

COLLEGE OF EDUCATION AND ALLIED STUDIES
Department of Educational Psychology

Education Specialist Mild/Moderate (MM) and Moderate-Severe (MS) Disabilities
Credential & Masters Degree Programs in Special Education

Committee on Academic Planning and Review (CAPR) Annual Report

May 31, 2012

1.0 PROGRAM STATUS

(A) Significant curricular changes in the programs' course and fieldwork sequences and structure, as well as in some course content have occurred in both the Education Specialist Mild-Moderate and Moderate-Severe Disabilities Credential and Masters programs, mainly as a result of revised credential standards from the CA Commission on Teacher Credentialing (CTC). Both credential programs moved from a two-tiered preliminary/advanced configuration (Levels 1,2) to single level preliminary programs, with future professional level credentialing occurring within candidates' employer school districts. Our addition of the 4-course Autism Spectrum Disorder (ASD) Authorization was approved by CTC for the revised Mild- Moderate Disabilities programs, which had not included this area in prior standards. This authorization is now a requirement for any Education Specialist and is offered as well to candidates completing their Level 2 credentials/Masters degrees, and to working teachers as a stand-alone component. Since the initial credential programs are 7 quarters in length, faculty are operating both the 2011 entry Preliminary cohort in both disability areas, and the final Level 1-2 cohort (entry Summer 2010). The 2010 entry group has just completed Level 1; the Level 2 program will continue for another year so that candidates may complete licensing requirements. Masters programs were also redesigned as a combination of the new Preliminary program plus the Research component and added 'electives'.

(B) Resource changes. Second sections of courses eliminated and over 35 in many credential courses; 40+ in Masters Research class. Courses offered once a year with the exception of one class. Coordinators are responsible for recruitment, entry for all new candidates; collaboration in admission of all TED SPED candidates; individual/group advising sessions, evaluation of candidate records prior to credential recommendations, Major Checks for all Masters, ongoing thesis work, document and report preparation, etc. Special Education Internship coordination units were cut; 1 unit/quarter is funded now by the Internship grant for work with 27 LEAs.

(C) Faculty retirements/move to FERP. Two of 5 tenured faculty retired in 09-10 and neither position replaced; no tenure track search approved for Special Education, despite lowest number of faculty FTE since 1970s. All programs continue, with addition of the new Preliminary credentials, and Dr. Smetana is the sole Mild-Moderate Disabilities faculty-Program Coordinator. Drs. Anderson and Halvorsen continue to teach in the MM Disabilities area as well as in MS Programs, which is their primary emphasis. Enrollment in the Education Specialist MM Disabilities area has grown from 65 to 90 in the past 2 years. The Master's in Special Education Degree in MM Disabilities has increased to 17 graduates this Spring. Enrollment in M-S disabilities area has remained constant at 40 candidates.

(E) Revision of program goals: The Education Specialist and Masters programs for Mild-Moderate and Moderate-Severe Disabilities and goals remain consistent with the prior report, with the addition of the revised Preliminary credential programs in 2011, and the goal of initiating the Early Childhood Special Ed program in 2014 pending necessary resources. The first Preliminary Cohort in Mild-Moderate and Moderate-Severe Disabilities is now completing its 4th of 7 quarters and the new cohort of 36 candidates has been admitted to begin the sequence in Summer, 2012. The Level 2 program will be phased out in 2013.

2.0 SUMMARY OF LEARNING OUTCOME ASSESSMENT PROCEDURES AND RESULTS

(A) Key assessments used within the program. Multiple Signature Assignments shown on Taskstream (TS) and Share Point are included in identified courses across the credentials and Masters degrees, enabling candidates to demonstrate competence in key elements of the knowledge, skills and dispositions of a Specialist/ Masters candidate. *Level 1 MM Program (See above: Last cohort in this program now exiting):* Candidates completed: a Curriculum Analysis (EPSY 5125); Collaboration Project with a general educator (6120); Learning Center or project/problem based unit (6127); Case Study (6131) and final Reflective Electronic Portfolio (6670). Field Evaluations of candidates' competence are posted on TS for first (6128) and final fieldwork experiences (6880/6800).

Level 1 MS Program (Final Cohort now exiting): Program Evaluation (5136); Collaborative Project (6120); Fieldwork Performance (6860); Instructional Program (6137); Classroom Management (6137) and Final Student Teaching Performance (6880).

Level 2 MM Program (Final Cohort to complete in spring, 2013): Candidates complete: Paraprofessional Development (6129); Comprehensive Teacher Work Sample based on the Renaissance Teacher Quality Project (6134) and final reflective Electronic Portfolio (6820).

Level 2 MS Program: Paraprofessional Development (6129); Curricular Modification (6141) and Fieldwork Performance (6872).

Masters-M-S: Signature Assessments include one L1 from 6120 above; one L2 from 6141 and the University Thesis rubric-based evaluation at thesis completion/submission in 6910. *Masters M-M:* Signature Assessments include one L1 from 6120 above; one L2 6129. A rubric is being developed for the department thesis completed in 6021. For both programs, candidates' evaluation of courses, fieldwork/student teaching cooperating master teacher and university supervisor provide additional formative data. Exit interviews provide data for program evaluation; the CSU Exit Surveys provides graduates with an avenue for communicating their program evaluation. Graduate performance data are gathered from employers.

(B) Results. 1. Moderate-Severe Disabilities: The Classroom Management Signature assignment remains a course assignment but not a Signature since scores held constant at 3.9 over years and we are confident that competencies being consistently acquired. All other average scores are at target level. Note that first FW the score is based on maximum 5 points since full mastery (6 pts) cannot be obtained in first FW experience.

2. *Mild Moderate Disabilities*: Signature assignments including the case study (6131) and the teacher work sample (6134) yielded scores at target level. The culminating assessments for 6670 and 6880 will remain for one more year. Although candidates complete the summative assessments at target level, there is a need for summative assessments that better differentiate levels of competency among program completers.

(C) Changes in the assessment program were implemented to align with the new Preliminary Education Specialist standards. Several of these were implemented in the new Cohorts' first year 2011-12; others will occur in 12-13. *Education Specialists Mild-Moderate Disabilities*: Assessment Case Study (6131) Renaissance Teaching Unit (6134), Student Teaching Performance (6880) and Final Teaching Portfolio (6670); Social Skills Project(6141); Paraprofessional Development/Supervision (6129). *Education Specialists Moderate-Severe Disabilities*: Program Evaluation (5136); Fieldwork Performance (6860); Instructional Program (6137); Student Teaching Performance (6880); Paraprofessional Development/Supervision (6129); Social Skills Project (6141).

California State University, East Bay

APR Summary Data

Fall 2006 - 2010

Educational Psychology					
Item	Fall Quarter				
	2006	2007	2008	2009	2010
A. Students Headcount					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	184	167	156	168	191
4. Total Number of Majors	184	167	156	168	191
College Years					
B. Degrees Awarded					
	05-06	06-07	07-08	08-09	09-10
1. Undergraduate	0	0	0	0	0
2. Graduate	52	63	59	72	64
3. Total	52	63	59	72	64
Fall Quarter					
	2006	2007	2008	2009	2010
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	12	12	12	12	11
2. Part-Time	3	2	0	0	1
3a. Total Tenure Track	15	14	12	12	12
3b. % Tenure Track	46.9%	50.0%	41.4%	41.4%	50.0%

Lecturer Headcount					
4. Full-Time	0	0	0	0	0
5. Part-Time	17	14	17	17	12
6a. Total Non-Tenure Track	17	14	17	17	12
6b. % Non-Tenure Track	53.1%	50.0%	58.6%	58.6%	50.0%
7. Grand Total All Faculty	32	28	29	29	24
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	14.0	12.5	12.7	9.2	10.2
9. Lecturer FTEF	4.7	5.2	4.1	5.5	3.8
10. Total Instructional FTEF	18.6	17.7	16.8	14.7	14.0
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	158.3	155.6	159.5	128.3	226.0
11b. % of FTES Taught by Tenure/Track	72.1%	76.0%	73.6%	60.4%	80.7%
12a. FTES Taught by Lecturer	61.1	49.3	57.2	83.9	54.2
12b. % of FTES Taught by Lecturer	27.9%	24.0%	26.4%	39.6%	19.3%
13. Total FTES taught	219.4	204.9	216.7	212.2	280.2
14. Total SCU taught	3291.0	3073.0	3251.0	3183.0	4203.0
D. Student Faculty Ratios					
1. Tenured/Track	11.3	12.5	12.6	13.9	22.1
2. Lecturer	13.1	9.5	13.8	15.4	14.2
3. SFR By Level (All Faculty)	11.8	11.6	12.9	14.5	20.0
4. Lower Division	0.0	0.0	0.0	0.0	0.0
5. Upper Division	0.0	0.0	0.0	0.0	0.0
6. Graduate	11.8	11.6	12.9	14.5	20.0
E. Section Size					
1. Number of Sections Offered	72.0	74.0	74.0	70.0	93.0
2. Average Section Size	16.8	14.8	15.3	16.0	23.2
3. Average Section Size for LD	0.0	0.0	0.0	0.0	0.0
4. Average Section Size for UD	0.0	0.0	0.0	0.0	0.0
5. Average Section Size for GD	16.8	14.8	15.3	16.0	23.2
6. LD Section taught by Tenured/Track	0	0	0	0	0
7. UD Section taught by Tenured/Track	0	0	0	0	0
8. GD Section taught by Tenured/Track	48	53	50	41	58
9. LD Section taught by Lecturer	0	0	0	0	0
10. UD Section taught by Lecturer	0	0	0	0	0
11. GD Section taught by Lecturer	25	22	24	29	35

Source and definitions available at:

<http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

Fall Quarter					
Headcount Enrollment	2006	2007	2008	2009	2010
<i>Counseling</i>	0.0	0.0	0.0	0.0	0.0
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	115	114	114	130	133
4. Total Number of Majors	115	114	114	130	133
<i>Special Education</i>					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	69	53	42	38	58
4. Total Number of Majors	69	53	42	38	58
College Years					
Degrees Awarded	05-06	06-07	07-08	08-09	09-10
<i>Counseling</i>					
1. Undergraduate	0	0	0	0	0
2. Graduate	47	53	54	63	47
3. Total Number of Majors	47	53	54	63	47
<i>Special Education</i>					
1. Undergraduate	0	0	0	0	0
2. Graduate	5	10	5	9	17
3. Total Number of Majors	5	10	5	9	17