



Student Handbook

Early Childhood Special Education

San Francisco State University

Fall 2014

Welcome to the Early Childhood Special Education Program at San Francisco State University!

This handbook is designed to supplement other university and departmental materials to assist students in completing their programs successfully. We encourage you to meet with your academic advisor regularly, a minimum of once per semester, to plan your course of study and discuss any concern you have. In addition, you can find useful information on the ECSE website, <http://ecse.sfsu.edu/> , and the ECSE iLearn page, <http://ilearn.sfsu.edu/>

Communication between faculty and students is mainly via email, and you are advised to link your personal email address with your sfsu account to receive important information timely.

Best wishes for a successful experience at SFSU!

Sincerely,

Amber Friesen, Ph.D.

Summer Hsia, Ph.D.

Introduction

The purpose of the Early Childhood Special Education (ECSE) Master's, Credential and Certificate programs is to prepare students to work in teaching and leadership roles in a variety of early childhood special education service delivery settings including public schools, private schools and centers, Head Start, hospitals, community agencies and family homes. Employment options may include teaching, program administration, providing transdisciplinary team services, and facilitating parent groups, among others. The curriculum focuses on services for young children who have disabilities or who are at risk for a developmental delay. Children are viewed within the context of their families, resulting in a family-centered and culturally-sensitive approach that is infused into all courses and field work.

The program emphasizes an interdisciplinary approach to early education for children from birth to five years of age. Preparation is given in the following competency areas:

1. early development and the impact of disabilities on development
3. special education law
4. screening, assessment, and evaluation
5. program planning and implementation
6. family involvement and support
7. cultural and linguistic diversity
8. leadership and interdisciplinary collaboration

Training is accomplished through the following experiences: lecture, discussion, small group projects included in course work, field experience, student teachings, and research. Students at San Francisco State University reflect the racial, cultural and linguistic diversity of California. The program content strongly reflects this rich diversity as well.

Course Requirements

Preliminary Education Specialist Credential In Early Childhood

The holder of the Preliminary Education Specialist Credential in Early Childhood is authorized to teach young children, ages birth to pre-kindergarten, with disabilities. The following coursework is designed based on California teaching standards and approved by the California Commission on Teacher Credentialing (CCTC).

Category I: Common Core Requirements

Course Description	Semester
SPED 788 Laws, Ethics, Collaboration, Technology & Instructional Planning (3 units)	Fall, Spring, Summer
SPED 801 Development, Diversity and English-Language Learners (3 units)	Fall, Spring, Summer
H ED 630 Elementary School Health (3 units) *	Fall, Spring

Category II: Early Childhood Special Education Methods Cluster

Course Description	Semester
SPED 777 Development and Learning of Young Children with Special Needs (3 units)	Fall
SPED 779 Family Systems and Services (3 units)	Fall
SPED 737 Infant Intervention (3 units)	Spring
SPED 738 Preschool Intervention (3 units)	Spring
SPED 780 Assessment and Program Evaluation in ECSE Settings	Fall
SPED 747 Physical Disabilities and Sensory Impairments	Fall, Spring
SPED 774 Positive Behavior Supports (3 units)	Fall, Spring
SPED 825 Behavior and Instructional Supports: Autism (3 units) or SPED 794 Communication, Socialization and Imagination: Autism (3 units)	Fall Spring
SPED 885 Topics in Early Childhood Special Education (3 units)	Spring

Category III: Student Teaching

Course Description	Semester
SPED 730 Infant Toddler Student Teaching (3 or 9 units)	Fall, Spring, Summer
SPED 729 Student Teaching Workshop – ECSE (1 unit)	Fall, Spring, Summer
SPED 730 Preschool Student Teaching (3 or 9 units)	Fall, Spring, Summer
SPED 729 Student Teaching Workshop – ECSE (1 unit)	Fall, Spring, Summer

Total: 44-56 units

*See <http://www.sfsu.edu/~spedcd/pdf/HEDSubst.pdf> for approved substitutions.

Course Requirements

Master of Arts In Early Childhood Special Education

The Master of Arts in Special Education is an advanced degree emphasizing research and leadership skills in Early Childhood Special Education.

Required Coursework	Semester
SPED 788 Laws, Ethics, Collaboration, Technology & Instructional Planning (3 units)	Fall, Spring, Summer
ISED 797 Educational Research (3 units)	Fall, Spring, Summer
SPED 777 Development and Learning of Young Children with Special Needs (3 units)	Fall
SPED 779 Family Systems and Services (3 units)	Fall
SPED 737 Infant Intervention (3 units)	Spring
SPED 738 Preschool Intervention (3 units)	Spring
SPED 780 Assessment and Program Evaluation in ECSE Settings (3 units)	Fall
SPED 730 Student Teaching in ECSE (3 units)	Fall, Spring, Summer
SPED 747 Physical Disabilities and Sensory Impairments (3 units)	Fall, Spring

Culminating Experience Options	
Option I	
Two graduate level elective courses (one of which can be a course required by the Credential Program) and Comprehensive Exam (6 units)	Fall, Spring
Option II	
SPED 894 Creative Work Project (3 units)	

Universal Design for Learning & Accommodations

San Francisco State University implements the principals of Universal Design for Learning to make course concepts accessible and skills attainable regardless of learning style, physical, or sensory abilities.

San Francisco State University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you are in need of a classroom accommodation, please make an appointment with the instructor to discuss this. All information will be held in the strictest confidence. Students with disabilities who need reasonable accommodations are encouraged to contact the instructor of each of your courses. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu).

Student Conduct

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life. The Standards for Student Conduct can be found in the SFSU Bulletin:

<http://www.sfsu.edu/~bulletin/current/supp-reg.htm#ppg339>

Academic Integrity

Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own.

Observation of Religious Holidays

When religious holidays require students to be absent from class activities, the student needs to inform the instructor, in writing, during the first two weeks of the class each semester. The student will not be penalized, but it is his/her responsibility to make up the work missed.

**Graduate College of Education
San Francisco State University**

**Declassification Policy and Procedures
Academic Year 2014-2015**

A student may be declassified (dropped) from a credential program or graduate degree program for a range of reasons including, but not restricted to, unprofessional conduct, behavioral issues that interfere with the learning of others; failure to make progress toward the degree as set forth by the University and program policies; failure to meet grade requirements to maintain good standing in the program and/or University; and/or the department/program faculty determine that the student is incapable of completing degree requirements at the level expected of a graduate student in the discipline. Graduate students are expected to develop their full potential as scholars and to maintain a 3.0 GPA.

The department must initiate the declassification request with support from the department/program chair and college dean or designee. Requests are submitted to the Dean of Graduate Studies for final action and official notification to the student and the Registrar's Office. Declassification appears on the student's transcript.

To continue in the University, a declassified student must formally apply to another graduate program. Such students will not be permitted to enroll through regular University or Open University in any undergraduate or graduate courses in the program or degree from which they were declassified. Unless declassification was related to conduct issues that interfere with campus interactions, declassified students are eligible to apply to a new program through CSU Mentor, pay the application fee, and be accepted as a student by the department/program. (Excerpted from the SF State Bulletin, <http://www.sfsu.edu/~bulletin/current/gradpol.htm#ppg50>.)

The following is the declassification procedure adopted by the departments and programs in the Graduate College of Education:

1. A faculty member determines that a student has exhibited behaviors that appear to call for declassification.
2. The faculty member brings these matters to the student's and Department Chair's attention and attempts to resolve them with the student within 10 working days. If the problematic behaviors cease, the declassification process is suspended. The faculty member may, if the Code of Student Conduct (www.sfsu.edu/conduct.sfsu.edu/standards) is violated, refer disciplinary matters to the Dean of Students of the University.

3. If the problems are not resolved, the Department Chair appoints, within 10 working days, a Declassification Review Panel consisting of three tenure/tenure-track faculty members in the program (not including the faculty member who originally raised the issue of declassification). The Panel reviews all materials and evidence pertinent to the student's behavior and interviews the student and faculty member separately within 10 working days of being appointed. The Panel renders an independent decision about whether or not to recommend declassification and notifies the Department Chair in writing within this time period.

4. If declassification is not recommended, the matter is ended. If declassification is recommended, the Department Chair forwards a written recommendation, with evidence, within 10 working days to the Dean of the Graduate College of Education or his/her designee. The Dean reviews this recommendation. If s/he concurs, it is forwarded within 10 working days to the Dean of Graduate Studies for a final decision and official notification to the student and the Registrar's Office.

Useful Internet Links

University	
San Francisco State University	http://www.sfsu.edu/
Department of Special Education and Communicative Disorders	http://www.sfsu.edu/~spedcd/
Credential and Graduate Services Center	http://coe.sfsu.edu/cstpc
Division of Graduate Studies	http://www.sfsu.edu/~gradstdy/
SFSU Library	http://www.library.sfsu.edu/
iLearn	http://ilearn.sfsu.edu/
Professional Organizations	
Council for Exceptional Children	http://www.cec.sped.org/
Division for Early Childhood	http://www.dec-sped.org/
National Association for the Education of Young Children	http://www.naeyc.org/
California Commission on Teacher Credentialing	http://www.ctc.ca.gov/