

HSU Academic Program Criteria

Academic Program in Elementary Education

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.

Education has always been at the heart of HSU. From its beginning as a Normal School in 1913 to our credential programs today, the University has been continuously involved in the preparation of education professionals. One of every seven HSU students is involved in some phase of teacher education. Students come to our credential programs from a wide variety of undergraduate backgrounds that cross all three colleges: the College of Natural Resources and Sciences; the College of Arts, Humanities, and Social Science; and the College of Professional Studies.

Over the years, we have prepared many of the local teachers and administrators. Our area does not have a teacher shortage as is being experienced throughout the state, and indeed each teaching vacancy has a long list of applicants. Thus, it is a source of pride for us that our graduates are sought after and valued by local administrators. Our credential programs have strong and positive working relationships with local schools, and we work hard to maintain those relationships in the realization that the preparation of education professionals by definition involves a solid partnership between the schools and the University. We rely on our colleagues in the local schools to partner with us in the creation of programs that blend academic work with practical experience in order to foster education professionals who have a strong sense of the theoretical base in education and its practical application in public schools. Through the cooperative efforts of supportive site administrators, mentor teachers, University supervisors, and professors, our credential candidates experience what we believe is the highest degree of individualized attention and nurturing, key elements in making them such strong leaders in the profession when they graduate. **The extent of our fieldwork (credential candidates working in K-8 classrooms with mentor teachers and their students—19 units) is one of the strongest components of our program. [Numbers 1, 4, 5, 7, 8 of HSU Vision Statement]**

We believe in offering a challenging academic program that focuses on best educational practices and the creation of a community of caring in our program and in our public school classrooms. We respond to our students' work personally; help our students become aware of their own assumptions, preconceptions, and personal filters; and assist them in understanding how such assumptions, preconceptions, and filters affect their teaching and the equity of the education that their students receive. **All of the courses that EED credential candidates are required to take align with this part of our vision: EED 722 & EED 722B English Language Skills and Reading (Fall and Spring); EED 723 & EED 723B Integrated Math/Science in the Elementary Curriculum (Fall and Spring); EED 724 & 724B Fine Arts in the Integrated Elementary Curriculum (Fall and Spring); EED 728 & 728B History/Social Studies in the Elementary Curriculum (Fall and Spring); EED 741 Health and Physical Education in the Elementary Curriculum (Fall only); EED 733 & EED 733B Teaching English Language Learners (Fall and Spring); EED 726 & 726B Professional Development (Fall and Spring); EED 740 & 740B Special Populations (Fall and Spring); EED 721 & 721B Multicultural Foundations (Fall and Spring); and EED 720 & EED 720B School and the Student (Fall and Spring.)** *[Numbers 1, 2, 3, 4, 5, 6, 7, 8 of HSU Vision Statement]*

We are committed to the act of teaching as being one of social activism and promotion of social justice. We see teachers as being agents of social change. We are aware that prospective teachers may perceive a disconnect between the philosophy of education in some public school systems and that which we profess, and we see it as part of our mission to assist our students in their development so that they are able to take their place in those systems as thoughtful and sensitive agents of change, constantly working to bridge, narrow, and eventually close the gap between what they experience in schools and what they believe. **Four specific courses that EED credential candidates are required to take that align with this part of our vision are EED 721 & 721B Multicultural Foundations (Fall and Spring); and EED 720 & EED 720B School and the Student (Fall and Spring.)** *[Numbers 1, 4, 5, 6 & 7 of HSU Vision Statement]*

We believe that the arts are an essential curricular component of K-12 education. The arts are not a frill and must not be the choice of an individual school administrator or teacher. **Two specific courses that EED credential candidates are required to take that align with this**

part of our vision are EED 724 & 724B Fine Arts in the Integrated Elementary Curriculum (Fall and Spring.) [#3 of HSU Vision Statement]

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

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

1. Headcount Data [Corrected figures in tables appear in brackets in red type]

Major Academic Year (Fall/Spring) Average Headcount Summary Majors_overview_CRMS 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
CRMS	Multiple Subjects-Credential	[104] 112	[91] 94	[106] 113	[90] 92	[77] 73	[78] 82	[62] 67	[73] 73
Total		[104] 112	[91] 94	[106] 113	[90] 92	[77] 73	[78] 82	[62] 67	[73] 73

Second Majors by Academic Year (exclusive of primary majors) Majors_overview_CRMS 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
CRMS	Multiple Subjects-Credential	3	0	0	0	0	0	1	0
Total		3	0	0	0	0	0	1	0

Minors enrolled AY Average in Education minors_enrolled_EDMI report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	0	0	0	0	0	0	0	1
Soph	0	1	0	0	0	0	0	1
Jr	0	1	2	1	0	0	0	2
Sr	0	0	1	2	3	1	0	2
	0	1	3	3	3	1	0	5

Minors Awarded by Year in Education minors_awarded_EDMI 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
Education	0	0	0	0	1	2	0	0

Majors by Sex and Ethnicity									
Majors_overview_CRMS 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	2	1	2	1	3	0	0	0
	Black	1	0	1	0	0	1	0	1
	Hispanic	7	7	4	7	3	3	1	3
	Native Amer	2	1	5	2	3	1	1	1
	Pacific Is	1	0	2	1	0	0	0	0
	White	63	60	65	49	41	50	38	47
	Other	4	3	4	6	3	0	1	3
	Unknown	11	7	7	14	8	11	9	6
sum		90	77	88	80	60	65	50	60
Male	Hispanic	2	0	3	0	0	2	0	1
	Native Amer	2	0	0	0	0	0	1	0
	Pacific Is	0	0	0	0	0	0	1	0
	White	14	15	17	9	7	11	12	9
	Other	1	0	3	1	2	3	1	1
	Unknown	3	2	3	2	4	2	2	3
sum		22	17	25	12	13	17	17	14

Credentials Awarded* by Major and Academic Year									
credawards report generated: 11-MAR-08									
PROGRAM	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Multiple Subjects	129	125	134	143	108	108	95	97	

2. FTES by Course Code

FTES taken in Elementary Education classes by Majors (AY 02/03 - AY 07/08)									
course_ftes_smry_EED 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	
EED	Lower-div	Liberal Studies-Elementary Ed	4.3	2.0	1.9	2.0	1.8	2.0	
		Art	.1	.0	.0	.1	.0	.1	
		Liberal Studies	.1	.1	.0	.1	.0	.1	
		Business Administration	.0	.0	.0	.0	.0	.1	
		English	.0	.1	.0	.0	.0	.1	
		Liberal St-Child Dev-Elem Ed	.1	.0	.0	.1	.1	.1	

Sub-total	5.3	2.6	2.4	2.7	2.5	2.7
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FTES taken in Elementary Education classes by Majors (AY 02/03 - AY 07/08) course_ftes_smry_EED 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
EED	Upper-div	Multiple Subjects-Credential	131.8	110.6	95.5	112.5	90.6	102.7
		Liberal Studies-Elementary Ed	9.0	5.1	3.8	4.1	3.5	4.1
		Liberal St Elem Ed -Integrated	.7	1.3	6.0	3.0	5.4	1.6
		Social Science-Credential	.3	.0	.0	.1	.4	.5
		Physical Education-Credential	.0	.0	.2	.0	.2	.2
	Sub-total		149.6	121.0	112.5	122.0	103.3	110.9

FTES taken in Elementary Education classes by Majors (AY 02/03 - AY 07/08) course_ftes_smry_EED 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
EED	All Levels	Multiple Subjects-Credential	131.8	110.7	95.5	112.5	90.6	102.7
		Liberal Studies-Elementary Ed	13.3	7.1	5.7	6.1	5.3	6.1
		Liberal St Elem Ed -Integrated	.7	1.3	6.0	3.0	5.4	1.6
		Social Science-Credential	.3	.0	.0	.1	.4	.5
		Liberal Studies	.3	.1	.0	.1	.1	.3
Total			154.9	123.6	115.0	124.7	105.8	113.6

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
EED credential candidates can earn a secondary credential the same year. To qualify ⇒	In addition to EED courses & fieldwork, student teachers must take the SED Methods course in their specialty (2 units) & pass the RICA (Reading Instruction Competence Assessment—Ed. Code Section 44283) and the CSET (California Subject Examinations for Teachers)	
SED credential	In addition to SED courses	

candidates can earn an elementary credential the same year. To qualify ⇒	& fieldwork, student teachers must take EED 701: Elementary Methods (3 units) & pass the Single Subject CSET	
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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.

Multiple Subjects Credential

Over half to 75% of our candidates are graduates of the HSU Liberal Studies Elementary Education program (LSEE.) Internal demand for the EED credential program is strong, however, our numbers have decreased over the past few years due to State and Federal mandates that have impacted the HSU-LSEE program. The State Board of Education eliminated the California Subject Exam for Teachers (CSET) waiver program. This program allowed LSEE graduates to waive the Multiple Subjects CSET because all CSU-LSEE were designed to teach the content covered by the CSET examination. There is a strong possibility that this waiver will be reinstated in a few years. If this happens, our numbers could again average 90.

Education Minor

The Education minor exists on paper, but the core courses have not been offered for five years due to successive budget cuts.

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.

Multiple Subjects Credential

Elementary teaching is listed as one of the fastest growing occupations on the California Employment Development Department website <http://www.labormarketinfo.edd.ca.gov/>. A 27% increase in elementary teachers is projected by 2016. In *The Status of the Teaching Profession* (CSU Office of the Chancellor, Policy Analysis for California Education, UC Office of the President, WestEd, 2005) a direct connection is made between teachers—well-educated and prepared teachers—and California’s Future:

California now has more than 306,000 public school teachers, which is one- third more than we had a decade ago. We will need even more. The increased need comes in part because our student population is growing, although not at the rapid pace it had been. The more immediate concern is the number of veteran teachers who are eligible to retire. California has a rapidly aging work-force, including 97,000 teachers who are over age 50, more than half of whom are over 55 (see Fact Sheet 2). Based on the combination of increased retirements, attrition of more junior teachers and estimates of new teacher production, we project California will again face a huge teacher shortage in less than a decade. And that shortage is likely to be most severe at exactly the time when state and federal laws expect all students to be proficient, a far cry from where students are today (p 5).

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

A. Students [Corrected figures in tables appear in brackets in red type]

1. For undergraduate programs

Total Fall Applications received appsXmajFall report generated: 29-JUL-08						
General major	2003	2004	2005	2006	2007	2008
Multiple Subjects-Credential	[134] 95	[123] 97	[128] 114	[101] 84	[111] 97	[82] 67

Total Fall Applicants who enrolled appsXmajFall report generated: 29-JUL-08						
General major	2003	2004	2005	2006	2007	2008
Multiple Subjects-Credential	[90] 69	[77] 64	[78] 83	[62] 63	[76] 72	[55] 1

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

- Over 2/3 of the teachers in our cooperating districts are HSU graduates of our credential programs.
- Each year we implemented our distance internship program at Civicorps Elementary Charter School (formerly known as East Bay Conservation Corps Elementary Charter School) in Oakland, Civicorps would hire at least one of our graduates to fill vacancies at the school.
- The EED passing rate for the RICA averages 97% +.
- EED receives multiple requests from districts around the State and the nation (specifically Arizona) for our graduates to apply for teaching jobs in their schools.

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.**

EED tenured faculty continue to receive above average to excellent student evaluation scores. The tenured faculty engage in national and state professional development conferences every year. We now have three probationary/tenured faculty members. One is newly hired as of Fall 2007 so the following examples of professional development and commitment to continuous improvement of teaching only apply to the two tenured faculty members:

- *EED instructor of Fine Arts and EED Program Leader:*
 - Project Zero Summer Institute at Harvard University (2005)
 - HSU Moodle workshops (2004-07)

- Arts Education Initiative professional development sessions at UC Berkeley (2003-present)
- *EED instructor of Reading and Language Arts*
 - Trainer of Scorers, Performance Assessment of California Teachers (2008)

All part-time faculty are evaluated yearly by the EED Program Leader.

The EED program is evaluated yearly by California State University through its exit survey of graduates. A comprehensive evaluation is conducted every five to seven years (most commonly six years) by the California Commission on Teacher Credentialing. The notion of regularly scheduled review cycles is based on the issue of fairness to all institutions. In addition, since the review is a "point in time" review which assesses the quality of the institution at the time of the review, it is assumed that regular accreditation cycles will be able to capture and respond to any changes that take place at an institution during that period.

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

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.**

From Fall 2005 to Fall 2007, EED only had two full-time, tenured faculty members. In Spring 2007, an additional full-time, probationary faculty member was hired who began work in Fall 2007. All other instructors are part-time, less than 50%.

Details of full-time faculty scholarly and/or creative activities and service:

TOM COOK

Tom Cook joined the staff in the Fall of 2007. In Spring, 2008 he assumed the role of Interim Director of the Liberal Studies Elementary Education program after Nancy Hurlbutt was appointed to the position of CPS Interim Dean. Tom became LSEE Director in the Fall of 2008. He serves on the LSEE Executive Committee.

LARRY RICE

Peer-reviewed Article

Rice, L. S. and Van Duzer, E. V. (2005). Computerized data collection and student ratings of teacher performance. *Eric Online Journal, Fall 2005.*

Task Force / Expert Panel

- HSU Representative, CSU Center for the Advancement of Reading
- Faculty Representative, HSU Strategic Enrollment Advisory Board
- Faculty Representative, HSU WASC Steering Committee

Presentation

Rice L. S. (2008). Opening address. U.S. - Mexico Binational Health Week Conference (Arcata, CA).

Professional Service

- Alexander von Humboldt Travel Literature Conference Steering Committee (Veracruz, Mexico Conference)
- Alexander von Humboldt Travel Literature Conference Steering Committee (Xian, China Conference)

- Chair, U.S. - Mexico Binational Health Week Conference Steering Committee (Arcata, CA Conference)
- CSU Literacy Conference Steering Committee (Long Beach, CA Conference)
- CSU Literacy Conference Steering Committee (San Francisco, CA Conference)
- Center for the Advancement of Reading Northern Regional Conference Steering Committee (Sacramento, CA Conference)
- HSU International Education Week Seminar Series Steering Committee
- Scoring Consultant, Reading Instruction Competence Assessment (RICA)
- Trainer of Scorers, Performance Assessment of California Teachers (PACT)
- Numerous Book and Chapter Reviews

Committees

- Faculty Director, HSU Sponsored Projects Foundation Board of Directors
- Treasurer, HSU Sponsored Projects Foundation Executive Committee
- Faculty Director, HSU Student Recreation Center Board of Directors
- College Representative, HSU International Resources Committee

PATTY YANCEY

Peer Reviewed Article

Yancey, P. (2007). "From the Tightrope: Designing, Developing and Delivering an Alternative Pre-service Teacher Education Model". In *Multicultural Education Journal*. San Francisco: Caddo Gap Press.

Grants and service activities on a regional/national level

Arts Education Initiative (AEI), a multi-year, regional project launched and hosted by University of California, Berkeley. The project is part of the Ford Foundation's national Arts Education Initiative. Funded by the Ford Foundation and the Clarence E. Heller Foundation. September, 2003-present. *Served as AEI co-chair from 2003-07.*

Initiatives and special programs developed in School of Education

- Elementary Education partnership with Civicorps Elementary School (formerly East Bay Conservation Corps Charter School.) Provided HSU elementary student teachers with the opportunity of full-time, paid internships during their credential year. (2005-08)

- *Bring Science Alive Through the Performing Arts*. Integrated Science and Theater Arts Interactive DVD produced in partnership with Dell'Arte. Major funding provided by the Ford Foundation. 2005.
- *What Is Race? The World of Multicultural Children's Literature*. Exhibit of 84 Elementary Education Student Teachers' 3-D Shadowboxes mounted in HSU Library during the 2005 Dialogue on Race.

Campus-wide committees

Diversity & Education Summit Planning Committee 2006-07.

Diversity Plan Action Council (DPAC) 2005-2008.

DPAC Curriculum Transformation Task Force 2006-2008.

Liberal Studies Elementary Education Executive Committee 2005-present.

Dialogue on Race Planning Committee 2005

Presentations

Panelist. Hawaii International Conference on Education. January 5-8, 2008. Panel: *Integrating the Eight Studio Habits of Mind in Teacher Preparation*.

Curator. *A Work in Progress*. Art Exhibit at Morris Graves Museum in Eureka, CA. March 2007. Exhibit of student art assignments produced by credential candidates enrolled in the HSU-EED Program. Sponsored by the Humboldt Arts Council.

Co-Organizer. Humboldt State University Education Encounter. March 1-4, 2007.

Co-Presenter. Humboldt State University Education Encounter. March 1-4, 2007. *Mandala, Poetry, and Bookmaking*.

Host and panelist. Humboldt State University Education Encounter. March 1-4, 2007. *Think, Imagine, Create: A Conversation with Northern California Arts Educators*.

Co-Presenter. Association of Teacher Educators (ATE). Annual Meeting in San Diego. February 17-21, 2007. Paper: *Using the Arts as a Means for Transforming Multiple Subject Teacher Education*.

Panelist. American Association of Colleges for Teacher Education (AACTE). 59th Annual Meeting in New York City. February 24-27, 2007. Panel: *Arts Education Initiative: Infusing the Arts in Teacher Education*.

Presenter. 2006 North Coast Education Summit at Humboldt State University.

Participant. *Project Zero Summer Institute*. Funded by the Arts Education Initiative. Harvard University University. Summer 2005.

Presenter and Member of Planning Committee. California Council on Teacher Education's (CCTE) Spring 2005 conference, "Artful Teaching in Testy Times."

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.

EED:

Diane Ryerson, EED Program Coordinator, serves as the primary advisor for our credential candidates.

EED supervisors (part-time EED faculty) work individually with EED credential candidates, supervising and advising our students in their fieldwork placements. The supervisors observe the candidates teaching in their K-8 classroom placements, meet with them and their mentor teachers, and write detailed reports that are turned in regularly to and reviewed by the Program Coordinator.

Patty Yancey, EED Program Leader, handles student issues that cannot be resolved by the Program Coordinator, supervisors, or individual faculty.

Marilynn Claypool, Credential Analyst, provides oversight of the candidates progress toward earning their credentials.

Individual EED faculty advise students on issues that pertains to specifically to their courses.

Outside of EED:

Patty Yancey serves as the faculty advisor for the Black Student Union.

Patty Yancey chairs and participates on theses committees for the M.A. in Education program.

Larry Rice serves as the faculty advisor for the SCTA.

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

- Patty Yancey, EED full-time Professor and Program Leader is the only African American female tenured faculty member on the HSU campus.

- Tom Cook, EED full-time Assistant Professor speaks fluent Chinese and Japanese, and intermediate Spanish.
- Larry Rice, EED full-time Associate Professor speaks fluent Spanish.

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.

In fall 1998, SB 2042 was enacted in California to maintain multiple pathways to a teaching credential. Regardless of the pathway (e.g., student teaching, district internships, university internships), candidates meet a uniform set of standards. Among other provisions, it established a requirement for all California candidates for a preliminary teaching credential to pass a state-approved teaching performance assessment with demonstrated validity and reliability to supplement training, course assignments and supervisor evaluations. The California Commission on Teacher Credentialing contracted with the Educational Testing Service to develop such an assessment. SB 2042 explicitly allowed for the development of alternative assessments that were as rigorous as the state-developed assessment. The HSU-SOE credential programs opted for the Performance Assessment of California Teachers (PACT) for its assessment.

The PACT Teaching Event is an “evidence-based system” that uses multiple sources of data - teacher plans, teacher artifacts, student work samples, video clips of teaching and personal reflections and commentaries. The Teaching Events are subject-specific assessments that are integrated across four tasks: planning, instruction, assessment, and reflection (PIAR) (with a focus on Academic Language embedded across the tasks). For each Teaching Event, candidates must plan and teach a learning segment of 3-5 hours of instruction (i.e., an instructional unit or part of a unit), videotape and analyze their instruction, analyze student learning, and reflect on their practice. The Teaching Events are designed to measure and promote candidates’ abilities to integrate their knowledge of content, students, and instructional context in making instructional decisions and reflecting on practice.

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.

Because of the CSU yearly evaluation of graduates and EED's in-house, end-of-the-year program evaluations, the following changes were made to the program:

- The HSU EED program increased the units of instruction in Special Populations from 1 unit per year to 2 units
- The EED hired a tenure-track faculty member specializing in ELL/bilingual education.
- A Health/Physical Education requirement (1 unit) was instituted.
- Student teachers are now required to serve in their Spring fieldwork placements through the K-8 end-of-school-year date.
- EED designed and implemented a distance learning component of the program in order to better serve students living and working in remote rural communities; and to better serve our local candidates who wanted to student teach in more diverse, urban communities.
- The program revamped the EED 720 course to add more instruction in the area of classroom management.

3. Accreditation (if applicable)

If the program is accredited, describe the need for this accreditation and its impact on the quality and composition of the curriculum of the program.

When an institution (college, university, school district, county office of education or other entity) wants to offer one or more educator preparation programs to prepare candidates to teach or provide services in the California public schools, the institution needs to become approved by the Commission on Teacher Credentialing.

There are two categories of accreditation standards that must be satisfied by institutions that prepare professional educators in California: 1) Common Standards, and 2) Program Standards.

- **Common Standards** address aspects of program quality that should be common across all educator preparation programs in an institution. This category includes standards relevant to the institution's overall vision for, and leadership of, educator preparation programs within its organization. The Common Standards also embody expectations about the distribution of resources across different programs, the quality of faculty, and the adequacy of admissions and advising procedures. An institution provides documentation describing how it responds to each Common Standard, including information about individual programs when necessary.
- **Program Standards** address the quality of program features that are specific to a credential. These include assessments, curriculum, field experiences, and the knowledge and skills to be demonstrated by candidates in the specific credential area. There are three program standards options available to institutions wishing to offer an educator preparation program. The institutional sponsor must select the type of program standards it will use to seek initial program approval and future program accreditation. This selection will also guide the selection and orientation of program reviewers. Once a program standard option has been chosen, the institution/program sponsor must respond to each standard in the selected option by providing program-specific information for review by the program reviewers.

For a more detailed description of the CCTC accreditation standards, please see our School of Education (SOE) report.

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.

EED designed and implemented a distance learning component of the credential program in order to better serve students living and working in remote rural communities; and to better serve our local candidates who wanted to student teach in more diverse, urban communities. A partnership with Civicorps Elementary School in Oakland was forged in

order to provide EED candidates the opportunity to work in full-time, paid internships at a small (170 students), diverse (75% African American, 61% of students eligible for the free and reduced-price lunch program), inner-city charter school.

EED is a part of a regional initiative (AEI) that is working to infuse/integrate the arts in pre-service teacher education and principal leadership programs. The regional initiative is a part of the Ford Foundation's national AEI. Grant funds from AEI afforded the following opportunities for our credential candidates:

- Bruce Fisher, EED Math & Science Methods instructor, worked with Dell'Arte and Peninsula Elementary to produce a DVD for teachers on integrating theater arts with science. Steve Tenerelli, Dell'Arte Youth Academy Director, was also guest instructor in EED 723B (Math/Science Methods-Spring semester) and EED 724B (Fine Arts Methods-Spring semester) for 2005-06, 06-07, and 07-08.
- Cathleen Michaels, artist and arts educator, was a guest instructor in EED 724 (Fine Arts Methods-Fall semester) and taught poetry and bookmaking.
- EED candidates created a visual art installation in the HSU Library's main exhibit case for the HSU 2005 Dialogue on Race. The focus of the installation was multicultural children's literature that provided a balanced and authentic view of the issue of race. As an integrated assignment for EED 724 (Fine Arts) and EED 721 (Multicultural Foundations), credential candidates identified and evaluated developmentally appropriate K-8 children's books that reflected the reality of a pluralistic society. Each EED candidate created a 3-D visual collage inspired by his/her final book choice and the collages were used as the "building blocks" in constructing the installation.

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.

N/A. The credential program is a post-baccalaureate, professional program and is not considered to be a graduate program. HOWEVER, over half of our candidates are graduates of the HSU-Liberal Studies Elementary Education 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.

Multiple Subjects Credential

- The HSU-EED credential program is one of the few teacher credential programs that offers a stand-alone art course (EED 724 and EED 724B, Fall and Spring.)
- The HSU-EED credential program requires more fieldwork hours than most credential programs in the State. This is the primary strength of the program that is cited continuously by students in exit evaluations from year to year.

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?*

N/A

D. Affiliations/Equipment/Facilities/Environment

1. Affiliations

The Center for Educational Excellence, Collaboration & Inquiry (CEECI) 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. The mission of CEECI is 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. CEECI assisted EED in piloting the distance internship partnership with Civicorps Elementary School (formerly known as the East Bay Conservation Corps Elementary Charter School) in Oakland.

Collaboration/Partnership Priorities

- Facilitate collaboration between HSU and other organizations to improve education at all levels.
- Explore the viability of developing several "partnership" or "professional development schools/districts" to promote and support cutting-edge professional practice.
- Develop a regional technology initiative to strengthen teaching and learning.
- Seek funding to promote collaboration.

Inquiry Priorities

- Promote and coordinate collaborative inquiry by school and university colleagues to improve teaching, learning, teacher education, and professional development.
- Identify and share exemplary practices.
- Seek funding for research and development.

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.

The most important facilities are: Dedicated classrooms in Harry Griffith Hall; smart classrooms; conference room in HGH.

This year EED finally has a dedicated classroom for teaching the arts. Not having an adequate space for teaching the arts, while advertising to prospective candidates that HSU-EED believed the arts to be a critical component in the K-8 curriculum, was embarrassing. It was also exhausting for the instructor who had to cart supplies around campus and often resulted in classes not starting on time (because rooms were locked or not equipped for artmaking) or in the curriculum having to be altered to accommodate inadequate facilities. The newly renovated HGH art room has storage for art supplies, movable tables, and a sink.

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 DI.)

The EED credential program has a strong and positive working relationship with local K-8 schools (Eureka City Schools, Klamath Trinity Joint School District, McKinleyville School District, etc.) and we work hard to maintain those relationships in the realization that the preparation of education professionals by definition involves a solid partnership between the schools and the University. We rely on our colleagues in the local schools to partner with us

in the creation of programs that blend academic work with practical experience in order to foster education professionals who have a strong sense of the theoretical base in education and its practical application in public schools.

EED candidates are placed in K-8 schools and work with mentor teachers and their students half-time, four days a week for the first half of Fall and Spring semesters; and full-time, five days a week for the last half of Fall and Spring semesters. In the Spring semester, EED candidates work in their placement classrooms until the end of the K-8 school calendar.

EED has a Partnership Council (EPC) that is made up of representatives from various groups: community members, mentor teachers, university supervisors, the Humboldt County Office of Education Superintendent, alumni, student teachers, business leaders, etc. The EPC meets twice per semester and advises the program on everything from scheduling, budget, assessment, market trends, etc.

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	44	Required Program SCUs in the primary Course Code	44
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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	25 for Methods courses + 6.3 for fieldwork*	Required Program WTUs in the primary Course Code	31.3
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* For supervision purposes, each candidate equals 1 WTU for fieldwork courses that total 19 units. There is no extra cost for supervision done by tenure track faculty. Some supervisors are hired as lecturers and that is the only cost to the university in terms of WTUs for fieldwork. HSU captures 19 units of S-factor courses per candidate per candidate which increases the FTEs by a factor of 3, with no cost for additional faculty salary.

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. N/A FOR CREDENTIAL PROGRAM. All WTUs are required in order for students to complete the program.

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
N/A	N/A	N/A	N/A	N/A

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	150% See explanation below*

Staff FTE

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

*EED has one full-time Program Coordinator and shares the Program Coordinator Assistant with SED so EED has 1.5 staff positions.

4. Program Investments – Other annual costs.

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

Category	Estimated Cost
Equipment (including maintenance)	Not separated out in budget of SOE
Instructional Supplies	Not separated out in budget of SOE
Temporary Help (graders, lab assistants, GA’s, etc.)	Mentor teacher stipends: \$150 per semester. Supervisor travel reimbursement: 50 +

	cents per mile.
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5. Program Investments – accreditation [if applicable]

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

One aspect of accreditation is the implementation of PACT. Although full funding by the State of a teacher performance assessment was promised when this mandate was instituted, the State is not providing any funds due to budget constraints. Annual PACT costs are estimated (2008-09 is the first year of full implementation:)

- We need 23 scorers (@ \$400 each) which will cost us \$9,200 per year.
- Equipment maintenance is estimated at \$500 per year.
- EED half of the PACT directorship is 2 WTUs per year.
- Required PACT professional development is \$2500 per year.
- Students will pay a fee of \$40 for software access.

B. Gross Revenues

Revenue			
DEPARTMENTS COMPLETE THIS SECTION	05/06	06/07	07/08
Fundraising/donations		\$500	\$500
Extended Education	5,812.45	4,836.41	4,075.00
Student fees	N/A	N/A	
Instructionally Related Activities (IRA)	\$20	\$20	\$20
Instructionally-related grants	\$3,000	\$3,000	\$3,000
Grants and contracts to P.I.s	\$5,500	\$5,500	\$6,000
Other revenues			

C. Provide additional explanation for the data in the tables under questions A and B above, as appropriate.

Fundraising: \$\$ from Wells Fargo for mentor teacher reception

Extended Ed: \$\$ for copying

IRA: liability insurance for students

Grants & Contracts to P.I.s: \$\$ from Arts Education Initiative funded by the Ford Foundation and the Clarence E. Heller Foundation for infusing the arts in pre-service teacher education. This money has been used for travel, art supplies, guest artists, and professional development.

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	EED	16.69	16.43	16.35	15.93	18.64	16.19
FTEF	EED	9.28	7.53	7.03	7.83	5.68	7.02

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.

EED’s SFR has hovered around 16 for the last 5 years

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.

No comment. Evidence has been given in prior answers.

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.

- Class sizes have increased which impacts the quality of a professional program.
- Mentor teacher stipends were cut in 2004-05, which resulted in the loss of some mentor teachers and increased staff/faculty time in “courting” additional mentors. The CPS Dean

met with teachers and principals in all districts in order to soothe the political uproar. Mentor teacher stipends were reinstated in 2005-06. The stipends are being eliminated again in 2009-10.

- We have had to suspend our distance program. The program was designed and piloted with grant funds, but after the third year program quality was suffering without additional support from HSU so the decision was made to suspend.

E. Additional Data

Course Offerings Profile in Elementary Education (AY 00/01 - AY 07/08) class_offerings_EED 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	19	20	20	16	18	17	16	17
Sections Enrolled	55	50	51	48	45	46	41	40
Average Section Enrollment	25	22	23	23	22	24	23	24
Distinct Courses Enrolled in Elementary Education by Level (AY 00/01 - AY 07/08) class_offerings_EED 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	1	1	1	1	1	1
Upper-div	18	19	19	15	17	16	15	16
Total	19	20	20	16	18	17	16	17
Sections Enrolled in Elementary Education by Level (AY 00/01 - AY 07/08) class_offerings_EED 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	3	2	3	2	2	2	1	1
Upper-div	53	48	48	46	43	45	40	39
Total	55	50	51	48	45	46	41	40
Avg Section Enrollment in Elementary Education by Level (AY 00/01 - AY 07/08) class_offerings_EED 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	28	31	26	19	18	27	38	41
Upper-div	24	21	23	23	23	24	22	23
Total	53	52	49	42	41	51	60	64
FTES in Elementary Education by Course Level (AY 00/01 - AY 07/08) class_offerings_EED 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	4.6	4.1	5.3	2.7	2.4	2.7	2.5	2.7
Upper-div	151.4	128.8	149.5	121.0	112.5	122.0	103.3	110.9
Total	156.0	132.9	154.8	123.6	114.9	124.7	105.8	113.6

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 Elementary Education (AY 00/01 - AY 07/08)								
class_offerings_EED 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	3	3	4	2	0	2	3	3
Lecture only sections	42	38	36	37	35	37	33	32
Lab/Activity only sections	3	3	4	2	2	2	1	1
Other modes and combinations	10	10	12	9	8	8	7	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.

(Completed by the department)	Graduates per year	FTES in the major option per year
Existing	55	

Maximum capacity with existing resources	55	
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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 went to a lab school model or a partnership model with cooperating districts, we could expand our program provided the State pays for PACT expenses. The lab school model or partnership model would allow us to change the mentor teacher/student teacher/supervisor ratios.
- We could start up our distance learning component of the program IF we could receive university support for dedicated faculty for distance courses.

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

- Addition of a minimum of two distance faculty.
- Additional staff support to coordinate a distance program.

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.)

10% augmentation would allow us to increase our program by 25-50%.

20% augmentation would allow us to increase our program by 50-75%.

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.)

- With a 10% reduction would cut our program by 50% which would most likely endanger our accreditation by the State.

- A 20% reduction would make the program ineligible for State accreditation.

E. Impact of program elimination

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

Because we are the only elementary teacher credentialing program on the Northern Coast, the elimination of the program would severely impact our cooperating school districts, as well as our surrounding rural neighbors.