

Department of Special Education

San Francisco State University

Mild/Moderate Teacher Education Program Handbook Fall 2013



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Mission Statement

Welcome to San Francisco State University Special Education program in Mild/Moderate Disabilities. Prospective candidates are motivated critical thinkers who will make a meaningful and unique contribution to the field of education. The Preliminary and Clear Professional Education Specialist Credential and Master of Art in Special Education are designed to prepare highly qualified educators with the research base, skill, knowledge, and understanding to support students with a range of abilities and learning needs. Candidates will gain competency in the historical, philosophical, and empirical foundations of general and special education practices through coursework, practicum, and field experiences. Graduates of these programs go on to become leaders in the field while continuing to engage in life-long learning, professional development, and collaboration. The field of education is evolving to better include and support diverse learners with effective instruction that leads to life-long positive outcomes. The role of the teacher is to provide equitable educational opportunities for all learners to advance to their fullest potential.

The purpose of this handbook is to guide students who are seeking to attain California State certified provisional and clear credentials and/or a Masters degree through our programs.

Programs Offered

California Educational Specialist Preliminary Credential
California Professional Clear Credential
Master of Arts (M.A.) in Special Education (emphasis in Mild/Moderate Disabilities)

California Educational Specialist Preliminary Credential Program Description

This certification program is designed for individuals who are seeking a Preliminary California Educational Specialist Credential (grades k-12 and adults up to 22) with the embedded English Language Authorization, and Autism Authorization as a teacher of students with mild to moderate disabilities. The program meets state licensing requirements in accordance with the California Commission on Teacher Credentialing (CCTC) and is fully aligned with the California State Learning Standards.

This program requires 37- 39 units (for courses only). This full-time program typically requires three to four semesters to complete. The student teaching semester adds 9 units. The program is intended for individuals who do not already hold a California preliminary or clear credential as a teacher of students with mild to moderate disabilities. It is designed for teachers who currently hold jobs or plan to obtain jobs in the field.

The program provides teachers and prospective teachers with the broad preparation they need to work with the wide range of learners in (grades K through 12 and adults through age 22) who may be in today's general, inclusive, or special education settings. Throughout the program you will learn how to utilize scientifically-based instructional and behavior strategies for working with children with a wide range of abilities. You will learn how to make data-based decisions and to tailor your teaching approach to the academic, intellectual, emotional, and social needs of your students in order to help them reach their full potential. The program includes requirements in common core coursework in special and general education, on-going advisory support, access

to new math and reading intervention technologies, field-based activities, and a student teaching experience. Over the course of the program you will create an online portfolio documenting your academic work and your student teaching experiences.

You will gain teaching experience and intensive advisory support through supervised student teaching in an inclusive or special education setting. Working teachers and assistants may do their student teaching in their workplace. If you are not currently working in a school you will work closely with your advisor to find an appropriate placement.

Upon successful completion of the Level I Education Specialist Credential Program you will be eligible to for a Preliminary California State Preliminary Level I Credential (which is valid for five years) and prepared to work with a wide range of learners with mild to moderate disabilities in grades K-12.

Professional Clear Credential Program Description

This program is designed for teachers who hold a Preliminary Education Specialist Credential and seek to obtain a California Clear Professional Educational Specialist Credential (grades K-12 and adults up to 22) with an emphasis on mild to moderate disabilities. The Professional Clear program provides on-going support for new teachers to meet the demands of professional positions and develop advanced knowledge of scientifically based instructional and behavioral strategies. Activities in the program are designed on an individual basis through the development of Individualized Induction Plan (IIP) and may include academic course work, professional seminars, and an online portfolio. All candidates have access to the latest reading and math intervention technologies, and professional development activities. This program prepares teachers to be leaders in the field of education.

Candidates have 5 years from the date on the Preliminary Credential in which to complete the Clear Credential in California. However, we encourage SFSU students to complete the Clear Credential during the two semesters after they are awarded the Preliminary Credential.

Master of Arts in Special Education Program Description (Mild/Moderate Disabilities)

The Masters of Arts in Special Education program involves the study of policy, practice, and research for individuals with mild to moderate disabilities across the life span. It emphasizes advanced research skills and knowledge and prepares candidates to be leaders in the field of education. Some students continue at the doctoral level.

Students may elect to pursue the master's degree independent in combination with a teaching credential. The courses required for the Preliminary Credential Program apply to the Master of Art Program. The degree prepares students for employment in education or related human services fields serving people with disabilities. However, graduates are not authorized to teach in K-12 public schools in California unless they concurrently possess an Education Specialist Credential.

During the program you will have opportunities to learn and participate in on-going research projects with individual faculty members. Before graduating, you will complete a Master of Arts thesis, field study, creative work project, or written comprehensive exam. Your choice will depend on your goals, areas of interest and learning style.

How to Apply

Application Deadlines (check Sped/CD Website for any changes in application deadlines)

Spring Semester applications due **October 15**

Fall Semester applications due **February 1**

When applying to the Department of Special Education, you need to complete **both a department and a university application.**

Attend an Information meeting

The Credential Services Office holds information meetings regularly. Check the bulletin board outside the Teacher Preparation Center, Burk Hall 244, visit our website at <http://www.sfsu.edu/~cstpc/infomeet.html> for dates and times. The information meeting includes an overview of the programs offered and a detailed explanation of all application requirements. We strongly encourage all prospective applicants to attend a meeting.

Please review procedure and policy for graduate admissions on the Division of Graduate Studies website at www.sfsu.edu/~gradsdy.

Apply online to the University through the CSU Mentor website at the following link, http://www.csumentor.edu/AdmissionApp/grad_apply.asp

Obtain an application to the Department of Special Education (<http://coe.sfsu.edu/cstpc/apply>), print out and complete the application. Applications are also available in the Credential Services Teacher Preparation Center in Burk Hall 244 as well as in the Department office in Burk Hall 156 or by phone at 415-405-3594.

In order to be admitted to one of the SFSU Preliminary Education Specialist or Professional Clear Credential programs, candidates are evaluated by the university and by faculty members within the Department of Special Education.

* **Note:** All credential applicants must apply to both a credential and master's degree. the only exception made is for credential applicants who previously have earned a master's degree in Special Education.

Applicants for University-recommended Education Specialist Credentials must meet all state and University requirements as following:

CSET: Multiple Subjects + Writing Skills. All three sections of the Multiple Subject CSET exam must be passed as well as the CSET Writing Skills test. Submit a photocopy of the results. Register on-line: www.cset.nesinc.com<<http://www.cset.nesinc.com>>. Not recommended for those taking the Single Subject CSET exams.

Subject Matter Competency: (*Early Childhood and Orientation and Mobility are*

exempt from this requirement). The California Commission on Teacher Credentialing requires that Education Specialist candidates prove they possess a body of appropriate knowledge that reflects the California State Standards. There are two ways candidates can prove their competency: 1) Take the appropriate state test, or 2) Complete appropriate subject matter coursework. Please contact the Credential Services Teacher Preparation Center for further clarity, (415) 405-3594, or go to the CSET website at www.cset.nesinc.com.

Certificate of Clearance (COC): Fingerprint Clearance via Live Scan and Commission on Teacher Credentialing online application.

In accordance with California state law and Education code, all teaching credential applicants must go through a background check. All applicants must apply for a Certificate of Clearance with the Commission on Teacher Credentialing (CTC) OR submit proof of prior completion of the clearance. **Acceptable documentation in lieu of a Certificate of Clearance:** valid credentials or permits issued by the CTC, including substitute, pre-intern, clear or preliminary, or Child Development permits. District or other job related clearance is not acceptable. Submit a photocopy of the document or a printout from the Commission on Teacher Credentialing website.

Letters of Recommendation: Applicants must submit a minimum of two letters of recommendation (*not required for Level II / Clear Credential candidates*). Letters should come from a source familiar with the applicant's teaching or overall potential and ability as a prospective teacher. Letters should be typed on professional letterhead with original signatures. Letters from relatives are not acceptable.

Original Transcripts: Applicants must submit 2 sets of original transcripts from all universities attended (1 to the SPED department, 1 to the University).

GPA: The minimum GPA accepted for **all Special Education applicants** is **3.0** overall in all baccalaureate coursework.

Early Field Experience: Candidates shall have demonstrated suitable aptitude for teaching in public schools by demonstrating they have fulfilled a minimum requirement of 45 hours of early field experience prior to applying to an Education Specialist Credential. The early field experience must represent your emphasis choice and be in the kind of environment that matches the credential you are seeking.

Statement of Purpose: Applicants must submit a typed essay in which the candidate outlines reasons for wanting to enter the selected program area. Include descriptions of experiences that led you to consider the area of study as well as short term and long-term goals relative to service to the profession in the years ahead.

Resume: a focused one-page document with a succinct job goal and descriptions of each previous job and related experience.

Interview: Students are also expected to complete an in-person interview with college faculty before being admitted to the program. If students live out-of-town, they can set up a phone interview.

Program faculty will review applications for consideration for program acceptance in meeting the above criteria. Admission to the Preliminary Education Specialist credential program is based upon information from the sources listed above as judged by the faculty of the Department of Special Education.

Candidates enter the Professional Clear Education Specialist Credential program at the completion of their Preliminary Education Specialist Credential and upon employment as a special education teacher in their emphasis area. Therefore they must have”

1. Copy of the Preliminary Induction Plan (At SFSU, preliminary induction plans are developed during the student teaching experience. Other campus programs may develop the individual induction plans at a different program stage.)
2. Preliminary Education Specialist Credential or Letter of Completion from the Credential Analyst office.
3. Verification of Employment completed by the district in which the teacher (Clear Credential Candidate) is employed.

Submit all program application materials to:

Credential Services Office ATTN: Credential Admissions
College of Education - Burk Hall 244
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132-4158

Submit all program application documents together in one package. Please make sure your full name appears clearly on every document.

Admission Procedures: The faculty reviews all applications after the deadline. There are no rolling admissions. Faculty may require interviews for some applicants. Applicants will be notified by mail eight to ten weeks after the deadline regarding admission decisions. Applicants must meet both department and university requirements to be formally admitted to the program and university.

Preliminary Credential Program Outline

Coursework

Course #	Title	Prerequisites	Categories	Units
INTRODUCTORY COURSES				
SPED 788	Professional, Legal, and Ethical Practices: Creating Opportunities for Students with Disabilities		Common Core Requirements	3
SPED 770	Introduction to Mild/Moderate Disabilities		Mild/Moderate Specialization	3
GENERAL COURSES				
SPED 774	Positive Behavior Support		Common Core	3
SPED 801	Communication, Diversity Exceptionality: Cultural and Communicative Competence. [ELL Authorization]		Common Core	3
SPED 772	Assessment, Curriculum and Instruction	SPED 788, 770	M/M specialization	3
E ED 684	Curriculum and Instruction in Mathematics	Not required if student possesses a Multiple Subjects or Single Subject Teaching Credential earned in California	Common Core	3
E ED 882	Literacy Instruction K-12 [ELL Authorization]		Common Core	3
SPED 763	Transition Planning for Students with Disabilities		Common Core	3
Health Education	Elementary School Health or, Secondary School Health (e.g. HED 630/635 or similar course on advisement)		Common Core All courses are online in Health Education, Extended Studies and outside programs (see Special Education Website for details)	3 or 1
ADVANCED COURSES				
SPED 775	Mild/Moderate Disabilities: Advanced Methods	SPED 770 SPED 772	Mild/Moderate Specialization	3
SPED 791 or SPED 794	Nature of Autism Spectrum Disorders Communication, Socialization &		Common Core (Please choose one of these classes). You do not need to take all	3

or SPED 825	Imagination: Autism Behavior & Instructional Supports: Autism		three classes to get an autism authorization. You get the authorization with your credential.	
SPED 778	Advanced Literacy and instruction	SPED 882	Mild/Moderate Specialization	3

Student teaching courses (students are required to take these courses at the end of the program and must apply for student teaching the semester before. The student teach seminar and student teach must be taking together).

SPED 726	Seminar: Student Teaching for Mild/Moderate Disabilities	All courses must be completed with the exception of SPED 775	Mild/Moderate Specialization	3
SPED 730	Student Teaching In Special Education		Mild/Moderate Specialization	9
			Courses without student teacher is 37-39 units	46-48 Total

Students must take introductory courses first. General courses may be taken in any reasonable sequence. Advanced courses must be taken last.

Students must be enrolled full-time for a minimum of 9 units during the semester of student teaching.

Additional SFSU and California State requirements

Requirement	Description	Sequence
Certificate of Clearance (COC)	Fingerprinting; clearance required prior to all field observation coursework during program enrollment and prior to application for student teaching	Required at start of program & before 2 nd semester
Tuberculin Test	Available at SFSU Health Center	
Completion of Preliminary Education Specialist Coursework	Consult with advisor for minimum specialization coursework required prior to student teaching. Exceptions must be approved.	Required prior to student teaching: Application for Student Teaching and CAP authorized by advisor, turn in to BH 156. CAP due: February 28- fall semester September 28 – spring semester
Application for Student Teaching	Attach all prerequisite documents to application, regardless of earlier submission	
Credential Approved Program (CAP)	Available from website: www.sfsu.edu/~spedcd	
ELL Authorization	ELL Authorization is built into the Preliminary Credential	
Reading Instruction	Successful completion before award of	Completed during

Competence Assessment (RICA)	credential. Bulletins available at Credential Services Teacher Prep Center, BH 244, (415) 405-3594 www.rica.nesinc.com	semester of Student Teaching, or earlier
U.S. Constitution Requirement	Can be fulfilled by a two-unit course or an examination	
Preliminary Induction Plan	Developed in Student Teaching Seminar	Semester of Student Teaching. Credential Analyst will meet with Students in Student Teaching Seminar
Application and fee for the Award of Credential or Certificate of Eligibility	All California standards and SFSU curricular requirements must be met	

Timeline and Procedures

Prior to Admission. Certificate of Clearance (COC): Fingerprint Clearance via Live Scan and Commission on Teacher Credentialing online application. In accordance with California state law and Education code, all teaching credential applicants must go through a background check. All applicants must apply for a Certificate of Clearance with the Commission on Teacher Credentialing (CTC) OR submit proof of prior completion of the clearance. **Acceptable documentation in lieu of a Certificate of Clearance:** valid credentials or permits issued by the CTC, including substitute, pre-intern, clear or preliminary, or Child Development permits. District or other job related clearance is not acceptable. Submit a photocopy of the document or a printout from the Commission on Teacher Credentialing website.

Candidates must also submit a copy of verification that they have been tested for tuberculosis and have received either a negative result to a chest x-ray or a negative result to a skin test. Results need to be current (within the past 2 years).

Prior to student teaching. Before candidates begin the formal student teaching requirement, all Preliminary coursework must be completed. Additionally, students must submit a Credential Approved Program (CAP) form to the Special Education Department before the appropriate deadline (details on submission below). This form will serve as a contract outlining the course of study and timeline indicating when each course will be completed. Students are required to complete a minimum of 39 units as outlined in the above diagram.

Student Teaching. Student teaching is the culminating experience of the Preliminary Education Specialist Program in the area of Mild/Moderate disabilities. Students should plan on doing their student teaching during their last semester in the credential program. Students must be enrolled full-time for a minimum of 12 units during the semester of student teaching.

Applying for student teaching. Students must apply for student teaching one semester before they intend to student teach. To student teach during spring semester, applications must be turned into BH 156 no later than September 28th. To student teach during the fall semester, applications must be turned into BH 156 no later than February 28th. Students will need to arrange to meet with their faculty advisor during scheduled office hours well in advance of the application deadline to (1) discuss Student Teaching Placement Options and (2) obtain required signatures on student teaching documents.

Students are required to conduct their student teaching experience in an approved Mild/Moderate classroom/program as agreed upon with your faculty advisor. Students who currently hold special education positions may have the option of student teaching in their place of employment as long as they are in the role of lead teacher. Students who are not currently employed have the option of seeking out their own student teaching placement otherwise a placement will be arranged for you. In all cases, student teaching placements will only be approved under the condition that a fully clear credentialed Mild/Moderate teacher is available to serve in the role of Cooperating Teacher throughout the student teaching experience.

Before students hand in their application packet, required signatures are needed on the following documents: (1) Student Teaching Application Form, (2) Preliminary Credential Approved Program (CAP) form, and (3) Unofficial University Transcript. The Student Teaching Application Form and the Preliminary CAP form should be completely filled out prior to meeting with your faculty advisor. The completed application packet should be submitted to the

Department of Special Education office in BH 156 by the semester deadline (see above). Students must attach copies of evidence for each precondition listed below even if these materials were submitted at an earlier date.

1. Student Teaching Application Form - This form will need to be filled out and signed by faculty advisor well in advance of application deadline. Forms are available in the Department of Special Education, BH 156 or can be downloaded (see Level I forms below)
2. Preliminary Credential Approved Program (CAP)- This form will need to be filled out and signed by faculty advisor well in advance of application deadline. Forms are in the Department of Special Education, BH 156 and the Credential Services Office BH 244 or can be downloaded (See Preliminary forms below)
3. Unofficial Transcript - Students may download their transcript from the SFSU website <https://www.sfsu.edu/online/login.htm> Tuberculin (TB) Test - Evidence showing that this was done within the 2 past years. TB tests are available at the SFSU Student Health Center <http://www.sfsu.edu/~shs/>
4. Certificate of Clearance - Fingerprint clearance (livescan) is required prior to all field observations and placements and must have been sent to the California Commission on Teacher Credentialing (CCTC) in order to be qualified to student teach. Forms are available in BH 244.
7. Subject Matter Competence (including the CSET writing exam) - Evidence that this requirement has been met (e.g., CSET test results, documentation that Waiver has been granted). Contact the Teacher Preparation Center for further clarification, (415) 405-3594 Burk Hall 244.
8. Credential Processing Fee - \$25 fee to be paid at the Bursar's /Cashier's counter in the Student Services Building or the Administration building. Payment should be arranged during first semester of the program. Forms are available in BH 156 or BH 244.

Students will receive notice that they have been accepted into student teaching, at which time information will be provided on registering for SPED 726 and SPED 730.

During student teaching semester. While students are engaged in student teaching, they must complete the Reading Instruction Competence Assessment (RICA). Information on this assessment is available in the Credential Services Teacher Preparation Center in BH 244, or online at www.rica.nesinc.com. Students are also required to satisfy the California Commission Teacher Credentialing (CCTC) constitution requirement. This can be done by either completing a two unit course in the provisions and principles of the United States Constitution, or by passage of an examination in the subject given by a regionally accredited community college, college, or university. Below is a list of test administration sites:

American River College
Department of Political
Science
Professor Gottlieb J. Baer

4700 College Oak Drive
Sacramento, CA 95841

Please, mail inquiries only,
Instructor is hearing
impaired.

JFK University
Orinda, CA
(925) 258-2232

Notre Dame
Belmont, CA
(650) 508-3701

Dominican College of
San Rafael
CLEP Administrator
50 Acacia Avenue
San Rafael, CA 94901-
8008
(415) 257-1397
(510) 873-8100

CSU Hayward
Hayward, CA
(510) 885-3661

UC Berkeley
Berkeley, CA
(510) 642-5006
www.leeclark.org
Provides testing and prep.
Materials at several
convenient locations
\$35 + \$5 prep. materials
Educational Testing
Service

CLEP Administrator
TransPacific Center
1000 Broadway, Suite 310
Oakland, CA 94607
Contra Costa County Off.
of Ed.
Test is last Thursday of
each month (Jan.-Oct.)
Time: 9:00 AM or 3:30
PM, First Thursday in
Nov. and Dec. Cost:
\$50.00 to UC Regents
\$10.00 to CCCO

Professional Electronic Portfolio

Throughout enrollment in the program, all Mild/Moderate candidates are required to develop a Professional Electronic Portfolio. Portfolio development should begin during a candidate’s first semester of enrollment in SPED 770, and continue throughout his/her program, culminating with the student teaching experience. The Professional Portfolio serves multiple purposes, including documenting experiences while in the program, providing a source from which candidates can reflect on their skills and understandings as a teacher and identify further professional development needs, providing a foundation from which to develop a preliminary induction plan, and serving as a job interviewing tool. Specific documents in the portfolio should be included and arranged as follows:

CCTC Standards Areas. Content of the Professional Portfolio is organized by the standards identified by the California Commission on Teacher Credentialing. There are seven primary areas (6 of which are covered in the Preliminary program) to be addressed. These areas correspond to required courses in the Preliminary program, as follows:

Standards	Course Work
<p>Standard 1: Engaging and Supporting all Students in Learning</p> <ol style="list-style-type: none"> 1. Using knowledge of students to engage them in learning 2. Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests 3. Connecting subject matter to meaningful, real-life contexts 4. Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs 5. Promoting critical thinking through inquiry, problem solving, and reflection 	

<p>6. Monitoring student learning and adjusting instruction while teaching</p>	
<p>Standard 2: Creating and Maintaining Effective Environments for Student Learning</p> <p>1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <p>2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <p>3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p> <p>4. Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <p>5. Developing, communicating, and maintaining high standards for individual and group behavior</p> <p>6. Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p> <p>7. Using instructional time to optimize learning</p>	
<p>Standard 3: Understanding and Organizing Subject Matter for Student Learning</p> <p>1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</p> <p>2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p> <p>3. Organizing curriculum to facilitate student understanding of the subject matter</p> <p>4. Utilizing instructional strategies that are appropriate to the subject matter</p> <p>5. Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p> <p>6. Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>	
<p>Standard 4: Planning Instruction and Designing Learning Experiences for all Students</p> <p>1. Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</p> <p>2. Establishing and articulating goals for student learning</p> <p>3. Developing and sequencing instructional activities and materials for student learning</p> <p>4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <p>5. Adapting instructional plans and curricular materials to meet</p>	

the assessed learning needs of all students	
<p>Standard 5: Accessing Students for Learning</p> <ol style="list-style-type: none"> 1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments 2. Collecting and analyzing assessment data from a variety of sources to inform instruction 3. Reviewing data, both individually and with colleagues, to monitor student learning 4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 5. Involving all students in self-assessment, goal setting, and monitoring progress 6. Using available technologies to assist in assessment, analysis, and communication of student learning 7. Using assessment information to share timely and comprehensible feedback with students and their families 	
<p>Standard 6: Developing as a Professional Educator</p> <ol style="list-style-type: none"> 1. Reflecting on teaching practice in support of student learning 2. Establishing professional goals and engaging in continuous and purposeful professional growth and development 3. Collaborating with colleagues and the broader professional community to support teacher and student learning 4. Working with families to support student learning 5. Engaging local communities in support of the instructional program 6. Managing professional responsibilities to maintain motivation and commitment to all students 7. Demonstrating professional responsibility, integrity, and ethical conduct 	

Artifacts. Candidates may include multiple types of artifacts to document their work and knowledge in each of these areas. For each artifact entered, provide a cover page with a brief statement describing each piece of documentation and a more detailed reflection of that piece (approximately one-page). Examples of artifacts include, but are not limited to:

- Course projects
- Reading logs
- Observation logs
- Reflections
- Videotapes
- Photographs
- Multi-media presentations
- Lesson Plans
- Behavior Plans
- Student Work Samples

Professional Clear Credential Program Outline

Coursework

Course #	Title	Sequence	Units
Program Curriculum (2 units)			
SPED 740	Induction Plan Development and Implementation	First semester	3
SPED 740	Induction Plan Development and Implementation	First semester	3
		Total	6
Submit Credential Approved Program (CAP) – Level II		Prior to or during Exit Semester	

Additional SFSU and California State Requirements

Candidates in the Professional Clear Specialist Credential have 5 years in which to complete the program. Professional Clear Students are also required to have 30 hours of classroom experience with English language learners (ELL) verified by support provider.

Timeline and Procedures

Prior to induction year. Prior to beginning the Professional Clear Credential, and during the semester of student teaching, Professional Clear candidates should complete a Preliminary Induction Plan in their student teaching seminar. If you have never attended SFSU, or if you have not been enrolled for two consecutive semesters, complete a University Graduate Application (Graduate Division, ADM 254, (415) 338-2234). You should also check application deadlines on the special education website. www.sfsu.edu/~spedcd

Induction year. Within 120 days of employment as a Preliminary Education Specialist teacher, candidates should enroll in SPED 740: Induction Plan Development & Implementation and any other classes that you and your advisor consider necessary. By the end of the first semester deadline, the candidate should submit one copy of the following to the department.

- Induction Plan (2 pages)
- Induction Plan Review Record

In the candidates' second semester of their induction year, candidates will continue with Level II coursework and activities that you and your advisor consider necessary for your professional development. By the semester deadline candidates are required to submit one copy of the following to the Department of Special Education, and retain the original documents for subsequent semesters:

- Induction Plan (2 pages)
- Induction Plan Review Record

Finally, students should apply for the Award of the Professional Clear Education Specialist Credential with the Credentials Services Teacher Preparation Center, in BH 244. More information can be found at <http://www.sfsu.edu/~cstpc/>

Document Name	Web Link	Sequence
Section A: Original Documents		
Induction Plan	http://www.sfsu.edu/~spedcd/pdf/Individual%20Induction%20Plan.pdf	
Employment Verification	Check with 740 instructor	
Support Provider Data Sheet	http://www.sfsu.edu/~spedcd/pdf/spprtprvd.pdf	
Clear Credential Approved Program (CAP) Form	http://www.sfsu.edu/~spedcd/hndbksfms.html Go to CAP and it downloads automatically to your computer	
Verification of Experience	http://www.sfsu.edu/~spedcd/pdf/41-EXP.pdf	
Section B: Induction Plan Review Record		
Semester 1 Review	Check with Instructor	Year One
Semester 2 Review		Exit Semester
Final Review		
Section C: Coursework Documentation		
Copy of course syllabi	Provided by course instructor	Throughout Program
Copy of one artifact per course: If courses are taken at another university, seek prior approval	Completed by student while enrolled in each course	
Section D: Non-IHE Documentation		
All non-IHE forms	http://www.sfsu.edu/~spedcd/hndbksfms.html If forms are missing ask in special education office for missing forms	Exit Semester
Documentation of the event	Provided by course instructor	Throughout Program

Master of Arts in Special Education (Mild to Moderate) Program Outline

Coursework

Course #	Title	Units
Core Requirements (9 units)		
ISED 797	Seminar in Education Research	3
SPED 881	Advanced Research in special education	3
SPED 801	Diversity in Special Education: Family, Resources and Culture	3
Special Education Courses (12 units)		
	As determined by area of emphasis and approved by graduate program advisor	12
Related Studies Courses (6 units)		
	Selected on the basis of professional goals and degree of emphasis, and approved by graduate program advisor	6
Culminating Experience (3- 6 units)		
Option I *	(must create proposal early in program)	3
SPED 894, or	Creative Work in Special Education	
SPED 895, or	Field Study **	
SPED 898	Master's Thesis ** and Oral Defense of Thesis	
Option II		3
SPED 881	Advanced Research Seminar in Special Education (teacher research course) and comprehensive exam	
Option III		3
TBD	Advanced Teacher Research Course from Elementary or Secondary (with permission from advisor) and comprehensive exam	
Total Units:		30

** Review by Human Subject Committee required (go to: www.sfsu.edu/~protocol/human.htm)

Additional Requirements

Written English Proficiency. Students in the Master of Arts in Special Education must demonstrate that they have written English proficiency. Applicants will be required to submit evidence of one of the following as part of their application for admission to our M.A. in Special Education:

- score of at least 3.5/6.0 on the GRE Analytical Writing Test or GMAT Analytic Writing Assessment;
- score of at least 4.5/6.0 on the essay test of the paper-based [PBT] TOEFL (a minimum score of 24/30 on the Writing section of the Internet-based test [iBT] TOEFL);
- score of at least 6.5/9.0 on the IELTS writing test, or a concordant score on the Pearson Test of English.
- a passing status score of at least 220 on the CSET Writing Skills Test.

- **NOTE:** Applicants who took the former Graduate Essay Test (GET) and scored 5 or above may submit that test result to meet this requirement.

Applicants who do not meet this requirement will be denied admission, or, if all other areas of the application are strong, a faculty member may choose to file a petition with Graduate Studies to request conditional admission. If conditional admission is granted, the student will need to pass one of the tests listed above, or complete an English Writing course from an approved list that will be maintained by the department prior to filing for Advancement to Candidacy.

Continuing Enrollment Requirement. Students must be enrolled at San Francisco State during the semester that they apply for graduation. This usually means that students apply for graduation at the beginning of their final semester (check academic calendar for deadlines). Students must choose between option A or B in the event that a student has (1) completed all coursework and is applying for graduation, (2) was enrolled in a previous semester and is continuing work on a culminating experience (SPED 894, SPED 895, or SPED 898) and is applying for graduation, or (3) is only taking the master's comprehensive written examination and is applying for graduation. Option A requires that the student enroll in any 3-unit course with the department or on campus, with the standard payment of SFSU and registration fees. Or, Option B requires that the student enroll in EDUC 897 for 3 units with registration and fee payment to the College of Extended Learning (CEL) at a reduced fee rate. Registration for EDUC 897 is initiated and completed by the student with the College of Education Graduate Coordinators office in BH 240. Students do not need to be enrolled during the semester in which they take the master's written comprehensive examination, unless the student is planning to graduate the same semester that the examination is taken.

Timeline and Procedures

Students need to fill out the Advancement to Candidacy forms (ATC), which used to be called Graduate Approved Program forms (GAP) to spell out their programs for their MA degree. All students are required to submit an ATC form to the Graduate Studies office once they decide on a course of study and well in advance of the culminating experience requirement – at least one semester before the semester of anticipated graduation. The student, the student's advisor, and the Special Education Department Chair must sign this form. In effect, this document serves as an agreed upon contract of the coursework and culminating experience that the candidate plans to complete in order to graduate. In the event that the student would like to make changes to this contract, they must submit a GAP substitution form. All forms can be found at <http://www.sfsu.edu/~gradstdy/current-form.htm>.

Culminating Experience Proposal. Students who plan to work toward a thesis or culminating experience must meet with their advisor in the first semester of the program to discuss a plan of study. At least one semester before a student intends to graduate, he/she must submit a culminating experience proposal to the Special Education Department office in BH 156 with both the student and faculty advisor's signature. This document contains the title and summary of the project that the student plans to complete, as well as two committee members that will approve the final project. In the event that the student is proposing a field study or thesis that involves human or animal subjects, the student must also submit a Protocol Approval Form to the Office of Protection for Human and Animal Subjects. If a student decides to make changes to

the title, content, or project committee members, they must submit the appropriate forms to the Special Education Department before turning in the project.

Application for Graduation. During the semester prior to graduation, candidates must submit an application for graduation to the Division of Graduate Studies in room 254 of the Administration Building. This form is only available at the GradStop counter for students who have an approved GAP on file by the appropriate deadline. Before returning the completed form, students should pay by cash or check at the Cashier’s Office on the first floor of the Administration Building. For students who mail in their forms, please attach a check made out to SFSU prior to mailing in the application. To have an application mailed, students can call the Grad Hotline at (415) 338-22 34 for assistance.

Advisors and Field Mentors

Program Advisors

The role of the program advisors is to assist students in the process of applying to the mild to moderate program, help candidates determine a course of study, and oversee each candidate’s progression through the various programs. Advisors hold regular weekly office hours, and are usually available for appointment scheduling and consultation through email. Students are assigned to one of five mentors based on the first letter of their last name according to the following chart. Check the department Web site to see which faculty member is you advisor, this changes frequently.

Advisor	Email	Phone	Office
Susan Courey, Ph.D., Associate Professor	scourey@sfsu.edu	415-338-1890	BH 205
Pamela LePage, Ph.D., Professor	plepage@sfsu.edu	415-338-3428	BH 202
Philip Prinz, PhD., Professor	pm@sfsu.edu	(415) 338-7655	BH 147

Student Teaching Mentors

Field Mentors

Cooperating Teacher. Student chooses fully credentialed teacher at their worksite, or university sets student up with a qualified teacher.

District Support Provider. Each teacher candidate enrolled in a Professional Clear program is required to locate a District Support Provider. This mentor supports the candidate’s induction activities during the first induction year and plays a significant role in the professional development of the new special education teacher. Each support provider is responsible for meeting periodically with the teacher candidate to review his/her progress on the Induction Plan. Throughout the candidate’s level II program, the Support Provider assists the candidate in reflecting on his/her practice by discussing instructional practices and collaborating with him/her on ways he/she can apply principles and strategies developed in the Level I program. The Support Provider will also observe the candidate in action in the classroom, and work closely

with the candidate's university advisor to ensure that the new teacher is making progress toward achieving Clear Credential goals. Finally, the Support Provider signs off on all needed forms during the candidates' first two semesters of Clear Credential enrollment.

The qualifying criteria for the Support Provider as established by the California Commission on Teacher Credentialing (CCTC) are:

- Credential licensed staff member of a public or private school
- At least three years of successful teaching experience in special education
- Knowledge of curriculum/adaptations to meet students' needs
- Leadership skills
- Willingness to participate in support provider/assessor training
- Willingness to discuss and share instructional ideas and materials
- Effective interpersonal skills and willingness to work collaboratively
- Demonstrated commitment to own professional growth and learning
- Willingness to provide support activities that are balanced to address the full range of teaching responsibilities
- Knowledge of effective strategies to teach students from diverse populations

Important Contacts

Credential Services Teacher Preparation Center (CSTPC)	BH 244	(415) 405-3594
College of Education Admissions	BH 244	(415) 405-3594
Credential Analysts	BH 244	(415) 405-3594
Department of Special Education	BH 156	(415) 338-1161
COE Graduate Coordinator	BH 240	(415) 338-2051

SFSU Conduct Policies

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.

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.