

MINUTES OF THE GRADUATE COMMITTEE
CALIFORNIA STATE UNIVERSITY, Fresno
5241 N. Maple, M/S TA 43
Fresno, California 93740-8027
Office of the Academic Senate Ext. 8-2743

February 7, 2017

Members Present: T. Skeen (Chair), J. Marshall, R. Raeisi, M. Lopez, S. Tracz, N. Mahalik, M. Wilson, P. Trueblood

Members Excused: N/A

Guests: L. Alamillo, P. Beare, K. Coy, S. Lam, C. Torgerson

Chair Skeen called the meeting to order at 2:00 p.m. in TA 117.

I. Minutes: MSC to approve the minutes of January 31, 2017

II. Agenda: MSC to approve the agenda

III. Communications and Announcements

- The next Graduate Coordinator's Breakfast will be on Feb. 16 at 8:00 a.m. in the Vintage Room.
- The Strategic Plan for the Graduate Division was worked on with Rudy Sanchez as moderator. This plan will be brought before the University Graduate Committee.
- The Task Force doing Academic Affairs Strategic Goals is looking at faculty loads and teaching assignments and how those impact research.
- SUGs may be eliminated from graduate students to leave more money for undergraduates. SUGs are a campus decision.
- Each college gets \$1000 and \$500 for thesis and project awards, which will be counted against those students' financial aid packages. Graduate students are selected in April and graduate in May. One option may be to write checks in June, which will still be taxable income. Otherwise, students would only see a \$1000 reduction in their loan amount. This will take away the impact of the award. The types of student financial support include money for student support such as scholarships, wages or income which is subject to taxes, and reimbursable moneys.

IV. M.A. Special Education Program Review

The discussion began at 2:15 with Dean P. Beare, Chair L. Alamillo, new Program Coordinator K. Coy, Associate Dean S. Lam, and senior faculty C. Torgerson in attendance.

Dean Beare explained that just when the Program Review was due, the previous Program Coordinator left in and a new Program Coordinator took over.

Unlike many other programs, the Credential Program is embedded in the master's degree program. All students take classes for their credentials while working, and faculty encourage them to continue on and finish their master's degrees, but many don't complete that part of the program. This is due to lack of financial incentives from the districts, which can be as low as a \$100 increase in salary per year.

Special Education has a record of placing 100% of their students. All students work while in the program, and they produce approximately 35 special education teachers per year. They try to encourage all of them get their MSs, but many don't reenroll. Also, they don't all use the same timeline to finish. Students primarily do projects and not theses or comprehensive exams. When questioned about Fall 2015 admits, Dean Beare explained that if students meet eligibility, they are admitted. If they were not admitted, they didn't complete their paperwork. Some international students have not met the writing requirement. There is a 2.75 minimum for the credential and a 3.00 minimum for the master's degree, and the CSU won't let them raise that GPA.

Two SOAPs were referred to. The earlier one still had struggling students staying to complete the credential before the master's degrees but some courses could be dual counted. The new 2016-2019 SOAP focuses more on research and research assignments.

T. Skeen asked if Special Education teachers could receive extra money, but was informed that teachers cannot be paid more than other teachers, but they are now receiving signing bonuses.

R. Raeisi asked about out-of-state teachers, and Dean Beare said there was reciprocity in terms of recognizing credentials.

M. Wilson asked about on campus versus hybrid classes. Dean Beare said students are placed in partnership schools or residencies and classes are at night.

There is a great need for special education teachers, but the elementary school shortage will disappear in about 1 year when the current test requirement is slated for removal. M. Wilson asked why bigger classes were not used or courses offered on weekends to compete with National. C. Torgerson said that they could do a better job recruiting of both special and

elementary teachers, but often teachers move to regular education once they are hired. Regular and special education teachers receive the same salary. They could try to recruit from Child Development and Psychology. FUSD used to offer a summer boot camp for training teachers to work with autistic and severe emotionally disturbed students, which helped with recruitment, but they stopped this program.

M. Wilson asked about the employee response rate. C. Torgerson explained that when students had to complete paperwork for their credentials, they were required to get surveys done, but now they don't have the same incentive when students complete their master's degree at a different time as it does not require additional gatekeeper paperwork. Also, the supervisors may be asked to complete the form twice: once with the credential and again for the master's degree, and they don't like to do it twice.

T. Lopez asked about the SOAP update process, and said the assessment was well done with good detail. Changes emphasized professionalism and the research base while the credential students focus more on culture and climate. It was noted that Special Education received the first Outstanding Assessment Award.

Dean Marshall asked about the efficiency of an online program or a self-support online program. K. Coy indicated Special Education is working with the new Liberal Studies and MS credential, and they hope to have a recruitment and online action plan. Dean Beare said they tried to get a CalStateTeach type program approved, but the Chancellor's Office didn't approve it because it would be in competition with other CSU.

In summary, Special Education could work on recruitment, improve their surveys through Career Services, consider online options, and increase the percentage of students who report. The credential survey response is 100%, but much less for master's degree students, and they want to ask master's degree students different questions. They could ask master's degree students about considering online courses. Dean Marshall suggested that they could add questions to the application for graduation.

V. APM 311TA Tuition Waiver Discussion

Committee members were satisfied with the memo which was written by T. Skeen.

Agenda:

I. Approval of Minutes

- II. Approval of Agenda
- III. Communications and Announcements
- IV. Discussion of M.A. Special Education program review