



ANNUAL PROGRAM REPORT

College	College of Education and Allied Studies
Department	Educational Psychology
Program	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	2016-2017
Last 5-Year Review	2010-2011
Next 5-Year Review	2019-2020
Department Chair	Dr. Jack Davis
Date Submitted	10/23/1027

I. SELF-STUDY (*suggested length of 1-3 pages*)

A. FIVE YEAR REVIEW PLANNING GOALS

The Special Education Cluster consists post-baccalaureate programs, credential and master's programs with authorizations (credential) or options (master's) in Mild Moderate or Moderate Severe Disabilities. Candidates may complete the fieldwork experiences as student teachers or intern teachers

(teachers of record).

For purposes of 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.

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.

Present your planning goals from your last 5-year plan.

Most recent planning goals are presented below:

Moderate Severe Disabilities: Increased focus on management and logistical/organizational/resource competencies through additions to EPSY 6207 course 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

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/intern 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

B PROGRESS TOWARD FIVE-YEAR REVIEW PLANNING GOALS

The Mild Moderate and Moderate Severe Disabilities Programs met their five year goals. Permanent faculty, lectures and adjunct faculty identified the salient elements of each goal and instituted a process to make revisions in course syllabi. Another meeting in spring 2016 resulted in minor revisions. Course faculty and fieldwork supervisors monitored candidate performance.

Moderate Severe Disabilities: The **EPSY 6207** syllabus was redesigned first in 2015; minor adjustments were made in 2016 and 2017 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, grading and reporting.

The revised syllabus was fully implemented in Spring 2016 and 2017, in the final quarter of student teaching/Internship (EPSY 6880/6770). 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.

Mild Moderate Disabilities

The **EPSY 6860, 6862 and 6880** course syllabi were redesigned in 2014-15 and reviewed again resulting in minor revisions for the 2015-2016 and 2016-2017 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 elements such as: state mandated assessment at the school, transition for students moving to another level at the elementary school/middle school/high school/postsecondary, schedule for delivery of services, case management including scheduling meetings, assessments, management of paraprofessionals, 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 elementary and secondary levels (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, communication/collaboration with general education teacher colleagues, evidence-based core curricular strategies and resources selection and use for intervention, IEP goals/progress- monitoring, evaluation/assessment and grading, reporting and professional development: for self and others.

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 will be content and strategies related to multisensory reading instruction (**EPSY 6134**) and adapting and adapting/modifying content for students with moderate disabilities (**EPSY 6133**).

For the 2017-2018 year the SPED program cluster received ECL funds to enrich 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.) or community service representatives as guest lecturers and in other roles within the program. In addition the ECL funds will provide for experts in specialized topics to share their knowledge relating to the goals as presented in the SPED programs.

C. PROGRAM CHANGES AND NEEDS

Overview: The Education Specialist Programs at CSUEB provide for candidates to earn the Education Specialist Credential with an authorization in Mild Moderate or Moderate Severe Disabilities. Candidates may continue for a third year and complete the final courses for the Master's in Special Education.

The foundation for the Education Specialist Programs at CSUEB is that special education teachers should be prepared to teach students across all models of instruction and the delivery of services. As a result, it is policy that candidates entering the Education Specialist programs have preparation in the areas of general education and special education. Thus candidates without a general education credential enter the program through the dual credential TED/SPED program where they earn the Education Specialist and the Multiple Subjects Credentials. Candidates who hold a general education credential at the time of entry enter as a SPED only candidate and earn the Education Specialist Credential. Candidates may continue for a third year of study and earn the MS in Special Education Degree.

Curriculum: The foundation for the program consists of the best practices in the field. The curriculum for the program is comprehensive in terms of depth and breadth and is designed for candidates to meet the CTC program and authorization specific standards. Coursework and fieldwork occur concurrently. Thus candidates apply content from the courses in fieldwork and intern settings. The program is 67-71 quarter units in length over six quarter of study. In addition candidates complete an addition 2 unit seminar class each quarter for another 12 units. The program structure will change when the university moves to the semester schedule.

Students: Enrollment in the program fluctuates from year to year. Since TED/SPED candidates are not able to work during the first year of the program, candidates must be able to support themselves through the first year. Recently candidates holding general credentials, SPED only candidates, have secured special education positions in local districts and have returned to CSUEB for an Education Specialist Credential.

Faculty: The most pressing need for the Special Education Cluster (SPED) is for tenure track faculty. 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).

Between 2008 and 2016, tenured/tenure track special education faculty declined from 5.0 to 2.0 due to un-replaced retirements. Spring 2017 brought the retirement of two faculty members in the FERP status. One new faculty was hired and began her tenure fall 2017. The SPED faculty now stands at two: one faculty eligible for retirement and one new faculty.

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 and supervise candidates in intern, fieldwork and student teaching placements.

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 and mentoring 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.

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 faculty members are needed to carry out the aforementioned tasks as well as to build the programs. A faculty position is needed to focus on program assessment and program development in addition to teaching in the program. Another faculty member is needed to work program assessment and documentation and to respond to the demands of the CTC 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 recruitment, 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.

Staff: Centralized administrative and credential staff support the programs. Additional staff could provide

Resources: A secure space is needed for the storage of curriculum materials and assessment instruments that students will check out and apply in their student teaching and internships. With the emphasis on student achievement of content related to the Common Core State Standards, additional resources are needed to purchase materials and formal assessments for instructors to demonstrate and model use of during class sessions and then for candidates to use in their placements.

Assessment: see above

Other: (e.g., major program modifications)

II. **SUMMARY OF ASSESSMENT** (suggested length of 1-2 pages)

A. **Program Learning Outcomes (PLO)**

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/EPYSY 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 and service providers.

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.

Fieldwork Evaluation (MS) 2016-17

Location	Delivery Model (n=8)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 5)	5	0	0	0	3.74
Hayward	Intern Teaching (n = 3)	3	0	0	0	3.80

Fieldwork Evaluation (MS) 2014-15

Location	Delivery Model (n=5)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 5)	5	0	0	0	3.69

Final Student Teaching (MS) 2015-16

Location	Delivery Model (n=5)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score

Hayward	Student Teaching (n = 3)	3	0	0	0	3.68
Hayward	Intern Teaching (n = 2)	2	0	0	0	3.92

Final Student Teaching (MS) 2014-15

Location	Delivery Model (n=5)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 5)	5	0	0	0	3.77

Final Student Teaching (MS) 2013-14

Location	Delivery Model (n=11)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 6)	6	0	0	0	3.94
Hayward	Intern Teaching (n = 5)	5	0	0	0	3.86

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.

Final Fieldwork Evaluation (MM) 2016-17

Location	Delivery Model (n=20)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 8)	5	1	2	0	3.43
Hayward	Intern Teaching (n = 11)	11	0	0	0	4.00
Hayward	(n = 1)	1	0	0	0	4.00

Final Fieldwork Evaluation(MM) 2015-16

Location	Delivery Model (n=16)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 7)	6	0	1	0	3.67
Hayward	Intern Teaching (n = 9)	9	0	0	0	3.96

Final Fieldwork Evaluation (MM) 2014-15

Location	Delivery Model (n=12)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 9)	9	0	0	0	3.73
Hayward	Intern Teaching (n = 3)	3	0	0	0	3.99

Professional Portfolio (MM) 2016-17

Location	Delivery Model (n=20)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 7)	5	1	1	0	3.59
Hayward	Intern Teaching (n = 13)	13	0	0	0	4.00

Professional Portfolio (MM) 2015-16

Location	Delivery Model (n=17)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 7)	6	1	0	0	3.80
Hayward	Intern Teaching (n = 10)	10	0	0	0	4.00

Professional Portfolio (MM) 2014-15

Location	Delivery Model (n=12)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 9)	9	0	0	0	3.91
Hayward	Intern Teaching (n = 3)	3	0	0	0	3.99

D. OTHER ASSESSMENT RESULTS

A. Summary of Assessment Process

Additional assessments were completed by **both** the Education Specialist Mild Moderate and Moderate Severe Disabilities and Mild Moderate Disabilities Candidates as **Signature Assignments** in both courses.

B. Summary of Assessment Results

Positive Behavior Support Plan is a signature Assignment for EPSY 6143 Schoolwide and Individual Positive Behavior Support.

Pos Behavior Support (MM/MS) 2016-17

Location	Delivery Model (n=21)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 7)	7	0	0	0	3.90
Hayward	Intern Teaching (n = 14)	14	0	0	0	3.89

Pos Behavior Support (MM/MS) 2015-16

Location	Delivery Model (n=23)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 10)	9	1	0	0	3.73
Hayward	Intern Teaching (n = 12)	12	0	0	0	3.70
Hayward	(n = 1)	1	0	0	0	4.00

Pos Behavior Support (MM/MS) 2014-15

Location	Delivery Model (n=19)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 13)	13	0	0	0	3.75
Hayward	Intern Teaching (n = 3)	3	0	0	0	3.76
Hayward	(n = 3)	3	0	0	0	3.87

Pos Behavior Support (MM/MS) 2013-14

Location	Delivery Model (n=26)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 16)	16	0	0	0	3.87
Hayward	Intern Teaching (n = 9)	9	0	0	0	3.87
	(n = 1)	1	0	0	0	4.00

Pos Behavior Support (MM/MS) 2012-13

Location	Delivery Model (n=33)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 15)	13	2	0	0	3.78
Hayward	Intern Teaching (n = 15)	14	1	0	0	3.74
Hayward	(n = 2)	2	0	0	0	3.64
	(n = 1)	1	0	0	0	4.00

The Paraprofessional Development Signature assignment is completed in EPSY 6129 Advanced Collaboration, Transition and Professional Development.

Paraprof Development (MM/MS) 2016-17

Location	Delivery Model (n=22)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 8)	8	0	0	0	3.82
Hayward	Intern Teaching (n = 14)	14	0	0	0	3.70

Paraprof Development (MM/MS) 2015-16

Location	Delivery Model (n=22)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 9)	6	3	0	0	3.63
Hayward	Intern Teaching (n = 12)	11	1	0	0	3.74
Hayward	(n = 1)	1	0	0	0	3.81

Paraprof Development (MM/MS) 2014-15

Location	Delivery Model (n=20)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 15)	15	0	0	0	3.81
Hayward	Intern Teaching (n = 3)	3	0	0	0	3.68
Hayward	(n = 2)	2	0	0	0	3.93

Paraprof Development (MM/MS) 2013-14

Location	Delivery Model (n=25)	Top Quartile	Second Quartile	Third Quartile	Bottom Quartile	Mean Score
Hayward	Student Teaching (n = 15)	15	0	0	0	3.89
Hayward	Intern Teaching (n = 9)	9	0	0	0	3.81
Hayward	(n = 1)	1	0	0	0	4.00

C. Main Findings:

Recommendations for Program Improvement: None needed with respect to the objectives measures by the Signature Assignments. The programs will continue to evaluate candidate performance in classwork and in the field. As the programs move to the semester format, the placement of data points and the content collected will change.

Next Step(s) for Closing the Loop: None needed. New targets for program improvement will be based this year. In addition the CEAS unit adopted Unit Improvement Objectives that were linked to UAOs. Unit Improvement Objective 16-1 All University supervisors will observe and/or support their candidates at a level consistent with the relevant program policy. UAO-16-6: Course of Study, Fieldwork and Clinical Practice (CTC Common Standard 3) 2. Unit Improvement

Objective 16-2 Each program will: (a) identify categories of California's population that are currently underrepresented in the program; and (b) develop and implement a plan to recruit and admit candidates from those underrepresented categories. UAO-16-5: Candidate Recruitment and Support (CTC Common Standard 2)

Data from surveys completed June 2017 indicated that the supervisors for The Education Specialist Mild Moderate and Moderate Severe Disabilities exceeded the number of required visits to the credential candidates.

Other Reflections: The move to semesters will bring major changes to the Special Education Cluster. All candidates will enter as Graduate Students. Thus there will be no change from credential status to graduate status. Through application of the transformation model of program development, significant changes in the Education Specialist Mild Moderate and Moderate Severe Disabilities Credential Programs and the Master's in Special Education program. Courses were combined to reduce redundancy. Candidates will complete a common trunk of courses and then will have courses in their area of specialization. Since all of the courses except for one will be at the 600 level candidates will complete the credential and the master's coursework and fieldwork at the same time. The master's final project will be completed in conjunction with the research and competency requirement for the credentials.

D. Assessment Plans for Next Year

The Special Education Cluster plans on continuing the assessments from the prior year. Since the program will appear in a significantly different form under semesters, new assessments will be developed to align with the transformed program. Once the semester program is in place faculty and advisory board members will review the program content and select new goals for the 2018-2019 year. New assessment activities will be incorporated into semester based courses.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Notable Trends:

The most notable trend with respect to the programs in the Special Education Cluster is the fluctuation in the numbers of candidates enrolled from year to year. Due to prior years of low enrollment, there were no admissions in to the Education Specialist Moderate Severe Disabilities program for the 2015-2016 academic year. Admission into the Mild Moderate Disabilities Program continued for the 2015-2016 year. Both programs admitted candidates into their respective programs for the 2016-2017 year and will continue to do so.

Enrollment in the Education Specialist programs continues to fluctuate from year to year. The number of candidates entering the program through the TED/SPED pathway range from a high of 40 candidates to a low of 10 candidates. Individuals entering the programs as SPED only candidates range from a high of 30 to a low of 10. The Mild Moderate Disabilities Credential Program continues to have more candidates than the Moderate Severe Disabilities Program.

Discussion has taken place as to changes in the program admission requirements to stabilize enrollment and increase the number of candidates, however any action has been delayed until the Commission on Teacher Credentialing adopts a new credentialing structure. The new credentialing structure is to be adopted within the year. (A change in admission requirements would necessitate a change in the coursework required and fieldwork experiences.)

A majority of Education Specialist Mild Moderate Disabilities program completers have continued for a third year of study for the Master's Degree in Special Education. Candidates who do not continue often have master's degrees in other subjects.

Reflections on Trends and Program Statistics:

In an effort to increase enrollment program enrollment, outreach has been made to local school districts to recruit candidates who hold general education credentials and are teaching in special education programs. These candidates are eligible for internships and can work as teachers throughout the program. The new semester based program will enable candidates to complete the credential and master's work at the same time. Thus at the end of the two year program candidates will be recommended for the credential and will earn the master's degree. It is anticipated that the two year credential/master's program will make CSUEB's program competitive with other programs in the Bay Area.

D. Request for Resources *(suggested length of 1 page)*

1. Request for Tenure-Track Hires

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

Between 2008 and 2016, tenured/tenure track special education faculty declined from 5.0 to 2.0 due to un-replaced retirements. Spring 2017 brought the retirement of two faculty in the FERP status. One new faculty was hired and began her tenure fall 2017. The SPED faculty now stands at two: one faculty eligible for retirement and one new faculty, an assistant professor.

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.

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.

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 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.

New faculty hires could be at the Assistant or Associate Professor level. Since the duties of the new faculty would include program coordination, fieldwork placement, mentoring of supervisors, outreach, document preparation, development of new programs a request for faculty at the Associate Level is warranted.

2. Request for Other Resources

With the emphasis on student achievement of content related to the Common Core State Standards, additional resources are needed to purchase materials and assessments for candidate use in fieldwork and intern placements. A secure space is needed for the storage of curriculum materials and assessment instruments that students will check out and apply in their student teaching and internships.

Education Specialist Moderate-Severe Disabilities Programs Courses and Standards, ILOs, UAOs

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	ADD MSTR COURSE:	6023	691	
	*		*	*	+	*				+	+							Intern only		* Res	Uni The	
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	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				
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 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	X	
COL	X	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 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	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				

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EPSY CRED	5021	5125	5126	6120	6124	6127	6129	6131	6133	6134	6141	6143	6206	6670	6860	6862	6880	6999	ADD MSTR	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			

