

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
Date Submitted	October 1, 2023

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

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

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 to help our students complete their degree. The Intern credential is a 1b10(nt)5(i)5(a)-10(l)0(l)5(i)5(st)8(C)8(r)-7(n),

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 prm }

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:

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

PLO 2

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 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.

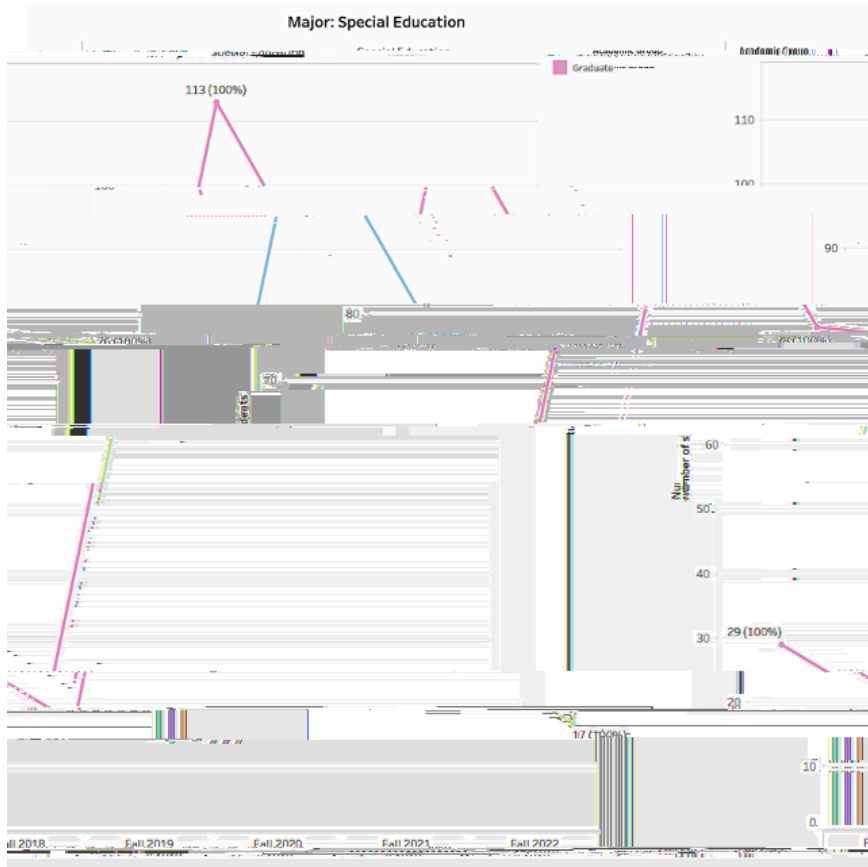
Data Collection. The data is collected at the end of the semester during implementation plan presentations.

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

performance in the assignments. Additionally, we recognize that some candidates require multiple

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)



Year	n	%	n	%	n	%	n	%
Fall 2021	1	6%	1	1%	1	1%		
Fall 2022								
Transfer								
Total	1	6%	1	1%	1	1%		

Request for Resources

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.

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

- 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.