















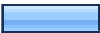

1. Gender:		Response Percent	Response Count
Male		14.7%	128
Female		85.3%	742
		answered question	870
		skipped question	5

2. Current Age:		Response Percent	Response Count
20-29		34.4%	298
30-39		28.9%	250
40-49		20.2%	175
50+		16.5%	143
		answered question	866
		skipped question	9


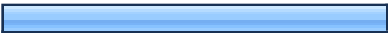

3. Ethnicity:

		Response Percent	Response Count
African American		4.0%	35
American Indian/Alaskan Native		1.3%	11
Asian/Pacific Islander		9.0%	78
Hispanic		26.8%	232
White		53.6%	464
Other		5.3%	46
		answered question	866
		skipped question	9

4. Undergraduate degree from:

		Response Percent	Response Count
CSUF		62.2%	532
Other CSU		13.8%	118
UC		5.4%	46
Other (please specify)		18.6%	159
		answered question	855
		skipped question	20

5. While pursuing credential and/or graduate degree:

		Response Percent	Response Count
Worked full time		66.7%	575
Worked part time		22.3%	192
Did not work		11.0%	95
		answered question	862
		skipped question	13

6. # of semesters completed in MOST recent credential and/or degree program:

	Response Count
	834
answered question	834
skipped question	41

7. Semester you completed MOST recent credential and/or degree program

Semester

	Spring	Summer	Fall	Response Count
Credential	79.6% (448)	3.9% (22)	16.5% (93)	563
Degree	67.5% (411)	2.1% (13)	30.4% (185)	609

Year

	2009	2010	2011	2012	2013	2014	2015	Response Count
Credential	22.9% (125)	23.3% (127)	9.5% (52)	19.4% (106)	24.6% (134)	0.2% (1)	0.0% (0)	545
Degree	18.8% (109)	29.5% (171)	9.5% (55)	25.9% (150)	15.7% (91)	0.7% (4)	0.0% (0)	580
answered question								852
skipped question								23

8. If applicable, please indicate the MOST recent credential program that you have completed at Fresno State.

Administrative Services Credential:

	Preliminary	Internship	Professional
Advanced Credentials:	77.0% (164)	6.1% (13)	16.9% (36)

Special Education: Level II ONLY

	Mild/Moderate	Moderate/Severe
Advanced Credentials:	69.4% (34)	30.6% (15)

Other Advanced Credentials:

	Early Childhood Education Specialist	Speech Language Pathology	Ag Specialist	Reading/Language Arts Specialist	Deaf and Hard of Hearing	Nursing	PPS –School Counseling	School Psychology	Social Work/CWA
Advanced Credentials:	0.9% (3)	11.3% (36)	2.2% (7)	6.9% (22)	5.7% (18)	39.0% (124)	6.9% (22)	0.3% (1)	26.7% (85)

answered question

skipped question

9. If applicable, please indicate the MOST recent degree that you have completed at Fresno State.

MA in Education:

	Administration & Supervision	Early Childhood Education	Curriculum and Instruction	Reading/Language Arts	Reading (Online)
Master's/Doctoral Degrees:	59.5% (156)	9.9% (26)	11.5% (30)	16.8% (44)	2.3% (6)

Other Master's Degrees:

	MS in Counseling – Counseling and Student Services	MS in Counseling – Rehabilitation Counseling	MS in Counseling – Marriage and Family Therapy	MA in Special Education and Level II	MS in School Psychology	Master of Social Work	MA in Deaf Education	MA in Speech-Language Pathology	MA in Teaching	MA in Nur
Master's/Doctoral Degrees:	9.8% (29)	23.9% (71)	1.7% (5)	9.1% (27)	0.3% (1)	30.3% (90)	4.0% (12)	14.5% (43)	6.4% (19)	0.0% (0)

Doctorate:

	Joint Doctoral Program in Educational Leadership	Doctoral Program in Educational Leadership Fresno State
Master's/Doctoral Degrees:	62.5% (15)	37.5% (9)

answered que

skipped que

10. As a result of your preparation, please mark the following items indicating how well prepared you are after completing our MOST recent degree and/or credential program at Fresno State:

	Excellent preparation	More than adequate preparation	Adequate preparation	Less than adequate preparation	Very inadequate preparation	Not Applicable	Rating Average	Rating Count
I am prepared to use techniques to build rapport with students/clients.	54.0% (465)	36.0% (310)	9.5% (82)	0.3% (3)	0.1% (1)	0.0% (0)	1.57	861
I was taught how to organize my professional tasks.	39.7% (341)	36.2% (311)	20.7% (178)	2.3% (20)	0.2% (2)	0.9% (8)	1.86	860
I am prepared to respond with fairness to disabled, ethnically and linguistically diverse students/clients.	60.6% (521)	30.2% (260)	8.4% (72)	0.5% (4)	0.1% (1)	0.2% (2)	1.49	860
My preparation has upheld the concept that all individuals can learn.	64.3% (552)	28.6% (246)	6.3% (54)	0.3% (3)	0.1% (1)	0.3% (3)	1.43	859
I have proper theoretical grounding in my field.	53.1% (457)	34.9% (300)	11.2% (96)	0.6% (5)	0.2% (2)	0.0% (0)	1.60	860
I am familiar with the research in my field.	50.3% (431)	36.9% (316)	11.8% (101)	0.9% (8)	0.0% (0)	0.1% (1)	1.63	857
I have related my learning to actual situations in schools/professional settings.	65.6% (563)	28.1% (241)	5.2% (45)	1.0% (9)	0.0% (0)	0.0% (0)	1.42	858
I can assess/evaluate the progress of students/clients.	58.6% (502)	31.4% (269)	9.0% (77)	0.6% (5)	0.1% (1)	0.2% (2)	1.52	856
I know how to conduct myself in accordance with professional ethics and standards.	73.0% (625)	22.3% (191)	4.1% (35)	0.4% (3)	0.1% (1)	0.1% (1)	1.32	856

I have skills to successfully collaborate with others in the workplace.	70.2% (602)	23.4% (201)	6.1% (52)	0.1% (1)	0.1% (1)	0.1% (1)	1.36	858
I reflect upon and assess my own performance.	67.1% (574)	26.8% (229)	5.6% (48)	0.4% (3)	0.0% (0)	0.1% (1)	1.39	855
I feel that I received a helpful and appropriate amount of supervision/advisement.	52.9% (454)	31.2% (268)	13.6% (117)	2.1% (18)	0.2% (2)	0.0% (0)	1.66	859
I can think critically about theory and research in my field and put it into practice.	51.6% (443)	36.6% (314)	10.8% (93)	0.5% (4)	0.2% (2)	0.2% (2)	1.61	858
My preparation has modeled the value of life long learning.	66.2% (569)	27.4% (235)	5.6% (48)	0.5% (4)	0.3% (3)	0.0% (0)	1.41	859
Indicate the degree to which you feel prepared to assume a full-time position.	59.4% (507)	30.6% (261)	8.4% (72)	0.4% (3)	0.2% (2)	0.9% (8)	1.50	853
answered question								862
skipped question								13

11. Please indicate the major strengths of the program:

	Response Count
	620
answered question	620
skipped question	255

12. Suggestions for potential program changes:

	Response Count
	491
answered question	491
skipped question	384

Q11. Please indicate the major strengths of the program:

1	The instructors know what they are teaching and provide us with a lot of information. They are very willing to help when we have questions and provide helpful feedback on assignments. It's a friendly environment.	Sep 13, 2013 11:54 PM
2	I really enjoy all of the instructors for the program. I liked that they value our family and work responsibilities and are very flexible. I feel that each class has prepared me well.	Sep 13, 2013 10:43 PM
3	Supportive professors, excellent courses on theories and assessments.	Sep 4, 2013 10:56 PM
4	a. Exemplary exposure to research in the field. b. Professors who genuinely care about the education of the youth. c. Strong critical literacy instruction.	Aug 19, 2013 6:03 PM
5	Program strengths include: teaching diverse and second language students, background and theory and critical thinking.	Jul 9, 2013 8:53 PM
6	The professors and instructors were of very high caliber. I especially enjoyed taking courses from Dr. Basurto.	Jul 2, 2013 5:04 PM
7	We were allowed to collaborate as a cohort.	Jul 2, 2013 1:10 PM
8	- Cohort that was kept together and not combined with other classes most of the time developed a solidarity and natural support system. - Instructors that really cared and had charisma. - The scheduling was unobtrusive to my regular work schedule.	Jun 17, 2013 11:06 PM
9	Cohort experience and a class schedule that can be worked around if employed.	May 31, 2013 4:53 PM
10	Facilitation of location of current resources and information Reference and identification of professional related web sites and informational resources Recognition and support of professional organizations	May 23, 2013 9:57 PM
11	online	May 23, 2013 1:16 AM
12	I came to the program with 20+ years of experience so this was more a way of documenting what I already knew while teaching me a few new things.	May 20, 2013 1:23 PM
13	Great advising!	May 20, 2013 12:52 PM
14	Working with cohorts allows one to make strong ties and lasting friendships. Also, having an advisor made it easy and I had confidence I would finish the program on time.	May 20, 2013 7:34 AM
15	It was very important to me that the program could be done mainly on-line as I am working full time and 2 hrs away from the campus. The instructors did a great job of communicating, giving direction and encouragement. The assignments caused me to move out of my comfort zone and grow in skills, knowledge and abilities. The discussion board was great for exposing us all to other's experiences and knowledge and helping us feel connected to our peers. My perspective was broadened, knowledge increased and the program was very worthwhile.	May 19, 2013 10:28 PM
16	Blackboard discussion with other students. Comprehensive. Emphasis on evidence-based nursing research. Lots on hands-on work with students-good skill-building.	May 19, 2013 10:16 PM

Q11. Please indicate the major strengths of the program:

17	The program has wonderful professors, the online format is worked wonderfully, especially for someone working full time. My foundation for early literacy has grown ten-fold.	May 18, 2013 5:46 PM
18	Cohort model- taking classes with familiar people creates a support system. The connection to FUSD is great- created a strong committment to the district Speed of the program- completing the program in 1 school year was ideal.	May 16, 2013 4:07 PM
19	On hand experience and learning that you can apply to the work place.	May 16, 2013 3:10 PM
20	The concentrated 9 month program was the key for me.	May 16, 2013 9:36 AM
21	The focus of the program being geared toward a FUSD lens.	May 15, 2013 3:00 PM
22	Fresno Unified Specific, Working towards a credential with all different disciplines in the district has been valuable.	May 15, 2013 2:32 PM
23	Wonderful advisors and the help and support was there in terms of being flexible and understanding a students struggles while enrolled in post secondary education	May 15, 2013 2:13 PM
24	connections to the FUSD system	May 15, 2013 1:31 PM
25	Guest speakers, organized	May 15, 2013 1:21 PM
26	site leadership class was applicable to what I am going to be doing in my career.	May 15, 2013 1:20 PM
27	A major strength in this program was working with the Fresno Unified Cohort and Fresno Unified district leaders.	May 15, 2013 1:13 PM
28	The professors were prepared and helped whenever necessary.	May 15, 2013 12:51 PM
29	I liked the fast pace, and ability to finish in a short amount of time, however, the work load was overwhelming at times. I also appreciated very much the collaboration and team building this intense program provided. We were able to connect and make friends that will help us in our professional learning later in life.	May 15, 2013 12:48 PM
30	Pairing of CSUF instructors and Fresno Unified Leaders to facilitate and teach classes was extremely benficial.	May 15, 2013 12:42 PM
31	Professors were helpful and accommodating	May 14, 2013 9:13 AM
32	The preceptor experience was essential. This program covered all the areas we needed to know about. It was an indepth program giving me the tools I needed to go on in my career. It is a well thought out program and I'm glad I chose Fresno State.	May 14, 2013 9:09 AM
33	The professors are approachable and my peers are helpful.	May 13, 2013 10:56 PM

Q11. Please indicate the major strengths of the program:

34	Good variety of valued subjects.	May 13, 2013 10:12 PM
35	Collaboration with others and research of the CA Ed Code	May 13, 2013 7:53 PM
36	Other colleagues were just as motivated and driven as I was, which encouraged me to do well. The program was a big contributor to the dedication and drive my colleagues and I had.	May 13, 2013 4:58 PM
37	Very people friendly, the learning atmosphere provided in the program allowed me to feel comfortable and eager to learn.	May 13, 2013 11:05 AM
38	Direct links to my employer...very cutting edge/relevant information and support Intro to Admin class was excellent!!!!!!!!!!!!!!!!!!!!	May 13, 2013 10:32 AM
39	Carol Rankin	May 12, 2013 10:43 PM
40	The instructors of the school nurse program are fantastic.	May 12, 2013 8:59 PM
41	The instructors of the school nurse program are fantastic. They have a lot of knowledge and experience and share it with all of us.	May 12, 2013 8:57 PM
42	The professors in the field have many years of experience and are able to relate life experiences in their professions to what the text books say.	May 12, 2013 1:32 PM
43	Appreciate school levels being broken into the two semesters i.e emphasis on elementary in the first semester, and secondary in the second. The teachers were patient with technologically confused students. Appreciated the Bb exchanges between other students in the class.	May 11, 2013 6:56 PM
44	communication and easy access	May 11, 2013 6:46 PM
45	The assignments were practical and in context. They helped me gain greater insight.	May 11, 2013 5:10 PM
46	Major strengths come from the professors themselves and their interactions with us. Their availability and helpful suggestions were very useful. The course content fulfilled what I needed to complete my master's degree. I found the professors to be flexible with assignments but yet strongly encouraged us to turn things in on time as professionals would do. I also appreciated their input on what to expect in any future job I may get as a result of my master's.	May 11, 2013 12:12 PM
47	The fact that it was on line for most of the classes, which allowed me to work and take the classes.	May 11, 2013 8:54 AM
48	The fact that it was on line for most of the classes, which allowed me to work and take the classes.	May 11, 2013 8:53 AM
49	Hands on practicum experiences built into courses.	May 10, 2013 9:43 PM
50	The professors are helpful, knowledgeable, and caring. The coursework is relevant and applicable in real life classroom situations. The professors challenge "old" thinking with new concepts, theories, and ideas. The professors are encouraging and at the same time expect high quality.	May 10, 2013 6:49 PM

Q11. Please indicate the major strengths of the program:

51	-Hands on exposure -The passion each and every Staff and Facility member. -The culture the program has (very tight knit group)	May 10, 2013 2:07 PM
52	I loved the student involvement component. I was allowed and encouraged to attend conferences so I could network and learn of the newest research in the field. I also appreciate the hands on nature of the program.	May 10, 2013 2:02 PM
53	Strong emphasis of core values and empathetic listening and practice through hands-on experience in the field.	May 10, 2013 1:50 PM
54	Faculty preparation and responsiveness in online learning. Working with peers through blogs and powerpoints. Clinical hours with preceptor. Including current workplace in learning and educational activities.	May 10, 2013 11:48 AM
55	Alignment to the schools and applicable	May 9, 2013 9:14 PM
56	Practical applications to school nurse practice.	May 9, 2013 8:47 PM
57	The online program is very helpful for professionals who work full time.	May 9, 2013 6:51 PM
58	Online classes and well prepared instructors	May 9, 2013 6:37 PM
59	Great teachers with a high level of content knowledge.	May 9, 2013 5:17 PM
60	Rigor was consistent until last couple of months	May 9, 2013 4:59 PM
61	The professors were full of knowledge and insightful. Having class one night a week is great when working full time.	May 9, 2013 4:19 PM
62	Instructors are helpful, examples of assignments are good, a lot of good information. Books were very good. The real life situations helped a lot.Overall a good program.	May 9, 2013 4:17 PM
63	Dr. Yergat	May 9, 2013 4:01 PM
64	Instructional support of Professors and their practical viewpoints.	May 9, 2013 3:48 PM
65	Covering all of the topics relevant to school nursing. Preparing school nurses for a multitude of challenges and situations relevant to our area of work.	May 9, 2013 3:00 PM
66	This program provided a great balance between theory and hands on use of skills. It allowed us to see leaders and sites in action. It made me think and reflect on how I would handle various situations as a leader. It allowed me to meet and make connections with various people in the district that I may need assistance from at some point in my career.	May 9, 2013 2:44 PM
67	A major strength is the one on one communication in the program. Most instructors gave great feedback and really worked with the students.	May 9, 2013 1:20 PM

Q11. Please indicate the major strengths of the program:

68	The instructors made everything practical and applicable.	May 9, 2013 12:00 PM
69	Being taught by Fresno Unified leaders and CSUF professors	May 9, 2013 11:22 AM
70	Being taught by Fresno Unified leaders and professors from CSUF was invaluable.	May 9, 2013 11:21 AM
71	A majority of the classes focused on real life application that is necessary to "hit the ground running"	May 9, 2013 10:47 AM
72	Organization is strong and clear. Most of the instructors were professional, available and content-experts. The scope of curriculum covered major aspects of administration and supervision. Content of the program is very current with contemporary issues in education.	May 9, 2013 10:28 AM
73	Highly qualified instructors Extended support outside of class professionalism Leadership training opportunity to revise assignments in order to develop skills necessary to be successful	May 9, 2013 9:57 AM
74	The overall program was great. Classes and assignments were appropriate.	May 9, 2013 9:15 AM
75	Most of the teachers were very caring, understanding, and helpful. I liked that the teacher were willing to commute to our district and teach at the district office. Most of the teachers built relationships with their students and had great communication through out the program.	May 9, 2013 8:53 AM
76	Support of the instructors	May 9, 2013 8:47 AM
77	Dr. Parra, Dr. Franks, and Dr. Wise are phenomenal professors/teachers. I have received invaluable support and guidance from rolling out and unpacking Common Core Standards, equity within a system, making systemic changes based off of data and research, to legality of disciplinary issues on a school campus.	May 9, 2013 8:45 AM
78	The strengths included learning from professors that were full time faculty at Fresno State. They were incredibly supportive and had the time to meet our needs. I learned a great deal from this program. The coordinator was fantastic.	May 9, 2013 8:37 AM
79	The program set-up where classmates learn as they share and collaborate ideas of topics.	May 9, 2013 8:07 AM
80	Curriculum Planning and Instructional Rounds. Dr. Hauser's class provided a great depth of resources and knowledge to help me better understand the process of designing a viable curriculum and how to work collaboratively to develop effective instructional strategies. Coaching up - I felt that I grew a lot in understanding how to support, coach, and communicate effectively with colleagues. I enjoyed the mock-interviews and mock-discussions held in Dr. Wise's class. As developing leaders, we needed the addition practice in holding uncomfortable discussions.	May 9, 2013 5:39 AM
81	Using the context of our current work in FUSD while completing the program.	May 8, 2013 10:17 PM
82	I feel like the program prepared me for a future in educational leadership.	May 8, 2013 10:11 PM

Q11. Please indicate the major strengths of the program:

83	Locating the classes at our district site was most helpful. Excellent professors who are actively engaged with students and with current education provide quality instruction and acts as models for their students. The collaborative and interactive nature of many of the classes is in keeping with modern education research practices.	May 8, 2013 9:37 PM
84	Certain professors use of real life examples/situations was always more beneficial in my opinion of addressing administrative situations.	May 8, 2013 9:19 PM
85	Excellent instructors.	May 8, 2013 8:42 PM
86	Instructor feedback has been excellent!	May 8, 2013 8:16 PM
87	A.) 3 Semesters to earn a masters and preliminary admin. credential was fabulous. B.) Completing courses within a cohort is of great value. There were many professional relationships made and strengthened. I have no doubt these individuals will call upon one another in the future to work together on various tasks and projects. C.) It was advantageous shadowing current administrators and conducting walkthroughs.	May 8, 2013 7:52 PM
88	The cohort design is very beneficial. I have made many contacts in the education field.	May 8, 2013 7:37 PM
89	Being taught by other current administrators was a big plus.	May 8, 2013 5:50 PM
90	1. The professors were at one point administrators that could relate to the actual accounts of being in a leadership role, rather than live in philosophies. The embedded fieldwork also allowed for opportunities to dig into real scenarios that can occur at a school site.	May 8, 2013 5:31 PM
91	I was in the Fresno Unified Leadership cohort and the strength of the program was it was taught by district leaders.	May 8, 2013 5:17 PM
92	Introduction of what's coming: Common Core to introduce new leaders for the future Some of the professor's timely feedback was valuable, while other can improve in this area. I love it that all the professors were always willing to help.	May 8, 2013 4:21 PM
93	The small cohort meeting in my district was a definite strength of the program. The professors were very knowledgeable and very caring as we grew through the program. The personal stories and reflections from our professors really helped put all we were learning into realistic context.	May 8, 2013 4:11 PM
94	The program really covered all aspects of administration. Most of the instructors were extremely knowledgeable. The instructors were always willing to help when needed.	May 8, 2013 3:33 PM
95	The Fresno State professors held high expectations of their students.	May 8, 2013 10:44 AM
96	The set-up of the program which allows for learning and collaboration among classmates with the guidance of the instructor. The freedom to set-up the practicum experience in order to gain the knowledge and education needed on an individualized basis.	May 8, 2013 8:36 AM
97	Having a variety of instructors that all have been or currently are administrators, etc. has been extremely valuable as a learner. The power of the "admin cohort" led to an awesome support system throughout the program. The well selected articles presented throughout for professional reading were excellent and thought provoking. The	May 8, 2013 5:49 AM

Q11. Please indicate the major strengths of the program:

	classes that actively used BlackBoard (not all did) to support the ongoing class was very useful and extended learning even further.	
98	Comprehensive program. Instructors were experienced in the field. Practical tasks provided good learning experience.	May 7, 2013 11:46 PM
99	Since the program is linked to the educational philosophy of the district I work for, the knowledge gained from participating was relevant to my daily work. Real world assignments were given as well as time to reflect on improving practice. Guest speakers provided perspective and honest feedback and information to ensure that as participants we were well prepared for what lie ahead in the field of educational leadership. The courses were well thought out and each course built upon the other which allowed us to see connections and apply new knowledge in a well rounded way.	May 7, 2013 3:44 PM
100	Working with a small group for the entire process	May 7, 2013 2:58 PM
101	Education relative to real life practices, I feel I have learned more in this program than any other educational program throughout the my years.	May 7, 2013 2:48 PM
102	It being taught in a cohort. This established a family setting to come to each and every week. Through the cohort style there was a comfort that was established and transitioning to each class was easy. I really enjoyed working collaboratively with each individual in my cohort.	May 7, 2013 1:53 PM
103	Always someone there to help. Great instructors who care.	May 7, 2013 9:40 AM
104	-Wide range of instructors -instructional rounds -equity -instructional leadership	May 6, 2013 8:40 PM
105	The professors of the program are the biggest strength. They not only prepared us for future careers in administration, they truly cared about our success. They modeled for us how we should treat our students and staff. I felt valued, appreciated, and respected. I've never had that experience from a university program before. The other strength is the usefulness of every assignment.	May 6, 2013 8:24 PM
106	Variety of topics was very important to me.	May 6, 2013 6:49 PM
107	The program strengths include the professor and their knowledge in the field.	May 6, 2013 6:34 PM
108	The ability to practice concepts through scenarios.	May 6, 2013 2:29 PM
109	The personal attention of cohorts helped solidify my knowledge and provide a more meaningful experience in relation to the instructors knowing my districts initiatives.	May 6, 2013 2:20 PM
110	Real life simulations with details and role playing, guest speakers in current positions, field work opportunities	May 6, 2013 2:02 PM
111	Most of the instructors were outstanding. the program moved fast and they were available to answer questions.	May 6, 2013 1:53 PM
112	Timeliness. Meeting on my home territory. Professors were very supportive.	May 6, 2013 1:45 PM

Q11. Please indicate the major strengths of the program:

113	Flexible hours Instructors gave effective feedback	May 6, 2013 1:44 PM
114	Curriculum class	May 6, 2013 1:30 PM
115	flexibility to fit it into my full time work schedule, extremely relevant to real work experience	May 6, 2013 10:39 AM
116	Classroom preparations and effective data collection strategies.	May 5, 2013 8:22 PM
117	Professional Instructors with incredible knowledge base Exposure to such a variety of topics and learning points in school nursing Interaction with other like professionals (learning from the learner) Level, quality and number of resource materials built and shared throughout the program	May 5, 2013 8:44 AM
118	good instruction good way to build online community	May 4, 2013 2:19 PM
119	On-line was nice. As an RN with 28 years experience in the field I already had excellent preparation for my job role.	May 3, 2013 12:47 PM
120	Diverse staff, class times, practical assignments that could provide benefit to the students in my class as well as fulfill university requirements.	May 2, 2013 8:15 PM
121	the online school nurse program allowed me to pursue the credential. If not for this program I would not have been able to continue working as a school nurse. There are no such programs within 150 miles of where I live. Through the blackboard, I was able to interact and learn from school nurses all over the state. The instructors are very well prepared and have a mastery of the subject matter. They have been very helpful and supportive.	May 2, 2013 5:37 PM
122	qualified, knowledgeable instructors. I especially appreciated classes taught by faculty who were still working in the field.	May 2, 2013 3:43 PM
123	The instructor support and considerations of online learning and students working full time and with families. The instructors work in the field that they teach. They have worked in the field for many years and have much to share with the students. The text is awesome.	May 2, 2013 1:55 PM
124	Dr. Powell helped me "rein in" the scope of my project (revamping the entire current service delivery model of Spec Ed in 1 semester!) Excellent timelines; explicit template was very helpful	Apr 29, 2013 7:21 AM
125	Timelines for completing paper; explicit template; Dr. Powell helped "rein in" my project (helped me understand that revamping the entire current delivery model of Spec Ed may be beyond the scope of this 1 semester project!)	Apr 29, 2013 7:17 AM
126	The professors are available and offer very useful information	Mar 19, 2013 11:39 AM
127	The program is very supportive and helps all the students with any issue, in school or out of school.	Mar 18, 2013 11:43 PM
128	I am hoping the program is able to continue and find faculty members as passionate as the ones I was privileged to learn from. Dr. Rankin and Professor Lloyd will be truly missed.	Mar 18, 2013 3:37 PM

Q11. Please indicate the major strengths of the program:

129	Very comprehensive program for the field.	Mar 4, 2013 5:08 PM
130	Providing students actual opportunities to work with D/HH students at different school environments and getting involved in the Deaf community through volunteering work. It is the best way that students can experience what they had learned in the class.	Feb 21, 2013 6:41 AM
131	Well rounded views and student teaching opportunities.	Feb 20, 2013 4:27 PM
132	Ease of the program, flexibility and personality of the professors	Jan 30, 2013 3:00 AM
133	I do not feel there was any strength to this program. Two and a half years is an expensive commitment to make to not feel like you will be a better teacher in the classroom. I have taught for 14 years now and registered in this program to make be a better teacher. I thought that I was going to learn lots of things about how to teach reading and writing better to my 1st graders. I will admit the coarse work was extremely difficult to complete but the curriculum just was not what I had envisioned.	Jan 17, 2013 11:48 PM
134	All of the students get along and assist eachother when needed! We are a family and will always be, no matter what happens!	Jan 17, 2013 7:37 PM
135	All of the students get along and assist eachother when needed! We are a family and will always be, no matter what happens!	Jan 17, 2013 7:36 PM
136	All of the students get along and assist eachother when needed! We are a family and will always be, no matter what happens!	Jan 17, 2013 7:35 PM
137	I am pleased that I didn't have to rush to Fresno after work. Professors met students at COS.	Jan 17, 2013 3:45 PM
138	It was a great learning environment. The professors made students feel comfortable and encouraged students to be their best. My postgraduate schooling has had such a positive influence in my life, unlike my undergraduate experience. The rehabilitation program has given me a sense of self-confidence.	Jan 16, 2013 8:09 PM
139	The program has been able to meet needs of students. It is nice environment to learn. I have learned a lot through this program and I have grown as professionally and personally. Think it is nice that the program care about their students need; therefore, provides tuition, stipend, and/or scholarship support the students education.	Jan 16, 2013 9:50 AM
140	The program faculty and staff are receptive and are willing to listen to students concerns. They strive to prepare students to face real life situations when working with clients.	Jan 15, 2013 10:00 PM
141	One of the strengths is that the instructors teach and treat the students as professional colleagues. The program presents a multitude of career possibilities and the instructors encourage and assist students in exploring those possibilities.	Jan 15, 2013 6:23 PM
142	The major strenghts of the program were the fexibility of understanding that having a full time job makes it difficult to keep a stress level low. Also, the availability of the professors being able to help students as much as possible.	Jan 15, 2013 12:28 AM
143	The major strengths are the quality of the well-trained and organized professors who respond to students' questions, complaints or concerns relatively quickly (within 24 hours notice). The Department Chair is extremely easy to work with and always helpful and cheerful.	Jan 10, 2013 8:10 PM

Q11. Please indicate the major strengths of the program:

144	I chose Fresno State because I wanted an online MA in Reading option. I live in a rural area about five hours away from Fresno, and this program saved me countless hours of driving windy mountain roads. I needed a masters program that would fit into my schedule and allow me to continue to teach full-time. In 2011-2012, I also took job-embedded courses through St. Mary's College to become a Reading Recovery Teacher Leader. I will be fully certified to teach Reading Recovery teachers when I finish this MA in Reading program. I met Dr. DeVoogd at the California Reading Conference in San Diego last October, and he impressed me with his dedication to this program and knowledge of reading instruction. All of our professors worked very hard to make these courses available online and I appreciate their efforts. They were knowledgeable, kind and patient with us despite a number of technological issues. I also appreciate Fresno State keeping the fees down. I looked into dozens of other programs before enrolling at Fresno State, and the reasonable cost of this program influenced my decision to choose CSU Fresno. I earned my California Reading Specialist Credential at the same time as the MA in Reading, and that is a definite strength of this program. The past five semesters have been challenging for me because the program is rigorous, but I have grown so much as a reading professional I know all of the effort is worth it. I highly recommend this MA in Reading program to anyone who is passionate about reading instruction and needs an online learning option.	Jan 6, 2013 9:26 PM
145	Flexibility with online classes Variety of areas of study within the program	Jan 3, 2013 1:45 PM
146	Unity of the students and staff. Incorporation of being human into the class room and hands on experience.	Jan 2, 2013 11:14 PM
147	"The instructors are excellent and bring their real life experiences to the classroom. The instructors are always available for the students and that was a tremendous help.	Jan 2, 2013 12:47 AM
148	Having class meetings through the use of Elluminate allowed for the professor and students to interact with each other on a personal level. The professors have the students' best interest in mind. They are flexible of our daily lives and schedules and are always willing to do what they can to best accommodate us and our learning.	Dec 31, 2012 3:43 PM
149	Diversity, expertise	Dec 31, 2012 1:05 AM
150	-Extremely competent professors -Systems in place for assistance to students -Professors who are understanding and very supportive -Welcoming supportive department	Dec 21, 2012 11:41 AM
151	A major strength of the program is that students who are working full time can successfully complete the program. The classes are well planned out and students are given excellent support in planning their semesters. Biggest strength is the accessibility of the professors whether its via email, phone calls, office hours, appointments, or before/during/after class helps to support our growth as students.	Dec 21, 2012 11:28 AM
152	The program taught me how to relate to my students, parents, colleagues, and administrators.	Dec 21, 2012 11:01 AM
153	There was plenty of support from professors	Dec 21, 2012 10:39 AM
154	It prepared me well for the classroom and workplace environment in all aspects of the career from working with students, to parents, and administration.	Dec 21, 2012 7:21 AM
155	Incredible support from program director.	Dec 21, 2012 6:55 AM
156	Accommodations, unity, compassion.	Dec 21, 2012 6:22 AM

Q11. Please indicate the major strengths of the program:

157	The program is geared towards accurately assessing research in the field and applying it in the practical setting. Theory and practical application in the classroom are strongly linked, which drive the educator towards excellence in the field. Student assessment and learning interventions are taught and are an integral part of the program. Supporting students and individualizing instruction using high tech and low tech applications is promoted, which allows the educator to utilize a number of educational tools to promote student learning. Collaboration with educators inside and outside of the special education setting are also taught, which provides the educator with resources and opportunities to work with colleagues, develop rapport and integrate students into the general education setting. Self-evaluative skills are stressed throughout the program, which improves the educators ability to assess his or her own performance while practicing autonomously as a professional educator.	Dec 20, 2012 6:09 PM
158	I had great a great experience in the program. I	Dec 20, 2012 3:02 PM
159	The cost of the program, it was reasonable. The assignments that were given were helpful.	Dec 20, 2012 2:02 PM
160	The major strength of Rehab program is the hands on experience, I appreciated the open door policy between the students and professors.	Dec 20, 2012 1:50 PM
161	Inclusive, compassionate, professional program.	Dec 20, 2012 10:12 AM
162	Student oriented	Dec 19, 2012 5:38 PM
163	well organized, caring staff, great classes	Dec 19, 2012 11:32 AM
164	The major strengths in the program for me was learning and gaining knowledge from COUN 200, COUN 202, COUN 208, and COUN 219 because were beneficial to my career goals.	Dec 19, 2012 2:21 AM
165	The professors were all very knowledgeable about how theory translates into the job. They were all very accommodating to my learning needs. The pacing of the program was just right. The assignments were all applicable required to the position I want to attain. The professors really make the program what it is.	Dec 18, 2012 9:47 AM
166	The major strengths in the program that helped me were courses COUN 200, COUN 208, COUN 219, and COUN 298.	Dec 17, 2012 4:37 PM
167	Major strenghts are the collaboration allowed between students. The close nit environment of the program. Most professors are easy to talk to about anything.	Dec 17, 2012 2:01 PM
168	Cohort program afforded great support among fellow students.	Dec 17, 2012 1:52 PM
169	Student and family base theoretical approach. Enjoyed the hands on training workig with families and students from different diverse backgrounds.	Dec 17, 2012 11:08 AM
170	Strong counseling experience although I would recommend a year rather than one semester to become proficcient in the craft of counseling. Broad range of courses offered	Dec 17, 2012 9:43 AM
171	Well structured program, good instructors and helpful staff. Dr valencia and Dr. Michael Giovannetti are an asset to the program.	Dec 16, 2012 9:15 PM

Q11. Please indicate the major strengths of the program:

172	Good Instructions from dedicated teachers. Instructors are my mentors. The program is well organized.	Dec 16, 2012 8:37 PM
173	The MS in Counseling-MFT program has excellent professors. They are available to students whenever its needed.	Dec 16, 2012 8:11 PM
174	organized, well prepared, caring staff	Dec 16, 2012 4:15 PM
175	Small class sizes build camaraderie and relationships among students.	Dec 14, 2012 7:14 PM
176	Faculty-Professors amazing and so dedicated to the ECE program	Dec 14, 2012 5:16 PM
177	instructor knowledge practical application	Dec 14, 2012 3:56 PM
178	Excellent, knowledgeable, professional, sensitive faculty; Faculty always go above and beyond to help graduate students successfully complete the program;	Dec 14, 2012 3:36 PM
179	Instructors: Dr. Devoogd Cheryl Caldera Rob Christianson Dr. Robyn Castillo	Dec 12, 2012 7:05 PM
180	I greatly appreciated the assessment class (Dr. Hart); it was awesome and I definitely prepared me for evaluating assessment and using these to direct instruction. Dr. Bathina's helped me to continually thing outside of the box in regards to how to most effectively instruct our class. Dr. Basurto was a great adviser providing direction and assistance as needed.	Dec 11, 2012 10:16 AM
181	-Working with a cohort made up of individuals from my district -Class meetings were located off the Fresno State campus at a school in my district -Having instructors who were from my district or instructors who are still teaching in the classroom	Dec 9, 2012 2:52 PM
182	The professors and advisors	Dec 6, 2012 8:45 PM
183	Major program strenghts inlcude content knowledge learned, including scope and detail. A great deal of research exploration allowed for critical thinking and reflections with current and best educational practices. This program gave an opportunity to fully explore reading research and students as primary recipients of this coursework. I feel so much more prepared in dealing with reading and writing in the classroom, with assessing and helping students, parents, and fellow teachers.	Dec 6, 2012 6:58 PM
184	The cost of the school is very reasonable, compared to online or private schools.	Dec 6, 2012 12:24 PM
185	Instructors	Dec 3, 2012 11:52 PM
186	Understanding of the law for students with disabilities. Knowledge of how to work with students with disabilities and provide the support they need throughout their school day.	Dec 3, 2012 6:54 PM
187	Some of the instructors.	Dec 3, 2012 6:47 PM

Q11. Please indicate the major strengths of the program:

188	I have a great deal of resources, in particular in the area of research-based application of the teaching of reading.	Dec 3, 2012 6:44 PM
189	1. The cohort played a significant role in my success of the program through the relationships built and support provided. 2. The program was completed in three semesters. 3. Back-to-back classes made the program much more manageable as we were only focused on one class at a time. 4. Most professors from the education department were phenomenal! They were very knowledgeable, well prepared and available for students. 5. Professors kept us well informed on the process to graduate including providing proper paperwork, helping us fill them out, and provided directions on submitting them. 6. Dr. Buster was the BEST introductory professor!!!! He was very motivating and encouraging. He needs to continue to teach that class!!!! 7. Dr. Akhavan was WONDERFUL to finish the program. She was knowledgeable and empathetic to our needs. She went above and beyond offering additional support for the project when we were struggling.	Dec 3, 2012 2:24 PM
190	I feel that students were enriched with useful resources. Professors were a strength from the program, I have learned and implemented multiple skills from courses. An additional strength is professors continuously pushed us students to think outside of the box. Overall, I learned a great amount in this program. I struggled with not having the experience of being a teacher, but I have been in the process of trial and error learning and implementing at the same time.	Sep 14, 2012 10:02 PM
191	CUSD Cohort meeting at CUSD site CUSD professors high interest courses one night a week additionally reading specialist credential offered and infused into program	Sep 12, 2012 12:00 AM
192	I like the cohort option. I think the face to face program is a good way to learn the theory and research in this program.	Sep 10, 2012 7:26 PM
193	The strengths of my program were the classes taught by Dr. Glenn DeVoogd. The classes were LEE 214 - Literature Child and Adol. and LEE 244 - Research Rg Prof. These classes made me think and challenge my beliefs on reading. They also taught me so much about the research behind what I teach everyday. Great Classes!	Aug 29, 2012 10:02 PM
194	The cohort is great. I also like the combination of online and face to face coursework. I don't think I would have survived some of the coursework if it was completely online. I needed the social interaction. McKay, Hart, and Devoogd were wonderful professors.	Aug 29, 2012 4:33 PM
195	xxx	Aug 29, 2012 1:24 PM
196	-Cohort with other teachers in my district -Cohort meets in my district	Aug 27, 2012 8:44 PM
197	Great professors	Aug 2, 2012 8:25 PM
198	Most of the instructors.	Jul 16, 2012 3:05 PM
199	The one on one attention I received from the staff and professors gave me a personal relationship and connection to the university that I did not experience while attaining my undergraduate degree, here at Fresno State.	Jun 5, 2012 10:13 AM
200	Our professors allowed us the freedom to create a cohort environment that in my opinion was very unique and special. The closeness we built together as a cohort could be the single handed reason I was successful in completing the degree. All of this is due to the support of our professors allowing us the freedom to implement our ideas towards success. Also our professors provided complete support answering all emails and always providing meeting times for us. I was pleased with the outcome and encouraged my very close friend to enroll and he will be starting the program this year.	May 31, 2012 11:11 AM

Q11. Please indicate the major strengths of the program:

201	On-line format, caring and supportive instructors, appropriate and useful assignments	May 28, 2012 8:41 PM
202	One of the major strengths of the program is the involvement of the professors in our success. The professors were there for each step to help guide us to completion.	May 28, 2012 4:01 PM
203	black board discussion group, the text book and journal questions.	May 28, 2012 1:18 PM
204	The School Nurse Program meets the diverse needs of school nurses across the state of California. We've obtained the general knowledge needed to be have an effective school nurse practice as well as the more unique clinical experience in areas that are specific to that county or school district.	May 24, 2012 11:14 AM
205	It was set up to be able to work independently and due dates were clearly outlined.	May 23, 2012 10:02 AM
206	Availability of the on-line portion of the program	May 22, 2012 7:30 PM
207	great format, assignments, and skills we need to perform to increase learning in our profession.	May 22, 2012 4:44 PM
208	The practicum classes. That classes are offered on-line which allows students to work full time and take classes.	May 22, 2012 1:56 PM
209	support from the teaching staff	May 22, 2012 12:07 PM
210	online program is nice so that you can work at own pace	May 21, 2012 7:54 AM
211	The Faculty and the co-hort setting.	May 20, 2012 11:38 PM
212	Group discussions were very helpful. We learned so much for each other.	May 20, 2012 7:58 PM
213	Practicum	May 20, 2012 7:52 PM
214	Other student comments on Blackboard. All the power points available have been very beneficial and I have them available for use in the future	May 20, 2012 6:02 PM
215	This program has great professors that care about students. The classes that required 'real world' assignments were very helpful (CPS reporting etc.) Good theoretical basis for counseling positions. Some professors did a great job at preparing students for the real thing like requiring an interview for the final.	May 20, 2012 1:22 PM
216	Student interaction on Blackboard Broad base of research topics	May 20, 2012 1:19 PM
217	Discussion Board where I can hear what other school nurses think about different topics.	May 20, 2012 11:26 AM
218	Practicum, weekly research questions, blackboard participation	May 18, 2012 11:32 PM

Q11. Please indicate the major strengths of the program:

219	The professors are talented.	May 18, 2012 9:04 AM
220	Great professors!	May 18, 2012 8:40 AM
221	The experiences and insights of the other students has been a major source of learning and I have enjoyed the discussion boards. I also appreciate the time that the clinical instructors have taken to respond to student concerns, and provide meaningful grading and comments in evaluating our assignments.	May 17, 2012 9:26 PM
222	All assignments, projects, papers, readings, and etc were relevant for today's school nurse.	May 17, 2012 4:48 PM
223	strong cohort excellent project advisor variety of program courses diverse cohort committed faculty	May 17, 2012 4:10 PM
224	Sequence of course work and expertise of faculty.	May 17, 2012 1:07 PM
225	Guest speakers and interaction with individuals currently working in similar fields was very effective.	May 17, 2012 12:40 PM
226	I appreciated having a cohort model program, with the exact same classmates each semester. This allowed for relationship and respect building among colleagues and provided a great learning environment in that we learned from vast experiences. My professors for the most part were engaging and had an enthusiasm for education. The variety in course topics provided me with a better understanding of Higher Education as a whole. Having guest speakers who hold administrative positions in higher education institutions among several of my courses was greatly beneficial and provided a perspective we would not have received otherwise.	May 17, 2012 10:32 AM
227	One of the major strengths is the commitment that professors have to helping all students succeed in the program.	May 17, 2012 9:59 AM
228	The program focuses on all the leadership skills that instructional leaders need n order ito be effective. It focuses on understanding diversity and equity in education.	May 16, 2012 11:57 PM
229	The program gave us a lot of hands on activities that will help prepare us for the real world experience. I learned many good skills that an administrator needs to know in order to fulfill their job description.	May 16, 2012 10:43 PM
230	The cohort system is strong I learned more in the last 18 months than I think experienced administrators know now	May 16, 2012 9:43 PM
231	The leadership, cohort model and relationships with school districts.	May 16, 2012 6:27 PM
232	The whole team of professors and were very knowledgeable in Admin and Supervision. They all taught from experience and shared their words of wisdom to beginning administrators.	May 16, 2012 4:41 PM
233	Professors knowledge	May 16, 2012 4:41 PM
234	Professors provide the necessary support for all students to succeed in the program.	May 16, 2012 4:31 PM

Q11. Please indicate the major strengths of the program:

235	Having teachers that were experienced in the field.	May 16, 2012 4:15 PM
236	On hand training. FFCC was a great experience opportunity	May 16, 2012 3:48 PM
237	The cohort model is the strongest trait. Patient, intelligent professors are also a major strength.	May 16, 2012 2:21 PM
238	na	May 15, 2012 7:18 PM
239	The professors were great. They have alot of experience and do an excellent job in communicating with their students. It is very well organized.	May 15, 2012 3:45 PM
240	Small class size for cohort initially is a plus but as the program progressed and with budget cuts, cohorts got mixed and class sizes became much larger. Access to professors and experts in the field. Accelerated program (7 week classes). Enjoyed rotating locations to provide for better convenience for those travelling from outside of Fresno.	May 15, 2012 10:01 AM
241	I appreciated that the COUN 208 was changed for MS-Counseling and Student Services, Higher Education services. I felt the new practicum within a Fresno State program prepared me well for my internship.	May 14, 2012 7:54 PM
242	Dr. Buster, Dr. Wise, Dr. Hauser	May 14, 2012 4:43 PM
243	The program is strong in the personal/social domains of counseling.	May 14, 2012 12:28 PM
244	Counseling core conditions.	May 14, 2012 10:26 AM
245	M.S. Rehabilitation Counseling, program has not only enhanced my overall experience in life, but it also confirmed my passion and strive to be altruistic. Delgado 2012	May 14, 2012 8:36 AM
246	Instructors, subject matter, texts, cohort format	May 14, 2012 6:51 AM
247	NA	May 12, 2012 12:57 PM
248	The teaching staff is very knowledgeable and passionate	May 11, 2012 1:09 PM
249	The strength of the program is in developing empathy within its students. Another strength is the 268 classes that provide hands on experience to students.	May 11, 2012 11:20 AM
250	Emphasis on research, leadership and independence throughout the classes.	May 10, 2012 9:32 PM
251	Great Instructors that Care	May 10, 2012 3:19 PM
252	Great teachers	May 10, 2012 2:35 PM

Q11. Please indicate the major strengths of the program:

253	The strengths of the credential program was the amount of time required to teach in the classroom. The amount of time spent in the classroom is where I gained an abundance of knowledge of what good teachers do with their class. Additionally, the final semester was beneficial as I was required to teach the class the entire day for a couple of weeks. This is where I gained most of my experience. Frequent meetings with my credential supervisor, Sally Cook, was also beneficial, she was very knowledgeable and kept me on track.	May 10, 2012 2:15 PM
254	Strong experiential learning component	May 10, 2012 12:44 PM
255	One on one teaching	May 9, 2012 7:56 PM
256	Professors are very knowledgeable and are willing to help students in any way that they can. Staff is also very informative and able to network potential jobs.	May 9, 2012 6:11 PM
257	Excellent instructors. Dr. Bushman rocks!	May 9, 2012 4:06 PM
258	Excellent and knowledgeable professors	May 8, 2012 10:39 PM
259	Great Instructors	May 8, 2012 6:49 PM
260	Professors are very knowledgeable Assignments reflect on everyday experience Cohorts become close and collaborate for future work	May 8, 2012 2:36 PM
261	networking with teachers from other district	May 8, 2012 2:29 PM
262	On line classes allowed me to do this program.	May 6, 2012 8:36 PM
263	Well rounded	May 6, 2012 7:17 PM
264	The ability to take courses with the same group of students.	May 3, 2012 10:51 PM
265	Independent learning and value placed on experienced nurse	May 2, 2012 1:29 PM
266	Having first class instructors with real world experience was the best part. Dr. Hauser, Dr. Buster, Dr. Goodman, Dr. Wise, Dr. Bushman, and Chris Williams.	Apr 27, 2012 8:46 AM
267	The major strengths of this program have been the caliber of the staff. Dr. Hauser, Dr. Buster, Dr. Wise, Dr. Goodman, Dr. Bushman, Chris Williams. Having instructors with real world experience has be wonderful.	Apr 27, 2012 8:42 AM
268	Single most major strength is that my leadership preperation was in a cohort with Fresno Unified School District. The leaders of our district taught/facilitated the course very well. I learned theory and practice aligned with my district goals, core beliefs, and initiatives.	Apr 26, 2012 1:39 PM
269	Really enjoyed being part of a cohort to collaborate with and learn from. The courses were very helpful and meaningful. The instructors had a great set of knowledge and	Apr 25, 2012 9:39 AM

Q11. Please indicate the major strengths of the program:

	experience to share with us, which made courses really enjoyable to be in and learn from.	
270	By far the strength in this program was the faculty and my cohort. Many of us have grown exponentially in the last 2 years. I honestly do not think I would be graduating without all of them.	Apr 23, 2012 10:09 AM
271	Dr. Oliver has been a tremendous help throughout the entire program. She has been the reason I chose this program and have stuck through it.	Apr 23, 2012 9:42 AM
272	Knowledgeable, experienced faculty who are accessible to the students for program advising and assistance with coursework. Coursework consists of useful theoretical and practical information.	Apr 13, 2012 1:41 PM
273	Knowledgeable, experienced faculty who are accessible to the students for program advising and assistance with coursework. Coursework consists of useful theoretical and practical information.	Apr 13, 2012 12:52 PM
274	~Night Classes	Jan 9, 2012 5:42 PM
275	The professors were excellent and had experience in the field not just degrees, which made it more relevant.	Dec 19, 2011 11:37 AM
276	Strong connections to relevant and current research. Strong focus on applying knowledge to real world setting.	Dec 13, 2011 7:08 PM
277	The strengths of the ECE program is that the theoretical basis of the early childhood component is always consistently upheld in every course. There seems to be a layering of information that occurs as you take each class. Also, the professors are excellent. Each of them are unique and bring a different yet valuable perspective.	Dec 13, 2011 8:51 AM
278	Real hands on experience	Dec 12, 2011 2:31 PM
279	The inclusiveness of the program is its biggest strength. The accessibility and straight forwardness of the professors and administrators are other strengths I have not seen in other graduate programs. This allows for better communication amongst faculty and students, as well as student satisfaction with their overall experience. This is has been my experience.	Dec 8, 2011 1:27 PM
280	Thoroughly covered ethics and scenarios. Maximum experience in practicum course with Dr. Maria Romero.	Dec 8, 2011 10:52 AM
281	All of my instructors seemed very knowledgeable, willing to help, and happy to be passing on their knowledge.	Dec 7, 2011 7:47 PM
282	Life-long learning Students are #1 Build relationships & trust Knowledgeable professors with great advice and wisdom	Dec 7, 2011 2:49 PM
283	The instructors used real job experiences and situations to help explain learning.	Dec 7, 2011 2:04 PM
284	The program offered ample, sometimes excessive opportunity to reflect on opinions. My favorite parts included hearing what current leaders are experiencing at their site or in their position. It was beneficial to get a real world perspective on leadership and gain an appreciation for the details that matriculate behind the scenes.	Dec 7, 2011 1:18 PM

Q11. Please indicate the major strengths of the program:

285	The welcoming environment amongst students and instructors. This type of environment made it easier to speak with professors when dealing with issues related to courses, personal strengths and weaknesses, and employment. The other major strength was how honest and real the professors were. They understood how to best speak, or reach their students.	Dec 6, 2011 9:49 PM
286	I really like certain members of the faculty. Dr. Pitt is challenging, but she is the only professor that focuses on actual research. Medical Aspects was also a class that I loved with a passion and I looked forward to going every week.	Dec 6, 2011 7:19 PM
287	Information was given to us to make sure we had completed the program with all requirements needed.	Dec 5, 2011 12:41 PM
288	1. Clovis Unified people as instructors prepared me for not only a position as an administrator in California, but more specific as an administrator in Clovis. 2. Assignments were calibrated and related to the duties of an administrator.	Dec 1, 2011 8:30 AM
289	Program invites us to leverage our strengths and build on our areas of greatest potential. It offers specialized preparation for a wide variety of positions in early childhood educational settings and is designed to meet individual needs of candidates with different experiential and educational backgrounds and varied career objectives.	Nov 30, 2011 11:57 PM
290	I have learned great research skills and feel able to assess the validity of research. I feel well prepared in reading theory and in teaching elementary reading. When in my work environment, I am very confident in my knowledge and now I listen to my colleagues and administration differently. I am much more aware of the needs of students, my peers, and the site.	Nov 30, 2011 10:48 PM
291	The majority of the professors have been classroom teachers in the past and/or currently collaborate with teachers in the field. The professors are very knowledgeable in their expertise area in reading or working with English language learners. They provide ample support to help graduate students by either meeting individually with them or providing examples of required projects. In addition, the program is well organized because the classes build on each other. Information and concepts are reinforced through out the semesters. Taught material is applicable to all classroom settings.	Nov 30, 2011 6:49 PM
292	The courses were well-organized with the goals/objectives clearly stated and coursework was related to the objectives. The cohort group was an amazing experience - the opportunity to establish relationships with 20+ amazing people and learn from them was valuable. The professors were all very knowledgeable, supportive, and encouraging. The short amount of time (18 months) was both a blessing and a curse at the same time. Glad it went so quickly, but very stressful in the last semester.	Nov 29, 2011 5:55 PM
293	Knowledgeable professors small class sizes curriculum	Aug 8, 2011 9:03 PM
294	I think the Speech-Language Pathology program is excellent. The core group of faculty members are very knowledgeable and eager to share their knowledge and experience with others. We have many opportunities to develop our skills and our clinic director carefully pairs us up with compatible supervisors. This is a well organized program with dedicated and knowledgeable staff members. The faculty are very straight forward regarding program requirements and pass along important information quickly to the students.	May 13, 2011 9:30 AM
295	One of the major strengths of this program is that the professors have all previously, or are currently, worked in the field and most of them have conducted research in areas of speech language pathology. The professors are up-to-date on the research methodologies and practices and do well to tell students these practices. The classes are all based out of research and professor experiences. The clinics are practical and give great exposure to the field. There is a good level of support from	May 12, 2011 5:16 PM

Q11. Please indicate the major strengths of the program:

	faculty and staff as well.	
296	The small size of the department allows for more direct attention and time from the professors. The professors stay current on new developments and research in the field.	May 11, 2011 2:28 PM
297	Internships, Externships, and Clinical Practicum, CDDS 292 Advanced Clinical Methods. Fran Pomaville is by far the best lecturer and extremely knowledgeable in her field. Sheri Roach is extremely motivated and a wonderful asset to the program.	May 11, 2011 10:13 AM
298	Coursework provides a broad overview of many of the issues we may encounter in our professional careers.	May 11, 2011 9:36 AM
299	Having the program online is very helpful and flexiable for someone who works fulltime. I love the disscusion boards and the interaction between the teachers and fellow students.	May 10, 2011 11:25 PM
300	Blackboard discussion groups / networking Research papers Journal Questions Journaling Learning about the professional organizations in the school nursing field Supportive and knowledgable staff	May 10, 2011 1:20 PM
301	Flexible with work schedule and daily life requirements. Enough resources of information and knowledge.	May 10, 2011 5:06 AM
302	Having instructors who know and understand the issues and concerns of my district. I feel I have received relevant instruction and training.	May 8, 2011 1:16 PM
303	distance option huge amount of content collaboration with peers	May 8, 2011 10:10 AM
304	Collaboration with instructors and fellow students	May 7, 2011 2:38 PM
305	It is great that it is online so that people throughout california can take the courses, this enables the students in the class to get a broad range of view points and see how different districts through out the state interpret the same Ca. Ed. Code.	May 7, 2011 11:43 AM
306	Other students, curriculum, collaboration with National Agency	May 4, 2011 1:30 PM
307	The flexibility the on-line program offers works wonderful for the full time working individual. The communication between the instructors and students also made the program easier to navigate.	May 3, 2011 6:26 PM
308	Self-directed learning, providing comprehensive study of issues unique to school nursing, instructor availability and support, user-friendly Internet access via Blackboard.	May 3, 2011 2:53 PM
309	Very applicable to school nurse responsibilities.	May 3, 2011 2:30 PM
310	Great clinical instructors who are more than willing to help you achieve success in the credential program.	May 3, 2011 2:17 PM

Q11. Please indicate the major strengths of the program:

311	Well rounded education hitting all the necessary areas the school nurses are faced with on a daily basis.	May 2, 2011 5:22 PM
312	interactions with other students throughout the state	May 2, 2011 4:29 PM
313	An amazing curriculum developed by Beverly Miller with super supportive and knowledgable faculty!	May 2, 2011 3:55 PM
314	Online discussions that allowed for input from other students regarding ongoing health and mental health issues/problems in the workplace.	May 2, 2011 1:56 PM
315	I feel I am able to understand children learning development more from the amount of research and theories that was shared from professors and literature reviews. I have learned I have contribute my early childhood education to professional practice.	May 1, 2011 11:32 AM
316	Small class size which gave opportunity to receive more one on one when needed. Instructors had great knowledge and own experience to bring to class and share. Instructor's gave lots of encouragement when we the student's were ready to give up.	Apr 30, 2011 9:57 PM
317	Small class size which gave opportunity to receive more one on one when needed. Instructors had great knowledge and own experience to bring to class and share. Instructor's gave lots of encouragement when we the student's were ready to give up.	Apr 30, 2011 9:52 PM
318	The supporting Faculty that demonstrates much knowledge and competence in helping students succeed.	Apr 30, 2011 3:24 PM
319	Close collaboration with professors. Connection to real life.	Apr 29, 2011 12:38 PM
320	The professors were great at combining theory into practice. All of my professors were very supportive.	Apr 29, 2011 11:42 AM
321	The new coordinator for the higher education cohort - Masters program for Leadership and Administration.	Apr 29, 2011 10:15 AM
322	My Master's Project advisor was willing to work with me to assist in my growth. She kept a continual open line of communication going through emails, and was willing to meet on multiple occasions. The partnership between the school district and CSU Fresno aided in my understanding, and real world connections and application of new learning. I valued the frequency of reflective writing, as that it aided in my growth process.	Apr 27, 2011 9:27 PM
323	Research classes	Feb 18, 2011 9:30 PM
324	Faculty members were always opened and willing in assisting students. I felt that they made every effort to help us succeed for a timely graduation. I am also pleased with the hands-on training provided during clinical hours. Faculty members provided a learning environment where I was able to explore my level of comfortability.	Feb 9, 2011 6:59 PM
325	The major strength of this program has been the support of the instructors and staff. When I first began, I was impressed with the commitment of the faculty, but this impression grew to a deep admiration of the staff's dedication to us students. I cannot say enough to truly display this program's ability to reach out to each of us students and create a lifelong personal and professional bond.	Feb 4, 2011 9:43 AM

Q11. Please indicate the major strengths of the program:

326	flexible, caring, understanding to individual needs and circumstances, and comfortable/positive learning environment	Feb 4, 2011 8:06 AM
327	The program is very organized and holds it's students to thier highest potential. Outstanding staff that is very supportive, which made me comfotable approaching them with my questions. Overall, My experience was excellent and I am able to apply every thing I learned at my current profession.	Feb 4, 2011 7:47 AM
328	on hands learning, the many possibilities of volunteering and helping others. The educational material had strong foundations and was presented well.	Feb 3, 2011 5:31 PM
329	Vocational Rehab	Feb 3, 2011 3:17 PM
330	the staff is very helpful and attentive to the needs of the students	Feb 3, 2011 2:02 PM
331	Flexibility. Lead by example. Create good rapport and collaboration with peers	Feb 3, 2011 1:34 PM
332	Concerete focus in ethics. Motivational foundation classes.	Feb 3, 2011 1:09 PM
333	Professors are effective in their teaching and enthusiastic about the topic.	Jan 28, 2011 12:06 AM
334	Hands on clincial practicum.	Jan 27, 2011 10:09 PM
335	A major strength of the C&I Program is the excellent communication that Dr. Carolyn Bohlin has with the students. As a student I never felt lost on the path to completing my degree. Dr. Bohlin sent numerous emails to us with information. She also always responded to emails in a timely manner. Most of the classes in the program were relevant to the professions we were all training for. Dr. Roy Bohlin's classes were very informative. There was always lots of discussion in his classes about current topics and research in Education, in which we were all about to face, or already facing, in our profession. His classes were very helpful and memorable.	Jan 20, 2011 9:32 AM
336	I really enjoyed Rehab 237 which gives me a chance to have one-to-one interaction with clients.	Jan 5, 2011 4:03 PM
337	The faculty provides guidance and support throughout the program.	Jan 4, 2011 8:35 AM
338	Strengths include a solid faculty that supports students in the efforts to grow and diverse classes that facilitate educational growth in many areas.	Jan 2, 2011 7:54 PM
339	The program did a great job providing with with enough knowledge to assist students in a K-12th grade setting.	Dec 25, 2010 6:39 PM
340	The program does a great job in preparing students in building rapport with students and learning about counseling theories.	Dec 15, 2010 9:06 PM
341	Coun 208 was a great experience.	Dec 14, 2010 7:45 PM
342	The faculty enjoy what they do and students are able to see that by the time they invest in our education and making sure we come out prepared professionals.	Dec 13, 2010 9:32 PM

Q11. Please indicate the major strengths of the program:

343	The teaching of multicultural perspectives was the major strength of the program.	Dec 13, 2010 9:27 PM
344	The major strengths of the program was the wealth of knowledge of the professionals who have worked in special education field.	Dec 13, 2010 4:58 PM
345	Major strengths of the program is introduction of the independent living movement and more current advances in legislation for people with disabilities such as the ADA. Clinical practice in the core conditions and practical application of theory and practices in pre-practicum and practicum. Reporting writing and casenotes.	Dec 13, 2010 4:47 PM
346	Professor's were very supportive and knowledgeable.	Dec 13, 2010 4:29 PM
347	The professors try to always include the most recent/up to date information in the field and cover the whole scope of areas within our scope of practice.	Dec 13, 2010 3:15 PM
348	The people in my cohort were wonderful about helping each other. We learned more from each other than from any course.	Dec 13, 2010 2:43 PM
349	My advisor was very helpful with my project. He guided and taught me so much during the process of completing it.	Dec 13, 2010 2:25 PM
350	Flexibility and guidance	Dec 13, 2010 12:29 PM
351	Support for writing my project.	Dec 13, 2010 10:49 AM
352	Having the experience working with clients outside of the university. Working at specific agencies such as Assessment and Training Research (ATR) and Ticket to Work.	Dec 10, 2010 3:29 PM
353	Supportive and Practical Professors.	Dec 10, 2010 12:18 AM
354	Dr. Powell was an amazing resource that helped me so much. I tried to complete the program for many years unsuccessfully until I received help from her. She was clear, understanding, and very infromative.	Dec 9, 2010 4:45 PM
355	The MFT program, provides one on one supervision, from peers, TA's and from the professors, consistently allowing the student to improve and critically think about their weakness and strengths as well as consider the input and feedback from other students. the program is diverse in its students, facility and staff, allowing for the program to truly value to multicultural aspects of individuals. The program allows students to complete the program at its own pace, either full or part time, and take course at their discretion. I also like the guidance that professors provide the students, especially in the areas of completing their comps exam, project or thesis.	Dec 9, 2010 3:32 PM
356	This program is wonderful and the strengths are many! The instructors are easy to talk to and very approachable. Its easy to learn, and retain what you have learned from the instructors. This is due to personal philosophy and professional teaching techniques. The three years that I have attended this program, I can't recall a single problem. The strengths in this program can be found in the teaching and advising staff. They go above and beyond their duties to help students succeed. If the staff doesn't have the answer, they will find it, and in a timely manner. I can't say that about all programs here, but this one is special. I am proud to be a part of this program and everything that it stands for.	Dec 9, 2010 10:24 AM
357	How honest and helpful the professors and staff are within the program.	Dec 9, 2010 3:19 AM

Q11. Please indicate the major strengths of the program:

358	The program was great in giving general information about the program structure. In addition, Charales was always open in listening and helping me when i had a question or concern. I felt part of a family because the unity of our program.	Dec 8, 2010 7:54 PM
359	supervisors were helpful.	Dec 8, 2010 6:40 PM
360	Networking opportunities with local school districts	Dec 8, 2010 5:17 PM
361	The major strengths are learning the techniques of writing case notes, conceptualize cases, conducting intake interviews, logging your activities, and successfully being able to collaborate with your supervisor and your work team. The most important aspect of the program I think is being able to respond with fairness to disabled, ethnically and linguistically diverse students/clients. Maintaining a value system for a life time and the having the willingness to continuing learning.	Dec 8, 2010 7:51 AM
362	Being treated with dignity and respect by the instructors. Instructors were never boring and new the material. Instructors always made time for the students	Dec 7, 2010 8:30 PM
363	Great advisors ready to help students with classes or acedemic advice	Dec 7, 2010 7:43 PM
364	I felt very supported through out the program. I felt very comfortable with my professors and advisers and was able to seek them for advice. The special ed department was very supported and related my learning to actual situations at my school or classroom.	Dec 7, 2010 6:33 PM
365	The program taught me how to teach all students regardless of their academic level through use of strategies. It also taught me how to create goals within the IEP to help students with special needs become successful.	Dec 7, 2010 5:49 PM
366	The clinical training and classes.	Dec 7, 2010 5:43 PM
367	Very hands on, which i LOVED. Getting real experience and not just from a text book. All the professors and students are so welcoming and eager to help others. Instructors were easy to get in touch with and were very understanding when my family was going through a hard time and i needed to miss school. Classes were never over crowded, which is surprising at how hard it is to get into some classes.	Dec 7, 2010 5:18 PM
368	Student to teacher ratio	Aug 19, 2010 11:10 PM
369	Excellent instruction, knowledgeable professors.	Jul 27, 2010 7:04 PM
370	The staff has been incredibly knowledgeable and stress the importance of life long learning. I feel as counselors, we must believe that our clients/students CAN change and the program agrees as well.	Jul 19, 2010 3:00 PM
371	Large amount of time spent in clinical/practicum/student teaching settings directly relates to the tasks required of a teacher.	Jul 8, 2010 10:30 AM
372	I love the fact that the program required students to assume clinical practicum skills at the same time classes are taken.	Jul 2, 2010 9:20 PM

Q11. Please indicate the major strengths of the program:

373	Student Teaching placements	Jul 2, 2010 6:34 PM
374	The relationship with teachers/staff helped me to remain focused and encouraged through my 6 years at Fresno State. The availability to ask questions and seek guidance was a strong factor in my success.	Jul 2, 2010 10:33 AM
375	Assistance with lesson plans and classroom management was excellent	May 25, 2010 12:41 PM
376	Being on blackboard with other school nurses was most beneficial.	May 24, 2010 10:02 AM
377	Providing opportunities to learn under a great preceptor. Positive support (via computer) from faculty.	May 23, 2010 10:50 AM
378	Having a preceptor Having 2 instructors to help answer questions expeditiously	May 19, 2010 6:34 PM
379	The support from professors was excellent. In addition the follow-up from support staff was also excellent in terms of helping students navigate through all of the steps necessary to complete the program and and adhere to the timelines.	May 17, 2010 11:37 AM
380	The faculty was very personable with the students and truly wanted to see the students succeed. The professors were all knowledgeable in their area of expertise and did an excellent job in their examinations and class lectures. I feel that all of the books are a great source for information that I will be able to reference them for my career. This department did an extraordinary job at preparing the students in researching different treatment methods to examine their efficacy for evidence based practice. The department also did a wonderful job at teaching the student clinicians to write functional and measurable goals for clients.	May 16, 2010 12:36 PM
381	The application of nursing theories in the student's clinical areas of learning.	May 14, 2010 9:55 PM
382	Cohort learning model, diverse perspectives of individuals in the program, fieldwork embedded in courses.	May 14, 2010 1:12 PM
383	The quality of instruction and guidance. I thought the faculty was amazing.	May 14, 2010 12:50 PM
384	the cohort model and the embedded field work opportunities as part of the coursework	May 14, 2010 11:23 AM
385	Guidance I received in the area of research (ie. Literature Review) was most helpful. Dr. Tracz spent hours helping me understand statistical techniques that I included in my dissertation. The short presentations in many of the classes were helpful to my current position. Learning how to put the presentations together, checking for understanding of the audience, was helpful. Being with a cohort was a major strength of the program. We learned a great deal from each other.	May 14, 2010 11:07 AM
386	Support staff: Diane and Ann Support from most professors. Willingness for the staff to remain open to our ideas and suggestions. Dr. Brown-Welty's guidance, support, and follow-through. Diverse student and staff population. Cohesive cohort.	May 14, 2010 10:42 AM
387	Courses were applicable to the working world. The research in various areas takes it all back to evidence instead of what people "think" works in education. I liked that most was not thoery but application. Great courses and nice that we could select what we wanted to take in the later semesters of the program.	May 14, 2010 10:34 AM

Q11. Please indicate the major strengths of the program:

388	Field work	May 14, 2010 10:32 AM
389	Our professors teaching the undergraduate and graduate courses in Communicative Disorders are wonderful. They all have a very open-door policy, and are approachable with questions. Our advisors also were very helpful throughout the program, and set up our classes in a way that we would succeed.	May 13, 2010 9:35 PM
390	Well rounded program. Covered professional nursing issues, Standards of Practice, Coordinated School Health, legal issues, child and teen concerns, research, and multi-cultural aspects. The textbook and additional readings are very comprehensive and will make good resources.	May 13, 2010 6:53 PM
391	Encouraging the students to learn more about what they do not know. Venture in to the unknown.	May 13, 2010 12:33 PM
392	I believe that the Agriculture program has really aided me in my ability to teach the subject matter. The class that prepared me the best for the classroom was Dr. Parks.	May 13, 2010 11:32 AM
393	The instructors are the strength and the organizational skills of the people running the program	May 13, 2010 10:28 AM
394	One of the major strength's of the program is the discussion and sharing of ideas on Blackboard with other school nurses in other districts throughout the state. Another strength is the hands on experience in different settings within your district, and that you get equal experience in both the elementary and secondary setting.	May 11, 2010 11:00 AM
395	FLEXIBLE	May 11, 2010 8:51 AM
396	Excellent Instructors and guidance.	May 11, 2010 8:19 AM
397	The discussion board experience was most useful. The Instructors were wonderful. The powerpoint presentations are auseful tool in my practice.	May 10, 2010 11:19 PM
398	Instructors are very helpful and respond very quickly to questions. Instructors: Beverly Miller and Nancy Busch.	May 9, 2010 10:04 PM
399	Clear requirement of what's expected from each of us. Another major strength is the opportunity to network with other nurses in the credentialing program.	May 9, 2010 5:07 PM
400	The hands-on clinical experience during each semester.	May 8, 2010 3:26 PM
401	-Knowledgeable, helpful, and personable professors and staff! -Beneficial internship opportunities. -Organization and supportive program.	May 7, 2010 2:17 PM
402	Discussinos with other classmates provided greater insight into the diversity and complexity of School Nursing	May 7, 2010 10:22 AM
403	Overall learning experience was great.	May 6, 2010 1:45 PM
404	The instructors for the school nurse credential program were very available and had a high degree of communication with their students.	May 6, 2010 9:40 AM
405	The major strengths of the program include covering all aspects of school nursing both in the elementary level and secondary level. This program prepares the school	May 5, 2010 9:48 AM

Q11. Please indicate the major strengths of the program:

	nurse and provides the guidance needed to experience many different situations that can occur in the school setting. It teaches the school nurse theoretically as well as clinically. I really learned alot from this program.	
406	The faculty were amazing. They were always available to help and continue teaching outside of the classroom.	May 2, 2010 10:44 PM
407	Flexibility, self-motivating, instructor availability.	May 2, 2010 2:52 PM
408	clinical hours helped solidify what we are learning in the classes.	May 2, 2010 1:02 PM
409	Every assignment had the goal of imparting very specific information to further my expertise in that area. The assignments were graded in a timely manner. The instructors were available for questions and concerns. The instructors were fair and understanding.	May 2, 2010 12:42 AM
410	The professors are knowledgable and accessible. Our externships and on-campus clinic really are great strengths to our program.	May 1, 2010 4:21 PM
411	Effective Rapport of our Clinical Instructors. The Goals and Objectives were met effectively.	May 1, 2010 12:14 PM
412	Instructors, clinical experience	Apr 30, 2010 9:37 PM
413	The professors were professionals and experts in their field. I feel honored to learn from some of the best teachers, teachers who are well published and have some great experiences to back up their knowledge. Another strength is that I had a great advisor. I cannot speak for all students but I had the most amazing advisor during both undergraduate and graduate. It felt so good to have someone who knows what they were talking about. I felt like I didn't have to worry about what classes to take and when to take them. I've heard students from other programs who are lost, and do not know their advisors and on occassion they get mis-advised and have to graduate later than expected. I was so lucky to have my college plan lined out for me.	Apr 30, 2010 12:20 PM
414	well grounded instruction, very knowleadgable professors	Apr 30, 2010 11:17 AM
415	A major strength of the program is that there are many knowlegeable professors and others on the staff that are willing to provide guidance and put in extra time to help you.	Apr 30, 2010 10:56 AM
416	instruction, communication and collaboration with staff and students in the program	Apr 30, 2010 8:31 AM
417	I was able to complete my credential while working full time!	Apr 29, 2010 7:59 PM
418	Loved the interactivity of online conversation between professors and students. Greater participation than a tradition classroom experience.	Apr 18, 2010 5:58 PM
419	Teacher's feedback and support.	Mar 21, 2010 3:29 PM
420	Support from my mentor professor	Mar 15, 2010 1:25 PM

Q11. Please indicate the major strengths of the program:

421	Feedback and evaluation from instructors was very useful in helping to complete the program, as well as in actual classroom applications.	Mar 13, 2010 3:44 PM
422	Excellent faculty and online, distance format for group collaboration and engagement.	Mar 1, 2010 9:29 AM
423	The interaction with instructors and classmate.	Mar 1, 2010 8:56 AM
424	The online format made it all possible for me. I felt connected to my classmates, though we did not have in-person contact. The textbooks were interesting and thought-provoking.	Feb 23, 2010 9:49 PM
425	prompt, personal feedback. Qualified, dedicated personnel.	Feb 23, 2010 9:40 PM
426	The material provided through the semester, and the excellent ongoing communication with the instructions...	Feb 23, 2010 7:38 AM
427	-The CSU Fresno SLP Master's program has tailored their program to be practical and of pertinent application to the field of speech-language pathology. -A knowledgeable and incredibly experienced staff. -Opportunities for student teacher experiences at numerous schools and medical settings here in Fresno. -Most grad classes and the on campus clinic are housed in one building. -The focus on evidence-based practice Most importantly, i was accepted into the SLP MA program because your faculty saw my application as a whole. They tried their best to accept applicants based upon interest in the field of speech-language pathology and their accomplishments as a whole.They did not reject me because of barely acceptable GPA or GRE scores. The application committee saw that i was bilingual, have a multicultural background, and had experience working in the field of speech-language pathology.I think they saw potential because of my application in its entirety. I will always appreciate this and am eternally grateful. Incidentally, I graduated from your program with a 4.0 and have received exceptional scores from each clinical supervisor while at CSU Fresno. So much for that ridiculous GRE! And accolades to Fresno State for not relying on such superficial standards. Thanks again!	Feb 9, 2010 12:51 AM
428	The professors are always on top of the newest research and practices.	Feb 5, 2010 2:46 PM
429	Strength: program was compacted into two semesters, rather than four. Schedule considered the fact that students were all full time employees.	Feb 4, 2010 10:56 AM
430	Our program was a cohort, which made the entire process very student-friendly. The flexibility and strength of communication between the program advisor and the cohort was very helpful.	Feb 3, 2010 11:39 PM
431	The Masters program for early childhood education has given me the ability to conduct research on early childhood education topics. I have learned that it is important to learn the best practice approached through research and through work experience. I plan on keeping my self current on educational information through active participation in child care issues and by learning from local and nation wide news.	Feb 3, 2010 9:43 PM
432	I feel that I am an expert in my specific area in education due to the research and discussions I've had with colleagues and professors.	Feb 3, 2010 9:12 PM
433	The teachers and advisors in the program are great to work with and learn from	Feb 3, 2010 8:23 PM
434	I appreciated the staff who took their time to help me be successful by guiding me throughout.	Feb 3, 2010 7:09 PM

Q11. Please indicate the major strengths of the program:

435	Great advisors! I felt like there was a lot of support.	Feb 3, 2010 4:25 PM
436	professors	Feb 3, 2010 12:29 PM
437	The program was efficient in providing necessary information and timely feedback. The professors were all very supportive of me.	Feb 3, 2010 11:21 AM
438	The seminar style of most classes develops communication and collaboration skills. This also increases the rapport between the instructor and student. Colleagues contribute immensely to the body of knowledge and shared experiences.	Feb 2, 2010 11:59 PM
439	Supportive instructors, yet academically rigorous.	Feb 2, 2010 9:04 PM
440	The most single important strength of the program has been the professors. All of my professors were attentive, patient, and caring about my progress in the program.	Feb 2, 2010 7:23 PM
441	ECE professors are knowledgeable. They provide plenty of hands-on opportunities that challenge us to think critically. Shelton, Gonzalez, Macy, and Benninga were all encouraging, and passionate about the subjects they taught.	Feb 2, 2010 6:40 PM
442	This program is diverse.	Feb 2, 2010 6:05 PM
443	Professors have been encouraging and supportive while keeping high standards.	Feb 2, 2010 5:21 PM
444	Professors are understanding and plan instruction to be meaningful to my teaching position. They are a great source for help in regards to getting school work done and making it apply to teaching.	Feb 2, 2010 4:41 PM
445	Work experience	Feb 2, 2010 4:12 PM
446	I am able to apply what I have learned through the program in my classroom.	Feb 2, 2010 3:20 PM
447	The instructors always find the time to help us work through difficult situations. I have had some good brainstorming sessions with them that have been very helpful.	Feb 2, 2010 2:10 PM
448	The professor help that I received was amazing.	Feb 2, 2010 1:51 PM
449	Knowledgeable teachers	Feb 2, 2010 12:55 PM
450	Having the cohort program was beneficial because it enabled me to build lasting, collaborative relationships with other professionals.	Feb 2, 2010 12:39 PM
451	The special education department has a wonderful, knowledgeable staff. They have valuable experiences to prepare students for their professional careers.	Feb 2, 2010 11:17 AM
452	CSUF School of Education willingness to form cohorts with local school districts. CSUF professors and advisors genuinely caring about their working adult/students.	Feb 1, 2010 10:55 PM

Q11. Please indicate the major strengths of the program:

453	The Rehabilitation Counseling Program has provided me with skills to be successful not only in my career but also in life.	Feb 1, 2010 9:45 PM
454	I enjoyed working closely with the administrators and professors in the program.	Feb 1, 2010 4:42 PM
455	The feedback and availability of the instructors.	Feb 1, 2010 11:58 AM
456	flexibility and practical application	Jan 29, 2010 11:11 PM
457	Great instructors who were knowledgeable and wanted to help me in any way possible.	Jan 29, 2010 4:07 PM
458	Everyone was a support network and encouraged us that we can make a difference.	Jan 29, 2010 1:52 PM
459	Strengths-instructors and knowledgeable and helpful. Dr. Neil's class had practical application in diagnosing student learning problems.	Jan 28, 2010 2:42 PM
460	The professors were caring and fair. They had well-thought out lessons that I felt were meaningful. The relationships with others within other school districts was great. The cohort bonded and supported each other, which was really nice to have.	Jan 28, 2010 1:43 PM
461	The faculty is very strong and supportive. I always felt like it was very easy to communicate with my professors. Also, Blackboard is an invaluable tool.	Jan 27, 2010 10:53 PM
462	Excellent and thorough instruction and guidance from the professors. High expectations to excel while being realistic of full time job commitments. Organization of classes and the sequence I took them in was extremely beneficial. Dr. Bohlin, Dr. Marshall, Dr. Berhend, Dr. Benninga, Dr. Schlievert, Maria Elrod, and the staff from CSUFresno were very timely in communicating necessary information and followed up personally to make sure there were no problems. Writing and research requirements were fair and well explained. Bringing the University to the school sites of the participants was a key factor in allowing many of us to pursue and complete the degree.	Jan 27, 2010 10:25 PM
463	The program provides a well rounded investigation of the curriculum and teaching approaches.	Jan 27, 2010 3:26 PM
464	Being in a cohort helped my confidence. Some professors were very helpful via email or through class discussions.	Jan 27, 2010 1:08 PM
465	Working with a cohort was very helpful.	Jan 27, 2010 10:44 AM
466	The advisors are there whenever they are needed to lend a helping hand.	Jan 26, 2010 11:54 PM
467	When I think back about the program and what I learned, I think of writing IEP goals and data collection. We worked on those things a lot and I feel that I am very capable of doing those things in my job. The teachers are also very knowledgeable about the field and are very helpful.	Jan 26, 2010 3:13 PM
468	The major strengths are that there are instructors who are passionate about the field. The professors for the most part instill that in their teaching that kids with severe disabilities have the potential to do more than we can even imagine.	Jan 26, 2010 10:28 AM

Q11. Please indicate the major strengths of the program:

469	A great amount of help and guidance from our program advisor, Dr. C. Bohlin.	Jan 26, 2010 8:48 AM
470	Building background knowledge on Reading Theory	Jan 26, 2010 8:47 AM
471	Teachers have been helpful in answering questions.	Jan 26, 2010 8:32 AM
472	Amazing and dedicated professors and staff!!! Staff pushed us to find our own internship, which is really what it takes in the real world, when trying to find a job. Professors clearly communicated and were available outside of the classroom and their designated office hours.	Jan 25, 2010 9:46 PM
473	The Reading/Language Arts program gives the educator a broad base of knowledge regarding how to teach reading to students. It helps the professional to be able to target assessment to determine needs and plan instruction to achieve literacy for all.	Jan 25, 2010 9:01 PM
474	I enjoyed the application of what I was learning the courses to what I was doing in the classroom. I was able to take current research apply it to the classroom experience and see changes in my practice.	Jan 25, 2010 8:45 PM
475	Great courses, teachers are for the most part up to date with their research and current events, advisors work hard to help you achieve you goals, great community feel at CSUF campus, dept is great with informing us through e-mails.	Jan 25, 2010 4:47 PM
476	Theoretical model, Family Systems.	Jan 25, 2010 4:18 PM
477	I LOVED, LOVED CHALLENGING PROFESSORS. Dr. Sarah Lam, and Dr. Smith have been some great professors. Another professor whom also was very talented was Laurie for Coun 200.	Jan 25, 2010 11:41 AM
478	I liked the idea of the cohort. I completed my credential through the Block A Cohort. I felt very successful due to the closeness of the classmates and staff. I would recommend doing a cohort to other students. I liked CI 241. I was able to teach grade level standards and incorporate multi-cultural education/service learning. My students enjoyed the process. Also, I am impressed with Dr. Bohlin's communication via e-mail. She kept me up to date and made sure she referenced previous e-mails if needed.	Jan 25, 2010 9:45 AM
479	Accessibility of the instructors and willingness to continue helping us on our lifelong journey.	Jan 23, 2010 4:18 PM
480	-Allowing a chance to be a part of a cohort. -a GREAT coordinator of the program who is always there when we need her!!!	Jan 23, 2010 11:07 AM
481	The major strengths of the program would have to be the professionalism that the instructors have for full time working students. In addition, the instructors used methods and curriculum to tie what we were learning in class to our work in education. I found this valuable, not only for my own students, but also for myself. It forced me to self-reflect on my teaching. Finally, the instructors were very competent and knowledgeable.	Jan 21, 2010 11:10 PM
482	The variety of professors	Jan 21, 2010 10:48 PM

Q11. Please indicate the major strengths of the program:

483	Hands down , the Professors and Faculty	Jan 21, 2010 8:54 PM
484	Working with teachers who are experienced.	Jan 21, 2010 8:07 PM
485	The professors are very helpful and they provide a clear set of expectations and objectives to their program.	Jan 21, 2010 1:45 PM
486	I enjoyed Dr. Hart's class on Multicultural Education. Scheduling of classes was flexible to our cohorts needs. Professors understanding of school issues that interfered with classes.	Jan 21, 2010 12:20 PM
487	I really enjoyed the accelerated pace of the program, to finish in 1 years time. Also, having professors from CSUF and Fresno Unified really helped to give a in depth look into Administration in education.	Jan 21, 2010 11:53 AM
488	It was very easy especially while working. My undergraduate work required more critical thinking than this one.	Jan 21, 2010 11:07 AM
489	a lot of information great use of technology	Jan 21, 2010 11:06 AM
490	The partnership between FUSD/CSUF in the Leadership Cohort Program is a tremendous strength of the program. The FUSD Leadership dept./instructors have broaden and deepen my understanding of what it takes to be a leader. The instructors from CSUF such as Ken Magdaleno is also great asset.	Jan 21, 2010 9:28 AM
491	The pofessors are very supportive and knowledgable. Very well respected in the field.	Jan 20, 2010 10:03 PM
492	excellent instructors	Jan 20, 2010 7:55 PM
493	Flexibility of time and ease of access for a full-time working professional/student.	Jan 20, 2010 7:36 PM
494	A major strength is the application of class learning to the school environments we work in. I enjoyed case studies especially.	Jan 19, 2010 6:14 PM
495	Very knowledgable professors who care about your learning and will do anything to help you succeed. I felt very supported throughout this program.	Jan 15, 2010 8:45 AM
496	The professors are very caring and willing to help	Jan 14, 2010 3:43 PM
497	Professors willingness to help their students out.	Jan 14, 2010 3:32 PM
498	The structure of the coarses were in cohort format which helped us establish a network that can be beneficial to us in the future. There was some instruction by current and former CUSD administrators which gave us a greater insight into our school district. The program was designed around our work schedule to allow us to do both.	Jan 14, 2010 11:14 AM
499	The room to grow. The many opportunities to get involved with the profession outside of a school setting ie conferences etc.	Jan 13, 2010 10:10 PM

Q11. Please indicate the major strengths of the program:

500	Working closely with the same group of people through the program.	Jan 12, 2010 9:31 PM
501	The faculty/staff do a very good job in letting student get involve in conferences, meetings, and other events were student are able to learn and network.	Jan 12, 2010 2:03 PM
502	A major strength for the cohort group was having Clovis administrators past and present teach our courses. This is where I want to be and they gave a fabalous insight at what is expected and how to handle situations that may arise.	Jan 11, 2010 3:19 PM
503	All of my professors were experts in their field. They were very knowledgeable and supportive. I feel like I've grown as an educator and feel prepared to take on any administrative position that my come my way.	Jan 11, 2010 2:10 PM
504	Supervision and Leadership courses!	Jan 11, 2010 1:12 PM
505	The use of the current classroom in completing assignment. It allows the student to make the learning more meanignful and allows for application in a controlled setting.	Jan 11, 2010 1:04 PM
506	Excellent support and staff!	Jan 10, 2010 9:10 PM
507	I really enjoyed nearly all of the classes (CI 250, ERA 253, and CI 285) - the professors were knowledgeable, accessible to students, fair, and were structured, yet flexible enough to adjust to the needs of the students as necessary.	Jan 9, 2010 4:30 PM
508	Collaboration with peers Depth of coverage on MSJE	Jan 8, 2010 11:14 PM
509	There were many hands-on classes and a lot of interactions in the seminars.	Jan 8, 2010 2:30 PM
510	The program helps the student teacher realize the responsibilities of maintaining/adding to school farm facilities to meet the department needs during the school year. It also guides the student teacher in ways to provide a learning opportunity outside of the classroom for the high school students.	Jan 8, 2010 12:29 PM
511	Interaction with "real" workplace situations	Jan 8, 2010 10:31 AM
512	Dr. Unruh has been extremley helpful. I appreciate his demeanor and the way he gets back to me regarding questions and information.	Jan 8, 2010 9:35 AM
513	Dr. Hausers classes were the most informative and pertinent to the educational process!!!	Jan 8, 2010 9:35 AM
514	The professors at Fresno State are extremelly helpful and willing to support you in anyway possible. This is a major source of support for graduate students at Fresno State.	Jan 8, 2010 9:03 AM
515	Professors were very understanding of issues involved with working full-time while going to school.	Jan 8, 2010 8:41 AM
516	Great advisors willing to support and help you at any time.	Jan 8, 2010 1:16 AM

Q11. Please indicate the major strengths of the program:

517	Flexible schedule which was easy to work around my full-time job as a teacher. Access to resources on-line (i.e., journal articles). Helpful professors.	Jan 7, 2010 11:55 PM
518	The instructors were highly qualified and knowledgeable in their subject areas. I felt the courses were sufficiently rigorous.	Jan 6, 2010 12:17 PM
519	The ability to problem solve in a collaborative setting, is a major and important strength of the program. Today's public schools face numerous challenges both academically and socially, I feel the program did an excellent job educating and supporting me with the tools necessary to face these challenges.	Jan 6, 2010 12:03 AM
520	-The ability to take what I had learned and apply it to my own classroom -The ability to reflect on my practice -The reading gave a solid foundation on the topics at hand. There was a nice mixture of research design, classroom lessons, multicultural readings, etc. -The ability to interact with colleagues both within and across grade levels - Flexibility with topic choice so I could adapt particular assignments to meet the need of my individual students -Timely and constructive feedback on assignments - Wonderful professors who had great communication and course implementation	Jan 5, 2010 9:09 PM
521	organized, good feedback, good supervision, lots of individual time with supervisor	Jan 1, 2010 4:36 PM
522	Being able to work with and learn from other students that are in the teaching field	Dec 30, 2009 12:24 AM
523	Program allows students who work full time to work at own pace. Program teaches how to interpret research. Program helps teachers analyze lessons and curriculum to make sure it is expressing all perspectives and is socially just. It brings awareness that might not have otherwise been there. It is an eye opening, enlightening experience.	Dec 27, 2009 12:01 PM
524	Professors provide quick feedback, grading, and are available for support, clarification of assignments, and flexible with assignments.	Dec 26, 2009 1:43 PM
525	the importance of providing students with an equity education according to thier diverse needs	Dec 24, 2009 9:49 AM
526	The readings were current, thought-provoking, and useful in the classroom. The Blackboard program worked well, for the most part. I always felt connected to my classmates and the pace of the work, while sometimes stressful, was not impossible. Teachers were readily available by email or phone and responsive to my needs.	Dec 23, 2009 5:16 PM
527	Dr. Parks class.. learned to properly do a less on a plan.. Dr. Luck class.. wealth of knowledge about special needs and disabilities	Dec 23, 2009 1:04 PM
528	I felt that the practicum that was required each semester was very helpful. It helped me prpare for what the real workplace will be like. Also the professors are amazing. They really care and got involved in our success.	Dec 21, 2009 4:43 PM
529	I most appreciate the level of support that is offered by the Fresno State staff as well as staff that is associated with the various universities affiliated with the Joint Doctoral program. The level of support and interaction reflected an interpersonal connection that I would assume to be more reminiscent of much smaller institutions.	Dec 17, 2009 2:33 PM
530	teachers were great and very helpful	Dec 16, 2009 3:09 PM
531	The instructors were very well rounded and knew the lastest in the fiels of special education.	Dec 16, 2009 9:48 AM

Q11. Please indicate the major strengths of the program:

532	I valued the diverse group of professionals I went through the program with. It was nice to hear different perspectives on topics. Dr. Brown-Welty and Dr. Tracz were extremely supportive of my efforts to complete my dissertation.	Dec 15, 2009 1:21 PM
533	Supportive supervisors, yet academically rigorous.	Dec 12, 2009 5:18 PM
534	The allowance of using field experience to write homework assignments. I feel that these experiences show our strengths and needs in a more meaningful way.	Dec 12, 2009 1:48 PM
535	Internships provided professional preparation and what is needed for those specific types of work settings. After I had the opportunity to take counseling courses to fulfill my PPS credential requirement, it strengthen my knowledge about the educational system and how to work in this setting.	Dec 10, 2009 11:01 AM
536	Knowledgeable instructors who are very professional	Dec 9, 2009 10:19 PM
537	The staff was very supportive and the assignments assigned were very applicable to my setting. I felt like I was supported and that the staff wanted me to be a better teacher.	Dec 9, 2009 8:49 PM
538	Excellent professors in medically-oriented areas (professors Freed and Pomaville, in particular).	Dec 7, 2009 9:11 AM
539	They are not just giving away degrees, going through this program is tough and competitive. Made me believe I can do anything!	Dec 3, 2009 4:17 PM
540	Organization Professionalism Research-Based	Dec 3, 2009 10:47 AM
541	-Every professor took a professional approach to each class. They appeared to be well versed in their understanding and experience to their class topics.	Dec 3, 2009 1:47 AM
542	Many of the instructors are wonderfully helpful and inspirational. Dr. Jose Lomeli and Dr. Stephen Hart helped make my experience in the program fulfilling.	Nov 25, 2009 9:55 AM
543	Its a smaller program than another CSU I attended for undergrad. They give much more individual attention at CSU Fresno than I had previously received. They really care about you as a student and structure the material to be relevant and managable. A great experience overall.	Nov 19, 2009 10:44 AM
544	Field practice preparation. Implementing real life scenarious into the classroom environment (Coun 200, 208, 202).	Sep 21, 2009 5:47 PM
545	Dedication of the faculty; variety of speakers and learning opportunities; opportunities to learn teaching skills in class; networking and cohesiveness of cohort.	Sep 3, 2009 8:28 PM
546	Conscientious faculty and staff and their positive atmosphere to support students' learning environment	Sep 3, 2009 11:28 AM
547	Knowledgeable instructors who were able to realte my learning to actual situations in schools/professional settings.	Sep 2, 2009 1:45 PM
548	The faculty and the focus on clinical practicum.	Aug 10, 2009 8:54 PM

Q11. Please indicate the major strengths of the program:

549	The hands on experience gained during the 3 semesters of internship on campus and 2 semesters of internship off-campus is a major strength.	Jul 16, 2009 12:40 PM
550	Professor knowledge and feedback, strong clinical supervision, collaboration with other professionals.	Jul 9, 2009 11:43 AM
551	The major strengths were the consistency and support throughout the program.	Jun 10, 2009 6:02 AM
552	Preparation for completing a project/thesis in all classes. Communication with professors. Small class sizes.	Jun 6, 2009 12:29 PM
553	The support and immediate responses from the majority of the professors was wonderful. The readings were current and thought provoking and the assignments challenging. I have learned new ways to view and approach the students in my charge and I have learned new strategies as a professional. I will praise the MAT program forever!	Jun 6, 2009 7:49 AM
554	school social work course and internship	May 27, 2009 1:39 PM
555	I was able to apply the course material to my internship placement which was very valuable experience.	May 25, 2009 10:40 PM
556	The Strengths of the program is having the intership that allows you to use the information you learned in class to practice. The opportunity to discuss situation with professor and an classmates and revice feedback.	May 21, 2009 11:41 PM
557	Support from program coordinator and field instructor. Materials both in class and field practice blended very well.	May 21, 2009 7:35 PM
558	Online is great.Prof.Miller is available.	May 21, 2009 2:37 PM
559	One of the major strengths of the program is the field internship and internship class.	May 21, 2009 9:42 AM
560	The instructor, who happens to be the PPS Coordinator, was exceptional/excellent. She was very knowledgeable and experienced in the field of school social work. In addition to, the courses provided essential/vital information and skills to working with students and their families effectively and competently.	May 20, 2009 4:00 PM
561	Supportive and cohesive staff members in the department that demonstrated their passion in teaching students.	May 20, 2009 12:02 PM
562	Multi systemic appraoch to carrying out services.	May 20, 2009 11:38 AM
563	Structors were helpful when needed, assigments were appropriate for learning, good critical thinking.	May 20, 2009 11:35 AM
564	The program helped me intergrade coursework with actual cases in field placement.	May 20, 2009 11:22 AM
565	The staff and faculty are a major strenth in this program.	May 19, 2009 5:47 PM

Q11. Please indicate the major strengths of the program:

566	Required support supervisors in helping with day to day operations of the job.	May 18, 2009 10:14 PM
567	1. Courses were taught by subject experts 2. Seminars/discussions were facilitated to promote idea exchanges as well as to stimulate innovative thinking 3. All written assignments were thoroughly reviewed with excellent feedbacks 4. Courses were organized in a logical way	May 18, 2009 7:21 PM
568	Diverse topics Great and diverse faculty Cohort model	May 18, 2009 12:28 PM
569	Good classes and experienced teachers.	May 18, 2009 11:57 AM
570	Faculty; quality and applicability of curriculum	May 18, 2009 11:50 AM
571	The level 1 program being intense so that level 2 is only two semesters long.	May 16, 2009 8:51 AM
572	Fieldwork. Being in the classroom and doing the job helped a lot to use the theories that were taught.	May 15, 2009 3:17 PM
573	Coursework is well organized, comprehensive, and interesting. It is structured for optimal online learning. Beverly Miller, the course instructor, is supportive and provides feedback in a timely manner, which facilitates the learning process online.	May 15, 2009 2:38 PM
574	The wealth of information has been beneficial in my career. I also feel the background experiences of the professors have been useful to me as a professional. I have noticed many of the aspects I learned while at CSUF are not offered or taught at other universities with the same program.	May 15, 2009 2:31 PM
575	How comprehensive it was. To able to exchange professional experiences with other nurses in the program was invaluable. Everything we learned was taught from the perspective of how we could apply it to our practice which make the learning more realistic and applicable.	May 15, 2009 2:25 PM
576	Major Strengths: Excellent Instructors who are supportive and encouraging, and who provide excellent feedback, Coursework and Clinical requirements well organized,which covers all aspects necessary for development of competency in school nursing specialty!	May 13, 2009 2:55 PM
577	The program as a whole is very strong. The instructors are not only knowledgeable, but they are also very personable and really want you to succeed. That is very rare to find in a Master's/ credential program. I had a wonderful experience doing my student teaching. I was learn how to administer service in many different environment, which I think is very important.	May 13, 2009 12:41 PM
578	Incorporated medical and educational information very pertinent to us having a well-rounded understanding and knowledge base; The department is focused on making sure they work together to help the student as much as possible and that really shows.	May 13, 2009 10:59 AM
579	Great insight to practicing School Nursing in the primary and secondary settings. Excellent resources and great suggestions for the preparation of the position.	May 13, 2009 12:11 AM
580	well organized	May 11, 2009 8:56 PM

Q11. Please indicate the major strengths of the program:

581	1. Experienced and passionate instructors 2. Access to terrific resources-Madden Library/ resources provided by instructors 3. Ability to interact with other professionals throughout the state 4. Convenience of on-line courses 5. Course content was either an excellent review or new material that is directly applicable to my current job.	May 11, 2009 5:24 PM
582	The diverse perspectives from my peers in the cohort, as well as, from the faculty from both the CSU and UC systems. Receiving instruction from professionals outside of the Fresno County challenges regional educators to self assess local practices and fostered rich discussions.	May 11, 2009 10:16 AM
583	The availability to go through a credential program on line	May 10, 2009 12:47 PM
584	COHORT MODEL HELPS TO BUILD NETWORKS; EXCELLENT AVAILABILITY OF FACULTY, BOTH UC AND CSUF; STUDENT-FRIENDLY ENVIRONMENT	May 9, 2009 5:08 PM
585	The program has prepared me to become a better school nurse with knowledge and skills in various aspects of my profession. Respect for cultural diversity, focus on theory and research guiding our profession, and legal and ethical component of school nursing were particularly helpful to me. Also, the instructor's understanding and flexibility in working with adult learners with many other responsibilities in life was helpful.	May 9, 2009 10:56 AM
586	Cohort model. Seminar-style classes and emphasis on peer work. Weekend schedule. Adaptability of most faculty to address course content to both K-12 and higher education issues.	May 8, 2009 4:41 PM
587	The faculty	May 8, 2009 3:33 PM
588	Faculty and Staff: Everyone was supportive and helpful not only in dispensing information, but in answering questions and even sending out reminders!	May 7, 2009 12:15 PM
589	The caring faculty, applicability of the information, broad research based theory, breadth of management theory from other disciplines.	May 7, 2009 10:40 AM
590	Online for the adult learner...Professors are understanding and supportive.	May 6, 2009 12:38 PM
591	The theoretical courses for school nursing in both the elementary and secondary levels were very informative. I remember eagerly reading chapters in the text, reflecting in papers, applying the very next day, and then going back to re-read the material. There's much to relay and the course did a good job highlighting the important pieces and providing opportunity for the learner to individualize the program.	May 5, 2009 9:23 PM
592	Explanation of Ed. Code as it relates to my job standards.	May 5, 2009 12:57 PM
593	The opportunities to complete externships with professionals and implement what we have learned to actual working situations.	May 5, 2009 11:33 AM
594	Both Beverly Miller and Nancy Busch are excellent instructors. They recognize that many of us are working full time, have children, and sometimes encounter unforeseen life challenges. (My husband had stage 4 throat cancer). I had never been a distance learner and they were able to walk me through the beginning learning curve necessary to participate on blackboard.	May 5, 2009 10:45 AM
595	Beverly Miller has put together a terrific program which is very inclusive of many aspects we face as school nurses. I have learned where to gain information and where to	May 5, 2009 10:40 AM

Q11. Please indicate the major strengths of the program:

	research and find needed information. I have learned alot.	
596	Total support from the instructors throughout the program.	May 4, 2009 10:31 PM
597	Lots of opportunity for well-rounded experiences. I learned a lot!!	May 4, 2009 11:52 AM
598	Great program- made the best out of an on-line format which I don't think is a good learning environment but is necessary for long distance programs and full time employed students. This program was much better than other on-line learning programs I have attended in the past. The instructors did an excellent job.	May 4, 2009 7:41 AM
599	Mrs. Miller was always available and worked hard to make the assignments meaningful. If there was a problem she was willing to alter the assignment to meet the needs presented	May 3, 2009 4:25 PM
600	Broad coverage of topics and situations. Good communication with instructors and other students.	May 3, 2009 12:05 PM
601	Flexibility. Learning the educational system and legal aspects of school nursing.	May 3, 2009 11:00 AM
602	Education was based on what is happening currently in school nursing. Instructors were knowledgeable, flexible, and very supportive. Having online access to this program made a world of difference considering many people from out of town need this credential and are working full-time as well.	May 3, 2009 10:42 AM
603	Education was based on what is happening currently in school nursing. Instructors were knowledgeable, flexible, and very supportive. Having online access to this program made a world of difference considering many people from out of town need this credential and are working full-time as well.	May 3, 2009 10:39 AM
604	experienced instructors well identified and appropriate expectatiions extensive planning by nursing department in developing resources	May 3, 2009 7:56 AM
605	The School Nurse Credetial program is very comprehensive, and provides the student with many, many resources which are useful in school and at work. I found the sharing of the other students in the class valuable, it was nice to learn how they handle situations, problems etc. in their district.	May 2, 2009 11:26 PM
606	Instructors and cirriculum	May 2, 2009 11:13 PM
607	Instructors and comprehensive cirriculum	May 2, 2009 11:11 PM
608	I found the blackboard discussions very insightful into the school nursing practice. I felt that my colleagues provided me with their experience, which was beneficial to my learning experience.	May 2, 2009 7:33 PM
609	Communication with instructor and other class participants.	May 2, 2009 7:25 PM
610	It was very complete in the coverage of topics. It was flexible. It gave me some options in choices of assignments. It was a remarkable program and am very grateful to have been a part of it. THANK YOU.	May 2, 2009 4:53 PM

Q11. Please indicate the major strengths of the program:

611	The practicum showed me a lot about other areas of school nursing. It was a great exposure experience. I find myself stating things I have learned/observed in other areas. I appreciate the district more. I could see the reasons that things are done a certain way and why it is important for the school readiness nurse to work with the district nurse.	May 2, 2009 3:20 PM
612	I like taking the health assessment and vision/hearing screening in a classroom and they offered it at a time I could travel to the University during the summer. I like how they have the credential course set up- they orient us and prepare us for on-line classes, the instructors are available for questions both on-line and by phone and fax, they provide examples that we can use to model our assignments by, and the books are great references for my job. I like assignments for researching current literature and reading current books relevant to school nursing, they were interesting and current ways to learn about school nursing practice today.	May 2, 2009 10:22 AM
613	I like taking the health assessment and vision/hearing screening in a classroom and they offered it at a time I could travel to the University during the summer. I like how they have the credential course set up- they orient us and prepare us for on-line classes, the instructors are available for questions both on-line and by phone and fax, they provide examples that we can use to model our assignments by, and the books are great references for my job. I like assignments for researching current literature and reading current books relevant to school nursing, they were interesting and current ways to learn about school nursing practice today.	May 2, 2009 10:18 AM
614	The program is designed to meet the specific needs of school nurses. It also allows a person to work and take the classes at the same time	May 1, 2009 7:58 PM
615	Having a preceptor in my area was very helpful in helping me gain access to secondary school programs in my district. Her help and the availability of my professor as needed was quite valuable.	May 1, 2009 7:57 PM
616	Communication with other professionals who are taking an on line program. I was much more involved in responding and reading the comments of others than I would be in a classroom.	May 1, 2009 7:54 PM
617	The school nurse credential program offered many opportunities to collaborate with peers, access research articles related to current school nursing issues and engage both required and choice learning. I feel prepared to tackle the job ahead with renewed knowledge and empowerment.	May 1, 2009 7:47 PM
618	concrete experience in the workplace experienced nursing professionals as advisors	May 1, 2009 7:13 PM
619	Credentialed School Nurse	May 1, 2009 6:49 PM
620	Availability of knowledgeable professionals from the field. Emphasis on data-driven decisions and focus on practice with culturally-diverse populations of students.	Apr 30, 2009 8:57 PM

Q12. Suggestions for potential program changes:

1	Maybe making sure classes are offered in accordance with the program schedule.	Sep 13, 2013 11:54 PM
2	I believe that each instructor from the Comprehensive Exam should develop the question for each cohort. In two of the classes, I felt that the comprehension question was not discussed throughout the course; perhaps because the instructor changed and our new instructor might not have been aware of the question. This made it very difficult to study for the exam. I argue that if our own class instructor had created the question, I would have felt more prepared and confident about the test. In addition, it would be more convenient for students to take the initial exam in October because in September it is too close to Back to School Night, beginning of courses, and adjusting to the semester, by October, students are "back on school mode." I suggest to change the order of some classes. This semester has been very difficult because we are studying for the exam as well as making time to tutor a small group of students, working full-time, and coaching another teacher, plus completing other assignments. It is probably not a good idea to offer both field experienced classes during the same semester.	Sep 13, 2013 10:43 PM
3	a. Getting more input from senior practitioners in the field. b. Providing mentors throughout the course of study.	Aug 19, 2013 6:03 PM
4	A course that focuses on "how to understand and teach the newly adopted common core standards"	Jul 9, 2013 8:53 PM
5	The program director needs to be more attentive to student needs. He needs to be more involved in replying to emails and making sure students are on the right path to completing the program.	Jul 2, 2013 5:04 PM
6	When I needed questions answered about the program the new Coordinator was hard to reach.	Jul 2, 2013 1:10 PM
7	- Some of the instructors felt a bit like last-minute stand-ins. The core teachers really held us accountable. That was what the cohort needed. Instructors like Dr. Diane Oliver, Dr. Michael Giovannetti, Dr. Mabel Franks, Randy Rowe, and Robert Powell were the most challenging, innovative, and led the most rewarding classroom experiences. The seminar class on Budget & Administration (EAD 266) was taught by a community college-affiliated former administrator (Dr. Marilyn Behringer). Although her wealth of knowledge in the community college arena was plentiful, much of it was lost on me as the mode of all-day weekend seminars over a short period of time was not conducive to retaining all that information. The seminar class on Higher Education Law (EAD 264) taught by Enid Perez was also taught in a very unstructured way so that I was unable to anticipate what to expect as far as the readings were concerned. The textbook itself was intimidating, and I think I would have benefited from a more rigorous, disciplined progression through the text. At the same time, I can understand that a lot of the text are illustrations vis-a-vis case law, so it is difficult to fit that all into a seminar type format.	Jun 17, 2013 11:06 PM
8	More points for research papers, less papers, more opportunity for discussion, increase point value Acknowledge that the assignments and requirements require much more computer time than indicated at orientation and in syllabus	May 23, 2013 9:57 PM
9	Please allow future school nurse credential student to break the phase II program into four consecutive semesters rather than forcing them to take the whole thing in just one year!	May 20, 2013 1:23 PM
10	None	May 20, 2013 12:52 PM
11	Make sure when assigned an advisor for a cohort they stay with the program until their last group has finished and if they must leave put in an advisor immediately.	May 20, 2013 7:34 AM

Q12. Suggestions for potential program changes:

12	None.	May 19, 2013 10:28 PM
13	More actual instruction. More interaction between the teacher and the students. More teaching. Should be upper level and be able to obtain a Masters.	May 19, 2013 10:16 PM
14	Clarify with more detail, the expectations for those candidates who chose to take the Comp Exam.	May 16, 2013 9:36 AM
15	Research	May 15, 2013 3:00 PM
16	Less compliant driven assignments...like scrap booking.	May 15, 2013 2:32 PM
17	statistics, and program eval should be taught at the same time/semester	May 15, 2013 1:31 PM
18	Some assignments did not seem relevant.	May 15, 2013 1:21 PM
19	Curriculum class needs to focus on the elements of common core state standards.	May 15, 2013 1:20 PM
20	No online classess for reserach, it was very difficult to connect to the teachers expecatations, lessons, and objectives via online classes.	May 15, 2013 1:13 PM
21	no changes	May 15, 2013 12:51 PM
22	On line courses were sometimes confusing because the instructor was trying to give us too much. I felt as if there was a ton of information, way to much to process in a short amount of time, that only led to confusion about what was actually expected of me. More sussinct on line courses i feel would be better because there is little time to read for pleasure or just for information.	May 15, 2013 12:48 PM
23	The health education curriculum development assignment was too much work and needs to be scaled down. This aspect of school nursing is not taken advantage of in many school districts, so this much time could have been spent better in other areas (and is covered in health teaching class). Spring semester was better organized than the fall, but there is still more work to go in making sure web sites are current, pages for the 2013 text are included and instructions agree with each other.	May 14, 2013 9:09 AM
24	I would not change a thing!	May 13, 2013 10:12 PM
25	It is important that ALL professors have similar values and etiquette as the one that we are taught to show in the field. It is discouraging and frustrating when staff is not on board with the idea of the program. Bringing in more like-minded professors, with field experience and genuine hearts would really make a difference in a student's experience at Fresno State.	May 13, 2013 4:58 PM
26	Better communication between advisors and the students. Unfortunately because of the many changes in the program, I feel that students are being left behind and communication is being lost. It would also be very beneficial to have the practicum course become a two semester course rather than just one, because of the great benefit that a year long of supervision can have.	May 13, 2013 11:05 AM

Q12. Suggestions for potential program changes:

27	I know it all seems to come down to the bottom line (\$) at times but on-line classes do not support a student's learning in the same way that a face to face class does. Nothing replaces having an instructor that leads rich conversations and checking for understanding all along the way. I can't think of one of my colleagues who preferred on-line learning to the conventional approach. Please eliminate this route (on-line).	May 13, 2013 10:32 AM
28	It seems some professors do not care about teaching the class; rather, they pawn the responsibility off on the students, assigning case study after case presentation after focus group after reflection... This ensures that the students are left completely confused as to the course objectives and unaware of any potentially missing information. Dr. Jenelle Pitt especially is guilty of this. Other than this major flaw in the program, it is an excellent course of study.	May 12, 2013 10:43 PM
29	I think it's really important to incorporate a multicultural class into the Rehab Counseling program.	May 12, 2013 1:32 PM
30	More feedback from the teachers. There were times when many of us would ask questions of the teacher on Bb and we wouldn't get an answer- or the would answer so many days later. The first semester was worse than the second. Generally speaking I felt this was a very independent learning course with little teacher guidance. But it all worked out and I got a lot out of it.	May 11, 2013 6:56 PM
31	DVD with all the appropriate reference materials versus having to download from blackboard	May 11, 2013 6:46 PM
32	I understand there are already changes being implemented for next year's students. I feel that joining an organization or group that is related to your study should be mandatory. I feel it would give student's a better understanding of what they learning about and it could be very helpful at the end of the program as far as getting a lead on a job. Depending on a studnet's chosen field the organizations should reflect that field.	May 11, 2013 12:12 PM
33	No changes	May 11, 2013 8:54 AM
34	No changes	May 11, 2013 8:53 AM
35	More clarity in advising and communication amongst faculty.	May 10, 2013 9:43 PM
36	I do not know if this program can help with this change, but here it is... I have worked, studied, researched, and collaborated in the Fresno State Library for the past 5 years while completing a Bachelor's degree in Child Development and now a Master's degree in Early Childhood Education. I am currently a preschool teacher on an elementary school site and I have utilized the materials from the Fresno State Library for my classroom in educating children, parents, and staff. I found out during this program that preschool teachers do not have the same rights and privileges after graduation as do credentialed teachers, to be able to check out materials. This is frustrating and sad...that after completing this program to find out that preschool teachers are still not viewed as a "real" teachers. I will also inquire about this with the Fresno State Library, but thank you for the opportunity to voice my concerns :)	May 10, 2013 6:49 PM
37	Some of the professors are not living the values of the program and being "yesmakers". Students have lives outside of school, and I hope that professors can learn to be a little more flexible and understanding of our other demands for future students.	May 10, 2013 2:02 PM
38	Stronger follow-up on students in program and progress of continuance in program.	May 10, 2013 1:50 PM

Q12. Suggestions for potential program changes:

39	Nothing except to keep Nancy Busch and Barbara Miller as instructors...They are the best!	May 10, 2013 11:48 AM
40	Some assignments that were assigned did not have mean for me.	May 9, 2013 9:14 PM
41	Incorporate smooth segue from credential into masters program.	May 9, 2013 8:47 PM
42	None	May 9, 2013 6:51 PM
43	Just to update reference lists when textbooks change	May 9, 2013 6:37 PM
44	Consider a 4 semester version of this class as 3 semesters felt as though we couldn't dig deep enough.	May 9, 2013 5:17 PM
45	EAD 269 is way out of line with professionals who are finishing the program. I felt the university is a bit out of touch with full time professionals who have families. With the implementation of the new test, and the many assignments in EAD 269, it was really difficult to understand the expectations of the professors. Little guidance was given for the final in EAD 269. For many of us, our grades dropped due to the confusion of the objective.	May 9, 2013 4:59 PM
46	More real life situation and longer class sessions per semester, instead of 7 weeks. This will students more time to read and study the different subjects.	May 9, 2013 4:17 PM
47	More actual teaching from Dr. Wise, not just busy work.	May 9, 2013 4:01 PM
48	Online courses were difficult for me.	May 9, 2013 3:48 PM
49	My only suggestion would be that the research classed that was done online should be done in a lab with an instructor there to supervise.	May 9, 2013 1:20 PM
50	Research class should not be online!!	May 9, 2013 12:00 PM
51	Possibly an extra "face to face" meeting for online classes. I felt a little lost at times.	May 9, 2013 10:47 AM
52	While the online component was great for convenience, having a face-to-face interaction was sorely missed in classes like 220. There are pieces to research that require personal interaction and questioning that simply isn't possible through modules.	May 9, 2013 10:28 AM
53	Developing action plans	May 9, 2013 9:57 AM
54	The online project class was a joke. I didn't learn ANYTHING in that class. It needs to be a real class in a lab, not an online do-it-yourself project.	May 9, 2013 9:15 AM
55	I feel that I signed up for a comprehensive exam yet still completed half if not more of a research project. It should be one or the other. The online research courses, 244 and 220 were very hard to complete online. The communication with the online courses was not good and I often felt like I was flying in the dark when completing some assignments. With the comprehensive exam, a more though out explanation of the requirements might of been helpful. We did all this research and the question was	May 9, 2013 8:53 AM

Q12. Suggestions for potential program changes:

supposed to be based on our research, yet when we wrote about our research, we were told not to.

56	None that I can think of. University wide - keep the IT/Bb Help Desk open 24 hours. Thank you.	May 9, 2013 8:47 AM
57	Read more research-based administrative texts and focus on utilizing these at an entry-level position, not necessarily a principalship. Drive home instructional leadership as a number one priority.	May 9, 2013 8:45 AM
58	The professors that had other current full time jobs outside of Fresno State such as superintendents did not have sufficient time to devote to us. While they were knowledgeable, their full time responsibilities outweighed the level of dedication they were able to give to us. I suggest that only ERA 244 remain online. The other course we were forced to take online was far too difficult. However, I learned a great deal from that class that supported me in ERA 244.	May 9, 2013 8:37 AM
59	I would not change anything.	May 9, 2013 8:07 AM
60	Definitely, more attention is needed in helping students master the art of conduct research!!! Also, legal issues and educational codes/laws should be covered in more depth.	May 9, 2013 5:39 AM
61	I struggled with the on-line classes. Specifically, the research methods and action research plans were most difficult for me in an on-line environment. I felt I needed more support than what was provided. I relied on the collaboration of my fellow students to help me through.	May 8, 2013 9:37 PM
62	Certain professors need to a better job of teaching, modeling, and have students apply the skill. Many times professors would tell us what to do, we would do it, and then the professor stated that's not how it should've been completed. There was no modeling, or example provided.	May 8, 2013 9:19 PM
63	Although it worked out, taking ERA 244 and EAD 269 together was a bit overwhelming.	May 8, 2013 8:16 PM
64	A.) It would be helpful to have a timeline of courses and their descriptions prior to beginning the program. Many of my classmates and I frequently discussed how we knew numbers 269, 271, 288, but didn't know what would be taught within the class until receiving the syllabus for the course. B.) My Cohort took ERA 288 prior to taking ERA 153. On the first night of class, our ERA 288 professor indicated that we should have taken ERA 153 as a pre-requisite for ERA 288. ERA 288 was challenging as a result. C.) The program's pacing started out well with having students attend one course every 7 to 8 weeks. The program became difficult in the last semester when we had to take two 4 unit courses simultaneously, prepare for the comp exam, and maintain our full-time jobs and family responsibilities. In retrospect, it seems that it would have been more manageable to double up two courses at the beginning of the program and allow students time at the end to prepare for the comp exam and spend time developing their action research paper. D.) ERA 244 was presented as an online course in which the professor would work with students to develop the action research paper sections at a time in preparation for the comp exam at the end of the semester. This view was shared by multiple cohorts. However, Fresno State Faculty shared a different intent of ERA 244 and the comp exam after students failed to pass scenario #1 on the exam. E.) There was inconsistency in communication among professors. For example, two professors were asked if time should be spent during the exam to write an overview. One said yes and the other said it was not necessary. This left students feeling unsure of how they were to proceed. F.) ERA 244 had six assignments and many assignments had to be resubmitted 3, 4 or 5 times. Perhaps, ERA 244 should not be an online experience if individuals are having to meet weekly with their professor for clarification. If expectations were more clearly defined, then students may have been able to complete their assignments correctly the first time or second time at most. G.) Overall, conversations with members of my cohort have indicated that this program was great in that many professional relationships were made and strengthened, but very few felt that they could assume an administrative position	May 8, 2013 7:52 PM

Q12. Suggestions for potential program changes:

feeling fully confident of what they are doing.

65	The set up of the courses where there is two classes and an exam in the final semester is very stressful, especially for those like myself who were offered new jobs and were beginning those responsibilities. I also think the classes that were offered on-line need to be re-evaluated. I feel I would have benefited having a physical class for those and could have completed other classes on-line with much ease.	May 8, 2013 7:37 PM
66	The online classes were very difficult. Suggest making them face to face.	May 8, 2013 5:50 PM
67	Make the mixed methods class meet in person rather than online. There was opportunity to expand on how this could be used at site and in real world scenarios. The online made it too difficult to truly appreciate the research process.	May 8, 2013 5:31 PM
68	I can't think of anything.	May 8, 2013 5:17 PM
69	Creating an physical class for ERA 220 and ERA 244 would have been helpful than trying to accomplish this through online classes. For the most part, I received good feedback, but there were times I struggled and did not feel I could get the in-depth help I needed. My perception was, at times the professors were frustrated with the amount of questions being asked. I think having an actual class time, would have helped alleviate the frustration on every ones part.	May 8, 2013 4:11 PM
70	The only drawback was having two classes overlap 269 & 244. It was tough having them at the same time.	May 8, 2013 3:37 PM
71	The Review of Literature course really needs to be evaluated. This should not be an on line course. Also 244 was helpful in completing the final project but it in conjunction with 269 was a bit much.	May 8, 2013 3:33 PM
72	Calibrate expectations at the cohort level if the course is not being taught by a (tenured?) State professor. Provide sample responses to Signature Assignments (model effective & ineffective)	May 8, 2013 10:44 AM
73	Maybe a little more input from the instructors who have a wealth of knowledge during our conversation in response to assignments.	May 8, 2013 8:36 AM
74	Students need to practice writing a Practicum from day 1.	May 8, 2013 6:16 AM
75	* It would have been helpful that all students are required to join ACSA as part of the program (at least they have the choice to discontinue later on). Even though joining was encouraged, very few did and I wish I had earlier on. * Candidates were not prepared for the practicum writing * Combining the two cohorts made the classes too large, hard to hear instructors, and made cooperative learning ineffective. *A closer look at vertical alignment through the courses would be advised. There were many concepts repeated as well as professional articles. * More real life scenarios and case studies would have better prepared us * It would be especially powerful if all materials presented in class or on Blackboard (articles, ppts, speaker notes, etc) could be accumulated as the classes progress into a single location or even burned to a CD for candidates to take with them on the last day of class. * Especially in EAD 269, it would be helpful to have sample assignments for all assignments and more clear expectations expressed in bullet points or rubric on some of the assignments what the professor expects. There was quite a bit of discussion between candidates behind the scenes about this which led to unneeded confusion. *Overall, the courses were very rewarding and I feel very prepared to become the instructional leader of a school. Thank you!!!	May 8, 2013 5:49 AM

Q12. Suggestions for potential program changes:

76	Eliminate duplication between classes. Update questions and tasks when possible.	May 7, 2013 11:46 PM
77	Not having any classes with more than one instructor. This made things difficult in turning in papers. One professor would give feedback and the other professor would give different feedback and it made the process difficult. Also, it made the grading difficult too because one professor would give it a 10 and another wouldnt so I felt it was unfair. I think one professor per class is much better.	May 7, 2013 1:53 PM
78	The Research in Education (ERA 220) course would be better as either a hybrid of online and class meetings, or as a regularly held face-to-face course. It was very difficult to get authentic feedback to specific requests, via electronic communication. Dialogue would have been far more valuable. Class discussion would have provided more learning enrichment as well. The course became a compliance course to meet timelines, rather than an opportunity to develop our research skills.	May 7, 2013 12:48 PM
79	On line was not good for research or masters part of the program.	May 7, 2013 9:40 AM
80	-more nuts and bolts administrative prep (the things that are required in 269 but never actually TAUGHT). -less online requirements, particularly, 220 and 244. These courses need more instruction for their importance. -cohesiveness among instructors. Some would give one answer to a question about requirements while someone else would give another. -More direct preparation for the comprehensive exam is necessary. The feedback given to me did not match my perceived expectations going in. At the time of test taking, the prompts were, of course, predictable and I felt as though I had answered at a satisfactory level. I felt great upon leaving the test. When feedback was given to me about my failed exam, it did not match what I believed the objectives of the exam were to be. I was under the impression we were to follow our research and action steps from our 244 paper. I received excellent feedback on those steps, but they were not good enough for the exam. Very disappointing.	May 6, 2013 8:40 PM
81	I wouldn't change anything.	May 6, 2013 8:24 PM
82	I wouldn't change anything.	May 6, 2013 6:49 PM
83	Explain the comprehensive exam more clearly. Research class was very difficult online. Face to face would be better.	May 6, 2013 5:04 PM
84	EAD 269 should provide students with the option of assignments rather than completing a dozen because it became a task not a meaning learning experience.	May 6, 2013 2:29 PM
85	I would suggest keeping the final class as a cohort class and not combining several cohorts. It did not feel as productive as the pervious courses.	May 6, 2013 2:20 PM
86	Amount and depth of assignments in 244 and 269.	May 6, 2013 2:02 PM
87	The cumulative exam was not explained very well. I feel like I completed a project in 244 and took the exam. We were told that 244 would prepare us for the first part of the exam and it did not. The class require a paper that was focused on things that were not a part of the exam and expected an exorbitant amount of work in a eight week course. Classes could be aligned better and instructors should not give different feedback on assignments that contradict what the other says.	May 6, 2013 1:53 PM
88	Too much work/time for 244 Professional support of writing to prompts. Keep promises; keep meetings for COHORTS in same town/place. Have all classes taught in person instead of online. Have clearer expectations for comp exams/practicums; teach what type of "response" is expected.	May 6, 2013 1:45 PM

Q12. Suggestions for potential program changes:

89	more preparation for the culminating exam	May 6, 2013 1:44 PM
90	A couple of the instructors had too much on their plates and did not put adequate time into planning or teaching. There was a lot of wasted time and most of the learning was done independently through the assignments.	May 6, 2013 1:30 PM
91	more online involvement from instructors	May 6, 2013 10:39 AM
92	N/A	May 5, 2013 8:22 PM
93	I feel the program met my needs	May 5, 2013 8:44 AM
94	Please allow us the ability to take the lecture/theory and clinical portions of the course in separate semesters. I had to drop-out of all my volunteer activities, church commitments, and social obligations as the 6 unit load was so demanding. Some of us do work full-time and have family and community responsibilities beyond the credential program. Thank you for your consideration!	May 3, 2013 12:47 PM
95	Additional supervision, more instruction on IEP writing,	May 2, 2013 8:15 PM
96	I think the program is great and cannot think of anything I would change.	May 2, 2013 5:37 PM
97	Redundancy of Sped 233 and ERA 220	May 2, 2013 3:43 PM
98	When I seriously consider the total program, although the workload is enormous, it is all pertinent to the learning and education necessary to the credential program. I don't think anything should be removed. It is all necessary to become familiar with all that is part of school nursing. Thank you for the opportunity to share my thoughts.	May 2, 2013 1:55 PM
99	List of links for other required forms: human subjects approval, advancement to candidacy, etc. that are scattered around CSUF site	Apr 29, 2013 7:21 AM
100	List of links to CSUF pages to find: Human subjects forms, other necessary forms scattered around CSUF website	Apr 29, 2013 7:17 AM
101	Too many students that should not be in the program are slipping through the cracks. They need to be weeded out quickly before they affect their fellow students and WAY before they begin interning.	Mar 18, 2013 11:43 PM
102	Recruit more passionate, empathetic faculty members with experience in the classroom.	Mar 18, 2013 3:37 PM
103	More integration of Deaf community, providing more opportunities to practice/improve ASL.	Mar 4, 2013 5:08 PM
104	Take a more serious step to ensure students(who are training to become teachers) are working harder by engaging in more lengthy conversations opportunities to enrich American Sign Language skills they are acquiring. One idea is to get student teachers to take some courses that are intended for ASL interpreters as means to increase fluent in ASL.	Feb 21, 2013 6:41 AM

Q12. Suggestions for potential program changes:

105	More time in the classroom with students early on in the program.	Feb 20, 2013 5:47 PM
106	Current technological advancements included in curriculum. Better outlined student responsibilities.	Feb 20, 2013 4:27 PM
107	Opportunities to meet with the other students and discuss the program	Jan 30, 2013 3:00 AM
108	All classes and instructors should follow the same path to lead you to your masters in a masters program. There should be unity with requirements and end goals like your project. All Professors I have had seemed to have their own agenda with their coarse and a different idea of what a final project should include. I felt very confused through the entire program with what was expected from me. There was not enough models of previous work or explanations of instructors expectations. I felt like I was driving blind through most of this program.	Jan 17, 2013 11:48 PM
109	Continue to obtain LPCC knowledge.	Jan 17, 2013 7:37 PM
110	Continue to obtain LPCC knowledge.	Jan 17, 2013 7:36 PM
111	Continue to obtain LPCC knowledge.	Jan 17, 2013 7:35 PM
112	The program wasn't clear at the beginning with regards to the Comprehensive exam. It doesn't give 3 units like the Project does. I say it should because it's still a lot of work to take the comprehensive exam and many months of studying.	Jan 17, 2013 3:45 PM
113	none.	Jan 16, 2013 8:09 PM
114	Please!! bring back Charles Arokiasamy. He has done great things to the program. If you guys planning to hire new staffs to run the program please find someone that care about the program and willing to go extra miles to help the students need to achieve in education through motivation.	Jan 16, 2013 9:50 AM
115	I think that that the program allows and invites almost anybody in and needs remove students that are unable to master the core concepts and skills necessary for successful employment. The program should be more proactive in taking action with students who do not behave ethically, do not respect the core principles, act in an inappropriate manner, and behave disrespectfully towards their peers, instructors, and/or the clients.	Jan 15, 2013 6:23 PM
116	Throughout the program, I felt that I always learned something new that could be implemented in my own classroom. However, I feel that there was a need of having more techniques or practice taught in order to implement them in the classroom. Practice in the field makes learning more efficient.	Jan 15, 2013 12:28 AM
117	Blackboard should be open on the weekends and some evenings. Some people work during the day and can't get the help they need. Some professors don't have a clue and made their class a complete waste of time and money. There should have been suggestions about the need to organize one's materials, research, curriculum materials for the final exam. There was none. I came from another university and I'm scrambling to get the right materials and information for the comp exam. It's chaotic and I'm putting in two to three hours a day just to get the right information/research/theorists.	Jan 10, 2013 8:10 PM
118	I found all of the courses interesting and informative, but LEE 244 needs improvement. LEE 244 came at the end of our program, and all of the students knew a great deal	Jan 6, 2013 9:26 PM

Q12. Suggestions for potential program changes:

about technology by then. Our instructor did not know enough about teaching an online course in the beginning of the course. She definitely improved over time, but I felt like I wasted a lot of time trying to find information on Blackboard that just wasn't there. Online courses have to be very organized or students waste time and none of us have time to waste. I also had times when I could not log onto Blackboard and I couldn't tell if it was an issue with the system or with my computer/internet. When I called Blackboard support no one was available on the weekend. Technological issues were frustrating, but when the teachers understood Blackboard we had fewer issues. We rely on e-mail to communicate with our professors. I know this adds to their workload, but some professors are better about replying to e-mails than others.

119	<ul style="list-style-type: none">•Have Professors ready for class when they begin so that there isn't a lot of back and forth and waiting.•Many times the online links/Syllabuses weren't correct or updated for the new classes.•Very basic questions couldn't be answered because little to no preparation was taken.•Have books and other materials needed for classes identified for students so we can prepare/order in a timely manner•Provide a stricter timelines and focus for Elluminate sessions. Often times things would get way off topic and time would go way over. Not that some of the conversations aren't interesting...it's just hard to do with a family and full-time job on the side. Technical difficulties are expected and can't be foreseen.•It would be nice to have more classes on the actual teaching aspect of reading. Although theory is important, we need to know how to actually apply the things we are learning. One of my favorite classes was one of the electives LEE214 with Martille Elias. We actually had to dive into children's literacy and apply things to real life. It was a lot of fun learning about all the different genres and authors...Dr. Elias was very organized too. - More discussion and application on identifying struggling readers and how we can help them get better	Jan 3, 2013 1:45 PM
120	Bring Charles' back! The program is not the same with out him. His absence has been a great loss to our program and the university as a whole. He was one of the few professors that cared for his students and truthfully tried to help them. At the very least hire someone who is an actual human being and cares for the program.	Jan 2, 2013 11:14 PM
121	Program needs better organization.... in every aspect!	Jan 1, 2013 1:17 PM
122	Having more opportunities to be observed with feedback pertaining to our teaching and instruction. Each class should be research based. Some classes referred to research more than others. It is the research portion that allows for us students to better understand the teaching profession and recognize what works and does not work with support from research.	Dec 31, 2012 3:43 PM
123	Give additional time for students to study for Comprehensive exam.	Dec 21, 2012 11:41 AM
124	Can't think of anything at this time as I feel the program is currently set up to help students succeed.	Dec 21, 2012 11:28 AM
125	The extra costs not listed in the syllabus for the editor to edit my project paper.	Dec 21, 2012 11:01 AM
126	Possibly clarify process of lpcc	Dec 21, 2012 10:39 AM
127	I suggest that if we are required to get an editor to edit our projects AND it requires that we pay the editor hourly; I think that this needs to be put into some kind of course documentation for the project course or I think that editing fees should be included in the course fees. I sent my paper to be edited not aware that I would need ANY type of payment and they sent me back a bill for \$123 dollars that I needed to pay. This was an expense that I did not plan for especially in December and especially since I had to pay \$136 dollars to bind my project. If additional monies are required i feel that the student SHOULD be notified at the beginning of the course.	Dec 21, 2012 7:21 AM
128	Some professors seemed a bit unprepared for the online teaching experience. More training on the components of an online course would improve the student	Dec 21, 2012 6:55 AM

Q12. Suggestions for potential program changes:

	experience.	
129	More hands on with real clients	Dec 21, 2012 6:22 AM
130	The only suggestion would be to have a mini seminar to educate new special education teachers about the SEIS program for IEP's prior to practicing in the classroom. This would provide the new teacher with the skills necessary to develop IEP's thoroughly and accurately.	Dec 20, 2012 6:09 PM
131	n/a	Dec 20, 2012 3:02 PM
132	More advising, there was a time where I did not real know what I was doing.	Dec 20, 2012 2:02 PM
133	Please have more clarification when it comes to adjustments that are taking place, such as licensure. Please have staff be more willing to accommodate questions that will arise. If they do not have the proper information, than be open with the student who is asking the question. Follow up on both sides will need to be done.	Dec 20, 2012 1:50 PM
134	With the retirement of Dr. Rankin and the loss of Dr. Arokiasamy, there is a great void that needs to be filled. Both of these professors brought their own individual strengths to the program. Compassion, dedication, and student respect. They will be greatly missed. The program needs professors who can relate to the students as future professionals in the field of counseling and rehabilitation counseling.	Dec 20, 2012 10:12 AM
135	More involvement with recent licensure information.	Dec 19, 2012 5:38 PM
136	better track of paper work procedures	Dec 19, 2012 11:32 AM
137	The pacing of the project needs adjustment. We should have been introduced to the project during our research class. I wish someone would have told me to start with one topic from the very beginning. I would have carried out the same topic throughout all the coursework. That would have made the project much easier to complete in such a short time.	Dec 18, 2012 9:47 AM
138	Better organization, structure.	Dec 17, 2012 1:52 PM
139	Have students or make mandatory meetings with advisors/counselors for students to check their personal development plan/grades/classes/questions.	Dec 17, 2012 11:08 AM
140	Need to do a better job connecting students with their advisors and ensuring they are being properly assisted in course planning and advisement by them. Need to put more focus on Theory throughout program rather than primarily in the beginning of the program. I believe rheory should constantly be revisited and also demonstrate how to apply to reall world situations.	Dec 17, 2012 9:43 AM
141	Keep up this good work by hiring the right people	Dec 16, 2012 9:15 PM
142	None	Dec 16, 2012 8:37 PM

Q12. Suggestions for potential program changes:

143	Faculty should also mirror the population of students in program (if Latino students make more than 50% of the enrollment, then having a faculty that mirrors this will be awesome); The preparation for the ECE Comprehensive Exam should start as soon as students know he/she is taking the exam; Newly enrolled students should be informed to save their work, papers, research, etc. as they go through the program as these will become handy to prepare for the Comprehensive ECE Exam;	Dec 14, 2012 3:36 PM
144	Communication Clear expectations and outlines	Dec 12, 2012 7:05 PM
145	Organization and overall communication regarding requirements was inconsistent and confusing. There were too many steps and too many signatures required for various phases at the end of the program. All of this information was available at the university and students should not have to make extra trips to secure signatures or to pay fees as all information is readily available to the university. STREAM LINE the process.	Dec 11, 2012 10:16 AM
146	-Better communication about necessary paperwork for the program	Dec 9, 2012 2:52 PM
147	The last semester along with the project was a lot to do at one time. It would have been nice to do some of those assignments a little more spaced out. I also think it would be nice for the professors who grade the projects to maybe calibrate on a few to see if they grade the same way.	Dec 7, 2012 12:00 PM
148	To move project before the break so you start on it. The last semester was way too much. EAD 269 had over 15 assignments in 7 weeks concurring with the project. For people who have families and work full time it wasn't really manageable. Small assignments like going to a Board room meeting and ELAC meeting should happen in the first class or first semester. "Busy work" should happen in first semester because at the end of the program you are doing intense reflections and deep thinking on your vision and what kind of leader you want to be. Students should choose their project topic before ERA 220 so their research class can be their literature review for final project. That would have helped a lot. When I discussed that with my advisor he says that what we should have done but it was never explicitly stated, it was implied. But I heard new graduates don't have to do a thesis or project anyway. Lucky them!	Dec 6, 2012 8:45 PM
149	A suggestion would be a lean to organized presentation, expectation or structure from from courses, instructor to instructor. Although Blackboard was used by all instructors, each had their own style which may have thrown me off here and there, I wouldn't mind a more linear approach, but with varied coursework of course.	Dec 6, 2012 6:58 PM
150	Make sure that all instructors match their assignments to the requirements of the portfolio.	Dec 6, 2012 12:24 PM
151	Instruction on how to work with aides and use them efficiently in the classroom. How to adapt general education curriculum for students. I feel I had instruction creating my own lessons and how to work with students, but I felt inadequately prepared to work with students in the general education setting.	Dec 3, 2012 6:54 PM
152	Need better communication. Most of the students are full time employees and communication is key.	Dec 3, 2012 6:47 PM
153	Communication between the various instructors in terms of course content and application needs to improve. Expectations in all courses were not always clear.	Dec 3, 2012 6:44 PM
154	1. Combine all assignments and eliminate "embedded field work" vs "signature assignments." This caused confusion as both areas required completing assignments. 2. Research professor needs to be well acquainted with applied educational field and walk through the paper with the understanding it will be chapter 2 of the project. Needed more step-by-step instructional guidance. 3. Alter the order of classes to have the research class the last one before the project starts.	Dec 3, 2012 2:24 PM

Q12. Suggestions for potential program changes:

155	I feel a weakness was disorganization when it came to knowing about the comprehensive exam. The dates were concrete but in the beginning it was vague.	Sep 14, 2012 10:02 PM
156	Some Professors did not meet expectations of professionalism -work not returned -unorganized -lack of communication	Sep 12, 2012 12:00 AM
157	I think the final exam needs to better organized.	Sep 10, 2012 7:26 PM
158	Continue working with districts to provide cohorts the ability to work and complete a masters' degree.	Aug 29, 2012 4:33 PM
159	xxx	Aug 29, 2012 1:24 PM
160	-Better communication about program requirements	Aug 27, 2012 8:44 PM
161	More structure	Aug 2, 2012 8:25 PM
162	Change some of the instructors.	Jul 16, 2012 3:05 PM
163	I feel that it is extremely important that all students experience the traditional Counseling 208 component which incorporated therapy sessions with Counseling 174 students for at least 8 sessions. The students that are currently apart of the graduate counseling program who have taken the new counseling 208 class seem to be missing a level of empathy, patience, and lack the listening skills that are taught in the traditional 208 class. I'm a higher ed option and I find the skills that I learned in that course vital to my everyday practice. The interns that I work with each semester I feel need this class to help them create and practice their very own style of counseling, and learn the vital skills of listening to the client/student and learning the art of confrontation.	Jun 5, 2012 10:13 AM
164	My main personal concern for program changes is the need for providing other options for completion of the program outside of the project/thesis. Not with the motivation of diluting the importance of education or remaining accountable but for the purpose of reaching a more diverse population of students. If the regulations could be altered such as allowing graduate students to (Create a curriculum, Computer Program, or Create a presentation techniques). With our current changing environment there is a growth in technology, creativity, and it is important we grasp these opportunities. The program can still hold students accountable while allowing the students to explore their creativity to give back to the program and make it better all while grasping the new and upcoming professional talent. It is important that education remain firm but also alter with the surrounding environments changes. We are now serving a unique population of students and educations success lays upon retention and growth. We must be aware of who we are serving and not be intimidated to make changes.	May 31, 2012 11:11 AM
165	In my opinion I feel that there should have been more of an enthuses on the importance of the project/thesis from the beginning of the project. Although there was plenty support from our professors and project advisers I do not believe that a project/thesis of this importance should be left to many different questions. I also feel that with the current educational system we have to identify who we are serving. I understand the importance of upholding the respect of education but maybe allowing multiple options to finish the program other than just the project/thesis. There are a different generation of students in education and they have talents and creativity that could help the program grow with there ideas. I do not want to take away from the masters program but I do think it is a good idea to have other options (create a curriculum, computer program, presentation, etc) other than the project/thesis to reach the goal of completion.	May 28, 2012 4:01 PM
166	This should be a masters program too!	May 28, 2012 1:18 PM

Q12. Suggestions for potential program changes:

167	None!	May 24, 2012 11:14 AM
168	Lack of access to the professor was frustrating. I did not get a timely response when contacting the professor. Offering the courses individually as an option would be helpful. Some of the assignments were already covered in other preliminary course work.	May 23, 2012 10:02 AM
169	None	May 22, 2012 7:30 PM
170	Consistency and better communication.	May 22, 2012 4:44 PM
171	none	May 22, 2012 12:07 PM
172	There needs to be better organization/communication among students & instructors	May 21, 2012 7:54 AM
173	Projects should have a longer timeline than 9 weeks.	May 20, 2012 11:38 PM
174	No changes are needed. The program was a well rounded learning experience.	May 20, 2012 7:58 PM
175	More instructor involvement on the discussion board and timely grading of papers. Less repetition	May 20, 2012 7:28 PM
176	clinical instructor should respond to questions in a a reasonable amount of time.	May 20, 2012 6:02 PM
177	Need to gear curriculum more towards school counseling rather than MFT, even though the theoretical approaches were somewhat helpful, social/emotional is only one piece of school counseling. Some of the classes really need to be looked at for their relevance in the field of school counseling. Really need to focus more on the college/career and academic pieces. Only one course went over A-G requirements and other school counseling knowledge that is asked during counseling interviews. The disabilities class was very helpful but since Special Education is such as important piece with 504's and IEP's I feel more training is needed for school counselors. The internships were crucial but they need more structure and more specific requirements need to be met (student has to attend at least so many 504 meetings and IEP meetings, student has to meet with students in this or that setting etc.). Maybe developing a partnership with the CollegeBoard and some of their initiatives on AP and other tests. Future counselors need to be taught about what national programs/services are offered in school settings (AP, AVID, Title I school etc.). I really relied heavily on my previous knowledge from working at a high school and my internship when interviewing for a counseling position, and I feel like important material was not covered in our classes. ASCA is a huge piece of school counseling and only 1 class in the entire master's program referred to this curriculum and it is used every day where I work to plan how we can best serve students.	May 20, 2012 1:22 PM
178	Simplification, clarity and continuity needed: there are too many communication routes (all electronic) with differing instructions on each one, very confusing and stressful. For example instructors will send info through: email (but then they do not answer us back), announcements (not posted in order, easy to miss new one tucked in wrong place), written syllabus purchased at bookstore (wrong dates, wrong Fax numbers, email addresses of instructors that aren't accurate) on-line syllabus (ambiguity throughout with page numbers, dates, modes of delivering assignments all differing) on-line documents (we are told in one place the documents are posted under documents and then they aren't), lots and lots of typos in all forms of these communications even on FAX numbers we are expected to use to turn in assignments and then the FAX doesn't work.	May 20, 2012 1:19 PM

Q12. Suggestions for potential program changes:

179	Decrease some of the workload of the class, so students can focus more on practicum.	May 20, 2012 11:26 AM
180	Spend the whole last semester on just the PROJECT. The classes and work got in the way of producing a high level project.	May 18, 2012 8:40 AM
181	I appreciate how the School Nurse Credential program has made it routine to gather input and nimbly making changes to accommodate student feedback. Just continue to do this and the program will get stronger and stronger!	May 17, 2012 9:26 PM
182	Having a 24-48 hours return response policy from instructors.	May 17, 2012 4:48 PM
183	start working on project early into the program	May 17, 2012 4:10 PM
184	Program Student Learning Outcomes should be made clear at the beginning of the program and emphasized throughout the courses. Students should have two semesters to complete their thesis/project.	May 17, 2012 1:07 PM
185	The Administration and Supervision program with the option of Educational Leadership and Administration was not as organized as well as it should have been. Some of our professors were under the assumption that we were a K-12 group, and had to re-adjust curriculum on the spot. I would have felt more confident in the core courses I was taking if I knew that they were tailored for my specialization. Unfortunately, that was not the case. Additionally, as a side note, I cannot say that the answers I provided to question #10 were a result of what I learned at CSUF, but rather through professional and undergraduate experience.	May 17, 2012 10:32 AM
186	There was one online course that I believe needs to be conducted face-to-face. There is information from the course that I believe would require for students to meet periodically with the professor to discuss and clarify concepts.	May 17, 2012 9:59 AM
187	I believe that the quality of the embedded assignments is more important than the quantity.	May 16, 2012 11:57 PM
188	The last semester was rushed. There was not enough time to focus on some key elements, like financial issues and law issues. I wish there was not as much course work because we all still had our Projects to finish, which were discouraged to be worked on prior to the last semester.	May 16, 2012 10:43 PM
189	More information and guidance on school discipline strategies and school ground supervision techniques	May 16, 2012 9:43 PM
190	Immekus was a terrible teacher, as was the MA I experienced for statistics.	May 16, 2012 6:27 PM
191	Advise students who are completing both Master's and Credential simultaneously to begin working on their project as soon as possible. Possibly have the Project Seminar the 2nd semester into the program versus the 3rd. Thank you.	May 16, 2012 4:41 PM
192	More on laws	May 16, 2012 4:41 PM
193	There was one class online where I felt it was necessary to meet periodically to clarify and receive proper feedback and guidance.	May 16, 2012 4:31 PM

Q12. Suggestions for potential program changes:

194	The statistics class could have been strengthened, the teacher did not seem as prepared as she should have been and not willing to provide the support that was need. The online class could have been structured better to where the documents were posted in a way that they could be found easily instead of having to look through the all the documents, and at times the documents not opening and having to search for them online.	May 16, 2012 4:15 PM
195	Consider scheduling courses for this program to be taken on the Fresno City College campus to accommodate those who work full time on campus. Or make a slight change to the hours for courses that begin at 4:00 p.m. to begin around 5:30 or 6:00 p.m. for the first 3 semesters.	May 16, 2012 2:21 PM
196	na	May 15, 2012 7:18 PM
197	More classes available in the evening. Some classes were only available in the 1pm-4pm time frame.	May 15, 2012 3:45 PM
198	Begin Project component in the first semester or at least give more detailed information. Set up students with project advisors semester before it is due.	May 15, 2012 10:01 AM
199	Classes offered in the evenings. Some classes were only offered in the middle of the day which was difficult for those of us who work and commute from out of town.	May 14, 2012 7:54 PM
200	ERA 220 - Get a new instructor during the summer	May 14, 2012 4:43 PM
201	The hours requirement for graduation is unmanageable for most students because we have financial obligations. Without a paid field placement it is extremely difficult to reach the necessary amount of hours in a reasonable amount of hours required. We need more support in finding field placements--paid field placements. We also need more training in advanced theories--such as CBT--and more training in crisis and trauma response. The way the program is now we get basic training and then learn as we go, kind of on a case by case basis. I think our clients deserve better.	May 14, 2012 4:25 PM
202	Implement grant writing class or activity into Higher Education track to allow an introduction to what some Community College Counselors are responsible for.	May 14, 2012 12:28 PM
203	More multicultural exposure.	May 14, 2012 10:26 AM
204	N/A	May 14, 2012 8:36 AM
205	NA	May 12, 2012 12:57 PM
206	N/A	May 11, 2012 1:09 PM
207	More full time, tenured faculty please.	May 11, 2012 11:20 AM
208	Tier 1 classes should be available through California State University, Fresno on-line. The present method makes it difficult for school nurses to find the appropriate coursework and slows the progress of nurses to complete their credential.	May 10, 2012 9:32 PM
209	I would suggest having "real" clients when taking practicum classes and making sure that all students experience face-to-face with real clients. This would help the student	May 10, 2012 7:21 PM

Q12. Suggestions for potential program changes:

	by having an enriching experience.	
210	Teach people how to search kids and how to question students who are suspected of a crime	May 10, 2012 3:19 PM
211	None	May 10, 2012 2:35 PM
212	Vocational preparation component needs to be strengthened for students	May 10, 2012 12:44 PM
213	Although instructors were the best, they may want to dialogue about the types of assignment they are giving. There were several assignments that were repeated 2-3 times in different courses. There is nothing wrong with repetition, but it takes up opportunities to dive into other areas of interest. Students in the cohort wanted an entire class dedicated to educational law, handling discipline, budgeting, suspension, etc., not simply a one-time presentation.	May 9, 2012 4:06 PM
214	continue your great practices	May 8, 2012 10:39 PM
215	None	May 8, 2012 6:49 PM
216	More flexibility for assignments, as people in this program are balancing school, a full time job, and personal life.	May 8, 2012 2:36 PM
217	Not enough teacher involvement, some instructors very slow to respond to questions, they do not participate in discussion board, Take too long to grade work	May 6, 2012 7:17 PM
218	Excellent cohort program.	May 3, 2012 10:51 PM
219	The full time professors from Fresno State where very unskilled in instruction and really didn't seem to care about us one way or the other.	Apr 27, 2012 8:46 AM
220	The professors who were actually full time Fresno State Instructors were not very skilled at instruction. I would try to avoid having them teach any of the classes if possible.	Apr 27, 2012 8:42 AM
221	No suggestions at this time!	Apr 25, 2012 9:39 AM
222	First, with regards to this survey.... my MA in Higher Education Administration and Leadership is not listed is question 9. Same thing happened at the bookstore when purchasing my gown..... they did not have my MA degree as a choice to select hood, or to select for my graduation announcements!! This is all discomforting to me. Program suggestion 1: Please reconsider the number of group projects. Far too much emphasis was placed on group projects. Too many students skated by while others worked very hard to earn grades. It is sad to suggest that group projects are necessary to reflect upon a real life workplace experience. Personally, after the first project I would have been in my administrators office asking for a change in project team members, because that's the way it is handled. Program suggestion 2: In a couple of courses faculty arrived prepared to teach K-12 when in fact this was administration and leadership in higher education. It was difficult for them to change focus and in once instance (Legal Seminar) just could not adjust into higher education.	Apr 23, 2012 10:09 AM
223	Allow project to begin in semester before graduation, 3 months is not a long time to put everything together.	Apr 23, 2012 9:42 AM

Q12. Suggestions for potential program changes:

224	~More Full-time professors ~More weekend classes (Friday/Saturday) ~More supervision in Field Placement/Practicum/Internship Courses ~I felt the program was degraded by some of the students that were in it (I felt there was students in the program that should have not been accepted into it)	Jan 9, 2012 5:42 PM
225	There is a need for consistency. Some professors were using APA 5 and others 6. The handbook was 5. It is confusing.	Dec 19, 2011 11:37 AM
226	Charter School project lacked cohesion. For example, in one class we named the charter school one name, in another we gave it another name, and in the third class the teacher assigned it a name. I was also unclear about whether we were creating different components of the same charter school or three different charter schools.	Dec 13, 2011 7:08 PM
227	none	Dec 13, 2011 8:51 AM
228	Incorporation of an alcohol and substance abuse credential Incorporation of licensure classes	Dec 12, 2011 2:31 PM
229	The only suggestion I have is to extend the practicum course to two semesters. This course was very crucial and it would have been an even better experience to be in a clinical setting, off campus, for two semesters in order to feel better prepared for Rehab 239 Internship.	Dec 8, 2011 1:27 PM
230	Many of the instructors focused on whole language activities, while many districts currently do not use programs that permit whole language techniques. Some of the classes used the same books and overlapped information.	Dec 7, 2011 7:47 PM
231	Start the project a semester sooner, or over Summer. Felt rushed and crazy. Would be nice to meet with advisor sooner in order to start research and lit review. More opportunities to meet face to face with advisor. Less cross-over in assignments in different classes, felt repetitive.	Dec 7, 2011 2:49 PM
232	Better communication between advisors and instructors. Some assignments were repeated in different classes. I felt some work was busy work instead of meaningful.	Dec 7, 2011 2:04 PM
233	More learning opportunities so we feel prepared and empowered to accomplish our goals. Reading a book and reflecting does not build our knowledge base, but learning activities and charismatic speakers help to drive the message home. The work load proved difficult for those with full time careers and responsibilities.	Dec 7, 2011 1:18 PM
234	Possibly extending the practicum course to two semesters and if possible placing counseling students in agencies such as ATR. Off-campus placements give a real feel for what lies ahead after graduation.	Dec 6, 2011 9:49 PM
235	Please stop focusing sooo much on the vocational aspect of Rehabilitation Counseling. The people you are letting into the program do not really want to have their job to be getting someone else a job. It does not say Vocational Rehabilitation Counselor on the degree, so try and teach about the other aspects in the field now. I almost did not finish this program because of the focus on vocation. I think there is so much focus on vocational that we do not go into the field with sufficient counseling skills. I also think that this program is way too easy to get into and they have let in individuals who do not know how to write a proper college paper and since there is a strong tendency for group projects people cover up those struggling within the group. I also think that certain faculty members do not advertise what this degree is actually intended for properly. If I have known about the strong vocational aspect of this degree I would not have even applied. So, for most of my academic career within this program I have felt cheated. Also the faculty needs to be honest about employers not knowing what this degree is, and that in the job market you will compete with other people who have a more common degree, like social work, and that they will look more favorable than you. I just feel like certain faculty members lie about the potential of this degree and that is not a good thing because students feel cheated.	Dec 6, 2011 7:19 PM

Q12. Suggestions for potential program changes:

236	Possibly make the last semester to finish thesis project on its own and not with 3 other classes. The course work and project can be too overwhelming while completing project.	Dec 5, 2011 12:41 PM
237	15 units during last semester while finalizing Master's thesis was an unfair expectation, in my opinion.	Dec 1, 2011 8:30 AM
238	Suggestions include more workshops on different aspects of ECE and demonstration of innovative programs, curricula and resources in order to receive the tools and support needed to identify the innate and enduring talents of our students.	Nov 30, 2011 11:57 PM
239	There is much in secondary literacy instruction that was not covered. I learned a great deal through my own research, but issues not covered included content area literacy, developing of advanced writing skills (teaching persuasive or scientific writing styles), struggling secondary readers, secondary reading instruction for EL's and many issues related to adolescent literacy. I would have loved more courses (or at least one course) focusing on Adolescent literacy.	Nov 30, 2011 10:48 PM
240	It is important for graduate students to develop an interest of study early in the program. Therefore, this must be reiterated at the start of the program. Perhaps assigning advisors earlier, semester 3, may help establish a more comfortable working relationship for the project or thesis. Advisors need to be readily available during the semester they are supervising the project or thesis. I was fortunate to have a very organized advisor that was prompt in providing feedback on my project. However, that was not the case with other graduate students.	Nov 30, 2011 6:49 PM
241	Fall 2011 was extremely stressful - - Master's Project along with 2 other Masters courses while trying to do my full-time job effectively as well as take care of my family was a challenge. The cohort group was misled and told that the Fall 2011 would just include working on our Master's Project.	Nov 29, 2011 5:55 PM
242	I thought that every class I took was worthwhile and I learned so much from this program. I would not change a thing!	Aug 8, 2011 9:03 PM
243	I think that the fluency class could be fit into half a semester while more time should be devoted to TBI. Thought Fluency and Dysphagia might be an odd combo, I think it would be worth it to have a better foundation in TBI vs theoretical knowledge of fluency that is not as practical. It would be nice to have more experience with a variety of medical clients (which I know we're getting in on campus clinic now). It also might be interesting to let students follow a supervisor around a variety of medical settings for a day or two just to get the feel of what different medical settings could be like. I think it would be beneficial to have classes discuss very hands on techniques and very specific "lesson plans" for therapy. For example, what are some various ways to evoke or shape /s/ or what materials techniques do you use with aphasic individuals. Ideas beyond the basic outline of the 8 step continuum or PACE. What are some creative ways clinicians in the field are treating clients. This could be good in the advanced clinical methods class.	May 13, 2011 9:30 AM
244	The on-campus clinic portion of practicum needs more requirements for supervisors. Some of the on-campus supervisors are less-than skilled at supervision, but are excellent therapists. In addition, there needs to be more information, possibly a class developed, to address licensing and credentialing. There is so much confusion among students about all of our unique license/credential needs that are covered in maybe 3 or 4 one-hour lectures.	May 12, 2011 5:16 PM
245	Add an additional one-unit class to supplement the Medical externship.	May 11, 2011 2:28 PM
246	Teach students about required paperwork when exiting the program: RPE, CFY, Credential more thoroughly.	May 11, 2011 10:13 AM

Q12. Suggestions for potential program changes:

247	Consider re-vamping the evaluation forms for on and off campus clinic to be more objective and less subjective. Consider using a standard form report for all on campus clinic sessions so students know what is expected every time. Be more aware of the attendance habits of on campus clinic clients and dismiss clients that do not follow the attendance policies because it can have a negative effect on the students experience and ability to show their skills. A course specific to infants and children would be beneficial for students interested in pursuing a career with this population and there is no formal class work and minimal discussion regarding the topic at all.	May 11, 2011 9:36 AM
248	The school nursing credential program is very demanding, I work full-time and it was hard to take two classes at a time. I think there should be a choice to take one class at a time or two at a time. I would love to see a Master's Degree on line as well.	May 10, 2011 11:25 PM
249	None	May 10, 2011 1:20 PM
250	Instructors should be more involved in classroom discussions and in guidance through program. Administrative aspects are extremely disorganized; everything requires faxing and refaxing, the course documents/reading list is a mess, syllabus needs to be proofed, etc. Too much duplication of content among classes.	May 8, 2011 10:10 AM
251	There is a tremendous amount of writing that needs to be done, it would be great as technology increases if a webcast could be done, in which class discussion could take place and replace some of the discussion board writing.	May 7, 2011 11:43 AM
252	Put resource articles online so don't have to look them up- takes too much time for working students	May 4, 2011 1:30 PM
253	I would not recommend any student working full time to take two courses together. It can make for a very stressful semester (year) for this individual who may have not only work challenges but family challenges as well. I would strongly encourage the importance of telling any individual the amount of time these classes will take in addition to their regularly scheduled lives.	May 3, 2011 6:26 PM
254	No suggestions.	May 3, 2011 2:53 PM
255	None	May 3, 2011 2:30 PM
256	Not so many papers!	May 2, 2011 4:29 PM
257	none	May 2, 2011 3:55 PM
258	I would suggest showing educational videos of in-class instructions for supporting diverse ages and stages in early childhood development.	May 1, 2011 11:32 AM
259	More help with preparing for final project and maybe divide the project into two semesters so that student's have more time to complete. The project could be project part A and then project part B this way student's are not rushed. Also provide more classes that focus on special educatin in the field of Early Childhood	Apr 30, 2011 9:57 PM
260	More help with preparing for final project and maybe divide the project into two semesters so that student's have more time to complete. The project could be project part A and then project part B this way student's are not rushed. Also provide more classes that focus on special educatin in the field of Early Childhood	Apr 30, 2011 9:52 PM

Q12. Suggestions for potential program changes:

261	To outline working on the final project through out the whole program course.	Apr 29, 2011 12:38 PM
262	Better communication... this was substantially improved with Dr. Oliver as the new coordinator for the higher education cohort.	Apr 29, 2011 10:15 AM
263	I was pleased with the program. The class sessions were set up in a way that I was still able to work full-time. I appreciated the guidance and support throughout the program.	Apr 27, 2011 9:27 PM
264	Less group work. We do that in the workplace, but the class group work does not compare to workplace collaboration. It is completely different, and is thus that type of collaboration is preparing us for workplace collaboration.	Feb 18, 2011 9:30 PM
265	I suggest that the rehabilitation counseling program add at least one more semester of medical aspects. Since the program focuses on people w/ disabilities, it is important to undersand the condition and then try to help consumers adapt. I believe Susan's medical aspects class was vital in attaining my job. Interviewers were impressed with the fact that I was familiar with medical terms.	Feb 9, 2011 6:59 PM
266	The only change would be to develop a learning center or lab that will allow students to meet and link together. I would have appreciated a place to review research and textbooks from other classes.	Feb 4, 2011 9:43 AM
267	?????	Feb 4, 2011 8:06 AM
268	None	Feb 4, 2011 7:47 AM
269	All I can say is I want to learn more.	Feb 3, 2011 5:31 PM
270	Maybe have list of organizations that are currently hiring Rehab counselors other than no profit organization. The only flip side to the program is the job market. There are not many Rehab counselors job position available here in the Fresno area, which makes it very difficult and frustrating.	Feb 3, 2011 3:17 PM
271	more availability for internship opportunities	Feb 3, 2011 2:02 PM
272	Maria who works in evaluation has the worst customer service in the whole school. Not a friendly.....horrible environment.	Feb 3, 2011 1:34 PM
273	Strengthen research in counseling, not just research in education.	Feb 3, 2011 1:09 PM
274	No changes	Jan 28, 2011 12:06 AM
275	More hands on clincial practicum.	Jan 27, 2011 10:09 PM
276	More hands on learning and case notes for better practice.	Jan 5, 2011 4:03 PM

Q12. Suggestions for potential program changes:

277	None	Jan 4, 2011 8:35 AM
278	Include possible recreational/music therapy class as option. I would love to have learned more about art therapy or sandtray therapy.	Jan 2, 2011 7:54 PM
279	The program can probably provide students with more information about how counselors can effectively participate in IEP and SST meetings and how to develop a Master's Schedule. It can also engage students in role playing situations in which students have the opportunity to learn how to deal with difficult situations that involve parents and students.	Dec 25, 2010 6:39 PM
280	The program needs to really focus more on important academic duties of a school counselor. I have been in the field for a few months and have noticed that I was not prepared in learning about course placement, interventions for students who are failing academically, working with teachers, working with administrators, creating a college-going culture, and providing equity and access. The program heavily focuses on MFT practices, which is great because it builds the foundation to relationships with students. However, a school counselor plays a life-changing role in the life of a student in terms of academic and career planning. There needs to be more balance in learning about the three main responsibilities of a school counselor. I also think the program should be more rigorous.	Dec 15, 2010 9:06 PM
281	Internship should be through out the program, or at the beginning. There is no comparison for hands on learning and everything that is learned in the program will be more applicable. I also think that there should be a more strict criteria to get into the program; making it more exclusive.	Dec 14, 2010 7:45 PM
282	Make it more practical, connected to the curriculum and instruction. It would be useful to discuss the actual curriculum and programs that are currently used in schools.	Dec 13, 2010 9:27 PM
283	I think there should be more direct teacher training on how to structure classrooms, appropriate activities to do and differentiate learning.	Dec 13, 2010 4:58 PM
284	More opportunities to write and plan development. Case studies for physical rehabilitation was very interesting and it would be very helpful to have case studies for psychiatric disabilities and substance abuse as well. More time spent learning current methods of assessment through the computer would be beneficial as well.	Dec 13, 2010 4:47 PM
285	The field placement hours for MS Counseling and Student Services should be 300 hours only and not 600. It's a lot of time that has to be put in and hard for students to meet when having to juggle work and family.	Dec 13, 2010 4:29 PM
286	The critique process for the clinical practicums needs a full overhaul and all supervisors need to be using it with the same definitions and intentions. Additionally, the reports for the clinical practicums need to have a specific format that all students and supervisors must adhere to. There are way too many gray areas in the process of evaluating the students which leaves the evaluation open to being subjective and clouded by personal feelings rather than being objective and based solely upon the students skill set.	Dec 13, 2010 3:15 PM
287	If at all possible, allow cohorts to continue as they begin. We were placed with another group of people in a different program. They made us feel very unwelcome. In addition, the professors need to be better at classroom management.	Dec 13, 2010 2:43 PM
288	Many of our classes did not prepare us adequately for our projects. Many of the instructors were not prepared for the courses.	Dec 13, 2010 2:25 PM
289	I feel we did not have much preparation for our final projects during our other coursework like I had been told we would.	Dec 13, 2010 1:55 PM

Q12. Suggestions for potential program changes:

290	N/a	Dec 13, 2010 12:29 PM
291	Better syllabus for CI 250 and better ways to inform students about GWR.	Dec 13, 2010 10:49 AM
292	Prolonging the practicum course. Need more than one semester to gain more experience working with client and advancing counseling skills.	Dec 10, 2010 3:29 PM
293	None at the moment.	Dec 10, 2010 12:18 AM
294	As part of my requirement, I had to take four one/one-one units courses, I believe that the courses taught by full-time professors provided a good amount of information on the topics discussed, however I was disappointed with two courses taught by instructors who only teach that one unit course. I felt that it was waste of time attending the course as they did not take the time to fully go into detail about the topic they taught. I would really like to see more certificates available through the department of counseling, such as working with specific populations such as couples, DV, infant mental health.	Dec 9, 2010 3:32 PM
295	1. The first thing that comes to mind is a Multicultural Competency Class; not multicultural counseling. A class that forces the students out into the community. Graduate students would have to have this class in order to graduate, with a "B" or higher. If counselors are going to work with the minority population, then they have a responsibility to try and understand different cultures. I created a proposal that outlines everything for such a class when I first started this program. 2. Practicum should be divided into two semesters, not including pre-practicum. One semester working with real clients is just not enough time. 3. Instructors NEED to monitor "students" doing their internships. In my opinion this should be done at least every two weeks. Too many things go on at the internship site (agency) with supervisors that should not be happening. 4. Instructors should be teaching the interns that not only are they representing themselves as professionals and potential employees, they are also representing the university. I think some interns forget this. 5. Internship should be at least 1200 hours. The information and knowledge that I have obtained from this program has made me a powerful counselor. Dr. Arokiasamy paved a clear path for me when I started this program, I indeed owe all of my future success to him the Rehabilitation Counseling Program.	Dec 9, 2010 10:24 AM
296	I would suggest more hands on experience and less paper work. i feel that volunteering hours with different agencies is more helpful then reading a book.	Dec 8, 2010 7:54 PM
297	Expand training in the program to better assist those with moderate/severe disabilities and nonverbal communication	Dec 8, 2010 6:40 PM
298	More emphasis in classroom management skills	Dec 8, 2010 5:17 PM
299	Please prepare su\students better by including more classroom discussions as well as guest speakers. Also included all students in the process and not just the students that are close with the facility members.	Dec 8, 2010 4:15 PM
300	I would like to see in the near future a class that allows the students to gain experience as a person with a disability. This experience could be for half the semester or the full semester. One of the requirements would be to ride the public transportation bus to school for that specific class. This will allow the student to empathize with their potential client/student relationships when they enter into the workplace. This process brings out a lot of feelings and expressions that society take for granted.	Dec 8, 2010 7:51 AM
301	Have a weekend class for CRC preperation	Dec 7, 2010 8:30 PM

Q12. Suggestions for potential program changes:

302	Extend the scholarship to 5 semesters instead of 4, majority of the students complete the program in 5 semesters.	Dec 7, 2010 7:43 PM
303	I thought the program was wonderful and it thoroughly prepared me for my job.	Dec 7, 2010 5:49 PM
304	None.	Dec 7, 2010 5:43 PM
305	More classes offered during day time, for those of us that try to get classes 2-3 days a week all at once, its difficult. Alot of required classes overlap, i.e all 4-7 pm, so you have to choose which one you want more.	Dec 7, 2010 5:18 PM
306	More knowledge in regards to the student teaching programs in which they place us. Additionally more communication with our master teachers would be helpful for a more clear and accurate understanding of our progress	Aug 19, 2010 11:10 PM
307	N/A	Jul 27, 2010 7:04 PM
308	The Counseling and Student Services Program needs to focus more on student services rather than general counseling. We work with student but are taught in Coun 200 to refer to them as clients. That has been a difficult adjustment for me.	Jul 19, 2010 3:00 PM
309	More focus and higher standards on ASL proficiency.	Jul 8, 2010 10:30 AM
310	None. Great as is!	Jul 2, 2010 9:20 PM
311	More instruction and practices of the principles an Oral Program and an ASL/English Program	Jul 2, 2010 6:34 PM
312	I think requirements early on for improvement in sign would be a good addition to the program.	Jul 2, 2010 10:33 AM
313	Classes regarding teaching EL students needs to incorporate more actual applicable techniques for the classroom	May 25, 2010 12:41 PM
314	No changes necessary.	May 24, 2010 10:02 AM
315	Less writing and busy work and more practicum experience. Live interaction on line with faculty for lectures. I felt classes were self-tutorial.	May 23, 2010 10:50 AM
316	Review undergrad transcripts to avoid repeating like classes.	May 19, 2010 6:34 PM
317	This department would greatly benefit in better preparing new graduate students in tasks they will need to accomplish (i.e., advancement to candidacy, comps, and clinic procedures) by providing them with a flow chart and/or seminar. Students would also benefit from receiving Dysphagia and TBI in two separate graduate level seminars taught by an EXPERIENCED professor. Students in this department would also greatly benefit from more guidance in preparing for their studies for comps.	May 16, 2010 12:36 PM
318	I would like to suggest more of counselling clinical exposure in order to gain insight for the best area of nursing practice	May 14, 2010 9:55 PM

Q12. Suggestions for potential program changes:

319	Additional elective courses to support dissertation activities (Chapter 4 with SPSS and data analysis) would be helpful.	May 14, 2010 1:12 PM
320	The program was almost entirely geared towards K-12 issues. Because I am in higher ed, I feel no more prepared to understand or work within this realm of administrative leadership than I did before I started. I benefited from the general process of the doctoral program, but I can't really apply specific leadership skills or theories I learned because of the focus of JDPEL.	May 14, 2010 12:50 PM
321	the pace and order of the class offerings may need reflection.	May 14, 2010 11:23 AM
322	The JDPEL program no longer exists, but I appreciated having some classes taught by UC instructors. The structure of the new program being three years was a positive change for the program. Much of the dissertation is completed within the program instead of after the program which would have been helpful to us.	May 14, 2010 11:07 AM
323	Support during the summer for dissertations. More push to start the dissertation sooner. A class on APA and how to format tables, charts, etc. within the guidelines of APA. An overall class on APA or how to write a dissertation would be helpful. Maybe the last summer semester, or in the Fall of the final year. More help for Susan Tracz during dissertation time, maybe solicit the help of Dr. Immekus.	May 14, 2010 10:42 AM
324	Organization of classes a bit so some apply directly to dissertation (such as stats).	May 14, 2010 10:34 AM
325	none	May 13, 2010 9:35 PM
326	The ability to communicate with fellow students once the course is over and view the power point presentations would be beneficial. It would help stay abreast of the any new information and allow us to keep networking.	May 13, 2010 6:53 PM
327	none	May 13, 2010 12:33 PM
328	I do believe that the credential program its self needs to be more life like. I believe that some of the CI work has not applied to the classroom at this point.	May 13, 2010 11:32 AM
329	Several assignments could possibly be eliminated due to nature of course. Most of the students in this course are working part or full time and have families to nurture.	May 11, 2010 8:19 AM
330	I can not think of anything I would have wanted done differently.	May 10, 2010 11:19 PM
331	More timely response to questions presented by students.	May 9, 2010 5:07 PM
332	None	May 8, 2010 3:26 PM
333	None	May 7, 2010 2:17 PM
334	More help with task stream. More examples	May 6, 2010 1:45 PM

Q12. Suggestions for potential program changes:

335	N/A	May 5, 2010 9:48 AM
336	Madden Library resources-greater accessibility electronically.	May 2, 2010 2:52 PM
337	Considering that we are working full time, it would be helpful to have less written assignments and depend more heavily on Blackboard participation.	May 2, 2010 12:42 AM
338	None identified	May 1, 2010 12:14 PM
339	For the CDDS department, I feel like certain classes were not needed. For example, our cranial facial could have been combined with another class such as phonology. The time saved by combining these classes can be spent teaching us more about dysphagia and other important medical topics that we as therapists will be exposed to. Considering that 90% of what SLPs do in the medical setting is swallowing, more time and focus should be spent on this aspect.	Apr 30, 2010 12:20 PM
340	No suggestions	Apr 30, 2010 10:56 AM
341	With all the work that we put into this program, we should be able to have credits toward the Master program.	Apr 29, 2010 7:59 PM
342	start working of thesis/ action reserach project earlier on in the program to give adequate time to complete.	Mar 15, 2010 1:25 PM
343	There was some difficulty in accessing some of the video footage for viewing. The problems might have been related to my own "outdated technology", but it was a slight problem.	Mar 13, 2010 3:44 PM
344	I was a participant in a cohort program. We were given an grand total of what our schooling would cost. With budget cuts everywhere, our tuition went up. I believe if we are told an amount for our program, we should be held to that cost. Maybe additional costs could apply to incoming studetns. Another change that may need to be addressed is the lack of communication and collobaration between the professors. Our cohort would often be told one thing, then have it changed multiple times before anything was set in stone. It was very frustrating manuvering the schedules, especially while working a full time job and having a family.	Mar 7, 2010 11:53 AM
345	Teachers need to coordinate a little more to avoid redundancy and get straight what constitutes an APA paper.	Feb 23, 2010 9:49 PM
346	Dr. Devoogd is disorganized, contradicts himself and seems unprepared and often seemed unclear.	Feb 23, 2010 9:40 PM
347	In the beginning of instruction, all professors should have a taped video of themselves so we can not only hear their voice but see them physically...Since the classes are online it nice and refreshing to see the instructions and hear their voices.	Feb 23, 2010 7:38 AM
348	Please respond immediately when the teacher rating surveys are completed each semester by the student body. I strongly feel that when a teacher performs inadequately one semester, he or she must find a solution to poor teaching skills or be terminated! Also, teachers that have tenure should not be immune from this system! All teachers are paid for by the student body and tax payer funding. You work for us and there is no excuse for poor teaching! There was one teacher in particular that was absolutely ghastly. Unfortunately, it took several semesters for him to finally be canned. In my opinion this is unacceptable. When a business has an unproductive employee or is not doing their job appropriately, he or she must change immediately or be terminated. Finally, this teacher credentialing process is inefficient and people in the Kremen Ed	Feb 9, 2010 12:51 AM

Q12. Suggestions for potential program changes:

	building on many occasions do not know what is required for the SLP credentialing process.Perhaps It would be more efficient and consistent if the speech-language pathology program were in charge of their own credentialing process. Thank you again for such an amazing experience at Fresno State!	
349	I did not feel like my advisor was fully committed in my success, like my professors were so that discouraged me a little bit. I think the professionals helping us get our degrees should be fully committed to our success, so we can be too.	Feb 5, 2010 2:46 PM
350	Varied course sequence - for example, research classes before project work rather than concurrently.	Feb 4, 2010 10:56 AM
351	I suggest that students and professors communicate better on the masters program class planning agenda. Student need to be told the appropriate chronological order to take classes. It is important to let students know the class order so that they can be prepared for the following classes that may touch new areas of the field.	Feb 3, 2010 9:43 PM
352	A doctoral program in education that is not focused on administration would be a welcome alternative.	Feb 3, 2010 9:12 PM
353	Let students know of all changes as soon as possible, allow students to set accurate planning guides for completing the programs	Feb 3, 2010 8:23 PM
354	Help/guide the students to make connections with actual work opportunities related to the degree.	Feb 3, 2010 7:09 PM
355	less theory	Feb 3, 2010 12:29 PM
356	NA	Feb 3, 2010 11:21 AM
357	More training in actual curriculum for student's with mild/moderate disabilities. For instance, Orton-Gillingham or LiPS.	Feb 2, 2010 9:04 PM
358	Academic Advising: my experience with my program advisor was horrible. I experienced quite a bit of "he said, she said". My advisor would say one thing yet I would get another response from other faculty member. All advisors and faculty should have the same information given to all students in the program.	Feb 2, 2010 7:23 PM
359	Regular required meetings with advisor.	Feb 2, 2010 6:40 PM
360	Advisors having knowledge of requirements, deadlines, and who has been assigned to them. I think it would also be beneficial to offer more courses that would span a broader scope.	Feb 2, 2010 6:05 PM
361	Off campus classes were not always to everyone's benefit. Having the option to take classes on campus would have been nice.	Feb 2, 2010 5:21 PM
362	none at this time	Feb 2, 2010 4:41 PM
363	I had a mishap with being given some wrong information about a class that would work in the MA program. It would be helpful to others if all advisors know which classes will and won't count towards this degree.	Feb 2, 2010 2:10 PM

Q12. Suggestions for potential program changes:

364	More classes	Feb 2, 2010 1:51 PM
365	n/a	Feb 2, 2010 12:55 PM
366	There were a few classes that seemed irrelevant to real life in the classroom.	Feb 2, 2010 11:17 AM
367	Due to time and economic constraints, it's understandable about the scheduling of two classes for the cohort master's program back-to-back on one certain day. However, the productivity of the second class, both for professor and teacher, becomes questionable due to tiredness, etc. It seems that there could be more enthusiasm and learning taking place if the classes were held on separate days.	Feb 1, 2010 10:55 PM
368	N/A	Feb 1, 2010 9:45 PM
369	I would have rather had the research class earlier in the program to prepare myself for the project in the last semester. It was a little rushed trying to complete that class and begin our projects all at once.	Feb 1, 2010 4:42 PM
370	Offer more classes that can be taken online.	Feb 1, 2010 11:58 AM
371	None	Jan 29, 2010 11:11 PM
372	There is not enough time to complete the project. It would have been beneficial to meet with my advisor over the summer to begin formulating the ideas for my project and to actually write (or begin writing) my literature for my project.	Jan 29, 2010 4:07 PM
373	Help and Support One another We Are A Team.	Jan 29, 2010 1:52 PM
374	Evaluating school programs will not help to teach reading to children. I would prefer more classes explaining/giving ways to improve student reading.	Jan 28, 2010 2:42 PM
375	The communication between professors and relaying messages and/or important future assignments needs to improve. I didn't begin my project until my final semester, while others not in my cohort started their project earlier in the year.	Jan 28, 2010 1:43 PM
376	The 220 class did not meet my needs. I'm sure a different instructor would have been better for me.	Jan 27, 2010 1:08 PM
377	Better instructors for certain classes	Jan 27, 2010 10:44 AM
378	I feel the program focused almost too much on data collection and IEP goal writing. I teach students with severe disabilities and I had to learn lots of things on the job. None of the classes prepared me for the medical needs of my students and how their medical conditions would affect them at school.	Jan 26, 2010 3:13 PM
379	The focus is weighted towards mild/ moderate disabilities so that the students getting moderate/severe credentials are left floundering a lot. I feel like I received more training from actually working than I did within the program. Some of the classes were interesting but hard to apply to working with kids with moderate to severe	Jan 26, 2010 10:28 AM

Q12. Suggestions for potential program changes:

	disabilities. a grief counseling class would be a great addition to the program because we are constantly counseling parents.	
380	Offer more classes that will be useful to teachers in the education field and/or that really prepare MA students to write their project/thesis	Jan 26, 2010 8:48 AM
381	Next steps ...what to do with the reading assessments	Jan 26, 2010 8:47 AM
382	Possibly create a class where students and their internships solely drive the class...have students feed off of one another by assigning projects where they clearly write and talk about the things going on at their school site.	Jan 25, 2010 9:46 PM
383	I would like to see more foundational work in resolving conflicts in the workplace, with parents, and how to teach more social-emotional development to the students that I serve. The courses that I took tried to convey many messages regarding this topic but unfortunately it is not adequate enough for the classroom as of now.	Jan 25, 2010 8:45 PM
384	classes should move in a cohort to be efficient, there needs to be more advisors so those that do work are not spread so thin, maria elrod is very blunt and often gives off the impression that she is talking down to those in the office. It would be awesome to have a printer free for students, especially those in the project class. some courses are redundant- era 220 covered the same material as coun 203.	Jan 25, 2010 4:47 PM
385	N/A	Jan 25, 2010 4:18 PM
386	I'd love for more application, more life applications of the theory. A great example is how sarah lam talked about counseling theories and than gave personal or real life accounts that made learning fun and great.	Jan 25, 2010 11:41 AM
387	n/a	Jan 25, 2010 9:45 AM
388	See administration in terms of what happens at the state level with the legislative branch. Have a class on state laws and referendums that are constantly affecting how an administrator does their job especially with the state budget.	Jan 23, 2010 4:18 PM
389	-review prof selection for stronger more competent professors - some were very weak in their subject area	Jan 23, 2010 11:07 AM
390	Inclusion of teaching strategies and tactics for post-secondary educators	Jan 21, 2010 8:54 PM
391	Offices at the university should be open on Fridays to serve the students that attend thier program. No Furlos for staff!	Jan 21, 2010 1:45 PM
392	Please have research class in the beginning of the program, so there is more time to start the project	Jan 21, 2010 1:21 PM
393	More preparation, timelines in ERA 220 to help with final project. I did not feel I was adequately prepared to begin the project and would have liked checkpoints - ie: Have 10 resources by____, turn Ch 1 by _____. I still have not received feedback from the paper I wrote in ERA 220 and that feedback would be nice since my Advisor is asking for Ch. 1-3 by Jan. 29/Feb. 1.	Jan 21, 2010 12:20 PM

Q12. Suggestions for potential program changes:

394	Increase the rigor and critical thinking activities. The courses did not require a lot of thinking rather just tasks to get a grade. Increase the requirements for being admitted into the program; many of my classmates were under prepared and there was a lot of wasted time teaching basic research and writing skills. The graduate application process should be online and not a hand walked process...welcome to the 21st century where there are computers.	Jan 21, 2010 11:07 AM
395	limit the classes to 6 unites a semester	Jan 21, 2010 11:06 AM
396	I think the workload during the last semester is too rigorous compared to other programs.	Jan 19, 2010 6:19 PM
397	I would suggest using classes prior to the final project class to work on parts of the project instead of leaving it to the last semester. We should have had a lit. review done in the research class instead of it being another process entirely.	Jan 19, 2010 6:14 PM
398	Too many clinical hours. Many of the courses were not as challenging as I expected. Harder courses for graduate students. Have graduate students do more research on their own. I noticed that many graduate students in my program have no clue about statistics, research, or critical thinking. Graduate students should be challenged more.	Jan 14, 2010 3:43 PM
399	More organization of how when the classes will be held and the location. There were many last minute changes during the coarses and the time in which the coarses were offered. The person in charge was not set in stone from the beginning. The communication was very spontaneous throughout the program. The fees were raised every semester. It would be nice for those of us that had school loans to know exactly how much the program was going to cost and have it not change as time went on.	Jan 14, 2010 11:14 AM
400	Undergrad program building up to postgrad	Jan 13, 2010 10:10 PM
401	Better communication. Textbooks that better work with the day to day use in schools.	Jan 12, 2010 9:31 PM
402	More collobaration between college professors. If we are all in the same master's program, we should have the same information no matter who our advisor is. This academic freedom professors believe in does not align with what the professors are actually teaching us to apply as future administrators. I have a concern if we are not all expected to do the same thing while we pay the same tuition.	Jan 11, 2010 3:19 PM
403	Integrate Fieldwork into coursework	Jan 11, 2010 1:12 PM
404	I feel that the program is strong as is. In the future maybe more professionalism incorporation because collaboration and professionalism are the two strongest assets that a Special Education must have.	Jan 11, 2010 1:04 PM
405	Make clear to professors from other departments what the expectations are for the students and class prior to the beginning of the semester, the ERA 220 professor Fall '09 was new to CSUF and didn't seem to have a clear idea of what the requirements were for the class and how it related to the program requirements (there were two cohorts contained in the class). Possibly require ERA 220 project proposals to be assigned in chunks throughout the semester rather than due in total at the very end without any checkpoints or feedback along the way. This seems to be at the professor's discretion, but would be more helpful for students to have it broken up into manageable chunks.	Jan 9, 2010 4:30 PM
406	The hours of fieldwork are too lengthy, maybe it should just be around 400 hours.	Jan 8, 2010 2:30 PM

Q12. Suggestions for potential program changes:

407	I have no suggestions.	Jan 8, 2010 12:29 PM
408	n/a	Jan 8, 2010 10:31 AM
409	Dr. Cuellars class was the least helpful and needs to be monitored by a CSUF, Kreman Ed school administrator for adherence to the syllabus and his teaching technique or lack of. Learned the least from this class. Students taught the class, no instructor required. Assignments on syllabus had nothing to do with what took place in class. Dates and times were always wrong and created enormous amounts of confusion. For the amount of money we are paying this is unacceptable!	Jan 8, 2010 9:35 AM
410	None	Jan 8, 2010 9:03 AM
411	More job/career information in classes. I only had one class in which I was introduced to possible career choices. Alternative fee structure for full-time employees.	Jan 7, 2010 11:55 PM
412	It would really help returning students to have a place they could turn to for support with Blackboard, Madden library etc..	Jan 6, 2010 12:17 PM
413	I felt very rushed with the project. Perhaps the project could be started early or at least students should be given the opportunity to start on their project before the final semester. Also, the administrative hours were brutal, incorporation of the hours within the curriculum would have been very helpful.	Jan 6, 2010 12:03 AM
414	Overall, the program was great. The only real feedback I have is regarding when assignments are assigned in regards to their due date. Because everyone in the MAT program works full time, it would be nice if ALL of the classes posted assignments so that some of the work could be completed over the weekend. It was sometimes tough to have an assignment given on Monday or Tuesday and then have the assignment due later that week. This only really happened in one course, with one professor, but it sometimes made for tight timelines.	Jan 5, 2010 9:09 PM
415	Less projects,	Jan 1, 2010 4:36 PM
416	Do not change the blackboard format during the program. If a new version comes up, wait until the beginning of the next cohort to try it out...there is enough "new" to learn without having to learn a new format and still meet deadlines. Give suggestions for projects that would be useful. I really had no idea where to begin with deciding what to do for my mini-action research projects.	Dec 30, 2009 12:24 AM
417	During the summer I enrolled in a Literature Review course that explained the process in detail. If that could somehow be incorporated into the program, it would benefit a lot of students.	Dec 27, 2009 12:01 PM
418	Collaborate with other professors so that all post assignments earlier on the weekends so that full-time working candidates could focus on Master's assignments during this time.	Dec 26, 2009 1:43 PM
419	A little more collaboration between professors might reduce the repetitive topics. More than once I found myself composing an essay on a topic I had covered the summer or semester before. Scores of 10/10 seemed pretty easy to earn. Some culminating projects seemed to be just rehashes of projects done with Professor Tracz the first semester; the increased depth was missing.	Dec 23, 2009 5:16 PM

Q12. Suggestions for potential program changes:

420	none	Dec 21, 2009 4:43 PM
421	make sure that all students are aware of changes in the program and requirements that are expected I was never told about 209A, and I ended up having to wait until the last minute to get into 209B because I did not know I could take it with another class	Dec 16, 2009 3:09 PM
422	Possibly inputing within an already established sped class, a bit about stress management.	Dec 16, 2009 9:48 AM
423	It would have been nice to do more work on the dissertation as we went through the courses. Instead, the dissertation was like an "add on" to the program.	Dec 15, 2009 1:21 PM
424	None at this time	Dec 12, 2009 1:48 PM
425	In my opinion, MSW students should be allowed to continue with the opportunity to pursue their PPS credentials in School Counseling.	Dec 10, 2009 11:01 AM
426	Undergraduate students should have MUCH more hands-on clinical experience than "observation." when enrolled in Treatment procedures, for example, they should have an opportunity to PRACTICE treatment procedures and receive appropriate feedback.	Dec 7, 2009 9:11 AM
427	-I feel the program is completed at a very quick pace. If the program could be slowed down at least a semester it I would have benefited more especially working full-time as my entire cohort did. We completed our entire Master's in 3 full semesters and a summer session.	Dec 3, 2009 1:47 AM
428	None at this point. Everything was great.	Nov 19, 2009 10:44 AM
429	The program as initially explained to us was changed and turned out to be unfair to some of the students. We were clearly told that statistics was a prerequisite for a later class and that we must complete it early in the program. Several of us did so, carrying an additional 3 units while working full-time. These were rigorous classes and I believe each of us received B's in statistics. Those who did not enroll were later given the opportunity to take a series of weekend seminars in statistics over the summer. This was apparently a much less rigorous course because most, if not all, received A's and were admitted into the honor society. Sadly, those of us who received B's in statistics, but otherwise have straight A's, were not invited to join. I understand the need to accommodate students to keep them in the program. However, some accommodation should have been made for those who followed the guidelines, only to find out later it was at their own expense.	Sep 3, 2009 8:28 PM
430	Need more faculty members	Sep 3, 2009 11:28 AM
431	More online courses. Social work students had last pick to online courses and were not able to get in.	Sep 2, 2009 1:45 PM
432	Encourage more student and faculty research. Bring professionals in the field (even our own department faculty) for seminars lectures on hot topics in the field.	Aug 10, 2009 8:54 PM
433	More instruction/classes for children with autism and other disabilities other than articulation and language disorders. With focus on behavioral management.	Jul 16, 2009 12:40 PM
434	More clinically-related material in ALL classes, assistance with implementing research ideas.	Jul 9, 2009 11:43 AM

Q12. Suggestions for potential program changes:

435	none	May 27, 2009 1:39 PM
436	More emphasis on special education and academic counseling in the middle and high schools.	May 25, 2009 10:40 PM
437	If there was anything i would change, it would be having some of the classes that were given in the second semester in the first semester.	May 21, 2009 11:41 PM
438	None	May 21, 2009 7:35 PM
439	Credit for past work experience.	May 21, 2009 2:37 PM
440	As for field placements, field instructors can be more aware of deadlines and readily available for supervision.	May 20, 2009 4:00 PM
441	Nothing	May 20, 2009 12:02 PM
442	have a more clinical focus	May 20, 2009 11:35 AM
443	Obtaining closer field placements to the University.	May 20, 2009 11:22 AM
444	It would be nice if the TBI/Dsyphagia course was broken into two courses, instead of one.	May 19, 2009 5:47 PM
445	For the professional Special Education Specialist for the Deaf and Hard of Hearing Credential – the required paperwork needs to be reduced significantly as it is too time consuming; time in which could have been used for more important facets of special education. Regular observations and evaluations by university and site supervisors should suffice to indicate whether you have mastered the skills necessary to work in the chosen specialty of special education. Beginning Teacher Support and Assessment (BTSA) coexisting with the professional credential requirements is not necessary; both exist for the same reason: beginning teacher's support and assessment.	May 18, 2009 10:14 PM
446	None	May 18, 2009 7:21 PM
447	More advising from faculty with regard to potential dissertation topics and jobs	May 18, 2009 12:28 PM
448	Give a little more guidance in the Doctorate Course- timeframes, process, etc.	May 18, 2009 11:57 AM
449	Stream-line the "process;" Sometimes the clerical requirements were difficult to manage.	May 18, 2009 11:50 AM
450	More support and same expectations for each candidate!	May 16, 2009 8:51 AM
451	For the professional Special Education Specialist for the Deaf and Hard of Hearing Credential – the required paperwork needs to be reduced significantly as it is too time consuming; time in which could have been used for more important facets of special education. Regular observations and evaluations by university and site supervisors	May 15, 2009 5:37 PM

Q12. Suggestions for potential program changes:

	should suffice to indicate whether you have mastered the skills necessary to work in the chosen specialty of special education. Beginning Teacher Support and Assessment (BTSA) coexisting with the professional credential requirements is not necessary; both exist for the same reason: beginning teacher's support and assessment.	
452	More classes on IEP process and assessing student's language skills that are deaf and hard of hearing.	May 15, 2009 3:17 PM
453	None. The changes blackboard communication requirements instituted by the instructors at the beginning of the second semester, were welcomed, since I was able to comply with my teaching responsibilities at work, as well as my studies.	May 15, 2009 2:38 PM
454	Possibly more information about the process of IFSP's and working with infants/toddlers.	May 15, 2009 2:31 PM
455	Not so many evaluations! Some are on line, in different places, some are faxed...a little confusing because you don't want to forget one. They all have similar titles that makes it more confusing. Maybe you can name them after...animals, flowers, something else.	May 15, 2009 2:25 PM
456	The changes that were instituted at the beginning of the second semester, in regards to responding on blackboard questions and presentations, helped to balance amount of coursework required.	May 13, 2009 2:55 PM
457	n/a	May 13, 2009 12:41 PM
458	Change the format of the 292 class. Add topics that are not taught in other courses (MANY were overlap).	May 13, 2009 10:59 AM
459	none	May 13, 2009 12:11 AM
460	more guidance regarding use of Bb, and mor available live Bb tech time.	May 11, 2009 8:56 PM
461	After the first semester, I recommended cutting back on a few of the writing assignments. The second semester, we were heard and less writing was assigned which did not distract from the learning experience and made the whole experience more manageable.	May 11, 2009 5:24 PM
462	To begin part of the research earlier in the stages of the program.	May 11, 2009 10:16 AM
463	Nonw	May 10, 2009 12:47 PM
464	MAYBE EARLY ON IDENTIFICATION OF DISSERTATION TOPIC	May 9, 2009 5:08 PM
465	Greater support from faculty in preparation for and during the qualifying exam and dissertation processes.	May 8, 2009 4:41 PM
466	More info on how to get licensed	May 8, 2009 3:33 PM

Q12. Suggestions for potential program changes:

467	Job Fair to help transition into work more closely related to study Oopportunitites (rooms and dates) for classmates to meet for support and study	May 7, 2009 12:15 PM
468	Give credit for work experience.	May 6, 2009 12:38 PM
469	I don't think there's any easy solution here but the program is very challenging to complete, with all the clinical hours required, while holding down a full-time job. I also thought the expectation for the quality of participation was not altogether clear as I read many contributions from students that were not well-thought out.	May 5, 2009 9:23 PM
470	Less required time on Bb or in journaling have the questions ahead of time.	May 5, 2009 12:57 PM
471	Offer a more variety of classes, perhaps optional courses students can elect to take.	May 5, 2009 11:33 AM
472	It would be helpful to future students if their clinic time could be spent in their workplace (if they are currantly working as a school nurse) with a qualified preceptor. I am a special education school nurse and had to take time off from my own work assignment to complete 160 hours of practice in another district for Nursing 186 and 187. This placed a hardship on my fellow nurses who had to cover my sites during clinic time. I also realize that my situation is not the norm because most students are working in district programs not special education. Otherwise, my experience was a very positive one.	May 5, 2009 10:45 AM
473	I had make suggestions last semester for possible changes in the ammount of Blackboard participation and there was a change made in this area which I was happy about. I have no suggestions this semester	May 5, 2009 10:40 AM
474	Too many papers to write. Very hard to complete all assignments while working. Lots of time to invest!! Clinical hours are difficult to complete at another site. Credit should be given if tasks completed at own school site.	May 4, 2009 11:52 AM
475	None.	May 4, 2009 7:41 AM
476	Too much writing. I spent every night at my computer and all weekend just to get the assignments completed to my satisfaction.	May 3, 2009 4:25 PM
477	None	May 3, 2009 10:42 AM
478	None	May 3, 2009 10:39 AM
479	The amount of papers that are due are too many for the number of units earned. The student spends too much time researching information for papers that are due. More time is needed to actually read the Selekman text which was very good. I think the teachers underestimate the amount of time it takes the students to write the papers required. I like the traditional way of learning better with lecture and testing on this information.	May 2, 2009 11:26 PM
480	The library resources was very limited to this specialty. Many articles were unavailable or had to be requested through another library. At times I was frustrated in searching for articles that were unavailable.	May 2, 2009 7:33 PM
481	I would like to beable to continue access to the reserved articles after the program	May 2, 2009 7:25 PM

Q12. Suggestions for potential program changes:

482	There was so much work, I really had a hard time keeping track of it all. I am 58 years old and not all that comfortable spending that much time maneuvering around a web site. I found I could only keep track of so much of it.	May 2, 2009 4:53 PM
483	When taking 6 units for N 185 and N 187, there are a lot of reading assignments to be completed. In a large class the amount was overwhelming at times. Consider changing some of the reponses required to one a week rather than 2 plus a written paper.	May 2, 2009 3:20 PM
484	I am not sure I think the journal questions in N187 are necessary, we have enough variety of assignments that expose us to the relevant topics for school nursing.	May 2, 2009 10:22 AM
485	I am not sure I think the journal questions in N187 are necessary, we have enough variety of assignments that expose us to the relevant topics for school nursing.	May 2, 2009 10:18 AM
486	I'm unsure how this could be changed but it was difficult getting all the hours needed for the course away from my own school sites. When you're working for a district they expect you to be at your sites doing your job. We're all facing budget cuts and cuts in personnel. Using the argument that they are getting a credentialed nurse out of the deal no longer has meaning when credentialed nurses are being let go by many districts in my area. Perhaps an amount of the hours could be obtained at your own site doing new things under the guidance of your preceptor.	May 1, 2009 7:57 PM
487	Consider reducing the number of weekly responses. Since the number of students was quite high for this type of program, there was a lot of interaction that needed to occur each week. Add to that the number of papers that needed to be written, at times it was very overwhelming.	May 1, 2009 7:54 PM
488	I felt very pressured getting the amount of work completed while working full time. While I don't believe the curriculum should be "watered down" I personally don't think I'd recommend taking two courses as I did at once. The reason I did was cost effectiveness..6 units is the same price as 3. Since all courses are required to get the credential I think it would be a good idea to offer a tuition break when taking just one course, the university will still get tuition when the course is taken the next semester. Perhaps I pushed myself in trying to acquire an A, but with potential plans to get a Masters degree I needed to do my best.	May 1, 2009 7:47 PM
489	none	May 1, 2009 7:13 PM
490	Less written assignments, more actual clinical time	May 1, 2009 6:49 PM
491	None!	Apr 30, 2009 8:57 PM