

MINUTES OF THE GRADUATE COMMITTEE
CALIFORNIA STATE UNIVERSITY, FRESNO
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Fresno, California 93740-8014
Office of the Academic Senate Ext. 8-2743

March 3, 2024

Member Present: M. López (Chair), J. Goto (ex officio), D. Lent, N. Mahalik, L. Diala, S. Hernández

Members Excused: M. Crawford, A. Hoskins

Guests: I. Basurto, H. Hoesley

The meeting was called to order at 2:02 p.m. by Chair López.

- I. MSC to approve the minutes from February 20, 2024
- II. MSC to approve the agenda for March 5, 2024
- III. Communication and Announcements
 - M. López
 - Met the Executive Committee (EC) of the Academic Senate on the 2nd reading of APM 311 (Policy on Teaching Associates). Reviewed the proposed change re: language on FAFSA. The EC voted to move it to the Senate agenda.
 - APM 220 (Policy, Procedures, and Guidelines for the Periodic Review of Academic Programs) was discussed in the Senate meeting on 3.4.2024. Tabled to the next meeting.
 - APM 206 (Policies and Procedures on Technology-Mediated Courses and Programs) is being updated to come up with more robust guidelines on digital education. The redline version that the ad hoc committee has drafted remains under discussion. Chair AP&P wanted more research on it.
 - Kremen has requested that the UGC reconsider APM 226, which requires members of Graduate Faculty Groups be tenure track or tenured. Chair Lopez will schedule for a future meeting.
- IV. MA in Early Childhood Education (ECE)
 - The Committee discussed the proposal for an MA in ECE online option from the Department of Literacy, Early, Bilingual, and Special Education. The visitors responded to the concerns and questions (*italics*) that the members asked.

→ Questions and responses:

Please clarify the impact of offering the courses in both face-to-face and online options as there can be a great deal of overlapping (López).

There are no concerns in this regard. Our program is the only nationally accredited program in CA and we manage and maintain the standard. There is no impact on other programs as well.

How will the program differentiate in terms of application procedure? (López)

The admission and option requirements will be clear in the program description. Online application will make students select one of the two options. The graduate coordinator will confirm with applicants that they are applying to the correct option.

How would you achieve fieldwork in the online version of the program? How do you handle it? Is it a prereq? (Lent)

The course LEE 241 meets the requirements, and it is different from the traditional approach. For example, we engage the students to gain inquiry experiences within the community in a classroom setting. The instructor does not go to the field in person. We handle it remotely and the instructor provides classroom-based experience to the students. We use case-based video recordings. It is not a prereq.

Do you admit students from out of the state? How about international applicants? (Lent and Mahalik)

We focus on in-state applicants, as we value localized learning and will continue to do so. One of our faculty members has a professional connection with China and other parts. Mainly we receive queries from the central, north, and south valleys.

Tell us about the sustainability of the program considering faculty numbers and continued enrollment. How can you give a guarantee to offer enough courses to both programs side-by-side? (López)

Faculty capacity is okay. We have great faculty members. Two new TT hires. Five full-time faculty. Additional faculty members from Early Literacy also support the program. The program has a solid team of people, including the lecturers who would support as part of the instructional team.

The possible impact is that students in face-to-face options have limits to enrolling in online courses. How would you deal with the availability of the courses? (López)

We understand this. Although we consider cohort-based teaching, our approach is that we look at the advising sheet of the students. In the past, we had a similar situation but had no issues. (Visitor Basurto) We will be happy to receive any additional suggestions and recommendations from the UGC in this respect.

*Is the program's Culminating Experience mostly a Comprehensive Exam? (Lent)
Even with five faculty, how would you manage Projects/Theses? (López)*

Yes. The enrollment has decreased from 74 to 24 recently. We are working on increasing the enrollment to a reasonable number. We will follow a graduate enrollment strategy not to over-admit. For this, we will work closely with the Department and College (Basurto).

It is understood that you did not make any curricular changes. How would you proceed with the option without curricular changes? (Hernández and Diala)

The program's course contents are aligned with the NAEYC standards and we maintain the standard. When the program review and accreditation processes are over, we should be able to change the curriculum based on their recommendations.

- The members briefly discussed and revisited the justification section of the proposal, and tabled the discussion to the next meeting. The concerns are (i) It is unclear how well they will be able to handle both options (face-to-face and online) even with planned individual advising strategy (Diala); (ii) How will they ensure that students in the face-to-face path will not exceed the online course-enrollment limitation (20%); (iii) How will it be feasible to offer courses in both modalities every semester.

The next UGC meeting will be at 2:00 p.m. on Tuesday, March 12, 2024, in TA 117.

V. MSC to adjourn at 3:01 p.m.

Agenda for February 20, 2024

- I. Approval of minutes from March 5, 2024
- II. Approval of agenda for March 12, 2024
- III. Communications and Announcements
- IV. Program Visit - Environmental Science - New Program Proposal
- V. MA in ECE Discussion and Recommendation