

2022-2023 MS Special Education ANNUAL PROGRAM REPORT

College	College of Education and Allied Studies
Department	Educational Psychology
Program	Special Education: Mild Moderate Support Needs and Extensive Support Needs MS in Special Education, Mild Moderate Support Needs Concentration MS in Special Education, Extensive Support Needs Concentration
Reporting for Academic Year	2022-2023
Last 5-Year Review	2010-2011
Next 5-Year Review	N/A
Department Chair	Greg Jennings
Author of Review	Meaghan McCollow
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I. SELF-STUDY *(suggested length of 1-2 pages)*

Overview:

The Special Education Cluster consists of a two-year post-baccalaureate credential and master’s programs with authorizations (credential) and concentrations (master’s) in Mild Moderate Support Needs or Extensive Support Needs. As candidates complete a Master of Science degree with a concentration in Mild Moderate Support Needs or Extensive Support Needs, they are concurrently completing most of the requirements for the Education Specialist Credential with an authorization in Mild Moderate Support Needs or Extensive Support Needs. The requirements for the MS degree are a subset of the requirements for the Education Specialist credential.

The goal of our Master of Science degree programs is to prepare candidates to work for the success of all students and young adults. We do so by incorporating content, strategies and practices to effectively reach diverse learners, and to seek equity in the creation of services, classrooms and learning environments that recognize the contributions of all individuals. Our focus on teaching and providing services for equity allows differences to transform the way we think, teach, learn, and act such that all experiences and ways of being are handled with fairness and justice. Thus, candidates are prepared to enhance the educational experience for all students with the goal of ensuring that all students and young adults succeed. We believe that master’s candidates should share the knowledge, skill and dispositions of special education teachers with the additional skills for site, school and community leadership.

Content for the [Master of Science in Special Education](#) programs with concentrations in Mild Moderate Support Needs and Extensive Support Needs is based on research and equity based practices as found in the content for the Education Specialist Credential. Since the content for Education Specialist Credential is at the foundation of the Masters of Science in Special Education degree, reference will be made to the credential in each of the report sections. The programs follow a 2-year cycle of program

planning in accordance with the California Commission on Teacher Credentialing (CTC). The programs align [CTC Standards](#) and the [Universal Teaching Performance Expectations \(TPEs\)](#) and the [Authorization Specific Mild Moderate Support Needs and Extensive Support Needs Teaching Performance Expectations](#).

The Program Coordinator is a member of the CEAS ACT council, a council composed of the coordinators of programs and support staff of such programs that require CTC accreditation. This council meets throughout the year. Data is collected from the programs and placed on the [CEAS Accreditation](#) website

The most recent structural change in the MS in Special Education program and the Education Specialist Credential programs is the move to online delivery. During the 2021-2022 year, the program faculty applied for and was granted official online delivery status for the program. Having an online program has and continues to raise visibility throughout the state and lead to an increase in enrollment. Currently there are several candidates from northern, central, and southern California attending the program. Continuing to offer an online program grants access for individuals seeking their MS in Special Education.

The most notable trend in the past five years relates to program enrollment. This trend is attributed to several changes within the program: a second entry point- fall semester, a focus on the preparation of special education teachers to work in urban areas, and the combination of a credential/master's program that does not require a second application. These changes operationalize the mission and vision of the College of Education and Allied Studies as the changes lead to the development of well prepared master's candidates, leaders and teachers to implement equity focused services for students in urban areas and other districts needing high-quality educators. Enrollment in the program has increased from an entry cohort of 11 (2017) to an entry cohort of over 70 (2020, 2021), 55 (2022), and 58 (2023). The drop in the 2022 and 2023 admissions may be attributed to the [current state of education](#) ([additional article here](#)) in the country and the state. Despite the slight drop in enrollment there are over 120 candidates in the 2 year program. Additional enrollment, often through Open University, includes teachers who are returning to earn a second authorization for their Education Specialist Credential. *Due to the matter in which candidates enter the program, the data presented on the university dashboard underreports the actual number of candidates in the program.* Candidates enter summer semester as credential candidates and are not immediately classified as MS in Special Education. These candidates become Master's candidates in the spring semester of the following year. For example, the data from [Pioneer Insights](#) indicates that there were 78 master's candidates for the fall 2021, however there were over 50 candidates entering in the credential/MS program at that time, meaning those entering were not counted in the census data. Actually there were 138 master's candidates for the MS in Special Education at the Fall 2021 point in time data (combining both 1st and 2nd year candidates). This continuous under-counting of MS in Special Education candidates has a significant impact on the resources provided for this program. For the past 3 cohorts, candidates have completed a COGO during either fall or spring of their first year to change to graduate status. As of the summer entry cohort of 2022, candidates will enter as credential candidates and will remain credential candidates for the summer and fall semesters of their first year. A COGO completed at the point of admission will be filed in the fall semester for a spring semester change in graduate status. Adding the COGO form to the paperwork completed during admission has streamlined the process for candidates.

A. Five-Year Review Planning Goals

The current program is aligned with the CTC Standards and the Universal and Authorization Specific Teaching Performance Expectations. Masters and credential candidates must demonstrate that they have

met the 40 Universal Teaching Performance Expectations (TPEs) plus an additional 45 Authorization Specific TPEs for Mild Moderates Support Needs or an additional 57 Authorization Specific TPEs Extensive Support Needs prior to application for recommendation for the credential.

The current program supports pathways for candidates to remain employed while completing the master's and the credential. The current program reduced the number of separate authorization courses from 3 to 2 to reflect the overlap between content in the new Mild Moderate Support Needs authorization and the Extensive Support Needs authorization. The concentrations for the MS degree will also reflect these new titles.

The need for [special education teachers](#) has been well documented ([Special Education Teachers](#), [Special Education Teacher Shortage](#)). Retention of qualified special education teachers is also concerning as [special education teachers](#) leave the field at an alarming rate within the first 5 years of employment. In the restructuring of the MS and credential programs candidates may continue to work in their instructional support positions while they complete the first year of the program. The opportunity to remain in one's prior position, should the candidates wish to do so, decreases the impact of a change in the candidates lives. Candidates who wish to become teachers of record in the first year of the program are supported in the move to their new position through supervision and consultation activities. The opportunity for candidates to maintain employment while completing a master's and credential program reflects the program's commitment to equity and the support of underrepresented populations as teachers and leaders in the special education profession.

B. Progress Toward Five-Year Review Planning Goals

The first 5 year planning goal for the previous year was to increase enrollment in the program. The program continues to meet the goal due to increased opportunities to access coursework and due to increased outreach to local Bay Area school districts. The entering cohort 6 years ago was 11 candidates. The past two summer/fall cohorts have been over 70. The entering summer/fall cohort for 2023 is about 58 with additional candidates participating through Open University for a total of about 65 candidates. Though slightly lower in number, the applications for the MS in Special Education and Education Specialist Credential program are not alarming as they are in line with national trend for [teacher preparation enrollment](#). This goal has been modified and is explained below.

Goals 1 and 2 represent new goals for the MS in Special Education program and follow the meeting of previous related goals. Goal 1 will expand on the previous goal of increasing enrollment and move to focus on expanding and enhancing partnerships with school districts. Goal 2 will move from the previously met goal of submitting and implementing new CTC program requirements to submitting and meeting CTC Program Review and Site Visit requirements for the 7-year Program Review.

Goal #1 Expand and enhance partnerships with school districts to establish Teacher Residency programs and continue to support student success. *This new goal follows the program meeting the previous goal of growing enrollment in the program.* Following the success of increasing enrollment in the MS program and Education Specialist Credential program, the focus is now shifting toward expanding and enhancing partnerships with school districts. The program currently has 2 Teacher Residency programs with West Contra Costa Unified School District and Castro Valley Unified School District that provides

support (e.g., financial, tuition) to students completing the MS degree and Education Specialist Credential. The program now seeks to expand the number of [Teacher Residency](#) partnerships. Additionally, partnerships may include expansion of MOUs established with schools and districts for placing students working under Intern credentials.

For students entering the MS and Education Specialist Credential program, there are multiple pathways through which they accomplish their goal of earning the MS degree and completing the requirements for the Education Specialist credential. Over 95% of our students are working full-time in their community schools. Many are working under emergency-type credentials issued by the Commission on Teacher Credentialing, some are working under an issued Intern credential, and still others will work in a substitute role or as an instructional support personnel. We provide individualization and support across these different pathways in order to support students. The Intern credential is achieved through completion of requirements such as required coursework, state-based test requirements, and an offer of employment from their school. Interns are provided additional support from the university as well as their district in the form of extra supervision from the Education Specialist program and mentorship from their school district.

Students who participate in Teacher Residency programs are provided with additional mentorship through their school district in addition to tuition support and stipends. Establishing these residency partnerships with school districts provides opportunities for potential or current students to receive additional supports and also opens opportunities for individuals who are working in these school districts as instructional support personnel (i.e., paraprofessionals) to move into certified staff positions (i.e., credentialed educator).

Progress toward meeting this goal will be tracked in the upcoming year and reported in the next CAPR (2023-24).

Goal #2 On time completion of the numerous documents and supporting material for the 2024-2025 CTC Program Review and Site Visit. *Includes revised course syllabi to address brand new CTC requirements, curriculum matrices for both MMSN and ESN authorizations, program materials (e.g., handbooks, faculty documents), and responses to CTC feedback.* The initial materials for the Commission on Teacher Credentialing (CTC) Program Review and Site Visit are due October 15, 2023 and the program is on-track for an on-time submission of the required materials. Previous due dates included an overview document of the Education Specialist Credential program for both MMSN and ESN authorizations and materials were submitted on time in March 2023. The CTC Program Review and Site Visit occur every 7 years and represent a mass effort across the Teacher Education, Education Specialist, and Pupil Personnel Services (PPS) Credential programs. A significant amount of work goes into preparing the appropriate documents, organizing interviews and focus groups with current students, alumni, faculty, lecturers, supervisors, and district partners. Deadlines for submitting documents must be met. The efforts required of faculty to meet the deadlines and submit requested materials are extremely high and require optimal collaboration amongst program faculty, adjunct lecturers, and University supervisors. The CTC Site Visit is scheduled for Spring 2025. Leading up to the Site Visit, program faculty will be required to be responsive to requests and feedback from the CTC.

Progress toward meeting this goal will be tracked in the upcoming year and reported in the next CAPR (2023-24).

Goal #3 Process for the organization of the students in the many pathways for completion within the Education Specialist/MS degree program. *Though there is only one program that leads to the completion of the requirements for the Education Specialist Credential and the MS degree, candidates often must complete additional coursework to meet the mandates of employment and their choice of authorizations and degree concentrations.* Each semester candidates must complete a different number of units, which makes tracking of the enrollment of the 120 candidates difficult. For example, some candidates complete the program as intern teachers. Intern teachers must take an additional seminar each semester. Some candidates choose to add a second authorization to their course of study. This addition requires additional coursework and fieldwork. Candidates in Project LISTEN complete additional hours through seminars and service learning. These additional courses add units to the program resulting in numerous requests for a raise in the individual unit caps. This is a time-consuming process for faculty and staff. Often candidates do not know in advance of their employment status; many requests are made after the beginning of the semester. It is only when candidates are not able to complete the enrollment for their courses do they realize the need for the unit cap increase.

This goal has not been met. An individual search of each candidate's progress towards program completion is the only way to obtain accurate data. There is no database to track candidate progress towards program completion. This lack of information in a cohesive manner adds to the time needed by faculty to advise candidates on their personal path towards program completion. The need for additional administrative support to track candidate pathways and progress is evident and critical to the efficient operation of the program. In addition, the time needed to verify each candidate's completion of fieldwork hours has increased as the number of documented fieldwork experiences has increased. While steps have been taken to create program-level tracking, the amount of time needed to create these has been a significant strain on faculty time. It is clear that administrative support staff are needed to develop these organizational systems.

C. Program Changes and Needs

Overview: The overview presented at the beginning of the CAPR report sets a foundation for the program changes and needs. The greatest change has been the dramatic rise in enrollment. With this rise in enrollment, the program has also noted a significant increase in the diversity of the candidates in the program. Candidates come into the program with a variety of backgrounds, including racial and linguistic, socioeconomic status, age, gender identity, sexual orientation, disability, first generation college students earning a master's degree, and immigration status. Our admissions process continues to expand the criteria for admissions to include a greater emphasis on prior experiences, work in the community and in schools, and diversity and inclusion. This change has resulted in more candidates being considered eligible for admission than in the past, including admitting candidates through GPA waivers as a recognition of their impact on their community and potential for leadership in schools.

Our outreach has and continues to focus on districts who serve large groups of students with disabilities. An increasing percentage of our candidates are those who are classified instructional support personnel for special education students. Thus, the classified personnel who enter the program participate in courses and field experiences that enable them to assume a teacher of record position- at a significant increase in salary. As a result, more schools are hiring new teachers who are members of their communities to teach. The changes in the program, noted above, have provided additional access for those who did not consider graduate school an option. Incorporating the requirements for the MS degree in Special Education into the program enables program graduates to assume leadership roles within their school communities.

Curriculum: The semester-based curriculum is designed to enable candidates to complete the requirements for the Education Specialist Credential and the Master of Science degree in Special Education at the same time. Upon completion of the program and CTC-based requirements, candidates are recommended for the credential and the Master of Science degree. All but one course in the program is at the 600 level.

The curriculum for the [Master of Science](#) degree consists of a subset of courses that are completed by all credential candidates as identified in the [ESN course sequence](#) or the [MMSN course sequence](#). Additional courses are completed by interns and by candidates completing two authorizations. Failure to enroll in the correct courses becomes an issue when the candidate applies for the credential or the MS degree. We have found this to be the case for candidates who are first generation college students earning a master's degree and those who come from non-traditional backgrounds (e.g., returning to school after more than a decade, career changers).

The curriculum for the program is comprehensive in terms of depth and breadth, reflects program tenets of diversity, equity and inclusion and is designed for candidates to meet the [CTC](#) program standards and the Universal and Authorization Specific Teaching Performance Expectations as well as the needs of local school communities. Faculty have identified high leverage and evidence based practices that serve as the foundation for courses. Content from resources including the [CEEDAR](#) center, [IRIS](#) Center at Vanderbilt University, High Leverage Practices from [Teachingworks](#) and the [Council for Exceptional Children](#) anchor courses throughout the program. The themes of social justice, equitable practices, accelerated learning, positive behavior supports and inclusion are threaded throughout the program. Course content focuses on the intersection of gender, ableism and racism, disability rights going beyond disability awareness in order to center the experiences of disabled people and increase social justice and advocacy for Education Specialists who work closely with the disabled population. Content and materials from equity based sources such as [Learning for Justice](#), [Colorin Colorado](#), [Temple University Institute on Disabilities](#), and the [Center on PBIS](#) are incorporated into course content and shared with candidates as well. Candidates examine issues such as the over-representation of Black and Brown youth, especially boys, in special education programs and the role of language development in Emergent Bilinguals who may appear to have learning difficulties. [Social Emotional Learning](#), so important to students' well being, is threaded throughout the program. Equity and access gaps in the level and quality of services available to students and their families are identified. Content for case studies and practice and problem-solving scenarios come from the program candidates as opposed to a textbook.

Faculty provide numerous forms of support to candidates throughout the program. In addition to teaching courses, faculty also frequently conduct small group and individual instruction and advising sessions, support candidates in exploring new technologies (e.g., supporting a career-changing candidate who is unfamiliar with the latest educational technologies being used in classrooms today), guide candidates in reading and analyzing content, or reviewing candidate work. Faculty office hours are spaces for additional candidate interactions and discussions, though most program faculty remain available well beyond and outside of these office hours to provide candidates with support, instruction, and guidance. Faculty respond to candidate needs and make adjustments to assignment due dates or content in order to better address those needs. Faculty maintain the balance between programmatic rigor while also being responsive to candidates. There is a shared understanding amongst faculty that candidates represent a wide range of diverse backgrounds with varied experiences in the field, and the goal of faculty is to support these candidates in obtaining their credentials and master's so the candidates can continue their work in their communities.

Master's candidates complete one semester of fieldwork in the first year of the program. The program is structured so that candidates may retain their instructional support positions throughout their first year and not lose income. During the second year of the program, most credential candidates assume teacher of record positions (i.e., paid teaching positions), often at the schools where they were instructional support personnel. Thus, continuity is maintained and the teacher candidates remain in their communities. Candidates teaching on a CTC issued intern credential receive university supervision support for the duration of the internship.

Students: The enrollment in the SPED program has dramatically increased in the last five years. In the summer and fall semesters of 2019 over 60 candidates entered the program. In the summer and fall semesters of 2020 over 70 candidates entered the program. The most recent cohorts (summer/fall 2022 and 2023) have seen a slight drop in enrollment (around 60), it is still a high enrollment compared to 5 and 6 years ago. Thus, the current enrollment in the two year program continues to be around 120 candidates. Since the program has become more accessible to those in instructional support positions, the demographics of the cohort have changed and include more males and individuals from cultural, ethnic and linguistic groups previously underrepresented in the teaching profession as well as more individuals who are veterans and individuals with disabilities. Many candidates come underprepared for graduate study. Others lacked access to undergraduate programs that would build the knowledge and skills for graduate study. The SPED faculty is committed to the candidates' growth and development to become leaders within their school communities.

The SPED program collects its own demographic data. For the currently enrolled students, comprising both Year 1 and Year 2 candidates, the following information provides a picture of who the students are of the MS in Special Education and Education Specialist Credential program (data is self-report and voluntarily provided; 98 students responded to the form).

- ❖ Gender Identity:
 - 80.6% female
 - 17.3% male
 - 2% transgender
 - 2% non-binary
- ❖ Race/Ethnicity
 - 16.5% Latino/e
 - 14.4% Hispanic
 - 18/6% Black
 - 2.1% Native American or American Indian
 - 10.3% Asian
 - 2.1% Pacific Islander
 - 47.4% White
 - 5.2% Multiple races/ethnicities
 - 2.1% Eastern European, Ashkenazi
 - 1% Asian Indian
- ❖ Languages they are fluent in
 - 98% English
 - 20.4% Spanish

- Additional languages at 1 or 2% include: French, Mandarin, Portuguese, Russian, German, Mien, Czech, Hindi, Vietnamese, and Punjabi
- ❖ Sexual Orientation
 - 1.1% Lesbian
 - 1.1% Gay
 - 5.4% Bisexual
 - 4.3% Queer
 - 4.3% Pansexual
 - 67.7% Heterosexual
- ❖ Identify as having a disability/ies
 - 23.5% yes
- ❖ Have a child with a disability/ies
 - 13.4% yes
- ❖ First in family to earn a college degree
 - 39.8% yes
- ❖ First in family to earn a Master's degree
 - 59.2% yes
- ❖ Attended community college as part of their post-secondary education
 - 63.5% yes
- ❖ Age
 - 20-25: 15.3%
 - 26-30: 22.4%
 - 31-35: 17.3%
 - 36-40: 18.4%
 - 41-45: 6.1%
 - 46-50: 5.1%
 - 51-55: 6.1%
 - 56-60: 4.1%
 - 61+: 5.1%
- ❖ Currently hold another teaching credential (i.e., Multiple Subjects or Single Subject credential):
 - 14.4% yes
 - This indicates over 85% of our candidates are completing their first teaching credential in CA

CSU East Bay is a partner with the West Contra Costa Unified School District in the state supported [Residency Program](#). Candidates are financially supported through funds awarded to the school district in return for a 4 year commitment to teach in the district. Residency candidates complete a full year of half-time student teaching where they are paired with a mentor teacher. Support for the Residency candidates and their mentors are provided through the district and CSU East Bay. An additional Residency Program has been established with Castro Valley Unified School District and seeks to provide the same support as the WCCUSD Residency Program by partnering with CVUSD.

The program continues to find ways to reduce costs for the university. However, there is an impact on the

size of graduate level courses that is experienced throughout the program. Some courses experience enrollments of over 30, an extremely large number for graduate level courses. The program has attempted to balance this by creating smaller sections for some courses so that individualized attention can be provided, as would be expected in graduate level coursework.

Faculty: Tenure track faculty include one full professor who will be FERPing in the next two years and who is currently on sabbatical, one tenured associate professor, and one assistant professor in her 4th year. The full-time faculty (3) are at the same number as when the program had 25 students. The increase in the number of sections has been covered by adjunct faculty who are hired for their specific courses. Though candidates are paying graduate tuition for the program many candidates complete the program having never had a tenured or tenure track faculty as an instructor.

Dr. McCollow (SPED) and Dr. Kashinath (SLHS) received a 5 year 1.25 million grant, [Project ASPIRE](#) (Autism Specialists Pioneering Inclusive Research-based Education), to provide additional preparation for teachers and Speech language Therapists to serve the needs of individuals with autism. The program is currently recruiting the fifth cohort of ASPIRE Scholars. Each cohort comprises 16 scholars, with 8 scholars from SPED and 8 scholars from SLHS. These scholars receive a stipend of \$12,000 to support their education and living expenses. These scholars participate in semester-long seminars related to autism and engage in 40 hours of service learning across their time on the grant (4 semesters). Project ASPIRE has completed three cohorts. It is anticipated Project ASPIRE will be extended through a no-cost extension and go into a 6th year, continuing its impact on the training and support of SLHS and SPED candidates.

Dr. Linda Smetana leads the Residency Program with the West Contra Costa Unified School District. This program supports local individuals from underserved communities to complete the program. In return, residents commit teachers of record in the district for 4 years. This program was renewed for an additional 5th year by the Commission on Teacher Credentialing. Candidates for the 2023 cohort began fall semester.

Currently, Dr. McCollow serves as the advisor for 40 year-1 and year-2 Extensive Support Needs candidates. Dr. McDaniel and Dr. Smetana each serve as an advisor for the Mild Moderate Support Needs candidates with advising loads of 45-55 candidates each. Faculty strive to establish relationships with each of their candidates and work with them to successfully complete the program of study. These ratios, however, are well beyond typical graduate-level student-faculty ratios (this ratio can vary, but can be cited as 10:1 student to faculty, which is the standard for some accrediting bodies, such as CACREP- Council for Accreditation of Counseling and Related Educational Programs).

During the 2022-2023 academic year, full time tenured and tenure-track faculty taught 12 of the 39 sections of coursework for the program. Lecturers were hired to teach 27 of the sections of coursework in the program. Fieldwork-based courses comprise an additional 19 courses that students enroll in for supervision and seminar-based courses. Full time tenured and tenure-track faculty facilitated 8 of these fieldwork-based courses with the additional 11 sections being facilitated by lecturers. Employment of lecturers ranges from one to three courses each semester. Currently, the program has 3 tenure/tenure-track faculty, 11 adjunct faculty, and an additional 12 adjunct who serve as supervisors to program candidates (with some adjunct faculty serving both as instructors and as supervisors). To this end, this means there are 3 tenured/track faculty and 23 adjunct faculty hired to support the MS in Special Education and Education Specialist Credential program. Several adjunct faculty hold multi-year employment entitlements. Nearly all adjunct faculty have other employment, which makes scheduling of courses around lecturer availability difficult, leading to an arrangement of courses that is not ideal for student

learning. All candidate advising, program management, supervisor monitoring, data reporting, report development, management of adjunct faculty, and all other programmatic responsibilities (including but not limited to identifying and hiring lecturers and supervisors) has fallen on the 3 full time tenured/tenure-track faculty. The time needed to carry out these responsibilities far exceeds the time calculated by the University related to such faculty responsibilities (3 units/semester).

The greatest need continues to be for tenure/tenure track faculty. Though the MS in Special Education program is a year-round program *there is no dedicated faculty to be on duty during the summer*. There is a need for a tenure/tenure track faculty member who is working under a 12-month contract and is coordinating for the program for those 12 months. Thus, to keep the program going including admitting students who apply for fall semester, faculty find themselves working during non-contracted time. In the summer candidates are taking a full load of courses and require advising regarding courses, enrollment, financial aid, internships, and CTC mandated assessment completion. The summer courses are required for the CTC intern credential. Significant resources are needed to maintain the summer program and provide advice, counseling, admissions, and registration assistance to candidates. In addition, the summer faculty is responsible for the guidance to the summer course instructors. Additionally, summer faculty is responsible for working with the Graduate Evaluators as they complete the evaluation of candidates to earn the MS degree. This evaluation requires work with confidential information and candidate records. The Summer Program Coordinator would also be working with the Student Credential Student Service Center in reviewing the Candidate Completion Forms candidates submit with their applications for the Education Specialist Credential. The summer Coordinator is responsible for matching the candidate generated content on the form with the content on the transcripts. This form is routed through Adobe sign. The summer faculty is also responsible for orientation of candidates who begin fall semester, candidate training in Time2Track and GoReact, preliminary supervisor assignments so that initial contracts can be generated. Additional tasks often arise, too, including completion of Major Checks, Change of Graduate Status, and Program Completion paperwork - all of which are time-sensitive and require knowledge of candidate progress and requirements.

Over the past several years this work was covered by faculty without compensation. In Summers 2022 and 2023 Dr. McCollow was hired for some summer work, however the compensation was inadequate for the time that Dr. McCollow allocated to the program and did not provide sufficient time to address all program needs. The current solution is not sustainable and requires adequate resources to support the MS in Special Education and Education Specialist Credential program.

Staff: The SPED program has no dedicated staff. In the past this office had as many as 5 full time staff members. As a result, faculty are responsible for almost all (over 99%) of the management of the program. Data entry, creation of documents, forms and handbooks, hiring and management of supervisors and adjunct faculty, program schedules, teaching loads, major checks, fieldwork placements, Intern credential paperwork, and all program completion materials are completed and/or reviewed by the program Faculty. There is no system for tracking candidate progress coursework or completion of CTC mandate requirements except for a review of each individual candidate's file. This process is inefficient and time consuming. There is no process or system for identifying the requirements that merit candidate attention.

The MS degree major check forms, requests for out of residency transfer of units into the program, review of program completion forms for the Education Specialist Credential are all reviewed or completed by tenured/tenure track faculty. Faculty are responsible for answering questions from students, communicating with other departments and services across campus, such as financial aid, registrar's office, graduate

admission and graduate evaluators, accessibility services, admission and enrollment services and Open University. Completing these tasks often meeting short timelines and deadlines takes faculty away from their teaching, scholarship and service activities. Many of these tasks could be completed by a staff person.

Staff is needed to follow up on requests for information from students and faculty. Though there are forms in place for data collection, candidates often do not complete the forms as requested and require additional follow-up. The follow-up process is time consuming for faculty and not a constructive use of their time and expertise. Staff is also needed to follow up on requests for information from adjunct faculty. In Fall 2023, faculty began utilizing a Canvas site for each cohort, which has increased consistency and provided a means of collecting and tracking student completion of paperwork. It is hoped that this will enhance communication between faculty and students. The management of the Canvas site additionally falls to faculty.

Resources: (*facilities, space, equipment, etc.*) Full time faculty each have an office (two faculty members share an office with faculty in another department) and a university issued computer.

Assessment: Master's and credential candidates complete the same set of assessments with the exception of the [EdSp CalTPA](#). Candidates' performance towards meeting the Universal Teaching Performance Expectations (TPEs) and the authorization specific (Mild Moderate Support Needs or Extensive Support Needs) Teaching Performance Expectations is assessed throughout the program. In addition to course based assessments (see next section), candidates complete a [Fieldwork Binder](#) and the [EdSp CalTPA](#), a state mandated performance assessment. Additional data is collected through the University Supervisors evaluation of candidate performance towards meeting the TPEs in the field based placements, internship, fieldwork and student teaching using the [Summative Evaluation Form](#). New [Mild Moderate Support Needs Summative Evaluation](#) and the [Extensive Support Needs Summative Evaluation](#) were first implemented in Fall 2021 and have continued through the 2022-2023 year.

Other: Fieldwork experiences were expanded to require observation and participation across general education and special education models of service delivery, across the range of disabilities and grades. In addition, passage of the [EdSp CalTPA](#) became a completion requirement. With a reduction of veteran credential staff, the knowledge and content regarding the MMSN and ESN concentrations, authorizations has become the responsibility of Education Specialist Mild Moderate and Extensive Support needs credential and master's program faculty.

II. SUMMARY OF ASSESSMENT

A. Program Learning Outcomes (PLO)

PLO 1 Candidates will apply knowledge of school and community with professional goals and best practices in the development of the Capstone Project.

The first PLO aligns with the foundations of the program: social justice, diversity, equitable practices and inclusion. In creating the Capstone project, candidates conduct an informal assessment of their instructional community. From the information collected and candidates' professional interests, they create a proposal for their individual Capstone Project. This PLO directly relates to Teaching Performance Expectation 6 Developing as a Professional Educator. This goal is linked to *CEAS ULOs #3 Working Collaboratively and #4 Candidate Knowledge, Skills, and Professional Dispositions.*

PLO 2 Candidates demonstrate skills in creating positive multi-faceted learning environments for their students.

The second PLO aligns with the foundations of the program: social justice, diversity, equitable practices and inclusion. It also incorporates content from Teaching Performance Expectations 1 Engaging and Supporting All Students in Learning and Teaching Performance Expectation 2 Creating and Maintaining Effective Environments for Student Learning as well as CEAS ULOs #1 *Equitable Learning and #2 Equitable Environments*. Candidates demonstrate understanding of the factors that impact and influence behaviors as well as the strategies to accelerate student learning. This goal is met through completion of a functional behavior assessment, creation and implementation of positive behavior supports that are implemented within the learning environment.

PLO 3 Candidates demonstrate knowledge and skills related to the assessment, curriculum and instruction components leading to the implementation of equitable learning environments and service delivery.

The third PLO aligns with the foundations of the program: social justice, diversity, equitable practices and inclusion. It also incorporates content from Teaching Performance Expectation 3 Understanding and Organizing Subject Matter for Learning, Teaching Performance Expectation 4 Planning and Designing Learning Experiences for All Students and Teaching Performance Expectation 5 Assessing Student Learning as well as CEAS ULOs #1 *Equitable Learning and #2 Equitable Environments, #3 Working Collaboratively and #4 Candidate Knowledge, Skills, and Professional Dispositions*. Candidates demonstrate knowledge and skills related to the creation, implementation and assessment of learning sequences and student support activities as evidenced by their performance as teachers, case managers and collaborators in models of service delivery across K-22 environments as a part of their Final Student Teaching Experience.

New University ILO assessed during the 2022-2023 year. During the 2022-2023 academic year, the ILO *Collaboration, Teamwork and Leadership* was assessed in SPED 603, Collaboration and Transition class. This is a spring year 2 class that is completed by all candidates. [Below](#) appears the assignment, evaluation rubric , data collection, and data analysis.

B. Summary of Assessment Process

Instruments:

Formative and summative assessments are embedded in all courses in the Education Specialist Credential and Master’s in Special Education program. Assessments are linked to the knowledge and skills that Education Specialists must demonstrate in order to meet the Program Standards and Teaching Performance Expectations for Education Specialists. Additional assessments are completed by the fieldwork supervisor; candidates complete self-assessments. At this time resources are needed to develop a cohesive process for data collection and analysis. With the number of adjunct faculty in the program, the follow up on requests for data or requests to record candidate data in a specific location is exceptionally time consuming.

Course SPED 693 Capstone Project (meets the MS requirement for program completion)

This assessment is linked to PLO 1 Candidates will apply knowledge of school and community with professional goals and best practices in the development of the Capstone Project. Additionally, the Social Justice ILO was utilized to assess data from the Journaling assignment that occurs throughout

the course.

SPED 693 is the capstone course for the MS in Special Education Degree. Candidates complete this course in the final semester of the two year program. Thus, the Capstone Project is the final project for candidates in the MS in Special Education degree program. The Capstone Project is based on the needs assessment and literature review conducted in course SPED 610, a fall semester course. Candidate's projects are evaluated with a rubric [Capstone Rubric](#) that was developed by the candidates and the course instructors and includes the evaluation of content and the presentation of the content.

In SPED 693, the Social Justice ILO has been overlaid onto the [Journaling assignment](#) for the course. While the assignment is graded a credit/no credit, candidates complete at minimum 4 journal entries throughout the capstone development process. Utilizing the Social Justice ILO provides candidates an opportunity to become familiar with the components, in preparation for utilizing the Capstone Rubric, which emphasizes a [social justice component](#) being evident in their final projects.

Data Collection. The data is collected as a part of the evaluation of the Capstone Project and is collected at the end of the semester.

Data Analysis. The data was presented as raw scores. At the time of the assessment the candidates had received much feedback on their projects.

There were 4 sections of SPED 693 in Spring 2023. Data for 3 of the 4 sections is presented with data for one section being unavailable. Of the 41 Capstone Projects completed and for which data is available, 12 received scores of 100, 16 received scores between 95-99%, 6 received scores between 90-94%, 4 received scores between 85- 89%, 2 received scores of 80%, and 1 received a score of 60%.

At the time of the final presentations (virtual presentation made via Flip) the candidates have had multiple opportunities to work and rework their content and receive feedback.

Course SPED 610 Research and Professional Practice

This assessment is linked to PLO 1 Candidates will apply knowledge of school and community with professional goals and best practices in the development of a literature review.

SPED 610 is the penultimate course for the Master's capstone, which requires candidates to conduct a literature review on their selected topic related to the needs of their school communities and/or the problems of practice they have noted during their fieldwork. SPED 610 is completed during the fall semester of year 2. Candidate's literature reviews are evaluated with a rubric - [Final Literature Review Instructions](#) and [Rubric](#) - that was developed by program faculty. Candidates are provided with consistent feedback and scaffolding of the literature review process throughout the course.

Data Collection. Data is collected as the evaluation of the Final Literature Review and is collected at the end of the semester.

Data Analysis. Data is presented as raw scores. By the Final Literature Review, candidates have received feedback on a draft, and other components of the literature review process.

There were 4 sections of SPED 610 in Fall 2022. Data for 3 of the 4 sections is presented, with data for one section being unavailable. Of the 43 Literature Review assignments completed in 3 of the 4 sections, 21 received grades of A or A-, 3 received a score of 100, 5 received scores between 95-99%, 13 received scores between 90-94%, 8 received scores between 85-89%, 8 received scores between 80-84%, 2 received a score between 75-79%, 1 received a 72%, and 1 receive a 50%. Two candidates did not submit a completed literature review.

This course represents a heavy writing component for candidates, many of whom lack adequate preparation for graduate-level writing. While faculty provide individual and small group support, connect candidates with CSUEB resources, ask a university librarian to guest speak in the course, and scaffold the steps to writing a literature review, the writing of the literature review still represents a great academic

challenge for many. Adjustments have been made continuously to this course to offer better support to candidates and ensure their success in completing this course.

Course SPED 604 Functional Behavior Analysis and Behavior Support Plans

This assessment is linked to PLO 2 Candidates demonstrate skills in creating positive multifaceted learning environments for their students.

SPED 604 is completed in the fall semester of the first year of the program. SPED 604 is completed by all MS in Special Education students. The creation of a functional assessment leading to intervention supports for students is essential to provide access and ensure student achievement in classroom environments. Assignment Description: [Functional Behavior Assessment](#).

Data Collection. The data is collected throughout the course. Candidates submit self contained assignments that compose the full assignment at identified times.

Data Analysis. The assignment is evaluated through the application of a [FBA Rubric](#). Data from the assignments demonstrated the following:

- 1st component of the assignment (Functional Behavior Analysis): 42 of 44 candidates completed and earned a score of 20/20; 2 candidates did not complete this component
- 2nd component of the assignment (Ecological Inventory): 42 of 44 candidates completed and earned a score of 20/20; 2 candidates did not complete this component
- 3rd component of the assignment (Differential Reinforcement): 37 of 44 candidates completed and earned a score of 20/20; 1 candidate earned a score of 15/20; 6 candidates did not complete this component
- 4th component of the assignment (Comprehensive Positive Support Plan): 36 of 44 candidates completed and earned a score of 40/40; 3 candidates earned a score of 35/40; 5 candidates did not complete this component

Note that students may (if requested and/or needed) utilize multiple opportunities for revision of assignments through email drafts to the professor during the development of all required coursework for the completion of the course. Final draft submissions are submitted on Canvas. Therefore, student grade data accurately depicts the final submission outcome (of possible prior drafts). Since each part of the assignment was a self contained unit, it is hypothesized that the candidate did not have the time to complete the components of the full assignment (i.e., skipped completing one component).

Courses SPED 606 (MMSN) and SPED 608 (ESN)

This assessment is linked to PLO 3 Candidates demonstrate knowledge and skills related to the assessment, curriculum and instruction components leading to the implementation of equitable learning environments and service delivery.

SPED 606 and SPED 608 are completed in the spring semester of the first year of the program. SPED 606 is a course for MMSN candidates and focuses on assessment for learners with mild-moderate support needs. SPED 608 is a course for ESN candidates and focuses on instructional and behavioral support planning for learners with extensive support needs.

In SPED 606, candidates complete an [assessment report](#) and develop a [plan for instruction from the data collected](#). A separate rubric is in place for the [assessment report](#) and for the [assessment to instruction: SMART goals and program planning assignment](#). These courses are taught by adjuncts; the adjuncts did not respond to requests for data.

Data Collection. The data is collected throughout the course. Candidates submit each assignment at identified times.

Data Analysis. The assignments are evaluated through the application of rubrics (as identified above). However, the specific data for the Spring 2023 semester is not available.

In SPED 608, candidates complete a [behavior intervention plan](#) to support learner access in schools and community and develop a [unit of study](#). The behavior intervention plan is assessed using a rubric ([Behavior Intervention Plan Rubric](#)) as is the unit of study ([Unit Plan Rubric](#)).

Data Collection. The data is collected throughout the course. Candidates submit each assignment at identified times.

Data Analysis. The assignments are evaluated through the application of rubrics (as identified above). For the Behavior Intervention Plan, all 16 candidates enrolled in SPED 608 for Spring 2023 received an A. For the Unit Plan, all 16 candidates enrolled in SPED 608 for Spring 2023 received an A. This data reflects the ultimate grade received after multiple opportunities for feedback and revisions.

Courses SPED 607 (MMSN) and SPED 609 (ESN)

This assessment is also linked to PLO 3. Credential candidates demonstrate knowledge and skills related to the assessment, curriculum and instruction components leading to the implementation of equitable learning environments and service delivery.

SPED 607 and 609 are completed in the fall of the second year of the program. SPED 607 is a course for MMSN candidates and SPED 609 is for ESN candidates, with both courses focusing on advanced curriculum and instruction for each authorization area.

In SPED 607, candidates complete [Student Improvement Plans](#) (2) as part of their advanced coursework. This course is taught by adjunct faculty (both sections); the adjuncts did not respond to requests for data.

Data Collection. The data is collected at the end of the semester during implementation plan presentations.

Data Analysis. The assignment is graded as points and represents 20% of the final course grade. A rubric is being developed in order to provide clarity and consistency in grading across sections. The specific data for the Fall 2022 semester is not available.

In SPED 609, candidates complete an [assessment report](#) as part of their advanced coursework.

Data Collection. The assessment report is completed toward the end of the semester and data is collected at the end of the term.

Data Analysis. The assignment is evaluated through the application of a [rubric](#). For this assignment, 16 candidates were enrolled in SPED 609. Of these candidates, 2 earned 50/50 points, 2 earned 47/50 points, 1 earned 44/50 points, 1 earned 42/50 points, 1 earned 41/50 points, 1 earned 39/50 points, 1 earned 37/50 points, 1 earned 35/50 points, 1 earned 34/50 points, 1 earned 33/50 points, 1 earned 31/50 points, 1 earned 30/50 points, 1 earned 28/50 points, and 1 candidate did not submit the assignment.

Candidates are not provided multiple opportunities to revise and resubmit this assignment and, thus, this data represent earned grades when submitted. Candidates are prepared for the assignment throughout the semester and provided detailed instructions and examples.

Course SPED 613 (MMSN) and SPED 617 (ESN) Final Fieldwork Evaluation

This assessment is also linked to PLO 3. Credential candidates demonstrate knowledge and skills related to the assessment, curriculum and instruction components leading to the implementation of equitable learning environments and service delivery.

SPED 613 is the final fieldwork course for the MMSN credential program; SPED 617 is the final fieldwork course for the ESN credential program. Candidates complete these courses in the final semester of the program, which is spring of year 2.

Data Collection: Fieldwork supervisors have the responsibility of evaluating the candidate's performance at the end of the Final Student Teaching experience, either SPED 613 (MMSN) or SPED 617 (ESN). Over the course of the semester the supervisor has the opportunity to view the candidates within the school environment carrying out the multiple facets of the Education Specialist. A single form records the evaluation data over the semesters of supervised fieldwork. Thus, one can view the growth of the candidate over time.

The [Education Specialist Mild Moderate Support Needs](#) and [Extensive Support Needs](#) forms are shared with supervisors who then share the form with their candidates. Candidates complete [self evaluations](#) of their performance in fieldwork and student teaching over the course of the program. Due to the complexity of the forms completed by the supervisor and the lack of resources to support the data analysis process, a thorough analysis of candidate scores has not been completed.

Course SPED 603 Collaboration and Transition

This assessment is linked to the [Collaboration ILO Rubric](#). Credential candidates demonstrate leadership and collaboration through the development of a Professional Development Design Plan addressing the needs of diverse workspaces and their communities.

SPED 603 is a course focused on collaboration and teaming in school environments. Candidates take the course during their final semester in the program, which is Spring of Year 2.

In SPED 603, candidates work collaboratively to design a professional development experience for one of the following groups: a) All school staff, b) Special Education Teachers, c) General Education Teachers, d) Paraeducators, or e) Parents and Families. Candidates reference the [Collaboration ILO rubric throughout](#) the planning, creation, and presentation phases of their project to ensure that groups are demonstrating effective collaboration. A detailed grading rubric for the Professional Development Design Project can be found [here](#).

Data collection. Data is collected as the evaluation of the Professional Development Design Project and is collected at the end of the semester.

Data Analysis. The data is presented as letter grades. At the time of the assessment the candidates had received much feedback on their projects.

There were 3 sections of SPED 603 in Spring 2023. Of the 47 candidates enrolled in SPED 603 sections for Spring 2023, 42 earned an A, 3 earned an A-, and 2 earned a B.

At the time of the final professional development design the candidates have had multiple opportunities to work and rework their content and receive feedback.

C. Summary of Assessment Results

The Education Specialist/Master's in Special Education program is tightly structured to enable candidates to meet the program standards and Teaching Performance Expectations. The Teaching Performance Expectations may be linked to the Program Learning Outcomes and the CEAS Unit Learning Outcomes.

Main Findings: Data from the assessments indicate that candidates are successfully meeting the Program Standards, Teaching Performance Expectations, and Program Learning Outcomes. There is variation in the knowledge and skills of the program candidates at the point of entry and we see some variation in candidate

performance in the assignments. Additionally, we recognize that some candidates require multiple opportunities for feedback. We also recognize that some candidates need additional support to remain engaged and participate in classes, including submitting assignments.

Recommendations for Program Improvement: The data does not indicate that changes in the overall program are needed. The program implemented Summer 2022 reflects the new Program Standards and Universal and Authorization Specific Teaching Performance Expectations and aligns with current expectations.

Next Steps: Data will continue to be collected throughout the program. A stronger data management system is needed and monitoring is required. Given the number of lecturers in the program and the number of sections taught by lecturers, a comprehensive system is needed to allow for closer monitoring of student progress.

The [need](#) for special education teachers continues to grow, yet the budgetary constraints of the CSU and the reduction in staffing will hamper and delay such continued growth. As a result, CSUEB may not be able to meet the needs of local school districts as support for a growing number of candidates reaches program capacity.

D. Assessment Plans for Next Year

The assessment plans for the 2023-2024 academic year will focus on two current areas of data collection and expand a third focus area.

The current areas of data collection for PLO 1 and PLO 2 will remain, SPED 604 (PLO 2) and SPED 610/693 (PLO 1). Data relating to PLO 3 will be collected from two first year authorization-specific courses offered in the spring semester, SPED 606 (Mild Moderate Support Needs) and SPED 608 (Extensive Support Needs) and from two second year authorization-specific courses offered in the fall semester, SPED 607 (Mild Moderate Support Needs) and SPED 609 (Extensive Support Needs). Data collection will continue for SPED 603 as it relates to the Collaboration ILO. Continuing for the next year, supervisors will implement the revised [Universal and Authorization Specific Teaching Performance Based Expectations - Mild Moderate Support Needs form](#) when assessing candidate's performance in SPED 613 or the new [Universal and Authorization Specific Teaching Performance Based Expectations - Extensive Support Needs form](#) when assessing candidate's performance in SPED 617 during Spring 2024. Systems will be put in place to gather appropriate assessment data. These evaluation forms are aligned to the Universal and Authorization specific Teaching Performance Expectations for Education Specialists.

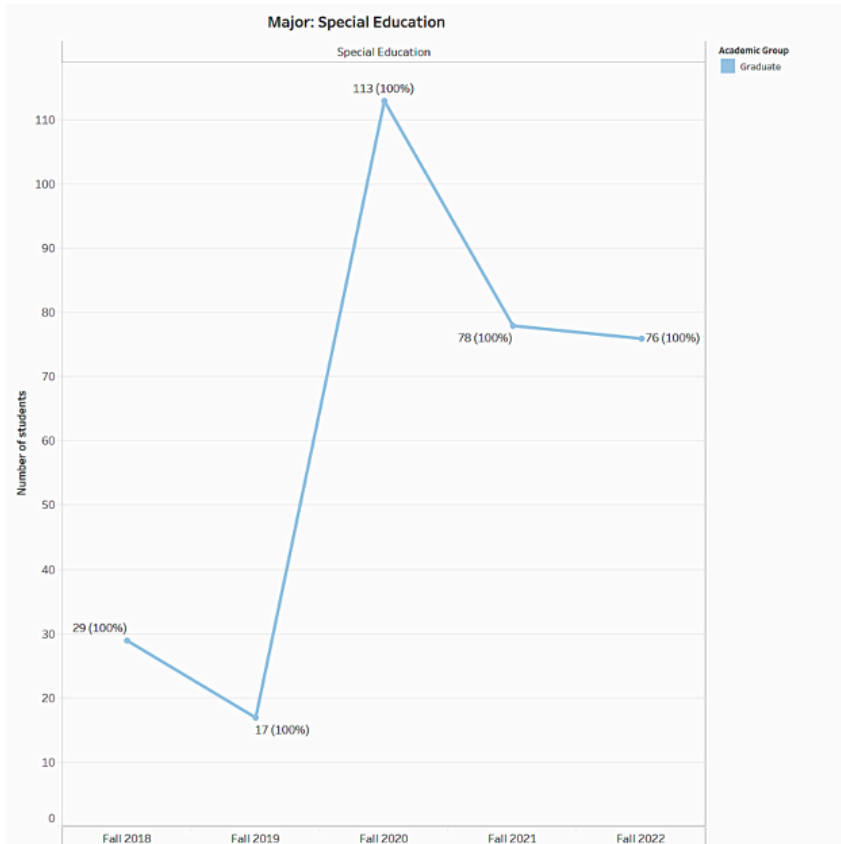
I. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Notable Trends

The trend most visible is the increase in the enrollment in the MS in Special Education Degree and the Education Specialist Credential Program. The program was designed so that the requirements for the credential and the MS degree are completed at the same time. Due to the dual credential/MS degree nature of the program and the manner in which candidates enter, the most accurate data is found in the Credential Student Service Center's databases.

Most candidates enter the program at CSUEB for the credential, the license to teach. They move to Master’s status beginning spring semester. The MS degree enables current candidates to assume leadership positions in their school districts and add to longevity in the field. Unfortunately, the MS degree coding limits the financial aid opportunities available. Master’s candidates are not eligible for the [TEACH](#) grant or other options available to Special Education teacher candidates as [Special Education](#) is considered a high-needs area.

Enrollment Data (graphs & tables)



Special Education: Admit Type											
		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Graduate	First-time Gr..	29	100%	16	94%	112	99%	77	99%	76	100%
	Transfer			1	6%	1	1%	1	1%		
	Total	29	100%	17	100%	113	100%	78	100%	76	100%
Grand Total		29	100%	17	100%	113	100%	78	100%	76	100%

Special Education: Race/Ethnicity

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		
	n	%	n	%	n	%	n	%	n	%	
Graduate	Asian				9	8%	9	12%	9	12%	
	Black				10	9%	9	12%	11	14%	
	International				1	1%	1	1%			
	Latinx			2	12%	40	35%	26	33%	26	34%
	Multirace	1	3%	2	12%	7	6%	4	5%	3	4%
	Native American									1	1%
	NHPI					1	1%	1	1%		
	Unknown	24	83%	4	24%	10	9%	8	10%	8	11%
White	4	14%	9	53%	35	31%	20	26%	18	24%	
Total	29	100%	17	100%	113	100%	78	100%	76	100%	
Grand Total	29	100%	17	100%	113	100%	78	100%	76	100%	

Special Education: Sex

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		
	n	%	n	%	n	%	n	%	n	%	
Graduate	Female	23	79%	12	71%	79	70%	57	73%	63	83%
	Male	6	21%	5	29%	34	30%	21	27%	13	17%
Total	29	100%	17	100%	113	100%	78	100%	76	100%	
Grand Total	29	100%	17	100%	113	100%	78	100%	76	100%	

Special Education: First Generation

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		
	n	%	n	%	n	%	n	%	n	%	
Graduate	FG	1	3%	7	41%	15	13%	9	12%	9	12%
	Non-FG	28	97%	10	59%	98	87%	69	88%	67	88%
Total	29	100%	17	100%	113	100%	78	100%	76	100%	
Grand Total	29	100%	17	100%	113	100%	78	100%	76	100%	

Time to Degree Years (and Headcount)

		Masters & Ed.D	
Overall		2.9 (55)	
CEAS	Special Education	2.9 (55)	

APR Coursework Data: Summary: Fall Term as of Census

FTES, FTEF (instruction), and SFR of all state-side coursework

College	Department	Fall 2018		Fall 2019			Fall 2020			Fall 2021			Fall 2022			
		FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR
CEAS	EDLD	104.9	5.7	18.5	89.2	4.9	18.3	89.0	4.1	21.4	64.9	4.1	16.0	69.4	5.0	13.8
	EDUI	26.3	1.1	23.2	44.2	2.2	20.1	38.2	1.7	22.9	21.5	1.1	20.1	30.6	1.2	25.5
	EPSY	231.4	12.7	18.3	231.3	12.7	18.2	332.7	13.3	24.9	322.7	13.7	23.5	307.7	14.6	21.1
	HRT	412.1	15.5	26.6	419.4	16.7	25.2	364.8	16.2	22.5	290.6	15.2	19.1	239.0	12.3	19.4
	KPE	582.1	26.0	22.4	626.8	30.1	20.8	586.6	26.6	22.1	550.6	26.7	20.6	480.0	26.2	18.3
	TED	223.8	7.5	29.8	197.9	9.8	20.1	245.2	9.1	27.0	291.0	10.6	27.4	187.7	8.9	21.2
	Total	1,580.6	68.5	23.1	1,608.8	76.4	21.1	1,656.5	71.0	23.3	1,541.3	71.4	21.6	1,314.4	68.2	19.3
Grand Total	1,580.6	68.5	23.1	1,608.8	76.4	21.1	1,656.5	71.0	23.3	1,541.3	71.4	21.6	1,314.4	68.2	19.3	

Request for Resources (suggested length of 1 page)

1. Request for Tenure-Track Hires

The program is in substantial need of two additional tenure track positions. The number of tenure track faculty for the SPED program (3) is presently the same as when the program was a fraction of its current size, with only 25 candidates. We now serve over 120 candidates. One tenured faculty member is eligible for retirement and plans to retire within the next year or so. The two additional SPED program faculty are at the Assistant and Associate level. Lecturers teach over 75 percent of the courses in the program and supervise the fieldwork of over 99 percent of candidates. It is possible for candidates to complete the program having taken only a single class with a tenure track member of the faculty. Program faculty serve as advisors for all program candidates, with Dr. Smetana and Dr. McDaniel (Mild/Moderate Support faculty) each advising over 45 candidates. Dr. McCollow (Extensive Support Needs faculty) advising over

40 candidates. She also advises candidates who are off track or are working on adding an additional authorization. This is beyond the ratio of typical graduate-level program advising and strains program faculty.

The growth of the CSUEB Education Specialist program demonstrates a [critical need](#) for special education teacher preparation in East Bay public schools and communities. This CSUEB program is an attractive option for local school districts when filling their openings for special education teachers because of the reputation/quality of our program, as well as the cost, which is significantly lower than other public and private options available in the area. The program, now online, has been designed to support teacher candidates who may be seen as underprepared to graduate level studies. Many students in the program have been out of school and in the workforce for years, and they often require additional assistance in navigating the university system. This program fills an equity and opportunity gap in the Bay Area by bringing members of the community into the fold who might otherwise not have pursued a teaching credential or graduate studies. This ultimately results in a supply of high-quality teachers for hire in underserved communities, which often have the least prepared teachers. Supporting these students is critical work in fulfilling our mission of providing quality teacher preparation to diverse teacher candidates who will serve as teachers in the diverse communities of the East Bay that they come from. It does, require, significant support of candidates, beyond what would typically be expected of a faculty graduate studies advisor. We consider this work vital if we are to continue serving the BIPOC community, who are underrepresented in graduate programs and in the field of teaching. When combined with an already high faculty: student ratio, however, it has begun to require efforts that are unsustainable by current program faculty.

As discussed above, service to teacher candidates is an important part of access to programs. The addition of a fall entry option (to the existing summer entry) enabled candidates more time to make arrangements to enter the program. A June 1 application deadline (for admission in the fall semester), in addition to the April 1 application deadline (for admission in the summer semester) provides districts with the opportunity to plan for the fall and move classified staff to teacher of record positions and enroll them in a preparation program. *This change has supported the SPED program's district partners but has resulted in a program with year-round support requirements, with candidates taking a full load of courses in the summer in addition to fall and spring semesters.* To assure that the program operates smoothly for our candidates, many of whom are unfamiliar with CSU processes and procedures, *faculty are spending significant, uncontracted, uncompensated summertime work advising candidates, program administration, and other program related tasks. Year 1 tasks completed during the summer months include applicant file review and interviews for fall entry, as the fall entry applications are due June 1. Additional tasks include supporting candidates with time management and planning strategies during the summer session courses, processing admission decisions, completing paperwork and documentation for candidates to obtain intern credentials, planning for fall supervision, hiring and training a large team of adjunct lecturers, holding candidate orientations, coursework (SPED 500), and more.* In addition, many candidates who have completed the program, do not file papers related to program completion and the MS degree during the school year and file during the summer. In order to meet the requests from the Graduate Evaluators and the Credential Student Service Center, faculty must work to complete the requests. This is another example of the expectation that faculty will continue to work without compensation for the summer. Two additional faculty positions within the program, with duties that would include summer coordination, completion of the admission process for fall entry candidates, support the implementation of summer courses, and the admission, registration, and advising process for summer candidates, are needed. These faculty would continue with course assignments for fall and spring semesters, and would allow the program to continue to thrive and grow in a sustainable manner.

Additionally, there is a desire and need to recruit and hire tenure track faculty who represent the diversity of the candidates in the program. Currently, the program faculty are two white women and one white Hispanic woman who are native English-speakers. Two are cisgender, heterosexual women and one is a cisgender, queer woman. The faculty do not directly represent the diversity of the candidates served in the program. While the field of special education teaching is largely white and female, our candidates come from more incredibly diverse backgrounds, and a majority of candidates are BIPOC. Given the social justice and representation initiatives being prioritized by the CSUs and CSUEB, the SPED program needs the opportunity to hire faculty that are representative of the candidates and the communities they serve. Our program candidates deserve to have representation reflected in their program faculty, which may include male faculty, faculty of color, and faculty from culturally and linguistically diverse backgrounds.

2. Request for Other Resources

Administrative and clerical support for the program is needed, as program faculty are currently spending a significant amount of time entering candidate and school site information into databases and spreadsheets and following up on requests for information or on completion of requested tasks. Additional support to faculty is needed for the creation and posting of program handbooks, forms, presentations, assessment and accreditation reports and the organization of MS degree major checks.

A second need is for an expert in the systems of the University and candidate management. A staff person knowledgeable in the area of registration and financial aid in terms of who to contact when difficulties arise would resolve many of the difficulties that candidates have throughout the program. Faculty are not in a position to advise on financial aid or difficulties with holds on accounts, registration and enrollment.

Additional resources needed are outside of the program but impact the operation of the program. An example is the need for additional staffing of the Credential Student Service Center from May through September. This is the ‘crunch’ time of processing of preliminary and intern credentials. The speed of processing impacts candidate employment. The fact that candidates are not able to obtain their Intern credential in a timely manner impacts their employment and in some cases results in the loss of a teaching position. Faculty are being asked to resolve enrollment and financial aid difficulties. Candidates are being sent from one department across campus to another one with no resolution. In most cases, faculty lack the resources or knowledge to assist the candidate.

Finally, the new Education Specialist Credential Program standards require that candidates are prepared to teach individuals who receive services within general education, including students who have traumatic brain injury, physical and health impairments and have multiple disabilities and deaf-blindness. Additional course resources are needed to extend the knowledge of the faculty and for the presentation of content to candidates.

Diversity, Equity, and Inclusion

The following is a summary of the Master of Science in Special Education programs’ actions and strategies to continue the promotion of social justice, equity and access in our learning and field based communities. The MS in Special Education programs were founded on the premise of inclusion, that individuals with disabilities should receive services within their home communities alongside their typical

peers. More recently the MS in Special Education programs have identified content and practices that supports our commitment to diversity, equity, and inclusion.

Courses are equity focused and incorporate processes that support candidate access. Candidates complete a range of school and community-based activities throughout the program that often deepen their understanding of the students and communities in which they teach. The following are examples relevant to the DEI and Student Diversity in the University's 2019 DEI Rubric.

- Process to recruit and identify individuals from underserved communities into the program. Program faculty work with school district and community organization personnel to identify those from the classified staff or other positions to apply to the program. Over 90% of the candidates in the Residency program with the West Contra Costa Unified School District are from underrepresented groups. Many are English as a second or third language learners or have been out of school for over 10 years.
- Applicants' qualifications for admission to the program are considered holistically. Factors including school and community volunteer work, experiences as instructional support personnel, abilities and disabilities/learning differences, aspects of diversity that expand beyond language, race and culture, and challenges are considered.
- Cohorts continue to reflect the linguistic and cultural diversity of the Bay Area, and greater California as we begin supporting candidates in Central and Southern CA. Candidates reflect wide world views and various levels of preparation for graduate work.
- Universal Design for Learning as the foundation for the content and organization of courses. The UDL practices recognize the multiple ways in which individuals learn, the range of skills and practices individuals use to demonstrate their learning and motivation, the importance of an affective connection, interest or recognition of the importance of the topic.
- Course syllabi that reflect multiple opportunities for candidates to develop knowledge and skills for academic success. Candidates receive additional guidance from course instructors. Due dates are often changed to respond to candidates' needs. Candidates often submit several drafts for review before submitting for a grade.
- Commitment to equity and access to program components through the development and final CSU Chancellor's approval of an online degree program. This program builds on the content and faculty skills developed since fall 2020. Candidates requested the continuation of the online delivery as it enabled them to remain employed and care for family members. The online program also eliminated the need for travel expenses and parking fees. As a result, the cost of the program to candidates was reduced.
- Many course instructors have replaced expensive textbooks with online, open access and other free materials without reducing the quality of the content or experiences in the course. When a text is required, candidates frequently use the text for more than one class.
- Intern teachers receive University supervisor support for the duration of the program. Teachers of record on permits and student teachers receive 3 of 4 semesters of university supervision.

- Service to underserved communities through the economic support of eligible individuals from the community to participate in the Residency Program with West Contra Costa Unified School District and Castro Valley Unified School District.
- Development of site-based professional learning communities where program graduates informally support first and second year candidates. These PLC's provide a space within the work environment for addressing some of the social and emotional needs of our candidates.
- Assignment of supervisors to the same school site over multiple years. Supervisors become a part of the school community and understand the assets and challenges of the community.
- In creating the MS Capstone project, candidates conduct an informal assessment of their instructional community. From the information collected and candidates' professional interests, they create a proposal for their Capstone Project. Thus, the project is designed to address a need of the community.
- Opportunities for structure group work where participants are responsible for their part of the project have been incorporated into courses.
- Capstone rubric for the evaluation of the final Capstone Project was created by the candidates and reflects their knowledge and values. In this process each candidate had a voice in the content of and process for their evaluation. While the Social Justice ILO has been overlaid onto the candidate-created rubric, the rubric still represents the priorities of candidates.
- Service to individuals with Autism through Project ASPIRE (Autism Specialists Pioneering Inclusive Research-based Education), a project that integrates evidence-based education and service learning within the community.

The program is in the process of creating a set of online resources that reflect our Commitment to Social Justice, Diversity, Equity and Access. The resources below will be posted on the Special Education website when the website is revised to reflect the current program.

[Social Justice Resources](#)
[California Department of Education, Equity](#)
[Diversity, Equity and Inclusion](#)