive awards that may not appear to be directly related to their academic program, but in fact are connected to it in important ways. Thus an important part of the resume of CD major and Outstanding Man of the Year 2007, Jamie Thompson had to do with his service work with youth. On the other hand, 2008 Economic Fuel winner Shannon Dawson received her 25,000 prize to start a preschool program – a more obvious outgrowth of her studies as a Child Development major. Over the years other CD majors have received College and University level awards for Community Service, Service to a Club, and Academic Excellence. Leaders of YES programs are frequently Child Development majors, and CD alumni serve as leaders of local professional groups including the Humboldt Association for the Education of Young Children where the majority of the current executive board officers are graduates of the HSU Child Development Program.

Students completing the LSCD and LSCE programs go on to credential and graduate programs at HSU and across the nation including Berkeley, SLO, Santa Cruz, Bank Street (MA) and Pacific Oaks (CA), all schools with high prestige programs in our disciplines. We do not have specific data for the number of students entering credential and graduate programs, but I would estimate that it is more probably very close to half. Some students deliberately work for a few years before entering graduate school, which is a respected practice in our discipline.

Most students who do not go directly to credential or graduate schools, do find positions in discipline related fields. Our graduates are highly regarded in the local area as well as being quite successful in securing positions outside the area. Local agencies such as Northcoast Children's Services routinely recruit and hire our students, and CD alums teach in a number of the local elementary schools. Google, which has recently initiated a state of the art early childhood program for the children of its employees, hired one of our alums early in the implementation phase and was so pleased with her contributions and performance that they promoted her to an administrative level and asked us to refer more of our graduates to them for potential teaching positions. Based on interactions with our graduates, Bright Horizon, an internationally recognized early childhood program provider, has expressed interest in coming to campus to recruit LSCD graduates. These are both employers who could easily recruit from anywhere in the country.

Some students also elect to use their Child Development education to the benefit of their own families. A few graduates have used their CD education as a foundation for foster parenting. One of these graduates has been a leader in the local foster parent community.

B. Faculty – the same faculty serves all options.

1. *Teaching effectiveness and commitment to continuous improvement:* Teaching effectiveness and commitment to continuous improvement in teaching is a core value of the faculty of the department. Faculty members routinely participate in HSU sponsored workshops and trainings including DCG trainings, the WAC project, the Education Summit, Advisor trainings and MOODLE trainings. Most recently two faculty attended the accessibility training last spring. Two faculty members have been Service Learning Fellows and one served as Faculty Mentor Coordinator. Faculty also attend CSU Trainings including the Teaching and Learning Institute, workshops on technology and the annual Reading Conference. Faculty also make use of local agency trainings including workshops offered through Northcoast Regional Center and First 5 Humboldt County. All faculty participate in professional conferences where they attend workshops related to their teaching including the Northern California Early Childhood Education Conference, the California Association for the Education of Young Children annual conferences, the National Association for the Education of Young Children annual conferences, the NAEYC National Institute for Early Childhood Professional Development and others. Two faculty members have been significantly involved in the accreditation of the Child Development Lab, which requires evaluating our facility and program in light of national standards. This work is directly relevant to the content of our program.

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**).*

<b>Scholarship/Creative Activities/Service</b>	<b>05/06 N=4</b>	<b>06/07 N=4</b>	<b>07/08 N=2</b>
At least one peer-reviewed publication or creative product	25%	0	0
At least one funded grant or contract related to scholarship	25%	25%	50%
Invited participant or leader of workshops, expert panels, or task forces	0	25%	50%
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting	75%	50%	100%
Professional service activities at a regional or national level	75%	75%	100%
Service on at least one university or college-level committee (at least 1 hour/wk avg.)	100%	100%	100%

3. *Explanation:* The data provided above really don't represent how we approach these activities, the quality of our overall faculty or the resultant quality of the experiences and insight we can provide for students for at least four reasons.
- A. It is typical in our small department to distribute duties. If one person is focusing on a grant or major project, others will cover the other territory to provide support. Thus multiple people are not often doing the same things.
  - B. The table does not reflect the rich diversity of the work we do. Simply counting faculty members ignores that fact that most faculty do multiple activities in any given category.
  - C. The numbers do not include the work of our two long term part time faculty who are very involved in the department and are very active professionals. Their productivity and experiences add to the quality of the program and the quality of experiences received by students.
  - D. Two faculty members (and our two part time faculty) have written technical reports for local and state agencies. There is no place to put such productivity in the matrix, but it is an important part of writing and scholarly work in our discipline.

The data also do not well represent the workload on full time faculty because of circumstances of faculty turn over. (See Department Report – history)

4. *Evidence of faculty mentoring of students.*

The faculty place high value on quality interactions with students and have identified this as an important part of the teaching criteria for RTP. The department has a mandatory advising policy for students and faculty regularly consult with and support one another in

the advising process. Each student works with his or her advisor to develop an individually tailored baccalaureate study plan. Faculty also work with students to assist in balancing coursework and work and/or co-curricular activities and building study skills and strategies. Advising is an on-going process in the department and advisee often use faculty office hours for additional advising as well as for working with faculty concerning specific classes or course content or projects.

Faculty mentor students in pursuing topics of personal professional interest in a number of courses, and faculty work closely with students on research papers at various levels of sophistication throughout the program, ending in major papers in two required senior seminars. Students have opportunities to plan and carry out independent study, particularly in the specialized studies track. Students work side by side with faculty and staff in the Child Development Lab. The two Assistant Teachers are typically Child Development majors, and two additional classroom aids are hired each fall. These students are involved in all aspects of the CDL program and receive support, feedback and supervision from faculty as well as staff. Faculty members make a point of reflecting with students on issues facing the profession and aspects of the teaching process, making their own professional activities transparent to students. Students attend conferences and workshops with faculty and CDL staff, and receive faculty support for participation in local professional gatherings and organizations. Students write workshop proposals with faculty and serve as co-presenters.

The Child Development Association is a student club facilitated by the department and mentored by a department faculty member. The faculty matches funds the students raise to help send students to professional meetings and events. Faculty members participate in CDA events. A representative of CDA serves on the board of the Humboldt Association for the Education of Young Children and gets faculty mentoring for participation in the professional association.

5. *Other evidence of quality indicators related to faculty.*

- Three members of the faculty have received the “Friend of Young Children Award” from the Humboldt Association for the Education of Young Children. All faculty members have received awards for their professional work.
- All members of the faculty have been directly involved in outreach to area Tribal communities including consulting activities and efforts to deliver coursework on site.
- All members of the faculty have continuing practical experience working directly with children, families and classrooms and/or agencies and bring this experience and work to the classroom and share opportunities with students.
- Faculty members are sought out by agencies (CASA, Regional Center, DSS, Mental Health, Northcoast Children’s Services, Local Child Care Planning Council, etc.) for consultation and asked to give guest lectures in courses outside the department.
- All faculty are involved in professional activities that put them directly in touch with current discourse, research and advocacy in the discipline, including serving

in a professional capacity on local and state boards and in professional associations (Child Development Coalition, CAEYC, HAEYC, First 5 Humboldt, CARES, etc.)

### 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.*

The department has adopted a “writing across the curriculum” approach, integrating writing assignments of different kinds and of progressive sophistication throughout the program (journals, observations, case reports, informational briefs, short analytic papers, reflection papers, critical analysis papers and research papers). The ability to write and present professionally is a specific learning outcome of the department (see “Assessment” below). Writing of some type is a part of every core course, though more emphasis is given to teaching writing and editing skills in some courses than in others. Selected courses in each of the tracks also involve writing. The department developed and is currently using as a part of our assessment project a rubric for evaluating student writing. Students are given feedback on written work and opportunities to revise papers are frequently offered as part of the curriculum. Students create both individual and group documents. Students also do presentations, both in groups and individually, across the curriculum and with progressive levels of sophistication. In one senior seminar, students generate the rubric that will be used to evaluate their presentations. Both senior seminars involve major papers and significant presentations. Informal communication skills are also stressed and facilitated through class discussions and group work, and strategies for problem-solving and respectful conflict resolution are a part of the curriculum.

#### 2. Assessment

In the last three years the department has been involved in two assessment processes, a program evaluation activity with our seniors that emulates the mid-semester evaluation process and assessment of student writing using the rubric developed by department faculty. The program evaluation activity asks students to evaluate their learning and professional development experience in the program broadly, and includes aspects not directly related to learning outcomes (availability of faculty, support for learning, etc.). This exercise has helped us think about program structure, organization and resources for students. A current objective is to integrate one or two specific learning outcomes into this evaluation process.

Our major learning outcome assessment work has been done around our objective regarding writing and presenting at a professional level. We have used our department writing rubric to evaluate writing performance in one of our senior seminars and found to our dismay that while basic writing skills were acceptable, the level of critical thinking expressed in the writing was not where we wanted it. As a result, two things have happened. 1) We are using the rubric throughout our classes for the purpose of developing a data base that will help us see how the writing assignments distributed throughout the program are helping, or not helping, students build strong analysis and communication skills. 2) We have reexamined

some of our lower division writing assignments for the purpose of being more specific about building in progressive levels of critical thinking in written work and the instructional supports that may be needed to accomplish this.

### 3. Accreditation (if applicable)

The LSCD and LSCE programs are not accredited, but the Child Development Lab is accredited by the NAEYC National Academy. This accreditation is important as a model to our students of appropriate attention to professional standards, as an indication to the families we serve in the CDL of the quality of our program and our professional vigilance, and as an indicator to the community of our dedication as a department to high professional standards and advocacy for quality services for children and families. Participation in and exposure to the accreditation process is also an important learning opportunity for our students as they engage in reflecting on and evaluating what goes on at the CDL in light of nationally accepted professional standards.

### 4. Relevance and innovation

Because faculty members are actively professionally involved, we routinely bring examples of current research, theoretical and practical debates, discourse on praxis and policy processes to our classrooms. We encourage students to bring in issues and ideas that they encounter and we expect students to think about what is effecting daily life every day. When there are current concerns that are commanding professional attention, we integrate those into the curriculum, e.g. a section has been added to CD 362 Children and Stress to discuss the stress children experience when parents are deployed to Iraq or Afghanistan. All faculty review and update courses each year, integrating new resources, examples and contemporary issues. Courses are designed to meet current and changing professional expectations as expressed by California Council on Teacher Credentialing, CA Department of Education, Department of Social Services, professional association standards and child program accreditation requirements.

Faculty members continue to evolve courses as new and innovative opportunities arise. All faculty members use MOODLE to various degrees and are converting MOODLE content to make it more accessible. We make video tapes at the Child Development Lab and use them for student analysis. We download video clips and documents from the web; integrate virtual tours of museums and programs and link students to resources in other locations (Library of Congress, Smithsonian, etc.). Two faculty members have worked on developing strategies to deliver portions of the degree program off campus. We use online chats, discussion boards and other communication tools. We use a wide variety of instructional strategies balancing group and individual work, receptive and active learning, peer, self and instructor evaluation, etc.

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

We do not have a CD graduate program, but we do provide coursework, advising and thesis support for students in the Education MA program who choose a CD emphasis. There are

currently six students in the CD emphasis, two of whom have completed all by the thesis. These students take courses along with CD undergraduates, enriching the discourse and sharing their research experiences and results.

## 6. Program uniqueness

There are at least three unique aspects to the CD program that influence the experiences of students in both the LSCD and LSCE programs as well as the minors.

- A. The Child Development Lab is one of a small number of on-campus preschool programs that is specifically designed for the purpose of demonstrating and reflecting on current practice and involving students directly in working with children and making professional decisions about practices. Many campuses in the CSU no longer have Lab schools or have combined their Labs with their Children's Centers facilities so that the program is not a dedicated instructional facility. While the experiences that students get in these programs are still of high quality, the programs are generally not designed to provide the reflective and evaluative time with staff and faculty that we are able to provide as a dedicated instructional facility. The observation booth also provides a unique opportunity for CD and other majors to observe children while keeping observer effects to a minimum and not disrupting the flow of behavior in the classroom. Students at HSU have the opportunity to work both in the instructional environment of the CDL and in the high quality Children's Center program where they get experience as employees. It is a remarkable combination of educative experiences.
- B. The faculty members of the CD department are not only scholars but also practitioners with experience in a wide range of discipline related settings with children and families. This is critically important in our field because students need concrete examples of the application of theory and professors need to have intimate knowledge of children and of strategies that they fully understand and can implement in order to take the analysis to an appropriate level of rigor. Having CD faculty without practical knowledge would be like having Chemistry teachers who had never been in a lab. Research in our discipline is not a substitute for practical experience. BA level programs are often criticized in our field for being "too theoretical" and/or "too research focused" and out of touch with actual children and families. Our department is proud of the depth and rigor of the research and theory base that we provide to our students, and we are equally proud of the strong connections to practice and responsible professional decision making that we are able to provide and model for our students through our own practice and our involvement of them in that practice. It is the equivalent of a geologist taking students into the field to work side by side with them. Unfortunately, our field is vulnerable to an increasing number of Ph.D.'s who have never been and will never be practitioners. That is not the case at HSU.
- C. Our department has long taken the position that CD professionals must be advocates as a part of their professional practice. One of our senior seminars, CD 479, focuses on policy analysis and advocacy. While inclusion of this component of the curriculum is becoming more common throughout CA, our department has been a leader in this regard and faculty in other institutions have requested information and copies of our syllabi. Furthermore, faculty members are professionally involved as advocates and facilitate student involvement in advocacy activities of the student's choice.

## 7. Opportunities for undergraduate scholarship/creative activities/service

Students participate in a variety of scholarship, creative activities and or professionally related service. The required program includes practica, service learning opportunities, and assignments that require literature searches and reviews of materials. Students are encouraged to engage in service and professional activities either through the Child Development Association or individually. Many of our students do these things through community agencies and we do not have specific numbers on their activities. Area agencies (e.g. Northcoast Children's Services, CASA, Mentorship Program, and a variety of child and youth programs) recruit both volunteers and employees through our department, and a high percentage of students, maybe around 80% or more, work and/or volunteer their time with children and families while they are earning their degrees. Department faculty encourage and facilitate these connections. Service and advocacy are core values of our discipline. As mentioned above, students also write research papers, engage in special projects developing curriculum materials, reference manuals and other materials and documents and participate in practicum experiences all as a routine expectation of their coursework. Students can and do design and carry out special creative projects for which they receive CD 499 credit. Recently a student completed a manual describing best practices and safety routines for taking children out on climbing and outdoor experiences. He worked with faculty input on the project, was evaluated and received CD 499 credit. That document is now a resource for YES house activities. Another student started an advocacy project in CD 479 to create a youth center in an area of southern Humboldt where there were very few opportunities for youth to come together for socialization and recreation. Her advocacy turned into a plan and resources for the development of the center, and she went forward to coordinate the implementation of those plans. Another wrote a handbook on supporting children who are under stress for a women's shelter where she lives. Students also work on presentation proposals for professional meetings and participate in the annual accreditation review for the CDL.

### D. Affiliations/Equipment/Facilities/Environment

#### 1. Affiliations

The Child Development program is intimately connected with the Child Development Lab which, while operated as a separate entity with it's own budget, is really a part of the department. The program leader of the CDL is a CD faculty member (no release time is given for this), and faculty supervisors are a part of the CDL planning team. The CDL is supported primarily by tuition from families and fundraising. It is hard to know whether to call the CDL a center we are affiliated with or a facility that is part of the program.

#### 2. Facilities and resources

The department has a dedicated classroom that contains materials and tools specifically relevant to early education (preschool through grade 3). This classroom seats 33 students which restricts our ability to let enrollments grow in some courses which require the materials and equipment available in the classroom. Originally in the plan for the move to HGH, we were to have the full size of the old HGH 105 room, which would have given us space for 10 –20 more students, but

they split the room into our “lab” and a lecture room, and so we are still constrained in how much we can let enrollment grow. Our new room seats only eight more students than the old one.

Our library resources, like everyone’s, have been significantly reduced. We have access to a fair range of journals primarily through online resources. CD is a discipline in which books play a major role, and there has been limited opportunity to expand resources in this area. We compensate by building our personal professional libraries sharing them with our students.

### 3. Unique local and regional environment

Faculty in the department work with local Tribal communities and have made a special effort to secure and maintain connections in these communities for service learning placements and other student opportunities. As students work at the CDL, they are encouraged to think about how the unique strengths, challenges and experiences of the local area impact families, their values and the experiences of their children. For some of our students, families in this area have significantly different experiences and values than those that the students are used to, and it is an important part of their professional development to discuss, reflect and problem-solve around these issues of discontinuity.

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

A. Program Investments

1. Program Investment – Degree Requirements

Student Units

LSCD

Total required Program SCUs	58-59	Required Program SCUs in the primary Course Code <i>NOTE: There are 59 units currently available that are being used in different combinations. These are minimums.</i>	Teaching Track: ECE 58-59 ELED 50 Spec ED 53
			Child/Fam Track: 40
			Spec. Studies Track: 37

LSCE

Total required Program SCUs <i>Note: Program requires specific GE which is considered part of the program</i>	113	Required Program SCUs in the primary Course Code	47
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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	LSCD 63	Required Program WTUs in the primary Course Code	LSCD 39.3 – 63 in parallel to options above
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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 <i>LSCD</i>	WTU for GE and service to other academic Programs	WTU for Major Option 1	WTU for Major Option 2	WTU for Major Option 3	Total WTU in Course Code <i>LSCE/CD</i>	WTU for GE and service to other academic Programs
151.4	0	127.2	84.6*	74.6*	109.2	0

*\*These are minimums. Students often take additional CD courses as a part of their emphasis coursework. However, those courses are things that are also being used by students in the Option 1, so that number best represents teaching loads.*

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	100%

**Staff FTE**

	1/31/2004		1/31/2005		1/31/2006		1/31/2007		1/31/2008	
CHILD DEVELOPMENT	Count	Sum	Count	Sum	Count	Sum	Count	Sum	Count	Sum
R07			1	1.00	1	1.00	1	1.00		
R09	4	2.00	4	2.00	2	2.00	3	2.20	2	2.00
Total	4	2.00	5	3.00	3	3.00	4	3.20	2	2.00

I honestly don't know what to say about this chart except that I have no idea what to make of these numbers. What I know is that for the last 17 years we have always had 1 part-time ASC (R07) in the department office and 2 Instructional Support Assistants - Head Teachers (R09) at the CDL. The college pays 55% of the teacher salaries and benefits while the CDL budget (not University or general funds) pays the rest because only a portion of their time goes to instructional support; the rest goes to the children and families. That would make 1 person (R07) but only .50 FTE staff in the CD office and 2 people (R09) but only 1.10 FTE staff at the CDL for a total of 3 people and 1.6 FTE staff every year. I checked our personnel reports in the department and they bear this out. We could do all kinds of things if we had all the people this chart gives us!

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.).*

<b>Category</b>	<b>Estimated Cost</b>
Equipment (including maintenance)	\$245.
Instructional Supplies	\$3300.
Temporary Help (graders, lab assistants, GA's, etc.)	Has gone from \$750. to \$200. due to budget cuts.

5. Program Investments – accreditation [if applicable]

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

The program is not accredited, but the Child Development Lab is. The CDL covers all costs of accreditation except for the every seven year reaccreditation process and site visit. The \$600 cost of reaccreditation has thus far been paid by Academic Affairs. The CDL budget is a tuition payment and fund raising trust account of its own which includes NO general fund moneys, department or University funds. Faculty and staff give of their time to complete the accreditation cycle and annual reports without compensation. Resources used are Lab resources, not department resources, and come out of the CDL budget.

B. Gross Revenues

<b>Revenue</b>			
<b>DEPARTMENTS COMPLETE THIS SECTION</b>	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>
Fundraising/donations	55.	100.	1050.
Extended Education	1700.	769.	435.
Student fees	0	0	0
Instructionally Related Activities (IRA)	0	0	0
Instructionally-related grants	0	0	0
Grants and contracts to P.I.s	0*	0*	0*
Other revenues	0	0	0

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

Fundraising/donations go into our trust account. Our current balance is a little over \$2500. This is emergency or very special use money and typically does not get spent unless we have

no other way to get something that is very badly needed – usually equipment (cameras, video equipment, etc). Extended Ed money has simply been absorbed into OE expenses over the last couple years due to budget cuts that systematically reduced our OE.

\*Grants received by faculty in the last three years have provided funds to buy out faculty teaching time and to hire students to work specifically on the grant, but have not provided revenues that augmented Department operating funds or provided department staff or equipment..

### 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	CD	16.88	17.04	17.65	15.73	17.32	25.61
FTEF	CD	4.66	4.92	4.61	5.02	4.76	3.31

<b>SFR SUMMARY</b>	02/03	03/04	04/05	05/06	06/07	07/08
<b>AHSS</b>	20.36	22.05	21.94	20.61	21.19	22.91
<b>CNRS</b>	15.66	16.90	17.17	16.04	16.82	18.28
<b>CPS</b>	15.12	16.29	15.68	15.22	20.80	25.33
<b>UNIVERSITY TOTALS</b>	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.*

The SFR for Child Development has been fairly stable and above average for the College except for 06/07. The jump in SFR from 06/07 to 07/08 was honestly unintentional; a faculty member retired and we were not allowed to do a search and a faculty member left unexpectedly in August 07. As a result of another faculty member currently serving as interim dean, our SFR has climbed to above 27 this year (08/09) which is not sustainable for a program that includes practica and field work. This ratio is atypical in the CSU (see chart below) and also out of line with national standards for Child Development programs of our size. If we were to try to NAEYC/NCATE or NCFR accredit the program, the SFR would have to come down significantly. NCATE guidelines state: “UNACCEPTABLE - Faculty loads for teaching on campus and online generally exceed 12 hours for undergraduate teaching and nine hours for graduate teaching per semester or the equivalent. Supervision of clinical practice generally exceeds 18 candidates for each full-time equivalent faculty member per semester or the equivalent.” Retrieved from <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4#stnd6> October 10, 2008. Our lower division practicum class is designed to accommodate 20 students per semester.

There are two major issues with SFR for the Child Development programs. One is the necessity of providing practica, field placement and observation classes. These classes are a recognized standard of practice for Child Development programs. These classes are of necessity size limited (space and supervision time) – though we have let these grow to levels that are creating significant challenges in terms of pedagogical quality and faculty workload. Larger programs of our type compensate for these necessarily small classes by having extremely large lower division introductory classes. Since a high proportion of our students are community college transfers, that strategy does not really work for us. As a result we have had to let our upper division class sizes grow to help increase our SFR. The following chart compares 2006 FTES, FTEF and SFR with three other programs in the CSU that are similar to ours.

<b>Campus</b>	<b>FTES</b>	<b>FTEF</b>	<b>SFR</b>
<b>STA 2006</b>	96	5.6	17.1
<b>SF 2006</b>	66.9	5.4	12.4
<b>CHI 2006</b>	126.5	5.9	21.4
<b>HSU 2006</b>	<b>82.3</b>	<b>4.76</b>	<b>17.3</b>
<b>HSU 2007</b>	<b>84.5</b>	<b>3.31</b>	<b>25.6</b>

Faculty have worked together to try to find pedagogical strategies that would allow us to maintain independent projects, significant attention to professional writing and communication skills and practical experiences. As can be seen in the chart “Avg. Section Enrollment by Level,” we have systematically increased upper division class sizes, but we have taken this just about as far as it can go without seriously damaging the quality of the program we can deliver and totally burning out the faculty.

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.

We have been very careful to match the curriculum and opportunities in our program to leading national standards while still maintaining an efficient departmental operation. We are serving as many students as we really can with the limited resources that we have. Since transfers come in with a wide range of transferable courses, there will always be a good deal of variability in progress to graduation making the ratio of majors to graduates hard to interpret.

D. Budget cut impacts

Budget cuts have effected the faculty, the curriculum and our operating resources. In 2006/07 we lost the one course per semester release time for the faculty member who serves as program leader for the Child Development Lab. This work, which includes budget,

purchasing, management of records, responsibility for accreditation, supervision of staff and coordination with the department, is now done along with the usual department work of advising, assessment, curriculum, etc. as part of the standard 3 units of collateral duties. With the inability to replace retired and departed faculty, more of the load is being carried by our part time faculty, two of whom now teach full loads and volunteer for overloads. The full time faculty also teach overloads. We have limited resources in the community to staff our courses, so the choice has been teach overloads or not offer classes. We choose to teach overloads. Of the 3.31 FTEF currently in the department, 1 is a permanent faculty member.

We have suspended four courses over the last five years due to budget cuts: CD 443, CD 370, CD 461 and CD 463. We decided that we could incorporate a portion of CD 443 in two other courses, and so suspended this course that is part of the teaching emphasis. It weakens the curriculum portion of that program, but it was the least damaging thing we could do. CD 370 is a course that would normally be a specialization course for students in the Child and Family Services track. It is a course that people still ask for, but as essentially an elective, it was one of the first to go. CD 461 and CD 463 are choices in the Teaching/ECE track that meet requirements both for licensing and for the Child Development Permit, but these requirements can be met by taking courses that are offered at College of the Redwoods, so we decided we could let them go for the time being as well. As can be seen below, the courses and sections offered have dropped and the average section enrollment has gone up, particularly at the upper division level.

Our OE has been reduced each year. We sometimes buy ink for our own printers. We no longer have money for student assistant help in the office on an on-going basis, so the office is closed half of each day. This sometimes results in delayed responses to inquiries.

E. Additional Data

<b>Course Offerings Profile in Child Development (AY 00/01 - AY 07/08)</b>								
class_offerings_CD 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	20	19	19	18	17	20	18	16
Sections Enrolled	26	26	28	26	24	27	23	20
Average Section Enrollment	16	17	18	19	20	18	20	22
<b>Distinct Courses Enrolled in Child Development by Level (AY 00/01 - AY 07/08)</b>								
class_offerings_CD 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
Lower-div	7	7	7	7	7	8	7	7
Upper-div	13	12	12	11	10	11	11	10
Graduate	0	0	0	0	0	1	1	0
<b>Total</b>	<b>20</b>	<b>19</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>20</b>	<b>18</b>	<b>16</b>

<b>Sections Enrolled in Child Development by Level (AY 00/01 - AY 07/08)</b>								
class_offerings_CD report generated: 27-JUN-08								
<b>Course Level</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Lower-div	10	12	13	12	11	12	10	9
Upper-div	17	15	15	14	13	15	13	12
Graduate	0	0	0	0	0	1	1	0
<b>Total</b>	<b>26</b>	<b>26</b>	<b>28</b>	<b>26</b>	<b>24</b>	<b>27</b>	<b>23</b>	<b>20</b>

  

<b>Avg Section Enrollment in Child Development by Level (AY 00/01 - AY 07/08)</b>								
class_offerings_CD report generated: 27-JUN-08								
<b>Course Level</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Lower-div	22	20	20	21	22	19	21	23
Upper-div	13	15	16	17	18	18	20	22
Graduate						2	3	
<b>Total</b>	<b>35</b>	<b>34</b>	<b>36</b>	<b>38</b>	<b>39</b>	<b>39</b>	<b>43</b>	<b>45</b>

  

<b>FTES in Child Development by Course Level (AY 00/01 - AY 07/08)</b>								
class_offerings_CD report generated: 27-JUN-08								
<b>Course Level</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Lower-div	33.8	31.7	38.8	42.2	41.3	40.0	37.2	37.0
Upper-div	34.7	34.4	39.9	41.7	40.1	38.9	44.7	47.6
Graduate	.0	.1	.0	.0	.0	.1	.4	.0
<b>Total</b>	<b>68.5</b>	<b>66.2</b>	<b>78.7</b>	<b>83.8</b>	<b>81.3</b>	<b>78.9</b>	<b>82.3</b>	<b>84.5</b>

**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.

<b>Other Special breakouts in Child Development (AY 00/01 - AY 07/08)</b> class_offerings_CD 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
Sections with 1 student enrolled	1	3	5	2	2	2	2	0
Lecture only sections	18	19	20	19	18	20	16	15
Lab/Activity only sections	2	2	2	2	2	2	1	1
Other modes and combinations	4	3	3	3	2	3	3	3

*NOTE: CD 499 Independent Study is a part of the specialized studies track. We encourage students to do CD 482 Field Placement, but for some students the 499 options is more appropriate. These are the primary cause of sections with only one student enrolled. The other cause for such sections is that students in the Education MA program take CD 546 which is cross listed with CD 446. The bulk of the enrollment in the class will be lower division students, with only one or two graduate students enrolled in CD 546 (which involves an additional research project).*

## Service Courses

The following shows sections which are considered service for either General Education, CWT (Communication and Ways of Thinking), DCG (Diversity and Common Ground), or Institutions Requirements.

<b>Service Course Sections Enrolled in Child Development (AY 00/01 - AY 07/08)</b> class_offerings_CD 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
Lower-div	1	1	2	4	3	3	3	2
Upper-div	2	2	2	1	2	2	2	2

  

<b>Service Course FTES in Child Development (AY 00/01 - AY 07/08)</b> class_offerings_CD 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
Lower-div	4.8	4.1	8.3	19.1	16.8	14.2	15.1	10.8
Upper-div	6.3	9.0	9.8	5.2	6.3	11.5	11.2	13.8

**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.

Because the coursework offered by the department completely overlaps in the two options, and students sometimes move between them, I have chosen not to treat them separately. The capacity of the LSCD program is greater than the capacity of the LSCE program would be if it stood alone because the LSCD program prepares students for a much wider range of professional activities and so attracts more students.

(Completed by the department)

	Graduates per year	FTES in the major option per year
Existing	Avg. 23.5 2007 - 23	Avg. approx. 81 2007 approx 84
Maximum capacity with existing resources	At max	At max

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?

B. Opportunities for future growth or substantial curricular changes

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

If we had the resources, the program could grow both in size and opportunities for students.

- With the changes occurring in California, both in terms of the increasing demand for BA level education for early childhood educators and in terms of the increasing demand for child development trained professionals, the program should be able to grow in enrollment if we could offer more sections, offer classes more frequently and had more faculty and/or staff time for outreach.
- The opportunities for Certified Family Life Educators are also increasing (see [www.ncfr.org](http://www.ncfr.org)). We currently have the faculty and very nearly all of the curriculum needed to meet requirements for a certified program.
- Probably the most immediate opportunity for expansion lies in distance education. We already have the contacts in place and have been working on pedagogy to be able to deliver portions of the program to remote areas (Round Valley, Hoopa, etc.). Strong interest has been expressed by members of these outlying communities. Many of the

working professionals in those communities have not been able to complete BA degrees and in order to keep the grants and other funds that support their programs, they are going to have to do this. If they can take courses through distance from our program, they will complete their BA's through HSU.

- The Child Development Lab could become a center for research and upgrade its fundraising base to enrich its program quality if the Program Leader had release time to give it the attention that it needs. Right now the Lab delivers a quality experience to children, families and students but its potential as a research and demonstration facility is seriously underdeveloped.
3. Describe the curricular changes and/or staffing increases required to accomplish such an expansion?

Additional faculty would allow us to offer more sections, offer courses more frequently and expand our recruitment efforts. We need at least two more faculty to get the program back to a level where it can continue to grow and to reinstate the courses that we have suspended.

Putting a Certified Family Life Educator option in place would require taking the CD 370 class out of suspension and adding one new lecture/discussion class. Current faculty have the expertise for such a program, but additional faculty would be needed to teach courses current faculty now teaches. That could be accomplished with the same two faculty that the program needs in any case.

Reaching our distance education goals would require release time for faculty to prepare courses for online distribution. One course has already been taught as a distance course using MOODLE. We have also done synchronous distance courses, but we have work to do to bring together a program package. Our faculty has the expertise; we need release time, collaboration with IT and equipment resources.

Release time to develop the research and demonstration site potential of the Child Development Lab is absolutely a budget issue. We need to be able to give the Program Leader a minimum of a one course release each semester.

#### 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.)*

It's hard to think in terms of percentages because when you have very little a 10% augmentation is not a great deal to add. I'm not sure that a 10% augmentation to our faculty budget would actually be enough to hire a probationary faculty member. A 10% augmentation would help us stabilize the program and reduce the need for faculty to teach overloads. A 20% augmentation might be enough to help us make real progress on our distance learning goals. It would definitely be enough to help us grow the program to meet the increasing demands, and probably to put the CFLE option in place or develop a research agenda for the CDL.

#### D. Impact of reduced resources

The CD program is already operating at a level that is not sustainable long term. We are conducting a search this year, and with the addition of a new faculty member we will be on more stable ground. If the program were to be reduced from what it is today, even by 10%, we would have to reduce offerings of core classes, prolonging time to graduation, and turn away students. We've fine tuned the program to the point that there is nothing to drop from the curriculum and still maintain a quality program. A 20% cut would simply be a death knell. If the University decided to get rid of the Child Development Department and put the ECE portion of the program in Education (which has been mentioned in some quarters), it would still need all of the courses we currently offer (see IV.A.1. – the teaching ECE track carries the full set of SCUs and highest WTUs) and Education does not currently have faculty to teach the courses, so the faculty would have to be retained. As a person who has been invited to be a member of the panel of experts working with West Ed to make recommendations to the CA Dept of Ed on teacher competencies for early childhood education, I am quite aware of national standards and research on teacher education in ECE. The program currently in place is designed to meet those standards. Child Development has only a half time staff person for the CD office, so there would be only very minimal cost savings if any at all. In addition, the students who are going into fields other than teaching would leave, reducing the FTES.

#### F. Impact of program elimination

The majority of our students would probably leave HSU. A small number might go to the LSEE program or Psychology or Social Work, but most of our students, both LSCD and LSCE, are in our major because they want the child focus to their studies. They would be most likely to transfer to another school with a CD program. Our discipline and major is distinct and prepares students with distinctive skills and ways of thinking so they would not have a simple transition to another major.

The loss of these students would also impact the Children's Center, which draws a number of its staff from CD majors. Even for their employees who are not CD majors, the presence of the program means that their staff can take coursework at HSU that they need to meet licensing standards. Their employees who are not CD majors are often CD minors.

The loss of the program would impact the LSEE program as a number of their students take our courses, particularly CD 256 and 355, to meet the core program requirements. Without the CD program to offer these courses, Communications and Psychology would be under pressure to provide the additional sections needed to support the LSEE program. These two departments have been reducing their support for LSEE in the last couple of years as a way to address budget cuts and personnel issues. The loss of CD would also mean the loss of the Early Education depth of study, meaning that LSEE majors going into the credential program would have trouble teaching k-3 out of state on their California credentials. This could potentially make our LSEE program less attractive to some students.

The loss of the program would severely impact the community which routinely hires our graduates for a variety of positions serving children and families. Without the CD program at HSU there is no BA level professional education for early childhood professionals in Humboldt, Del Norte or Trinity counties except distance education. More and more California, along with the rest of the nation, is emphasizing the importance BA level education for lead teachers and administrators in the early childhood field as well as the need for early childhood advocates. The CD program also supports professionals working in the field, providing the only upper division, hands on opportunities for north coast professionals who have AA degrees to continue their professional education.

The community would also be impacted by the loss of the CD faculty who provide professional support to a variety of agencies and programs. A CD faculty member has served as a Commissioner on the Humboldt First 5 Commission since its beginning, and faculty do workshops for professional gatherings and serve as consultants and volunteers to schools, CASA, HCOE, Local Child Care Planning Council, Northcoast Children's Services and other agencies.

The loss of the Child Development Lab would impact both the University academic programs and families throughout the Humboldt Bay region who have looked to the Lab for quality preschool experiences for their children for two generations. Students in LSEE, Psychology, Social Work, Communication, NRPI and Nursing do observations and/or practica at the Child Development Lab along with CD and other majors. There is a critical shortage of programs for young children in our area. The Lab serves forty families annually, providing a nationally accredited program.

**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.*

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**ENTER COMMENTS HERE**

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## 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.