

HSU Academic Program Criteria

Academic Program in Education Graduate

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 credential programs at HSU provide students with introductory professional education. The new two-tiered credential process established by the California Department of Teacher Credentialing reflects the reality that earning a credential is only the first step in a long process of developing exceptional teaching and leadership skills in education. Thus, graduate programs such as ours extend the initial and critical mission of improving education. As our mission statement reads, "... we will seek to fulfill the public mission of our program by preparing our Master's candidates to strengthen the role of education in our society" This mission drives the structure and content in our program, and these lead to the achievements of our students as reflected in the quality of their research and practice as leaders in local schools.

Forty-six theses are now on file since the reinstatement of the MA in Education Program at HSU in 1999. These works demonstrate an improvement of the human condition, social action, the development of knowledge to inform action, and appreciating and supporting diversity. Our graduates make a difference in the world. The results that they achieve are a testimony to the structure and content of the curriculum in the MA in Education Program, the mission, expectations and rigor, careful recruiting and selection of candidates, and the personal nature of advising.

Most of our candidates are working educational professionals in the community. Our program is designed to enhance their skills on two levels. First, they develop analytical abilities inherent in research—developing a hypothesis, gathering and analyzing valid data, addressing issues of validity and reliability and drawing conclusions. These are skills that many educational professionals without research-oriented degrees do not possess. Second, our candidates develop skills and insights related to the content of their research that has a direct impact on our local educational community and beyond. Cases in point:

- Nora Wynn: *An Analysis of Student Teacher Preparation in Relation to Homophobia* (2008). This work has shed light on issues relevant to the Secondary Teacher Education Program at HSU. Currently she teaches the Multicultural Issues course in Secondary Education where these issues are discussed.

- Robert Marshall: *Lesson Study: An Analysis of the Ways in which Classroom Observation Informs Participants' Understanding of the Lesson Planning Process* (2007). The year after this project was started, Robert Marshall worked with the superintendent and leadership council at Fortuna High to implement lesson study school wide. As a result, the school schedule was changed to allot all teachers at the school to engage in lesson study teams. Rob now leads professional development work at Fortuna High.
- Dan Lockhart: *Fantasy Football and Mathematics* (2005). I stopped counting at 74 hits when I did a Google search of "Flockhart Fantasy Football." Dan's 274 page project has earned him a national reputation, and a lucrative business. He had gone on to publish four Fantasy sports and Mathematics books with Jossey-Bass, based upon his graduate work.
- Maria Corral-Ribordy: *Between Two Homelands: The Experience of Undocumented Mexican Mothers with the K-12 Public School System in a Rural Community* (2007). Maria's research on the lives of undocumented Mexican mothers has led her to be an advocate for the undocumented in our community. She she is currently in law school studying immigration law.
- Melanie Susavilla: "*We were all just wanting to learn big stuff ... and we did*": *A Linear Graphing Unit Designed to Meet the Diverse Needs of Struggling High School Mathematics Students* (2006). Melanie's classroom-based research had a direct, positive effect on her students' learning and confidence in math. The quality of her research led Melanie to be invited by Harvard Professor Eleanor Duckworth to co-present at the American Educational Research Association Annual Conference, which she did. Melanie based her research on Duckworth's methodology which traces its roots back to Swiss psychologist Jean Piaget.

The core MA curriculum that relate to these outcomes and the HSU vision:

- EDUC 680, Yancey. *The Black Artist in America* uses archival material from the San Francisco Museum of Modern Art to "challenge the racial and political norms of U.S."
- EDUC 604, Cook. *Education in Society* critically examines the relationship between education and social issues faced in the U.S.
- EDUC 633, EDUC 697 Gelenian. *Pedagogy and Research for Practice* link research skills on learning to curriculum development that fosters deep understanding, confidence, creativity and freedom.
- EDUC 650, Diver-Stamnes. *Educational Psychology* links major psychological theories to expand cultural awareness and an understanding of how we become who we are.
- Assessment, Quantitative Methods, Qualitative Methods, Educational Research, and Academic writing all develop the research skills that allow our students to develop knowledge that has made a difference in our community and beyond.

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_EDUC 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
EDUC	Education-Grad	26	32	35	26	32	27	24	30
Total		26	32	35	26	32	27	24	30

Majors by Sex and Ethnicity									
Majors_overview_EDUC 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	1	1	2	1
	Black	0	0	0	0	0	0	1	2
	Hispanic	1	2	2	2	2	3	1	3
	Native Amer	1	1	2	2	0	0	0	0
	White	17	19	21	13	21	15	14	17
	Other	1	2	2	2	4	3	1	1
	Unknown	1	3	3	2	2	4	3	3
sum		21	26	29	20	29	24	22	27
Male	Asian	0	0	0	0	0	1	0	0
	Native Amer	0	1	1	0	0	0	0	0
	Pacific Is	0	0	0	0	0	0	0	1
	White	5	3	2	5	3	2	2	1
	Other	0	0	1	1	1	0	1	1
	Unknown	0	2	2	0	0	0	0	0
sum		5	6	6	6	3	3	3	3

Education-Grad (with options) Degrees Awarded (incl. primary and second majors)									
degrees_awarded_M_EDUC report generated: 25-JUN-08									
MAJOR	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
Education-Grad	0	0	3	3	6	7	7	7	8
sum	0	0	3	3	6	7	7	7	8

Education-Grad Degrees Awarded by Sex and Ethnicity (incl. primary and second majors)									
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degrees_awarded_M_EDUC 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	0	0	0	1
	Hispanic	0	0	0	1	0	0	0	1
	Native Amer	0	0	0	0	1	0	0	0
	White	0	0	2	2	1	2	7	3
	Unknown	0	0	0	0	1	2	0	0
sum		0	0	2	3	3	4	7	5
Male	Native Amer	0	0	0	0	1	0	0	0
	White	0	0	1	0	0	2	0	3
	Other	0	0	0	0	0	1	0	0
	Unknown	0	0	0	0	2	0	0	0
sum		0	0	1	0	3	3	0	3

2. FTES by Course Code

FTES taken in Education classes by Majors (AY 02/03 - AY 07/08)									
course_ftes_smry_EDUC 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	
EDUC	Graduate	Education-Grad	14.5	9.1	11.4	7.6	7.8	9.0	
		Social Science-Grad	.3	.4	.1	.0	.0	.6	
		English-Grad	.3	.5	.8	.4	.5	.4	
		Psychology-Grad	.4	.5	.0	.1	.3	.3	
		Moderate/Severe Disabilities-Credential	.0	.0	.0	.0	.2	.3	
	Sub-total		17.5	13.9	15.3	11.7	13.4	11.7	

NOTE: Prior to 2008/09 Level II Special Education courses and Level II Administrative Services courses had a 700 course designation; thus students enrolled in these course were not counted as taking EDUC graduate level courses. All course designations in these programs were changed to the 600 level this year and credential candidates may complete an MA degree by being accepted into the program and completing core MA courses. Thus, the FTE figures in this table do not accurately reflect the FTES taken from 04-07.

FTES taken in Education classes by Majors (AY 02/03 - AY 07/08)									
course_ftes_smry_EDUC 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
EDUC	All Levels	Education-Grad	14.9	9.5	11.6	8.5	8.0	9.0
		Liberal Studies-Elementary Ed	9.3	12.2	9.9	7.9	6.9	6.4
		Mild/Moderate Disabilities-Credential	.1	1.7	2.3	2.3	2.4	2.1
		Kinesiology	.4	.8	.9	1.4	1.1	2.0
		Art	1.6	1.7	1.6	1.4	1.9	2.0
Total			50.3	47.5	38.6	34.2	36.6	34.8

NOTE:

EDUC faculty member Cathleen Rafferty reported having 6 students from the Environment and Community Program in her spring 2008, 3 unit, Qualitative Research class.

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.

Education Graduate

ENTER COMMENTS HERE

Steadiness and consistency characterize the internal demand within the MA in Education Degree Program. The Average Headcount Summary has fluctuated between 24 and 35 for an average headcount of 29. Females outnumber males by an average of about 4 to 1. Our program serves a predominately white student population with Native Americana and Latinos being our largest ethnic groups ranging from 1-3 each academic year. We graduate women at a rate that reflects their dominate numbers in the program. Our FTE generation has held steady with a range of 11.7-17.5 with an average of 14.

Our numbers in Degrees Awarded have not been steady and consistent; instead, the numbers have increased from three, six, seven, and eight per year, to eleven graduates in 2007-2008. This increase reflects programmatic changes. Professor Ann Diver-Stamnes and former Graduate Coordinator Eric Van Duzer reconceptualized the process of learning to do educational research. Professor Diver-Stamnes created a new course, Academic Writing and Professor Van Duzer reworked his Educational Research course. Their joint effort resulted in co-requisite courses that work in tandem to teach students how begin the research process, write a literature review, and find their academic voice. In addition the increase in graduates may be linked to ever *increasing* standards for research expected from within the department.

The increase in the graduation rate and quality of students' research is even more impressive when one considers that most of our students work full-time as educators.

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.

Education Graduate

ENTER COMMENTS HERE

The *Projection of Education Statistics to 2017* (2008) reports an increase in k-12 enrollment and positions for teachers. Between 2005-2017 the K-12 population will increase 18% to a total population of 4.2 million. California's school age population is projected to increase 8.7%. Nation-wide the regions with the largest projections for growth are in the west and southeast. Three western states are projected to show a 5-15% growth in the school age population and five are projected to show over a 15% growth rate. In the southeast one state shows a growth rate of 5-15 % and four show a rate of growth over 15% between 2005-2017. Similarly, the report indicates the number of new teachers hired in public school between 2005-2017 is expected to increase 28% to 364,000 by 2017. The number of new teachers in private schools was 79,000 in 2005. This number is projected to increase 26% to 100,000 in 2017. Graduates from our emphasis areas of Curriculum and Instruction and Special

Studies leave our program highly qualified for expanding employment needs in areas such as teaching, outdoor education, staff development, and assessment.

The MA in Education program enables students in the Administrative Credential Programs to graduate with an administrator’s credential and an MA degree. This combination of an administrator’s credential and an MA is critical. As reported in the *Occupational Outlook Handbook, 2008-2009* published by the Bureau of Labor Statistics, “Many [administrative] jobs require a master’s or doctoral degree and experience in a related occupation....” Thus, a person with an administrative credential without a graduate degree is at a disadvantage in the labor market. The *Handbook* indicates that administrative positions in preschools and child care programs are expected to increase 24% from 2006-2016. Positions in elementary and secondary schools are expected to increase 8%.

The MA program also allows students earning a level II Special Education credential to also graduate with an MA degree, increasing their credentials and employability. The *Handbook* indicates a faster than average growth in special education compared to all occupations. Between 2006-2016 the growth rates are 20% for pre-K-elementary, 16% for middle schools and 9% in secondary schools.

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

A. Students

1. For graduate and post-baccalaureate professional programs

Total Fall Applications received appsXmajFall report generated: 29-JUL-08						
General major	2003	2004	2005	2006	2007	2008
Education-Grad	18	26	26	19	26	24

Total Fall Applicants who enrolled appsXmajFall report generated: 29-JUL-08						
General major	2003	2004	2005	2006	2007	2008
Education-Grad	8	12	9	11	14	13

Provide an explanation of the above data, if necessary, and/or provide additional evidence indicative of program quality related to student achievement.

ENTER COMMENTS HERE

The numbers in the charts are incorrect. The correct numbers of students enrolled are: 2003, ten; 2004, fifteen; 2005, thirteen; 2006, thirteen; 2008, nineteen. The average enrollment from 2003-2008 is fourteen.

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

The six core faculty members in the MA in education program have demonstrated significant evidence of teaching effectiveness in the program. Student evaluations are consistently high. This is significant because our students are experienced teachers who understand the nature of quality instruction. One faculty member is a member of the Arts Education Initiative (AEI), a regional initiative focused on infusing the arts in teacher education. The Initiative is housed at University of California Berkeley. As a member of AEI, some examples of professional development that have impacted my teaching:

- Project Zero Summer Institute at Harvard University
- Sessions with Dr. Lois Hetland (*8 Studio Habits of Mind*)

Her on-campus professional development includes multiple Moodle workshops + one-on-one sessions with CD staff. Another faculty member was named Researcher of the Year (at a previous institution). She has sponsored and attended Education Colloquia meetings – including bringing the National Teacher of the Year to speak at HSU, and she and took an online class to learn to teach online and subsequently developed an online class, as well as a professional development workshop re: creating accessible syllabi. A third faculty member has attended WAC workshops, Accessibility training, assessment workshops and coordinator's meetings. He has attended ATI trainings with both Word and PowerPoint and web development training. He has also attended conference sessions on inclusion, gender issues and assessment to improve learning outcomes. A fourth member has received honors include the HSU Outstanding Professor Award, the California Teacher Educator of the Year Award. A fifth faculty member was the founding principal for the Academy of the Redwoods Early College High School and teaching principal for the past three years. He attended nine state-level Early College conferences focused on teaching, learning, assessment, and leadership. He worked with the state-level Early directors to plan on the state-conference, and presented at one conference on the use of blogs as to improve student writing. He received a grant from the Kellogg Foundation to accompany his staff to a literacy conference in Boston. He was selected by Jobs for the Future to attend a four-day leadership conference in Puerto Rico. As principal he was responsible for all staff development at the Academy. He was selected as a HSU Service Learning Fellow in 2004 and

invited to write a manuscript about his service learning course by Stanford-based Service Learning 2000. The final core faculty member is only in his second year at HSU and did not report any activity in this area.

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	33%	50%	33%
At least one funded grant or contract related to scholarship	66%	66%	50%
Invited participant or leader of workshops, expert panels, or task forces	83%	66%	50%
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting	33%	33%	50%
Professional service activities at a regional or national level	66%	83%	100%
Service on at least one university or college-level committee (at least 1 hour/wk avg.)	83%	83%	83%

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 six core faculty members are professionally very engaged and among them have a total of 6 books, 36 journal articles, 6 book chapters, 1 invited book series editorship, 2 invited international presentations, and over 50 conference presentations. All have works in progress including two books and five journal articles. Five have received multiple grant awards from small grants to support research to more than \$500,000 over 8 years for the CAPP Project in Klamath-Trinity, \$75,000 for ARCHES/P-16 Council, and \$15,000 for the Peace Corps Fellows Program, among others. One professor is currently working with two other colleagues including

one from the California Department of Education seeking a \$2,000,000 grant from the Gates Foundation to support their P-16 Council work. Five faculty have been involved in putting on conferences, including those focusing on Early College High Schools, the North Coast Education Summit, and state peer counseling conferences. Five faculty members have had extensive involvement in committee work at the college and university levels. Finally, three tenured faculty also teach in the secondary program in Education and two teach in the secondary program.

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

Students are advised by the program coordinator until they select their thesis advisor. This gives our students and faculty time to discover mutual areas of interests. Usually after two to three semesters students select an MA thesis advisor. Two to three times a year the program leader holds advising meetings for all current MA students.

In the past the program had informal pot lucks at the home of the program leader. This helped build community among the students and between the students and faculty. This practice will be reestablished.

Time is set aside during MA faculty meeting for a student check in. Faculty share concerns about particular students and share stories of their successes.

Mentoring within the program usually occurs within the thesis advisor/ advisee relationship. For example, advisors often recommend contacts related to the student's area of study or conferences to attend.

The 2006 External Review of the Program states, "Current students are deeply satisfied with the program and graduates have found their training to be extremely helpful in their careers. All sing the praises of the faculty for being highly capable and very accessible to students."

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

Professor Patty Yancey's has developed a new course, EDUC 680, The Black Artist in America. The course spans an academic year with two units taught in the fall and two in the spring semester. The course spans several disciplines—art history, American history, ethnic studies, art production, and historical research methods. The students in the course explore archival data from the San Francisco Museum of Modern Art that focuses on African American artists—dancers, actors, comedians, writers, poets, and visual artists—from the nineteenth through mid-twentieth century. The course has attracted students with a wide variety of interests. Yancey's own work with the archival material and her background as an African-American artist makes her highly qualified to design and teach this unique course.

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

The program thoroughly prepares its students in this area. All courses within the program require a large amount of reading and writing. For example, students in Education and Society write two major research papers. Pedagogy students write weekly field work reports, reflective of qualitative research.

Our program also provides several unique features that support our students in finding their academic voices and producing high quality theses and projects. In 2004 we linked Educational Research with what had been an experimental course, Academic Writing. The success of Academic Writing convinced the faculty to link the two courses. In Educational Research, students learn to evaluate relevant research in their areas of interest, conduct library research, and sample a variety of research methodologies. Simultaneously, in Academic Writing, they write their research question, outline their literature review, and learn how to write their literature review in a form that is compelling and technically correct.

The combination of these courses has likely contributed to the increasing graduate rates and improved quality of work documented earlier in this report. Building off of our success with the writing course, we now offer an Advanced Academic Writing course that students can take as they are writing their theses. The course is based upon a writing workshop model where students work together to support each other in improving their work.

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

In answering the previous question, I outlined an experimental approach to improving our program. We offered Academic Writing on a trial basis, evaluated the students' work in Educational Research to the work of students who took the course when Academic Writing was not offered, noted a drastic improvement in the quality of students' work, and institutionalized the change. We also used students' own reports on the success of offering both course simultaneously as evidence of the success of the experiment. As noted in the 2006 External Program Review, the evaluator wrote, "A particular strength in the MA program is the simultaneous offering of Education Research and Academic Writing, which all students are required to take at the inception of the program. Two facts make this so successful: 1) the Research Methods instructor has a quantitative orientation while the Academic Writing has a qualitative orientation, and 2) the final project for both classes – a literature review on the topic of choice – is jointly planned and coordinated. Having taught MA research courses myself at the University of San Francisco, I found this model to be brilliant."

This area is one that warrants improvement. A major shortcoming has been the use a data-base that could be used to track such things as attrition rate of students, time to completion of degree, average GPA in MA classes, areas of emphasis, time to complete thesis upon completion of coursework and other basic questions that would indicate the success of the program. One way to address this issue is to create a survey that allows us to better understand issues related to completion of the degree.

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

The Administrative Services Program and Special Education Program feed into the MA program. Both of these programs undergo an accreditation process by the office of Teacher Credentialing.

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

The program has four key features that make it relevant, innovative, forward looking and responsive. First, the core content courses—Pedagogy, Educational Psychology, Education and Society, and Assessment represent fundamental aspects of education—the social, personal, curricular and instructional, and the evaluative. All students leave our core firmly grounded in these essential aspects of education. Second, the program has a strong research component. Students learn to focus their questions, develop a literature review and match their question to a research method in the Academic Writing course and Research Methods. They also take courses in both Qualitative and Quantitative Research Methods. Pedagogy and Research for Learning teach a third method, geared toward a practice-based approach to research. Third, the program allows students to pursue an area of study *based on their own interests*. We do not limit their exploration and students who are clear about their area of interest early in the program can link research and papers in all their courses to that area of interest. Fourth, students are encouraged to link their research to issues and problems that are relevant to them as professionals. Thus, the structure provides our students with solid intellectual tools and the freedom to use those tools to investigate and improve education.

Patty Yancy's new course mentioned earlier, *The Black Artist in America*, is another example of innovation within the program. Keri Gelenian's courses, Pedagogy and Research for Learning are based on his close work with Eleanor Duckworth, a former colleague of Jean Piaget. Tom Cook's focus on socio linguistics in Education and Society reflects yet another example of faculty thinking creatively about their course material.

In 2005 the MA program linked coursework in the Administrative Services Program and Special Education so students in those programs would graduate with a credential and our research-oriented MA degree. This made these graduates better prepared to assume leadership positions. For administrators, the MA degree is widely accepted as a prerequisite for employment. This adaption of linking the credential to the resources of the MA program has proven to be a winning combination for our students, the graduate program, and educational institutions that hire our graduates. The MA curriculum and faculty provide these students with advanced work in the areas of research, leadership, professional skills in an area of concentration, and social betterment, four aims of our mission.

We are currently considering two additional means by which the resources of the MA Program can be extended. One current project is to develop an MAT (Master of Arts

in Teaching) degree to Elementary, Secondary, and Special Education Students. The MAT degree is commonly offered in other institutions across the country and at many private universities within California. Currently, Fresno is the only CSU to offer the degree. Our plan is to utilize several existing MA courses to qualify a select group of students for the degree. We intend to grow the program slowly to maintain quality and not overextend MA faculty. Currently, our target student population would be students coming through the credential programs who are in internship programs (people already working in schools without a credential) and the Peace Corps Fellows Program. The addition of the MAT will provide graduates who are beginning careers in classrooms with advanced professional skills and knowledge compared to graduates from straight credential programs from other CSU's. It will put them on par with graduates from private school like Stanford, Mills College, and UC's like Berkeley and Davis.

A second idea involves creating a strand of one-unit professional development courses through extended education that 1) reflect the quality of material in our current MA courses in areas that our current courses do not address 2) provide an access point for more local teachers to take an interest in the program and 3) address the professional development needs of our local teachers. When the MA program was originally designed, the hope was that faculty would create new MA courses in their area of interest that students could use to develop their emphasis area. Without those courses in place we created a special studies option that would allow students to take courses from other departments. Over the years American Indian Education, Environmental Education, and Child Development are a few of the areas that our students have selected. In the area of Curriculum and Instruction EDUC 697, Research for Learning is the only course other than Pedagogy focused on instruction and learning. We recommended that students with this focus take additional coursework from within the content area they teach. The one-unit courses could be a cost-effective way to pilot new course that could be brought into the MA program as 2-3 unit elective courses. Philosophy of education, gender issues in education, and educational policy are several that deserve development. These courses could be taken through extended education as a way to encourage local educators to consider applying to the MA. The academic rigor of the courses would be on par with our current MA courses but without the time commitment of a two or three unit class. The rigor of the courses would distinguish the offerings from professional development currently offered by local schools or the Humboldt County Office of Education.

Both of these innovations reflect a suggestion presented in the 2006 program review: "Conduct more outreach to local and regional school districts to investigate what might motivate more teachers to enroll in an MA program."

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

Undergraduates may enroll in MA course and some do. Also, it is possible for credential candidates to enroll in MA course, but this option has not been realistic because of the heavy workload associated with our one-year credential programs in secondary and elementary education and special education level I. This issue may be changing with the newly created Peace Corps Fellows Program, designed to bring returned Peace Corps Volunteers into the credential programs. The Fellows take two years to complete their credential, leaving them extra time for MA classes. This year's Fellow has indicated a desire to complete MA classes while taking credential classes and staying at HSU to complete her MA if she is ultimately accepted into the program.

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.

Education Graduate

ENTER COMMENTS HERE

The 2006 External Review of the program contains ample evidence of the unique strengths of the program. As stated in the document: "Many elements of the MA program are exemplary and should be incorporated into similar graduate programs in Education at other universities....The most outstanding feature that emerged in my review is the solid training in research methods, both quantitative and qualitative, which MA candidates receive in this program. With some variation dependent upon the pathway, All MA students take at least four of the following research courses....In addition, students enroll in at least three units of thesis or project preparation (EDUC 690 or 692) under the guidance of an advisor and a committee consisting of two other faculty members. This extensive exposure to differing research methods is unusual in an MA program. For example, my university (USF) requires only one introductory course in Research Methods for MA candidates.... I must admit that when I first read the program document and saw the number or research courses required, I anticipated that students would comment to me that they found the number excessive for an MA program. To my surprise, no one student ever made that comment. All student appreciated the solid training they were receiving in research methods and felt equipped to continue on for a doctoral degree, if so desired

in their future. Some even take extra research courses at their own initiative. It is a testament to the program that graduates seem to be very successful.... Rating: The reviewer rates the quality of the program as Excellent.”

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

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.

The Center for Educational Excellence, Collaboration & Inquiry was initially chartered in October 2000 as the Center for Educational Renewal. Although the original name has been changed to provide increased clarity about its mission and focus, it still purposes to promote "simultaneous renewal" or the concept that educators from both the schools and the university need to work collaboratively and collegially to improve education P-16 and beyond. Please see www.humboldt.edu/~edcenter for more information.

Mission Statement

To exemplify educational excellence through collaboration and educational inquiry that enhances the university's ability to support professional practice and student learning at all levels in the North Coast region.

Highlights of Center activities that support the SOE, HSU, and our service region:

- North Coast Education Summit – Center director served as co-director for this annual conference for several years
- National Teacher of the Year Keynote Address – Co-coordinated annually with Humboldt County Office of Education
- National Board for Professional Teaching Standards – Helped provide support for a group of local teachers

- Education Colloquium Speaker Series (See <http://www.humboldt.edu/~edcenter/edcolloqseries.htm> for more information)
- Collaborative Inquiry Grant Funding (See <http://www.humboldt.edu/~edcenter/inquiry.htm> for more information)
- Center director has served as BTSA representative for 8 years
- Center director served as HSU's representative to CSU's Center for the Advancement of Reading (CAR) Council
- Center director has served on the LSEE Executive Committee for 8 years

Grant-Funded Initiatives

- California Academic Partnership Program (CAPP) – Since January 2001 in collaboration with the Klamath-Trinity Joint Unified School District, the Center director has served as Director/Co-Director of a multi-year project that has received nearly \$500,000 to support students' success with the CAHSEE, provide professional development for teachers, and support high school students to take the SAT, participate in college visitations, etc.
- ARCHES/P-16 Council – Beginning in the Fall of 2006 the Center director assumed responsibility to write a planning grant (\$20,000) and then an implementation grant (\$50,000) to launch a 2-county initiative that involves multiple collaborators to improve high school graduation rates, college attendance and success for American Indian students in Humboldt and Del Norte Counties. The Center director currently serves as Co-Director for this project.

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

We utilize smart classrooms in HGH. Library resources are adequate for our needs.

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

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	34	Required Program SCUs in the primary Course Code	23
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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	34	Required Program WTUs in the primary Course Code	23
-----------------------------	----	--	----

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
46	0	40		

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	.20

Staff FTE

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

4. Program Investments – Other annual costs.

2 WTU for Program Leader

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)	0
Instructional Supplies	0
Temporary Help (graders, lab assistants, GA's, etc.)	0

5. Program Investments – accreditation [if applicable]

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

ENTER COMMENTS HERE

N/A

B. Gross Revenues

Revenue	05/06	06/07	07/08
DEPARTMENTS COMPLETE THIS SECTION			
Fundraising/donations	0	0	0
Extended Education	700 est.	700 est.	700 est.
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

0

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

ENTER COMMENTS HERE

N/A

C. Efficiency

1. Efficiency – By SFR for course code

Academic	Subject	02/03	03/04	04/05	05/06	06/07	07/08
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Year Averages							
SFR	EDUC	12.43	11.74	10.31	9.10	10.61	18.66
FTEF	EDUC	4.05	4.05	3.74	3.76	3.45	1.87

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

The student faculty ration in the MA in Education program would be expected to be slightly lower than the university total and college total because of the nature of graduate education.

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

N/A

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

N/A

E. Additional Data

Course Offerings Profile in Education (AY 00/01 - AY 07/08) class_offerings_EDUC 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	7	12	11	11	10	11	15	9
Sections Enrolled	7	17	17	19	16	15	18	12
Average Section Enrollment	16	16	18	16	15	14	13	17
Distinct Courses Enrolled in Education by Level (AY 00/01 - AY 07/08) class_offerings_EDUC 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	2	3	2	2	2	3	2
Upper-div	1	1	3	3	1	3	3	1
Graduate	5	9	6	6	7	6	9	6
Total	7	12	11	11	10	11	15	9
Sections Enrolled in Education by Level (AY 00/01 - AY 07/08) class_offerings_EDUC 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	2	6	7	7	7	6	5	3
Upper-div	1	2	5	5	1	4	4	1
Graduate	5	10	6	7	8	6	9	8
Total	7	17	17	19	16	15	18	12
Avg Section Enrollment in Education by Level (AY 00/01 - AY 07/08) class_offerings_EDUC 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	21	25	22	22	21	21	23	43
Upper-div	17	13	20	17	18	10	15	20
Graduate	15	11	13	9	10	10	7	7
Total	53	49	55	48	48	41	45	71
FTES in Education by Course Level (AY 00/01 - AY 07/08) class_offerings_EDUC 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	2.1	22.6	20.5	22.8	21.3	18.3	17.3	19.7
Upper-div	3.6	2.5	12.3	10.9	2.0	4.2	5.9	3.4
Graduate	16.0	23.2	17.5	13.9	15.3	11.7	13.4	11.7

Total	21.6	48.4	50.3	47.6	38.6	34.2	36.6	34.8
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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 Education (AY 00/01 - AY 07/08)								
class_offerings_EDUC 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	5	7	12	12	10	7	7	5
Lecture only sections	7	16	17	18	15	15	16	8
Lab/Activity only sections								
Other modes and combinations	0	2	0	1	1	1	2	4

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	Average between 02-07=6.2	22
Maximum capacity with existing resources	8	24

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

There is room for growth with existing resources. We have taken steps to increase enrollment by providing prompt responses to inquiries by students who contact us directly or through the graduate office. Although the Peace Corps Fellows Program brings returned Peace Corps volunteers into the credential courses, we have found that people inquiring into the program are interested in taking graduate courses. This is a new program, with our first Fellow entering Secondary Education this year. This student intends to take graduate courses, apply to the MA program and stay at HSU to complete the MA if she is accepted into the program.

As described earlier, we are also developing an MAT, initially for a small number of students that would increase enrollment in 3-4 MA classes.

As described earlier, we hope to offer a professional development track in extended education to attract more local teachers into the MA program.

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

The opportunities for extended growth would come from expanding then pool of people interested in earning an MA though the Peace Corps Program, and the professional development track. The MAT would use three to four existing courses in our MA program to attract students into earning a credential and a graduate degree, currently offered only by Fresno State, UC's and privates in California. These ideas have been discussed above.

The MAT would make HSU more competitive with other institutions offering the degree. The MAT would also be attractive to Humboldt graduates, many of whom leave the area to peruse their teaching credential. Currently there are about 50 students each year who graduate with a Liberal Studies Elementary Education degree. Less than half of those graduates stay at HSU to complete their credential. The option to earn an MAT at Humboldt may increase the number of students choosing to stay at HSU for their professional education.

Two additional approaches to expanding the program are 1) developing distance options for coursework and 2) developing a more robust and specialized selection of courses within areas of concentration (which was done successfully by combining coursework in

special education and administrative services with the graduate program). There are two areas where this same approach could be used: foundations of education and the Teaching American History program that is currently offered by extended education.

A Foundations of Education concentration requires developing courses in areas such as philosophy of education, educational policy, history of education, cultural studies and education, leadership, program evaluation, and curriculum and instruction. An MA in this concentration would attract students interested in becoming superintendents, going on for an Ed. D. in administration or earning an Ed.D. in educational research, policy or leadership.

The Teaching American History Program is a federally funded program operated jointly by the Northern Humboldt School district and HSU faculty. This program offers courses for local teachers that strengthen their knowledge and understanding of American history and their ability to teach it in a compelling fashion. The program has continued to be funded for five years and expanded to Del Norte County. The courses are developed and faculty expertise in teaching the courses exists. Originally, the program offered local educators an MA through the history department. That option is no longer possible. The MA program leader has begun conversations that explore combining the Teaching American History courses with the core courses in the MA program. This would allow students to graduate with an MA in education with a concentration in teaching American history.

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

ENTER COMMENTS HERE

If enrollment in the MA courses increased significantly (8-12 students) because of the success of any combination of approaches described above, we would need to offer multiple sections of those courses each year. The MAT would possibly require the development of a classroom-based research course. The foundations concentration would require the development of four to five new courses, with two to three of those courses offered 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.)

ENTER COMMENTS HERE

A 10% augmentation of resources might allow us to increase the number of students in the MA program through the Peace Corps Fellows Program and/or a limited MAT program and adding students interested in earning an MA in Education with a concentration in Teaching American History. It would also allow us to reach out to more local educators by offering the professional development courses through extended education. The increase would be used to offer multiple sections of a limited number of classes that would result from increased enrollment.

A 20% augmentation might allow us to move more quickly to develop an MAT program that replaces the current credential, adding on-line classes, and developing the Foundations track within the MA program.

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

A 10% cut might result in offering some classes less often, slowing the rate of graduation. It would result in holding enrollment to current levels.

A 20% cut would result in modifying the program by eliminating classes that have been cited in the external program review as responsible for making the program distinctive and effective in producing MA students capable of doing serious research.

Cuts at this level would further erode the ability of HSU to positively impact the quality of teaching in our local public schools. The majority of our graduates are currently local educators. Since our first graduates left us in 2002, we have seen them enter doctoral programs, take leadership positions in local schools, publish textbooks, and come back to work as lecturers in the credential programs. The stagnant funding of public education in the state leaves districts and the County Office of Education scraping for funds to provide professional development opportunities for local teachers, making it unlikely that any local institutions could fill the professional development void created by curtailing the MA program.

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

The largest impact was described in the last paragraph, the erosion of quality of our local public schools because of the lack of opportunities for professional growth beyond short professional development workshops. Humboldt State has a vested interest in improving the college-going rate of local high school graduates, as three of the top feeder high schools to HSU are local schools. The MA in education program provides our local educators with advanced skills in education and broadens their perspectives about educational issues.

The MA program has also provided the HSU credential programs and other departments at HSU with instructors and staff. Currently graduates from the MA program have positions as instructors and university supervisors in the secondary credential program. One graduate works as an undergraduate advisor and one works as the LSEE advisor. The directors of the Upward Bound Programs at HSU and College of the Redwoods are both MA in Education graduates.

If the MA in Education Program were eliminated, the university would lose a program with steady enrollment, at near capacity. Without an MA in education program at HSU, local educators would need to leave the area for an advanced degree or earn an on-line degree offered by instructors who would be unfamiliar with the context of education in Humboldt County. The Level I and Level II Administrative Services Program would suffer greatly. As pointed out earlier in this document, it is nearly a requirement for all administrators in public schools to have at least an MA degree.

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

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.