

STUDENT HANDBOOK:
EDUCATION SPECIALIST CREDENTIAL IN
VISUAL IMPAIRMENTS
(1/28/15)

Department of Special Education & Communication Disorders
San Francisco State University

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MISSION STATEMENT

By bringing sound theoretical principles into practice, the Program in Visual Impairments at San Francisco State University strives to create opportunities for pre-service and in-service professionals to acquire expertise designed to empower persons with visual impairments and their families to effectively meet the challenges of all children and adults in today's complex world.

CORE VALUES AND PROGRAM OBJECTIVES FOR PROGRAM IN VISUAL IMPAIRMENTS

Learners with visual impairments benefit from educational experiences that take into account their unique learning needs that require the acquisition of knowledge and skills in alternative ways including tactile, visual, and auditory.

Candidates are expected to demonstrate competence in assessment and instruction to promote functional literacy in Braille, print, and auditory methodologies and to design educational environments utilizing the most appropriate media and technology to promote learning.

Students with visual impairments are a heterogeneous population, requiring the availability of a wide range of curricular and placement options in order to foster participation in the home, school, and community in ways that meet the particular needs of individual learners.

Candidates are expected to demonstrate skills in collaborating with an array of professionals as well as families in order to facilitate learner participation and growth within the context of their educational experience.

Competencies to instruct learners with visual impairments must address individual needs across a broad age range (birth to 22 years), a variety of visual conditions (mild visual impairment to total blindness) including cerebral visual impairment as well as learners who have visual impairments and multiple disabilities.

Candidates experience a program that combines intensive didactic training for specific skill acquisition along with fieldwork to promote these competencies.

Addressing cultural and linguistic diversity is emphasized throughout the program in didactic course work and field experiences.

Candidates are expected to participate in field assignments that include diverse populations, and issues related to the effects of cultural and linguistic differences are infused throughout the curriculum.

Methods to promote access to the Core Curriculum and instruction in the Expanded Core Curriculum must be addressed in programs for learners with visual impairments. This includes an array of areas including compensatory skills to access the core curriculum, functional academics, communication modes, orientation and mobility, social skills, independent living, recreation and leisure, career education, transition beyond high school, assistive technology, sensory efficiency, and self-determination. Candidates are expected to demonstrate the ability to provide appropriate assessment and differentiated instruction in these areas using a variety

of techniques to promote competencies for a range of learners leading to active participation in school, home, work, and community environments.

The program emphasizes an individual differences approach to developmental issues related to visual impairments, looking at both learner characteristics and environmental circumstances in order to develop appropriate instructional strategies.

Candidates are expected to demonstrate knowledge and skills regarding the effects of adventitious and congenital visual impairments as well as the impact of various conditions on learning and development given the unique life circumstances of each individual.

Families and social networks have a profound impact on the social-emotional development of learners with visual impairments across age ranges that must be taken into account in any educational program.

Candidates are expected to demonstrate competencies, emphasized throughout the program, related to understanding the effects of visual impairment on family dynamics and social interaction as well as techniques to promote effective interaction with families.

EXPECTED COMPETENCIES FOR PROGRAM IN VISUAL IMPAIRMENTS CREDENTIAL CANDIDATES

Vision and Functional Implications of Vision Loss

Each candidate demonstrates knowledge of the anatomy and physiology of the eye, disorders of the eye, brain functions related to vision, and the functional/educational implications of vision loss and vision dysfunction. The candidate applies that knowledge in individualized program planning and implementation.

Impact of Vision Loss on Development and Learning

Each candidate demonstrates knowledge of the impact of a visual impairment on learning and development that incorporates the effects of physical, emotional, cultural, language, social, and cognitive factors. Each candidate further demonstrates the impact of varying levels of functional vision combined with additional disabling conditions.

Specialized Assessment and Techniques

Each candidate demonstrates knowledge of methods for conducting functional vision assessment, assessment to determine the appropriate reading media or learning media, and an assessment of literacy skills, including Braille literacy. Each candidate is knowledgeable of and able to evaluate options for specialized materials and equipment relevant for learners with visual impairments, and appropriate to student age, grade, educational setting, cultural linguistic differences, and present levels of functioning as they relates to the selection, procurement, and use of appropriate assessment procedures and techniques, and in the interpretation of assessment results to determine students' unique needs related to the core curriculum and Expanded Core Curriculum (ECC). Each candidate demonstrates knowledge of assessment techniques related to ECC areas for students with visual impairments including students who are deaf-blind and those with additional disabilities.

Braille Competency and Braille Literacy Instruction

Each candidate demonstrates proficiency in reading and writing alphabetic and fully contracted Braille using a variety of devices such as the Braillewriter, slate and stylus, computer-generated translation, and electronic note takers. Each candidate demonstrates proficiency in basic Nemeth Code for Mathematics and an understanding of advanced Nemeth code. The program provides substantive, research-based instruction that effectively prepares each candidate to teach Braille literacy and to be prepared to deliver a comprehensive program of systematic instruction aligned to the state adopted English Language Arts Content Standards and the California Braille Standards for Reading and Mathematics. The program provides basic knowledge of the various additional Braille codes currently in use such as computer Braille code, foreign language codes, and music.

Specialized Communication Skills and Instruction

Each candidate demonstrates methods and instructional strategies for teaching specialized communication skills used by individuals who are visually impaired including students who are deaf-blind and those with additional disabilities. These skills include: Braille reading and writing, slate and stylus, signature and script writing, touch typing and keyboarding for specialized technology, electronic and digital media, listening, aural, and large print reading. Each candidate demonstrates methods, instructional strategies, and the ability to adapt materials for teaching disability-specific academic and functional academic curriculum. In addition, the program provides information to enable the candidate to access appropriate specialized resources.

Determining Learning Medium

Each candidate demonstrates the ability to use multiple sources of information, including functional vision assessment, observation of sensory channels, formal and informal literacy assessment, as criteria in determining the appropriate reading and learning medium or media, and continuously applies this information when evaluating the effectiveness of intervention, instruction, specialized media, materials, equipment, and the physical environment for the learner who has a visual impairment. Each candidate considers individual learner needs during assessment procedures, such as deaf-blindness, additional disabilities, struggling or at-risk performance, English language development, cultural and linguistic background, limited or no communication/language systems, and gifted learners.

Instruction in Functional Skills and Expanded Core Curricula

Each candidate demonstrates knowledge of the methods and instructional strategies for teaching specialized functional skills and the ECC to individuals with visual impairments, birth to 22 years of age including students who are deaf-blind and those with additional disabilities, which includes and is not limited to: self-help skills, personal management skills, social skills, spatial and environmental concepts, sensory-motor development, use of remaining vision, and skills for academic and social inclusion. In addition, each candidate designs and implements functional and age appropriate instructional programs for learners of different cognitive abilities.

Orientation and Mobility for Teachers of the Visually Impaired

Each candidate demonstrates knowledge of the importance of orientation and mobility instruction for individuals with visual impairments including students who are deaf-blind and those with additional disabilities. Each candidate will receive instruction in knowledge of basic orientation concepts, basic mobility skills, and guide techniques.

Early Childhood Intervention and Education

Each candidate demonstrates ability to assess infants and young children with visual impairments including students who are deaf-blind and those with additional disabilities determine eligibility for services and when appropriate to plan, coordinate, collaborate, and/or implement appropriate programs for them and their families.

Resources and Support/Related Services

Each candidate demonstrates knowledge of informational counseling, guidance, or referral services related to the needs of students with visual impairments. Each candidate demonstrates knowledge of service delivery models, funding sources, selection, procurement, maintenance, storage, and use of specialized equipment and materials.

Specialized technology for Individuals with Visual Impairments

Each candidate demonstrates knowledge of specialized technology for individuals with visual impairments. Each candidate demonstrates the use of common specialized media devices such as closed circuit televisions, tape recorders, work processors with large print displays, Braille or voice output capabilities, electronic note takers, adaptive material such as a talking calculator and tactile graphics.

Psychological, Sociological, and Vocational Implications of Visual Impairment

Each candidate demonstrates knowledge of local, state, and national legislation, historical foundations and their implications for the field of visual impairment and blindness. Each candidate understands the psychological, sociological, vocational implications of visual impairment.

DESCRIPTION OF CURRENT CREDENTIAL PROGRAM

SFSU's specialist credential program in the area of visual impairments is a two-tier program. Most of the course work is completed during the first tier. The second tier can be completed either through San Francisco State University or the candidate's school district of hire.

The program emphasizes the preparation teachers who serve students with visual impairments from birth through 22. Visual impairments range from mild low vision to functional or total blindness. Many students have additional disabilities such as physical impairments, learning disability, or cognitive delays. Student's abilities may range from those who are gifted to those who are severely and multiply handicapped. Roles will vary according to teaching assignment, but credential candidates in the visual impairments area are prepared to teach in infant and

preschool programs for children with visual impairments, resource room programs, itinerant programs, and residential school programs.

This Specialist Credential program includes competencies generic to the teaching of all children with disabilities, as well as those specific to the preparation of teachers of students with visual impairments. Course work is designed to provide credential candidates with both the theoretical and philosophical foundations, as well as methodological and curricular considerations and adaptations.

Five essential components comprise the preliminary credential program: (1) general education requirements (6 units); (2) the basic generic special education program (9 units); (3) a health education requirement (3 units) (4) core methods courses in visual impairments (42 units); and (5) student teaching (12 units). The Professional Clear Credential Program (6 units) includes a 3-unit induction plan and implementation course (taken twice) designed for the professional development of the credential candidate related to assessment, instruction, progress monitoring, collaboration, and professional development activities.

PRELIMINARY EDUCATION SPECIALIST PROGRAM (60 units)

General Education Requirements (6 units)

The general education requirements (6 units) provide the candidate with course work and experience for teaching students in general education classrooms.

EED 784 Curriculum & Instruction in Mathematics: CLAD Emphasis (3 units)

Methods and materials for teaching mathematics to linguistically and culturally diverse elementary school students. Review of content of mathematics curriculum, classroom organization, assessment, and guided experiences in schools.

EED 882 Literacy Instruction in the K-12 classroom (3 units)

Methods, materials, and assessment for teaching diverse reading/language arts to linguistically and culturally diverse students in grades K-12; linguistic and print concepts; reading comprehension; developmental strategies; guided experiences in schools.

Generic Special Education Program (9 units)

The generic program (9 units) covers basic areas common to all area programs in Special Education.

SPED 788 Law, Ethics, Collaboration, Technology & Instructional Planning (3 units)

Examination of the legal foundations and requirements for providing public educational services to students with disabilities, including collaboration with parents and professionals, individualized education and family support plans, technology and universal design, response to intervention, and issues related to post-secondary transition

SPED 801 Development, Diversity, and English-Language Learners (3 units)

Foundation in typical and atypical development, the interaction between diverse cultures, races and disability within the context of changing state and national demographics, and implications of disability for English-Language Learners

SPED 763 Transition Planning for Secondary-aged Students with Disabilities Students with Disabilities (3 units)

Strategies to facilitate the transition to self-determined careers, post-secondary education, and community living for secondary-aged students with disabilities.

Health Education Course (3 units)

This requirement (3 units) is for all Educational Specialist Credential candidates.

H ED 630: Elementary School Health (3 Units)

Research related to personal, family, and community health for children and youth: alcohol, tobacco, drugs, and venereal disease. Health practices and procedures: philosophy, problems, emergency care, school lunch, safety, and environment.

OR,

H ED 635: Secondary School Health (3 Units)

School health programs; the teacher's role and responsibilities toward the promotion and maintenance of the health of the secondary school student through health services, environment, and comprehensive health education.

VI Disability-Specific Core Courses (42 units including 12 for student teaching)

The core methods courses in Preliminary program (42 units in VI) afford the candidate additional course work to expand and apply the content acquired in generic courses as it pertains to the education of students with visual impairments.

SPED 735 Technology for Learners with Visual Impairments (2 units)

Specialized technology and computer integration for individuals with visual impairments. Use of devices: closed circuit television, word processors, large print displays, voice output, electronic note takers and adaptive materials such as talking calculators and tactile graphics.

SPED 749 Medical, Educational, & Rehabilitative Implications of Visual Impairment (4 units)

Anatomy, physiology and disorders of the eye, and the functional/educational implications of vision loss. Assessment of low vision, use of prescriptive and non-prescriptive low vision aids to optimize use of vision. Application to individualized program planning and implementation.

SPED 750 Assessment for Learners with Visual Impairments (3 units)

Formal and informal assessment to determine the unique educational needs and appropriate learning media for individuals with visual impairments. Selection,

adaptation, and preparation of instructional materials: print, Braille, and auditory. Evaluation of learning environments and alternative forms of service delivery.

SPED 751 Instruction for Learners with Visual Impairments (3 units)

Selection, adaptation, and preparation of instructional materials and design of learning environments. Disability specific academic skills and accessing specialized resources. Adaptation of regular education curriculum for learners with visual impairments.

SPED 752 Issues in Visual Impairments (3 units)

Psychosocial and vocational implications of visual impairment. Instructional methods and strategies for transition. Local, state, and national legislation.

SPED 753 Living Skills Assessment & Instruction for Learners with Visual Impairments (3 units)

Methods and instructional strategies for teaching specialized functional skills to individuals with visual impairments. Design and implement functional and age appropriate programs for learners of different cognitive abilities.

SPED 754 Basic Communication Skills for Learners with Visual Impairments (3 units)

Mastery of literary Braille. Assessment and teaching of Braille reading and writing. Computer generated translations and electronic note takers. Equipment and methods of producing Braille materials. Braille production including Braille slate and stylus.

SPED 655 Basic Orientation & Mobility for Learners with Visual Impairments (3 units)

Development of spatial and environmental concepts and sensorimotor skills in young learners with visual impairment. Application of orientation and mobility related concepts to travel in home, school, and community environments.

SPED 757 Visual Impairment: Special Populations (3 units)

Impact of visual impairment on growth and development of learners age 0-22 years. Transdisciplinary approach to serving learners who have multiple impairments.

SPED 758 Advanced Communication Skills for Learners with Visual Impairments (3 units)

Advanced formats of Braille codes: literary, mathematical, computer, foreign language, and music. Use of slate and stylus.

Student Teaching Experience

SPED 723 Student Teaching Seminar: Visual Impairment (3 units)

Seminar for student teachers in moderate/severe, visual impairment, and deaf/hard of hearing credential programs. Review planning, guiding, and evaluating experiences during student teaching experience. Includes development of preliminary induction plan.

SPED 730 Student Teaching: Visual Impairment (9 units)

Student teaching field experience in special education setting.

COURSE SUBSTITUTIONS

Requests to substitute relevant courses previously taken at other institutions are handled on an individual basis and require approval of the advisor.

Instructions for obtaining course substitution approval from SFSU's Department of Special Education & Communication Disorders for courses taken at another university to meet the credential or Masters requirements.

- Check with your faculty advisor to determine which SFSU courses are required for your program.
- If you are planning to take a course at another university to meet an SFSU course requirement, it is strongly suggested that you have that course pre-approved by the appropriate person before taking it.
- Your faculty advisor can approve courses taken in your disability-specific area (e.g., VI). To do this, provide your advisor with a copy of your transcript with the completed course and a course description from the course syllabus or university bulletin. Your advisor can also pre-approve courses in your disability-specific area. Provide your advisor with a course description pre-approval. Full approval will be given with the provision of a transcript showing successful course completion.
- Generic special education courses or elementary education courses required for the credential or Masters degree in Special Education must be approved or pre-approved by the Department Chair Special Education & Communication Disorders (for SPED and CD classes) or Elementary Education (for Elementary Education -EED- classes). To obtain this, follow the instructions on the Petition for Course Substitution form available from the Department of Special Education and Communication Disorders, BH 154, (415) 338-1161. You can also download the course substitution request form at <http://www.sfsu.edu/~spedcd/hndbksfms.html> This request requires a letter addressed to the Chairperson, Department of Special Education & Communication Disorders or Elementary Education with the following information:
 1. The name and course number of the SFSU course under consideration,
 2. The name and course number of the course to be substituted from another university,
 3. The year and semester the substituted course was taken if applicable (This is not necessary for pre-approval.),
 4. A description of the course to be substituted from the course syllabus or university bulletin,
 5. A copy of your transcript showing successful course completion (This is not required for pre-approval but is required for final approval.),
 6. Your name, credential program area, mailing address, phone number, and e-mail address,
 7. Your disability specific area of study (e.g. Visual Impairments).
 8. IMPORTANT: Send a copy of this letter to your faculty advisor as well.

ADDITIONAL CREDENTIAL REQUIREMENTS: PRELIMINARY CREDENTIAL

RICA Requirement

Students are expected to pass the RICA, a test evaluating the ability to teach reading, prior to completion of Preliminary Credential requirements. Information about this test can be obtained from the Credentials Office, Burk Hall 244 (phone 415 338-1940)

US Constitution Course

A U.S. Constitution course is required prior to student teaching. Contact the Credentials Office, Burk Hall 244 (phone 415 338-1940) for assistance in reviewing your records and for information about class options.

Current CPR certificate

This must be valid at the time the candidate applies for the Preliminary Credential. For more information, see the Department of Special Education & Communication Disorders website.

These requirements must be met for entry into the Preliminary Credential Program and are required for award of the Preliminary Credential:

Basic Skills Requirement

Any student applying to the VI Program and planning to teach in the state of California must show competency in Basic Skills. The can be accomplished through one of the following:

A. CBEST (California Basic Skills Examination) Submit a photocopy of the results. Register on-line: www.cbest.nesinc.com

B. Out-of-State Basic Skills Exam. Submit a photocopy of the results. Not all states' Basic Skills Exams have been approved by the CTC. Contact the Teacher Preparation Center to find out if the test you took is approved. For more information on specific tests, contact the appropriate Department of Education for the state in which you want to take the test.

C. 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.

D. CSU EAP Placement Tests (Early Assessment Program). These are usually taken in the spring of your 11th grade year. Results must state College Ready OR Exempt. This test is given to California high school students only. Submit a photocopy of the results.

E. CSU ELM/EPT (Entry Level Math/English Placement Test). These tests are taken by incoming CSU freshmen. ELM passing results: 50 (550 prior to March 2003) EPT passing results – 151. Submit a photocopy of the results or a printout from MySFSU or similar CSU student system. Results must show a score.

Subject Matter Competence 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.

APPLYING FOR THE PRELIMINARY CREDENTIAL

Once student teaching and all Preliminary requirements are completed, the student can apply for a Preliminary Credential, issued for 5 years. It is the student's responsibility to meet all credential requirements/prerequisites and deadlines as well as to arrange for submission of all forms for advisor's signature no later than one week in advance of posted deadlines. Deadlines for the current school year are posted in the Special Education & Communication Disorders office, Burk Hall 154 and on the Department of Special Education & Communication Disorders website and on the Graduate College of Education website,

Candidates must formally apply for their credential through their designated Credential Analyst at SFSU.

CLEAR PROFESSIONAL EDUCATION SPECIALIST CREDENTIAL

A student must determine, with their district of hire, if they will complete their Clear Credential program through the district or through San Francisco State University. Students who choose to complete their Clear Credential Program through San Francisco State University must formally apply to the program. Contact the Department of Special Education & Communication Disorders for details. The Clear Credential program of the Visual Impairments Specialist Credential at San Francisco State University is a 6-unit core program that provides ongoing support in assessment, instruction, and collaboration for teachers of students with visual impairments.

**Clear Educational Specialist Credential Program in Visual Impairments
(6 units)**

The program leading to a Clear Education Specialist Credential in Visual Impairments can be completed either through a school district or through San Francisco State University. Some districts may choose to run their own Clear Credential programs. (6 units)

SPED 740 Induction Plan Development and Implementation (3 units) This course is taken twice.

Development, implementation, and evaluation of plan to clear education specialist credentials for candidates.

SPED 740 is a 3-unit workshop designed to assist the candidate in the development, implementation, and evaluation of their professional development plan (PDP).

ADDITIONAL REQUIREMENTS: CLEAR CREDENTIAL PROGRAM

Students must formally apply to the Clear Credential Program. Contact the Department of Special Education & Communication Disorders for details.

These requirements are detailed in the Student Handbook for the [Education Specialist Credential](#),. Download at <http://www.sfsu.edu/~spedcd/hndbksfms.html>

FILING FOR THE PROFESSIONAL CREDENTIAL

Candidates must obtain a Certificate of Eligibility or Credential application packet in the Credential Office, BH 244. Relevant deadlines are posted in the Special Education office and on the Department of Special Education & Communication Disorders website and the Graduate College of Education website. Candidates are solely responsible for meeting all deadlines.

ADDITIONAL INFORMATION

STUDENT ADVISORS

Dr. Amanda Hall Lueck is the faculty advisor. During Academic Year 2014-2015 **Lizbeth Barclay** and **Yue-ting Siu** will also be advising student in the Program in Visual Impairments. It is recommended that students seek advising immediately upon entering the program. Students enrolled in the credential program of the Program in Visual Impairments are urged to meet with their advisor once per semester to discuss student course scheduling. It is the student's responsibility to schedule advising appointments at the beginning or at the end of each semester.

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

Education Specialist Credential Specialty Area: Visual Impairments

VI Coursework at a Glance

Preliminary Credential Program

General Education Core Courses (6 units)

EED 784 Curriculum & Instruction in Mathematics: CLAD Emphasis (3 units)

EED 882 Literacy Instruction in the K-12 classroom (3 units)

Special Education Core Courses (9 units)

SPED 788 Law, Ethics, Collaboration, Technology & Instructional Planning

SPED 801 Development, Diversity, and English-Language Learners

SPED 763 Transition Planning for Secondary-aged Students with Disabilities

Students with Disabilities

Health Education Course (3 units)

H ED 630: Elementary School Health (3 Units)

OR

H ED 635: Secondary School Health (3 Units)

VI Disability-Specific Core Courses (42 units)

SPED 735 Technology for Learners with Visual Impairments (2 units)

SPED 749 Medical, Educational, & Rehabilitative Implications of Visual Impairment (4 units)

SPED 750 Assessment for Learners with Visual Impairments (3 units)

SPED 751 Instruction for Learners with Visual Impairments (3 units)

SPED 752 Issues in Visual Impairments (3 units)

SPED 753 Living Skills Assessment & Instruction for Learners with Visual Impairments (3 units)

SPED 754 Basic Communication Skills for Learners with Visual Impairments (3 units)

SPED 655 Basic Orientation & Mobility for Learners with Visual Impairments (3 units)

SPED 757 Visual Impairment: Special Populations (3 units)

SPED 758 Advanced Communication Skills for Learners with Visual Impairments (3 units)

SPED 723 Student Teaching Seminar: Visual Impairment (3 units)

SPED 730 Student Teaching: Visual Impairment (9 units)

Total: 60 units

Clear Educational Specialist Credential Program (6 units)

SPED 740 Induction Plan Development (6 units). This course is taken twice.

Total: 6 units