



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	College of Education and Allied Studies
Department	Educational Psychology
Program Unit	Special Education: Moderate-Severe and Mild-Moderate Disabilities: *MS in Special Education, Mild Moderate Disabilities Option *MS in Special Education, Moderate Severe Disabilities Option *Education Specialist, Mild Moderate Disabilities Credential, Preliminary *Education Specialist, Moderate Severe Disabilities Credential, Preliminary
Reporting for Academic Year	2015-2016
Department Chair	Dr. Jack Davis
Date Submitted	10/6/2016

1. SELF-STUDY

A. Five-Year Review Planning Goals

For purposes of national (CAEP) and state (CTC) accreditation, these two programs, like all programs in our PreK-12 Professional Education Unit, define goals/objectives biennially. Data are gathered every year. Every other year is an “Analytic Year,” in which two years of data are analyzed to determine Unit and Program improvement goals/objectives. The alternate year is an “Implementation Year,” in which program modifications are completed to meet the goals/objectives. 2015-2016 was an Analytic Year. The analysis has been completed; new goals/objectives will be defined in October.

The Special Education programs in Mild Moderate and Moderate Severe Disabilities follow a 2-year cycle of program planning in accordance with the California Commission on Teacher Credentialing (CTC). Our programs align CTC standards with program curriculum, student - learning outcomes, and program improvement plans via a Biennial Report.

B. Five year-Review Planning Goals Progress

The following are key points in the programs Cluster Improvement Plan

Moderate-Severe Disabilities:

Increased focus on management and logistical/organizational/resource competencies through additions to EPSY 6207 course (previously in LII) and corollary assignments paired with full time student teaching in the final quarter (EPSY 6880) will lead to evidence of candidates' improved skills in this area and to Exit Survey outcomes that mirror that improvement.

CTC Program Standard: Education Specialist Preliminary Standards: 2: Professional, Legal & Ethical Practices; 4: Communication & Collaborative Partnerships; 5: Assessment & Curriculum; and M-S Disabilities Standard 4: Assessment and Program Planning

CEAS Cluster Objective 14.1

Summary of Implementation to Date:

Changes implemented in response to Improvement Plan: The EPSY 6207 syllabus was redesigned first in 2015 to include increased concentration within course content on- and specific assignments related to- the logistical and resource management components of the standards above. In particular, a Case Management Toolkit now requires candidates to identify, critically evaluate, select and synthesize materials and resources related to key professional practices including:

Scheduling and management (paraprofessional supports, related services, etc.)

Plans for communication/collaboration with general education teacher colleagues

Evidence-based core curricular strategies and resources selection and use for intervention

Student self determination and person-centered transition (futures) planning

Strategies to develop and support Family partnerships

Professional development: for self and others

IEP goals/progress- monitoring, evaluation/assessment and grading, reporting.

The revised syllabus was fully implemented in Spring 2016 EPSY 6207, in the final quarter of student teaching/Internship.

Evidence to Document Changes:

1. Annual Curriculum Retreat Minutes, Summer 2014 and 2015: SPED Faculty Moderate-Severe Disabilities with University Supervisors and Instructors. Minutes to be shared on request.
2. Syllabus 6207 revised in part for Spring 2015 implementation, fully revised and implemented in Spring 2016. See Sharepoint syllabi links.
3. Candidate performance ratings on the Case Management Toolkit assignment as described above; June, 2016 completion.
4. Exit survey data Spring 2016 from credential "completers".
5. Candidate final performance evaluations (EPSY 6880 Final Signature assignment data) for their student teaching or Internship assigned placement, based on University Supervisor and Master Teacher/ Employee Mentor ratings using rubric and TPE-standards- based criteria, in discussion with the candidate.
6. Scores on the Paraprofessional Development Series Signature Assignment within EPSY 6129, Winter 2016.
7. Course evaluations (to come after Spring quarter, 2016.)

Data Sources: Multiple data sources were employed as noted above; however, one item, data from Spring 2016 course evaluation data (6207) are not yet available.

Summary of Achievement

1. The final quarter Case Management Tool Kit measure of selected resources and research-based strategies as well as implementation evidence across multiple *domains* (e.g. family-school engagement; differentiated curriculum across subject areas), worth up to 30 points of candidates' final course grades (in EPSY 6207) yielded a range of 28-30 points across candidates with 29.4 mean score.
2. The on-site Performance Evaluation (final Signature Assignment EPSY 6880) for Student Teaching/Internship yielded 2016 final average scores of 3.68 to 3.92 on a four point rubric scale, mean score 3.8. This was a slight increase over the 3.77 mean score in 2015.
3. The Paraprofessional Development Series collaborative group assignment yielded overall scores ranging from 3.71 to 3.93 with a mean overall score on the rubric of 3.82 in 2016, compared with 3.8 in 2015.
4. The 2016 Exit Survey Data from the candidates in Moderate –Severe Disabilities indicates that: 100% of his year's graduates rated their preparation from the program as excellent. Comments included: "It was an awesome program with lots of support. Interning is a stressful situation but this provides so much support as an Intern vs. a first year teacher (not intern)." " I would highly recommend this program to anyone considering being in the field." "This was an amazing program and I feel completely prepared for my first year or teaching. Our teachers were amazing!!!" All candidates (100%) rated their fieldworks and student teaching in the area of moderate-severe disabilities as excellent in terms of the quality of their university supervision and the Master Teachers.
5. Additionally, 100% rated themselves as well-prepared in areas such as: designing and providing individualized positive behavior intervention and support; collaborating with school personnel and families, and in providing instruction within general education in collaboration with their students' general education teachers. Areas where 87% to 93% felt well prepared (vs 'adequately prepared') included assistive technology –AAC (87%) and utilizing range of assessment tools and strategies to develop and implement individualized academic to functional skills instructional programs (survey items paraphrased here) (93%). Overall, candidates feel very well prepared. Areas for possible future emphasis

Explanation/discussion. Changes in syllabi and specific assignments, coupled with on-site required activities and changes in delivery of content and strategies within courses, has led to improvement in candidates' skills within the logistical-management domain.

Implications for future. This objective has been met. Possible future objectives may include an enriching the interdisciplinary focus further within coursework, that could be supported, for example, by involvement of school site team members (e.g. Speech Therapists, psychologists, social workers, etc.) as guest lecturers and in other roles within the program.

Mild Moderate Disabilities

Increased emphasis on systems of service delivery, use of data to create IEP's, case management, and collaboration with service providers during the fieldwork and student teaching experiences.

CTC Program Standards: Education Specialist Mild/Moderate Disabilities Standard 4: Effective Communication and Collaborative Partnerships; Program Standard 13: Curriculum and Instruction of Students with Disabilities; Program Standard 15: Field Experience in a Broad Range of Service Delivery Options; M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction; M/M Standard 6: Case Management

CEAS Cluster Objective 14.2

Summary of Implementation to Date:

The **EPSY 6860, 6862 and 6880** course syllabi were redesigned in 2014-15 and reviewed again for the 2015-2016 year to include increased concentration within the fieldwork experiences. Incorporated in the course syllabi were specific activities related to case management, data to write IEP's and collaboration with teachers, families and service providers. Among those elements included in the candidate's binders are:

Chronicle collaboration with general education, families and other service providers
Interview with the cooperating teacher that includes, but is not limited to the following:

- State mandated assessment at the school

- Transition for students moving to another level at the elementary school/middle school/high school/postsecondary

- Development of the schedule for delivery of services, case management including scheduling meetings, assessments, management of paraprofessionals

- Strategies employed for communication with teachers, parents, and other personnel

The content of **EPSY 6131** was revised to include identified focused sessions on:

- SEIS (special education information system for writing IEPs)

- Writing defensible IEPs

- Using data to write IEP goals for students at the secondary level (including CCSS)

- Using data to write IEP goals for students at the elementary level (including CCSS)

The content of **EPSY 6206** was revised to include additional case management.

The Case Management Toolkit requires candidates to identify, critically evaluate, select and synthesize materials and resources related to key professional practices including:

- Scheduling and management (IEP's, SST, 504 meetings, special education team meetings, daily-weekly schedules, instructional support, paraprofessionals)

- Plans for communication/collaboration with general education teacher colleagues

- Evidence-based core curricular strategies and resources selection and use for intervention

- Professional development: for self and others

- IEP goals/progress- monitoring, evaluation/assessment and grading, reporting.

Data Sources

CTC feedback on the Program Document that incorporated the changes in the response to the standards

Course evaluations for EPSY 6131

Supervisor and cooperating teacher of candidate performance (year 1 and year 2 candidates)

Minutes from Supervisor meetings (discussions of candidate performance)

Review of candidate portfolios (program completers, year 2 candidates)

Exit survey (from program completers)

Summary of Achievement

CTC approved the Program Document that incorporated the changes in response to the standards. The Program Document also incorporated the changes identified in the improvement plan: *Increased emphasis on systems of service delivery, use of data to create IEP's, case management, and collaboration with service providers during the fieldwork and student teaching experiences.*

Two data sources, final fieldwork evaluation (EPSY 6880) and the professional portfolio (EPSY 6670) provide a summative evaluation of candidate competence of the year 2 candidates completing the program in 2015.

EPSY 6880 The scores for candidates in the final fieldwork experience (EPSY 6880, year 2 candidates) increased, as 82% received all 4s. Candidates earning all 4s except for two areas where 3s were earned equaled 12%. Once candidate earned mostly 2s and 3s. He was the outlier for the group.

In 2016, the scores for candidates in the final fieldwork experience (EPSY 6880, year 2 candidates) increased, as 84% received all 4s. Candidates earning all 4s except for two areas where 3s were earned equaled 10%. Once candidate earned mostly 2s and 3s. He was the outlier for the group.

Candidate interviews indicated that fieldwork experiences (EPSY 6860, year 1, EPSY 6862, year 2 and 6880 year 2) were well structured and encompassed more than teaching. The candidates and cooperating teachers felt that the expectations were clear. Supervisors stated that having the fieldwork experiences structured to include communication and collaboration with general education teachers, families, paraprofessionals and other service providers, positive behavior intervention support, and the many facets of case management resulted in candidates being better prepared for specialist positions.

The data for the year 1 candidates presents only a preliminary review of candidate competence. The EPSY 6862 fieldwork experience is the first of four fieldwork experiences over the course of the program. For many the EPSY 6860 2 day a week fieldwork experience was interrupted by administration of the Smarter Balance Assessments and interrupted the work of the fieldwork candidates. All review of the fieldwork evaluation forms indicated that all candidates earned at least a 2 in the areas of TPE 13 Professional Growth (Program Standard 16; MM Standard 6), TPE 3 Interpretation and Use of Assessments (Program Standard 5; MM Standard 2) and TPE 9 Instructional Planning (Program Standards 3, 8, 13; MM Standards 3, 5).

In 2016 the first fieldwork experience was modified to accommodate for the interruptions caused by the Smarter Balanced Assessment and other end of the year activities. The two day a week participation was revised to read 'two days a week or the equivalent. Thus candidates could participate in fieldwork four mornings instead of two full days. Thus candidates were able to structure their fieldwork to better coordinate with the elements of the program.

EPSY 6670 All year 2 candidates complete the professional portfolio during the final quarter of the program. Data from the evaluation of the portfolios indicates that 89% received all 4's. One candidates earning all 4s except for 2 areas where 3s were earned. One candidate earned all 3s. Candidate reflections with respect to the evidence presented in the portfolio complemented the scores on the summative fieldwork evaluation form.

The **EPSY 6206** syllabus was revised to incorporate explicit case management skills. Candidates report that this information is essential to success in the field. They further state that this course should be moved to earlier in the program so that those who are interns have the benefit of the increased emphasis on case management. Candidates completed a toolkit focused on the many elements of case management.

The **EPSY 6131** course was revised to have dedicated class sessions to SEIS and writing defensible IEPs and writing IEPs that incorporate CCSS at the elementary and secondary levels. Results from an in class survey conducted at the end of the EPSY 6131 class spring 2016 indicated that the class sessions on SEIS and writing comprehensible IEPs were the most useful to the candidates. They state that since the IEP is at the foundation of service and content delivery, the earlier they have exposure to content related to the IEP the more time they will have to practice the content presented.

Explanation/discussion

The data document that the objectives of the program improvement plan were met. However, one must consider that candidates enter the Education Specialist Mild Moderate Disabilities program with various levels of competency and experience.

The impact of the changes in the program is greater for the TED/SPED candidates than for the SPED only candidates. SPED only candidates often enter the program with teaching experience.

The final fieldwork evaluation (EPSY 6880) and the content of the final portfolio (EPSY 6670), provides candidates with the opportunity to provide evidence in the form of artifacts and reflection to document the fact that they have met the program standards, TPEs and the CSTPs. Thus the final portfolio incorporates evidence of the program changes.

Implications for future

Now that the content of the program has been enhanced to include an emphasis on assessment, IEP development, case management and collaboration with other service providers the focus of program improvement will be to expand content and instructional strategies. Included in the program improvement process would be content and strategies related to multisensory reading instruction and adapting and adapting/modifying content for students with moderate disabilities.

C. Program Changes and Needs

The most pressing need for the Special Education Cluster is for tenure track faculty.

Between 2008 and 2016, tenured/tenure track special education faculty has declined from 5 to 2.0 due to un-replaced retirements. Currently the Special Education Cluster Faculty includes one full time faculty who is eligible for retirement (mild moderate disabilities) and two faculty in FERP status (moderate severe disabilities). In addition to the full Education Specialist Mild Moderate and Moderate Severe Disabilities Programs, the Special Education Cluster also offers the Autism Spectrum Disorders Added Authorization (stateside) and the Early Childhood Special Education Added Authorization (continuing education).

The lack of faculty impacts the time available for outreach including recruitment of new

candidates, establishment of partnerships with districts, collaboration with local IHE's in program development and candidate advisement. Currently adjunct faculty/lecturers teach the majority of the courses in the programs.

In 2014 the CTC significantly increased the requirements for supervision and support of all Intern teacher candidates, further stretching Special Education Program, Department and College resources. Due to the unique nature of special education services in the schools, Program Coordinators are now responsible for assignment of intern supervisors, documentation of intern activities to meet the intern requirements, and the development, implementation and evaluation of intern seminars. At this time most candidates in the second year of the program work as intern teachers.

Within the next year, new Commission on Teacher Credentialing program standards and candidate performance expectations for Education Specialist Programs will be released. Program faculty will be required to respond to the standards. As a part of the process, courses will require revision and new course sequences will be developed. Course content, fieldwork experiences, candidate assessments and program policies and procedures will need to be revised. Additional tenure track faculty are needed to carry out the aforementioned tasks as well as to build the programs.

A search is in progress for one tenure track faculty member with expertise in the areas of autism spectrum disorders, positive behavioral support, students with emotional disturbance and those students with significant disabilities. However additional faculty are needed to continue the programs . Additional faculty are needed to focus on program assessment and program development in addition to teaching in the program. One faculty member is needed to work program assessment and documentation who would be responding to the demands of the CTC and CAPE accreditation process including data collection and analysis, yearly reports to the Commission on Teaching Credentialing, CAPR and COBRA. An additional faculty member is needed to work in the area program coordination and advising, student teaching placements, supervisor assignments and evaluation and mentor teacher orientation and evaluation. This faculty would also be in the field developing relationships with school districts for student and intern teachers.

2. SUMMARY OF ASSESSMENT

A. Program Student Learning Outcomes

The Special Education Programs have two sets of Program Student Learning Outcomes:

(1) Four Program Student Learning Outcomes adopted by Program faculty for the Master of Science in Special Education Degree. The core of the Master's of Science Degree Program in Special Education is the set of courses required for the Education Specialist Mild Moderate or Moderate Severe Disabilities Credentials. These PSLOs are the same as the first four Unit Assessment Outcomes (UAOs) shared by all programs in our PreK-12 Professional Education Unit.

(2) For the credential programs, candidate (University student) performance expectations defined by the CTC Standards for Education Specialist Credentials.

(3) Program Student Learning Outcomes for the Masters of Science in Special Education/ Unit Assessment Outcomes 1-4

Our graduates will:

(1) Demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design and research-based programs to achieve equitable learning outcomes;

(2) Demonstrate the ability to create environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness;

(3) Work collaboratively with students, parents, and professional colleagues to achieve equitable learning outcomes and equitable environments;

(4) Know and demonstrate the content knowledge, pedagogical content knowledge and skills, and pedagogical and professional knowledge and skills, as defined by the California Commission on Teacher Credentialing [CTC] Standards for the Preliminary Education Specialist Credential; either Mild/Moderate or Moderate/Severe Disabilities.

CTC Standards

There are 16 standards shared by all Education Specialist Credential Programs, 6 specialty standards for the Mild Moderate Disabilities Preliminary Credential Program and 8 specialty standards for the Moderate Severe Disabilities Preliminary Credential Program that structure the programs.

*** Attached as Appendix A: Correlation (Curriculum) Map: ILOs and UAOs (MS Program PSLOs)

Alignment with University Learning Outcomes:

1. Graduates of CSUEB will be able to **think critically and creatively** and apply analytical and quantitative reasoning to address complex challenges and everyday problems

Assessment on CTC Standards and Unit Assessment Outcomes (UAO) corresponds with ILO:
For Moderate Severe Disabilities Candidates: Signature Assignments (SA) in EPSY 5136: Program Evaluation; Student Assessment 6142; Functional Behavioral Analysis and Intervention Plan-6143; Instructional Program Implementation-6137/6860;

For Mild Moderate Disabilities Candidates: Mid Moderate Portfolio Sections: Educating Diverse Learners, Positive Learning Environments, Effective Instruction (planning), Implementing Effective Instruction, Assessing Learning, Professional Practices and Fieldwork. Additional evidence is presented as a part of the fieldwork evaluations forms for all fieldwork experiences. Data is collected and reported for EPSY 6880 (8), the final fieldwork experience.

Special Education Master's candidates complete a Department or University Thesis. These culminating activities are designed, conducted and written over the course of the year and evaluate using Master's of Science Thesis rubric.

2. Graduates of CSUEB will be able to **communicate** ideas, perspectives, and values clearly and persuasively while listening openly to others

UAOS 3, 4,6; CTC standards correspond: Graduates successfully complete six quarters student teaching -two years, collaborate with General and Special Education Teachers and other professionals in a range of elementary/secondary schools in diverse districts across Bay Area (SA 6860/6880 above); Group collaborative projects occur in multiple courses i.e. SA -EPSY 6129 for professional development; 6137;Assessment (6142) and the evidence needed to meet the requirements for the EPSY 6670 portfolio require collaboration/communication skills.

3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote **equity and social justice in our communities**

UAOs 1,2,3,6-7 and CTC standards as noted-All graduates complete PACT for California Teachers demonstrating CTC standards and CEAS/EPSY social justice mission with English Learners and across diverse populations including those with disabilities; must demonstrate ILO in context of >1000 hours student teaching/internships in special/general education.

4. Graduates of CSUEB will be able to **work collaboratively** and respectfully as members and leaders of diverse teams and communities.

See above re ILO 2 and 3: UAO 3/CTC Collaboration standards are assessed through, for example, SA 6129; comprehensive student teaching CSUEB supervisor evaluations for 6860/6862/6880 and in Internships 6770, Team assignments e.g. SA 6137 Behavior Analysis and Plan; all SA Student Assessments 6142; 6206/07 Case Management /Professional Practice team assignments and in ongoing course groupwork in person and virtually, and the selection of specific evidence needed to meet the requirements for the EPSY 6670

5. Graduates of CSUEB will be able to **act responsibly and sustainably** at local, national, and global levels

UAO 1-4.7, CTC standards correspond: Graduates complete Special Education Law-Program Design 5126 with analysis of individual student programs (IEP) and design IEPs to ensure alignment with law and equity as well as evidence-based practices use; work as change agents within schools, demonstrated by graduate data; fulfill hundreds of unpaid service hours as student teachers; complete e.g. Service Learning assignment-6130.

6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a **specialized discipline of study**.

UAOs 4,6 and all CTC standards correspond: Credential Graduates demonstrate through PACT and SPED Signature Assignments above, (majority of which Masters-only students complete along with their Thesis); all course assignments and exams, RICA statewide Reading Instruction assessment; Mastery score on final student teaching evaluations (6880); Masters-only candidates (not completing credentials) successfully complete at least one quarter of fieldwork or student teaching at the K-16 levels

B. Program Student Learning Outcomes Assessed

As listed under 1.B, the 2014-15, Goal for the CIP for candidates in Moderate-Severe Disabilities was:

Increased focus on management and logistical/organizational/resource competencies through addition of EPSY 6207 course (previously part of former Level II credential) and corollary assignments paired with full time student teaching in the final quarter. Assessed June 15: Data Source: 1-Completer surveys and 2-6207 ToolKit Assignment 2 Scores.

Please see attached Completer Survey Data Part 1 and 2 in separate pdf format.

As listed above under 1.B the 2014-15, Goal for the CIP in Mild-Moderate disabilities was:

Increased emphasis on systems of service delivery, use of data to create IEP's, case management, and collaboration with service providers during the fieldwork and student teaching experiences.

C. Summary of Assessment of Process

Goal 14.1: Education Specialist Credential Cluster (MS Disabilities)

All graduating candidates in MS Disabilities received the Completer Surveys through an announced link on their Blackboard course page, as is the process with each of the five Signature Assignments as well. Candidates opened the link and completed the questions with online submission. Data from Source 1 the graduating candidate "completer" surveys, were analyzed by the College Assessment Team and are in an attached pdf in Appendix B. Data from Source 2 are being obtained from evaluation by the Instructor (Cynthia Sawchuck) for the 6207 Case Management Toolkit Assignment, Two. Scores on this comprehensive individual resource and

strategy **Toolkit for Case Management**, worth 30 points of the 100 possible for the course grade, In the first assessment of the 2014 completers given initial syllabus and course revisions scores ranged from 26 to 30 with a mean score of 28. (N=10).

Goal 14. 2: (MM Disabilities) Education Specialist Credential Cluster Objective 14.2 (MM Disabilities)

Data source: Examination of syllabi and candidate work/outcomes for EPSY 6860, 6862, 6880

To be completed: June 2015 and then in June 2016.

As noted under B above, Goal 14.2 involved significant examination, revision and implementation of revised course-fieldwork syllabi, with results to be available June 2015 and again June 2016.

As the attached document (Appendix B: Signature Assignments in SPED) indicates with the two tables, both Education Specialist credential programs contain four-six Signature Assignments (SAs) requiring synthesis/application/analysis employing knowledge/skills across multiple credential standards (PSLOs) and performance competencies, scored with rubrics provided in advance to candidates, and embedded in coursework and/or student teaching, in areas, including: site-based services analysis/evaluation, a comprehensive positive behavior support assessment, plan and implementation; student teaching mastery across standards domains; collaborative paraprofessional development design and implementation. Overall, average scores across SAs with candidates across programs are 'satisfactory-demonstrates competence' (3.5) to 'exceeds target' (above 3.5) range. Exit and graduate survey data further validate program rigor with teachers indicating how well the program prepared them for their complex, collaborative, individualized instructional role with students with disabilities

D. Summary of Assessment Results

Appendix B Signature Assignment Tables and Completer Survey data for Goal 14.1 follow in separate docs.

3. Statistical Data

Planning and Institutional Research produce program statistics annually in standard format. These statistics will be attached to the Annual Report of the Program Unit. This statistical document is expected to be approximately one page long and will contain the same data as required for the five-year review including student demographics of majors, student level of majors (e.g. Juniors, Seniors), faculty and academic allocation, and course data. This section includes the following

- a) Student demographics of majors
- b) Degrees Conferred by the program
- c) SFR's by discipline
- d) Course History data

Appendix A:

Curriculum Maps: PSLOs, ILOs, UAOs

Please also see Appendix B

Assessment Tables and Narrative ALSO ATTACHED

Education Specialist Moderate-Severe Disabilities Programs Courses and Standards

Courses with a * are core courses for both candidates in Mild Moderate and Moderate Severe candidates. Course with a + are part of the Autism Added Authorization. Fieldwork courses are 4 units; EPSY 6880 is taken twice, once for 4 units and again for 8 units of final FT student teaching. EPSY 6999 is 2 units and is taken each quarter, except for the initial summer quarter. 6770 is Intern supervision occurring every quarter that the candidate is hired as an Education Specialist Intern.

SPED/EP SY CRED COURSES	5021 *	5136	5126 *	6120 *	6124 +*	6129 *	6137	6140	6142	6141 +*	6143 +*	6207	6671	6860	6862	6880	6999	6770 Intern only	AD D MS TR CO	6023 * Res	691 Uni The s
CTC STD																					
1																					
2. ProfLeg	X	X	X		X	X	X				X	X	X	X	X	X	X	X			
3 DIV	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X			
4 ComColl	X	X		X		X	X		X	X	X	X	X	X	X	X	X	X			
5 Assess	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X			
6 Tech	X		X		X		X	X	X	X		X	X	X	X	X	X	X			
7 Trans	X	X	X			X		X	X		X	X	X					X			
8 IEPs	X		X			X		X	X		X	X	X			X	X	X			
9 ELA		X				X	X	X	X				X		X	X	X	X			
10 ELL					X	X		X		X			X		X	X	X	X			
11 Tpc/A	X	X					X						X				X	X			
12 Behav	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X			
13 C&I		X	X	X	X		X	X	X	X		X	X	X	X	X	X	X			
14 Health	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X			
15 Field													X	X	X	X		X			
16 Assess	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
M/S STD																					
1 Char	X	X	X		X		X	X	X	X	X	X	X	X	X	X					
2 Comm	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X			
3 Soc Sk	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X			
4. AsC&I	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X			
5. Mob		X					X	X	X			X	X	X	X	X	X	X			
6. PBS	X	X	X				X	X	X	X	X	X	X	X	X	X		X			
7. Trans	X	X	X			X		X		X		X	X	X	X	X		X			
8. AAC-AT	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X			
ILO	See also PFD report																				
TR	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
COM	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X

DIV	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
COL	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
SUS	X		X	X		X	X					X	X	X	X	X	X	X			X
SED	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
UAO	See also PFD report																				
1.EquLO	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
2.EqEnv	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
3.Collab	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
4.KSProf Disp	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
6. FieldExp	X	X										X	X	X	X	X		X			

Education Specialist Mild Moderate Disabilities Programs Courses and Standards

Courses with a * are core courses for Mild Moderate and Moderate Severe candidates. Course with a + are part of the Autism Added Authorization. Fieldwork courses are 4 units; EPSY 6880 is taken twice, once for 4 units and again for 8 units. EPSY 6999 is 2 units and is taken each quarter, except for the initial summer quarter.

EPSY CRED COURSES	5021 *	5125	5126 *	6120 *	6124 +	6127	6129 *	6131	6133	6134	6141 +	6143 +	6206	6670	6860	6862	6880	6999	ADD MSTR COURSES	6023 *	6021	
CTC STD																						
1														X				X				
2.	X		X					X					X	X				X				
3	X	X			X	X								X				X				
4				X		X	X	X					X	X	X			X				
5						X		X		X				X				X				
6					X									X				X				
7	X	X	X				X			X				X				X				
8			X				X							X				X				
9		X							X	X				X				X				
10														X				X				
11	X	X						X						X				X				
12						X		X			X	X		X				X				
13		X				X		X	X	X				X				X				
14	X					X	X						X	X								
15														X				X				
16	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
M/M STD																						
1		X				X		X	X	X			X	X	X	X	X	X				
2								X		X				X	X	X	X	X				
3		X							X	X			X	X				X				
4.		X				X				X				X				X				
5.								X	X	X				X				X				
6.		X	X					X		X			X	X	X	X	X	X				
ILO																						
TR	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X
COM	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X
DIV	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X
COL	X		X	X			X	X		X	X	X		X	X	X	X	X				X
SUS	X			X			X	X					X	X	X	X	X	X				X
SED	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X
UAO																						
1.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X
2.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X
3.	X		X	X			X	X		X	X	X		X	X	X	X	X				X
4.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X

Matrix of TED Courses and Education Specialist Standards

TED/COURSES	TED 5352	TED 5355	TED 5356	TED 5357	TED 5360	TED 5366	TED/COURSES	TED 5352	TED 5355	TED 5356	TED 5357	TED 5360	TED 5366
PROG.STANDARDS													
1 Program Design, Rationale & Coordination							15 Field Experience in a Broad Range of Service Delivery Options						
2. Professional, Legal and Ethical Practices							16. Assessment of Candidate Competence	X	X	X	X	X	X
3 Educating Diverse Learners		X				X							
4 Communication & Collaboration													
5 Assessment	X				X		<i>Mild Moderate Disabilities Standards</i>						
6 Using Educational and Assistive Technology							1 Characteristics of Students with Mild Moderate Disabilities						
7 Transition and Transitional Planning							2 Assessment and Evaluation of Students with Mild Moderate Disabilities						
8 Participating in IFSP/IEP and Post-Secondary Transition Planning							3 Planning and Implementing MM Curriculum and Instruction						
9 Preparation to Teach Reading /Language Arts	X		X		X		4. Positive Behavior Support						
10 Preparation to Teach English Learners		X				X	5. Specific Strategies for Students with Mild						

Degrees Conferred

Special Education		CY10-11				CY11-12				CY12-13				CY13-14				CY14-15			
		Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total				
		Bccalau reate	Master	Ed Doctor		Bccalaur eate	Master	Ed Doctor		Bccalau reate	Master	Ed Doctor		Bccalaur eate	Master	Ed Doctor		Bccalaur eate	Master	Ed Doctor	
Female	Black, non-Hispanic																				
	American Indian or Alaska Native																1	1			
	Asian		2		2									1		1					
	Hawaiian/Other Pacific Island																				
	Hispanic					5		5	1		1										
	White		6		6	7		7	4		4			3		3		2	2		
	Multiple ethnicity		1		1					2		2									
	Race/ethnicity unknown					2		2	4		4			1		1		2	2		
	Nonresident aliens																				
Male	Black, non-Hispanic		1		1	1		1													
	American Indian or Alaska Native																				
	Asian																				
	Hawaiian/Other Pacific Island																				
	Hispanic		1		1																
	White					1		1					1		1						
	Multiple ethnicity																				
	Race/ethnicity unknown													1		1		1	1		
	Nonresident aliens																				
Total	Black, non-Hispanic		1		1	1		1													
	American Indian or Alaska Native																1	1			
	Asian		2		2									1		1					
	Hawaiian/Other Pacific Island																				
	Hispanic		1		1	5		5	1		1										
	White		6		6	8		8	4		4			4		4		2	2		
	Multiple ethnicity		1		1					2		2									
	Race/ethnicity unknown					2		2	4		4			2		2		3	3		
	Nonresident aliens																				

**Course History Table 10.1c
California State University, East Bay
COURSE HISTORY
By Quarter from Summer 2011 through Spring 2016**

EPSY

		Summer					Fall					Winter					Spring				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Lower Division	Number Sections	.	1.0	1.0	.	.	1.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
	Total Enrollment	.	23	26	.	.	39	56	56	54	77	30	63	64	82	79	61	71	71	61	81
	Avg Section Size	.	23.0	26.0	.	.	39.0	28.0	28.0	27.0	38.5	30.0	31.5	32.0	41.0	39.5	30.5	35.5	35.5	30.5	40.5
Upper Division	Number Sections	.	.	.	.	.	.	.	.	1.0	.	.	.	.	1.0	.	.	.	.	.	1.0
	Total Enrollment	.	.	.	.	.	.	.	.	37	.	.	.	.	28	.	.	.	.	.	26
	Avg Section Size	.	.	.	.	.	.	.	.	37.0	.	.	.	.	28.0	.	.	.	.	.	26.0
Undergraduate	Number Sections	.	1.0	1.0	.	.	1.0	2.0	2.0	2.0	3.0	1.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0
	Total Enrollment	.	23	26	.	.	39	56	56	54	114	30	63	64	82	107	61	71	71	61	107
	Avg Section Size	.	23.0	26.0	.	.	39.0	28.0	28.0	27.0	38.0	30.0	31.5	32.0	41.0	35.7	30.5	35.5	35.5	30.5	35.7
Graduate	Number Sections	2.0	4.0	5.0	2.0	2.0	80.0	66.0	66.0	62.0	59.0	69.0	65.0	58.0	58.0	58.0	63.0	64.0	66.0	64.0	66.0
	Total Enrollment	82	100	105	58	60	1,144	1,126	1,098	990	988	1,170	1,202	1,026	966	974	1,035	1,043	965	957	944
	Avg Section Size	41.0	25.0	26.0	29.0	30.0	17.2	20.9	21.0	19.1	19.7	22.0	22.9	22.3	20.2	20.5	21.0	20.3	18.6	17.7	18.0
DISCIPLINE TOTAL	Number Sections	2.0	5.0	6.0	2.0	2.0	81.0	68.0	68.0	64.0	62.0	70.0	67.0	60.0	60.0	61.0	65.0	66.0	68.0	66.0	69.0
	Total Enrollment	82	123	131	58	60	1,183	1,182	1,154	1,044	1,102	1,200	1,265	1,090	1,048	1,081	1,096	1,114	1,036	1,018	1,051
	Avg Section Size	41.0	24.6	26.0	29.0	30.0	17.5	21.2	21.3	19.4	20.9	22.1	23.3	22.7	21.1	21.5	21.4	20.9	19.4	18.2	19.1

**Academic Program Review SFR Table-Subject
California State University, East Bay
SFR BY COURSE LEVEL: TERM-FULL-TIME EQUIVALENT STUDENTS/ALL
FACULY AND LECTURERS
Fall 2011, 2012, 2013, 2014, and 2015**

		Total SCU					term_ftes					term_ftef					term_sfr				
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
EPSY	Tenured & Tenure Track	3074	2702	2103	1733	1655	247.93	217.18	170.92	138.07	134.62	10.59	9.93	9.2	6.88	6.12	23.4	21.88	18.58	20.07	21.99
	Lecturer	964	1065	1265	1309	1489	73.75	80.03	95.62	103.05	113.55	5.67	3.24	4.09	4.84	5.36	13.01	24.72	23.4	21.29	21.2
	Lower Division	156	192	174	174	240	10.4	12.8	11.6	11.6	16	0.27	0.4	0.4	0.4	0.4	38.95	32	29.07	29.07	40
	Upper Division	.	.	.	.	148	.	.	.	.	9.87	.	.	.	.	0.27	.	.	.	.	36.95
	Graduate	3882	3575	3194	2868	2756	311.28	284.42	254.93	229.52	222.3	16	12.76	12.89	11.32	10.81	19.46	22.28	19.78	20.27	20.56
	Total	4038	3767	3368	3042	3144	321.68	297.22	266.53	241.12	248.17	16.26	13.16	13.29	11.72	11.48	19.78	22.58	20.06	20.57	21.62