



SAN FRANCISCO

STATE UNIVERSITY

Department of Special Education

Mild/Moderate Program Handbook

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Essential Websites

Special Education Department www.sfsu.edu/~spedcd
SPED Department Handbooks and Forms www.sfsu.edu/~spedcd/hndbksfms.html
SPED Faculty (includes office hours & phone) www.sfsu.edu/~spedcd/fcltystff.html

Credential Services Teacher Preparation Center www.coe.sfsu.edu/cstpc/index.html

SFSU Graduate Studies (for M.A. requirements, deadlines, & forms) www.sfsu.edu/~gradstdy
Download their “Grad Guide” early in your program for essential information

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 Level I and II credentials and Master programs 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, practicums, 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 through our programs who are seeking to attain California State certified provisional and clear credentials and/or a Masters degree.

Programs Offered

Level I: California Educational Specialist Preliminary Credential

Level II: California Professional Clear Credential

Master of Arts (M.A.) in Special Education (emphasis in Mild/Moderate Disabilities)

Level I 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) and an English Language 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 integrated 39-credit part- or full- time program typically requires three to four semesters to complete. 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 the student teaching coordinator 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 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.

Level II Clear Credential Program Description

This 17 credit part-time program is designed for working teachers who have completed their Level I preparation and seek to obtain a California State Educational Specialist Clear Credential (grades K-12 and adults up to 22) in mild to moderate disabilities. The Professional Level II program provides on-going mentoring and advisory support for new teachers so they can meet the demands of professional positions and develop advanced knowledge of scientifically-based instructional and behavioral strategies. Activities in the program include academic courses, an individualized induction plan, an online portfolio, access to the latest reading and math intervention technologies, and professional development activities. Six of the units in this program can be completed by attending **pre-approved** professional conferences and seminars (15 hours = 1 unit). This program prepares teachers to be leaders in the field of education.

Candidates have 5 years in which to complete the program, which is typically completed in two to three semesters. In order to obtain the Level II Clear Credential, candidates must complete a minimum of 2 years of full-time teaching (or equivalent part-time) in their credential area in addition to meeting all program requirements approved by the California Commission on Teacher Credentialing.

Master of Arts in Special Education Program Description (emphasis in 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 of or in combination with a teaching credential. Many of the advanced courses required for the Level I and Level II credential programs also apply to the Master's degree 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 from and participate in on-going research projects with individual faculty members. Before graduating, you will complete a master's thesis, field study, creative work project, or written comprehensive exam. Your choice will depend on your own goals, areas of interest and learning style. You will work closely with your advisor to choose the most appropriate way to demonstrate that you have developed the required academic scholarship required to graduate.

How to Apply

Application Deadlines

Spring Semester applications due **October 15**

Fall Semester applications due **March 15**

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 <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.

All applicants must submit the following items:

1. CSU Graduate/Post-baccalaureate application -- online at www.csumentor.edu
2. Special Education Department Application—online at www.sfsu.edu/~spedcd/apply.html
3. Processing fee \$25.00
4. Official Transcripts
5. Statement of Purpose
6. Letters of recommendation -- minimum of two
7. Résumé

Applicants to credential programs must also submit:

8. Basic Skills Requirement (see page X)
9. Early Field Experience documentation (see page X)
10. Subject Matter Competency (see page X)

*Applicants for the Level II Credential Program must also submit (Candidates enter the Professional Level II Education Specialist Credential program at the completion of their Preliminary Level I Education Specialist Credential and upon employment as a special education teacher in their emphasis area **NOTE: If a student decides to take more than one semester of between Level I and Level II, they must reapply as the university system will automatically drop them.**)*

1. Copy of the Level I Preliminary Induction Plan (At SFSU, preliminary induction plans are developed during the Level I student teaching experience. Other campus programs may develop the individual induction plans at a different program stage.)

2. Preliminary Level I Education Specialist Credential or Letter of Completion from the Credentials office.
3. Verification of Employment completed by the district in which the teacher (Level II 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.

REQUIREMENTS FOR ENTRANCE

All requirements must be complete at the time of application.

Items 2-7 and 8-10 need to be submitted as a packet to the Teacher Preparation Center.

1. UNIVERSITY APPLICATION:

A. APPLICATION: Apply to San Francisco State University's Graduate Division (415/338-2234, ADM 254), using the Graduate/Post-baccalaureate online application to The California State University (www.csumentor.edu). Application information can be found on the Graduate Studies webpage www.sfsu.edu/~gradstdy. You can also check the status of the application at www.sfsu.edu/online/appstat.htm.

B. FEE: There is a \$55 fee for this application. You can pay online at the time of the application submission or you can pay Graduate Admissions after you have submitted your application.

C. TRANSCRIPTS: Submit one official set of *sealed* transcripts from *every* college or university attended to the SFSU Graduate Admissions, ADM 254, 1600 Holloway Avenue, San Francisco, CA 94132. (Transcripts should be sent to the student and submitted either in person or by mail as one packet or they may be sent directly from colleges/universities to SFSU Graduate Admissions.) If you have previously attended SFSU, you *may* not need to send transcripts. Please check with Graduate Admissions regarding their policies.

D. TOEFL: If you are an international student or if you have a bachelor's degree from outside the United States, please contact the Graduate Admissions directly. There may be additional

admission requirements for admission, such as the Test of English as a Foreign Language (TOEFL).

2. PROGRAM APPLICATION: Candidates must complete a separate Special Education Program Application for post-baccalaureate programs. The program application can be downloaded from the web at <http://www.sfsu.edu/~spedcd/apply.html> or <http://www.sfsu.edu/%7Ecstpc/apply.html#spedcdcred>. Hard copies may be picked up in Burk Hall 156, or Burk Hall 244. Submit the program application to Burk Hall 244 or mailed to Credential Services, College of Education, SFSU, 1600 Holloway Ave, San Francisco, CA 94132.

3. PROCESSING FEE: A \$25.00 processing fee is charged for Special Education program applications for admission. Applicants should pay at the Bursar's office. The Bursar will print a receipt on the payment slip included with this program application. If applicants cannot pay in person at the Bursar's office, a check or money order payable to SFSU can be included with the program application.

4. TRANSCRIPTS: Submit one official transcript from every college or university with the Special Education Program Application. This is in addition to the transcripts required for the CSU Graduate/Post-baccalaureate application. We recommend that you order two official copies of all transcripts be sent to your home address and then you submit one official copy to the Graduate Division, Administration Building 254, and one official copy with your Special Education Program Application, Burk Hall 244. For credential applicants, transcripts from outside the United States must be evaluated by an approved agency. Contact the Credentials Services Office for a list of agencies. The minimum GPA accepted for credential applicants is 2.67 in all baccalaureate and post baccalaureate coursework or at least 2.75 in the last 60 units. The minimum GPA for master's degree applicants is 3.0. Credential applicants that have less than 3.0 GPA will be admitted conditionally to the master's program provided the applicant meets the credential GPA minimum. Transcripts showing a bachelor's degree posted must be submitted before being fully accepted to a Special Education program. Applicants may apply to a Special Education program before earning a BA, but may not enroll until a transcript with the degree posted is provided.

5. STATEMENT OF PURPOSE: Submit a typed essay outlining the reasons you want to enter the selected program area. Include experiences and personal attributes that illustrate a potential for success in the program and in the field of special education. Applicants might also include professional goals for the future.

6. LETTERS OF RECOMMENDATION: Submit at least two **CURRENT** letters of recommendation. It is preferred that letters come from individuals who have observed and collaborated with you in a professional or educational setting. Additionally, it is recommended that the letters be written by people who can comment on your experiences with individuals with disabilities and/or in an educational setting. It is also appropriate to have recommendations from those who can speak to your academic ability and potential for success in a graduate-level program. Additional letters beyond the required two will also be accepted to augment the application. *Letters need to be typed on professional letterhead with original signatures.*

NOTE: Letters from friends and relatives are not appropriate.

7. RÉSUMÉ: You may include information about your academic, employment, and volunteer experiences that are pertinent your application and program objective.

CREDENTIAL PROGRAM APPLICANTS NEED TO COMPLETE THE FOLLOWING PRIOR TO ADMISSION:

8. EARLY FIELD EXPERIENCE: Candidates must demonstrate that they have fulfilled a minimum requirement of 45 hours of Early Field Experience *prior* to applying to an Education Specialist Program. This Early Field Experience requirement must be met by volunteer or work experience in a K-12th grade classroom with a California Credentialed Teacher or a documented field experience deemed equivalent. *The Early Field Experience must represent your program choice and be in the kind of environment that matches the credential you are seeking.* It is recommended that one of the two required letters of recommendation be written by someone who supervised the Early Field Experience. A form is included in the application that needs to be signed by this person. Call your local school district for volunteer or job opportunities. San Francisco School Volunteers can be reached at www.sfsv.org or 415-749-3700.

9. BASIC SKILLS REQUIREMENT: Choose one of the following options to fulfill this requirement:

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

B. Out-of-State Basic Skills Exam. Submit a photocopy of the results. Passage of a Basic Skills Exam from any state will be accepted. For more information, contact the appropriate Department of Education for the state in which you want to take the test.

C. CSET: Multiple Subjects plus Writing Skills. Submit a photocopy of the results. Registration can be done on-line at <http://www.cset.nesinc.com/>. Registration bulletins are available in the Teacher Preparation Center (Burk Hall 244.)

D. ACT plus Writing examination

E. GRE (Graduate Record Examination)

F. SAT Reasoning examination

10. SUBJECT MATTER COMPETENCY:

The California Commission on Teacher Credentialing requires that Education Specialist candidates prove they possess a body of appropriate knowledge that reflects California State Standards. Education Specialist Credential candidates have a choice of subject areas; they can choose A: **multiple subjects competency** or B: **single subject competency**. Those who have already met subject matter competency as a prerequisite to earning another California teaching credential do not have to repeat this requirement if they can provide a copy of a valid credential. For credential purposes, competency in either multiple subjects or any single subject is acceptable. Employers may require competency in a particular subject area for certain positions. For example, if employed at an elementary school, your employer may require multiple subject competencies through testing. See your advisor for more information regarding this requirement.

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A. Multiple Subject Competency. For Multiple Subject Competency, all three (3) multiple subject subtests of the CSET (California Subject Examinations for Teachers) must be passed. Applicants choosing this option must take all parts of the exam before admission will be finalized. Admission will not be offered to anyone who has not passed all sections. Registration can be done online at <http://www.cset.nesinc.com/>. Registration bulletins are available in the Teacher Preparation Center (Burk Hall 244.) The CSET has replaced the Praxis II: MSAT. MSAT scores will be accepted within the appropriate timeframe.

B. Single Subject Competency. Subject matter tests vary depending on the subject. The CSET (California Subject Examinations for Teachers) is the required test for most subject areas. Applicants choosing this option must take all parts of the exam before admission will be finalized. Admission will not be offered to anyone who has not passed all sections. Please read the registration bulletin carefully before registering to ensure that you will be taking the appropriate tests. If you have questions, call the Teacher Preparation Center (415-405-3594) for assistance. You can also find information on the California Commission on Teacher Credentialing web page: www.ctc.ca.gov.

Level I Preliminary Credential Program Outline

<i>Coursework</i>				
Course #	Title	Prerequisites	Categories	Units
INTRODUCTORY COURSES				
SPED 702	Professional, Legal, and Ethical Practices: Creating Opportunities for Students with Disabilities		I: Common Core Requirements	3
SPED 770	Introduction to Mild/Moderate Disabilities		IV: Mild/Moderate Specialization Core	3
GENERAL COURSES				
SPED 774	Positive Behavior Support		III: Mild/ Moderate and Severe Shared Core	3
SPED 803	Communication, Diversity Exceptionality: Cultural and Communicative Competence. [ELL Authorization]		I: Common Core Requirements	3
SPED 772	Assessment, Curriculum and Instruction	SPED 702, 770	III: Mild/Moderate and Severe Shared Core	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	II: General Education Requirements	3
E ED 882	Literacy Instruction K-12 [ELL Authorization]			3
CD 750	English Language Learning & Exceptionality [ELL Authorization]	Not required if student possesses CLAD		3
ADVANCED COURSES				
SPED 775	Mild/Moderate Disabilities: Advanced Methods	SPED 772	IV: Mild/Moderate Specialization Core	3
SPED 726	Seminar: Student Teaching for Mild/Moderate Disabilities	All previous courses must be completed		3
SPED 730	Student Teaching In Special Education			9
			TOTAL UNITS	39

It is strongly recommended that students 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 12 units during the semester of student teaching and all other course work must be complete.

Additional SFSU and California State requirements

Requirement	Description	Sequence
AV requirement	Completed while enrolled in 702	Required at start of program & before 2 nd semester
Certificate of Clearance (COC)	Fingerprinting; clearance required prior to all field observation coursework during program enrollment and prior to application for student teaching (Forms are available in the Credential Services Teacher Preparation Office (CSTPC) in BH 244 as well as the department office in BH 156. A fee payable to the CCTC is applicable)	
Tuberculin Test	Available at SFSU Health Center	
Completion of Preliminary Level I 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	Can be obtained by taking CD 750 or the CTEL examination	
Reading Instruction Competence Assessment (RICA)	Successful completion before award of credential. Bulletins available at Credential Services Teacher Prep Center, BH 244, (415) 405-3594 www.rica.nesinc.com	Completed during 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

First semester. During the first semester in the program, students must obtain a Certificate of Clearance, which is granted once fingerprinting and a criminal record search by the FBI and the California State Department of Criminal Justice has been conducted and cleared. Since conviction of certain felony criminal activities will preclude issuance of a teaching credential in California, all credential program candidates with a possible problem in this area are urged to consult at an early date, with the Associate Dean of Academic Affairs, 338-1031, to determine credential eligibility. You can also meet this requirement with proof of prior

credential, i.e. an Emergency Credential, Substitute Credential issued by the state of the state of California.

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).

Tracking and Observation Sheets

Throughout your program, you will participate in field experiences by observing and participating in classrooms that vary in grade level, level of support (e.g., general education, special day class), and student demographics (e.g., native language). To document this important work, you will obtain the signature from the teacher of record on a Tracking & Observation sheet (available from the Special Education Department website).

Prior to student teaching. Before candidates begin the formal student teaching requirement, all Level I 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 Level I 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. There is no difference in the amount of work required regardless of the number of units enrolled (please note that this will be clarified in your Student Teaching Seminar, SPED 726).

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 readiness for Student Teaching 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 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) Level I Credential Approved Program (CAP) form, and (3) Unofficial University Transcript. The Student Teaching Application Form and the Level I 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. Level I 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 Level I forms below)
3. Unofficial Transcript - Students may download their transcript from the SFSU website <https://www.sfsu.edu/online/login.htm>
4. CBEST (California Basic Educational Skills Test) Results - Evidence that this requirement has been met. CBEST must be taken prior to admission; must be passed prior to second semester of enrollment. For more information on the Testing Center go to their website: <http://www.sfsu.edu/~testing/> Booklets are available in BH 244
5. 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/>
6. 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 - 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

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
(510) 873-8100

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

Level I Professional Portfolio Guidelines

(Electronic Portfolios are also acceptable and will be discussed as they become available)

Throughout enrollment in the program, all Mild/Moderate candidates are required to develop a Professional Portfolio. Portfolio development should begin during a candidate's first semester of enrollment, 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:

I. Title Page

II. Table of Contents

III. Section A- Personal Documents

1. Student teacher placement information
2. Current resume
3. Statement of philosophy of education
4. Copies of letters of reference or documentation of work in schools and clinics, including signed observation/participation tracking sheets

IV. Section B- Teaching Documents/Artifacts

1. Artifacts with corresponding description and reflection statements for each of the six teaching standards (described in the chart below)
2. SFSU supervisor observations with corresponding lesson plans (3 to 4 sets of observations/ 3 to 4 lesson plans)
3. Cooperating teacher observations with corresponding lesson plans (2 sets of observations/ 2 lesson plans)
4. Behavior monitoring form or equivalent

V. Section C- Administrative Documents

1. Student Teaching Grade Report
2. Student Teaching Contact Hours (documenting 180 contact hours)

3. CCTC Standards Forms- completed by the student teacher, cooperating teacher and SFSU supervisor (3 different forms)
4. Preliminary Induction Plan

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 Level I program) to be addressed. These areas correspond to required courses in the Level I program, as follows:

Standards Areas	Description	Courses
1. Educational Policy and Practices	Knowledge of special education laws and regulations, historical and current program options, history of Special Education, and professional practices	• SPED 702
2. Diversity	Ability to work with individuals from diverse backgrounds	• SPED 803 • all other courses
3. Management and Organization	Ability to create and manage a safe and supportive context for learning that promotes students' positive and self-regulatory behavior	• SPED 774 • SPED 775 • student teaching
4. Communication and Collaboration	Ability to communicate and collaborate with students, parents, school personnel, and community members	SPED 803 • all other courses
5. Assessment	Ability to apply formal and informal assessment approaches and techniques to monitor student performance and growth, and to develop and evaluate individualized plans	• SPED 702 • SPED 774 • SPED 775 • student teaching
6. Curriculum and Instruction	Ability to develop, implement, and evaluate curricular and instructional practices to meet the diverse needs of students with disabilities	• SPED 702 • SPED 774 • SPED 775 • student teaching

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

Level II Clear Credential Program Outline

Coursework

Course #	Title	Sequence	Units
Program Curriculum (2 units)			
SPED 740	Induction Plan Development and Implementation	First semester	1
		Exit semester	1
Submit Credential Approved Program (CAP) – Level II		Prior to Exit Semester	
Specialized Standards for Mild/Moderate (6 units)			
SPED 824	Advanced Behavior and Instructional Supports	Determined by student and advisor	3
SPED 763	Transition and Transition Planning		3
Individualized Requirements (Select from the following for a total of 9 units)			
SPED 778	Advanced Literacy Instruction	Determined in collaboration with students' employer, support provided, and university advisor	3
SPED 793	Atypical Cognitive Development		3
SPED 746	Teaching Individuals with Physical and other Health Impairments		3
SPED 743	Issues in Augmentative and Alternative Communication		3
SPED 781	Education of Learners with Serious Emotional/Behavioral disorders		3
SPED 791	Education of Students with Autism Spectrum Disorders		3
EDUC 703	School/Community Partnerships for Change		3
EDUC 803	Integrated and Collaborative Services for Children		3
Additional courses to clear the Level II Education Specialist Credential			
H ED 630, H ED 635, or other approved HED course	Health Education	Prior to graduation (other technology courses may be accepted by student's advisor)	Variable
Outside SFSU	CPR		
SPED 716	Technology		
		Total Units:	17

Possible areas of specialization:

- **Learning Specialist:** Advanced skills in diagnosis, assessment, curriculum and instruction for diverse learners, and formation of school/community partnership

- **Language, Literacy, and Exceptionality:** Advanced skills in language and literacy intervention and application of technology-based supports for diverse learners.
- **Services Integration:** Collaborative, interdisciplinary, interagency, and community based approaches to meeting the contemporary needs of vulnerable children, youth, and families.
- **Social, Emotional, Behavior Support:** In-depth examination of nature and needs of diverse learners with social, emotional and/or behavior issues and the application of collaborative, interdisciplinary support practices.

Additional SFSU and California State Requirements

Candidates in the Professional Clear Level II education Specialist Credential have 5 years in which to complete the program. During those five years, candidates must complete a minimum of 2 years of fulltime teaching employment, or equivalent, in their credential area, in addition to all program requirements approved by the California Commission on Teacher Credentialing. Students are also required to have 30 hours of classroom experience with English language learner (ELL) students verified by support provider.

Timeline and Procedures

Prior to induction year. Prior to beginning Level II, and during the semester of student teaching, students progressing as Level II 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

Tracking and Observation Sheets

Throughout your program, you will participate in field experiences by observing and participating in classrooms that vary in grade level, level of support (e.g., general education, special day class), and student demographics (e.g., native language). To document this important work, you will obtain the signature from the teacher of record on a Tracking & Observation sheet (available from the Special Education Department website).

Induction year. Within 120 days of employment as a Level I Preliminary Education Specialist teacher, candidates should enroll in SPED 740: Induction Plan Development & Implementation. While enrolled in this course, students will identify a District Support Provider (DSP) that is authorized in the student's credential area, and complete the DSP data form. Students will then meet with their advisor and develop an Induction Plan; students are responsible for acquiring signatures of both their faculty advisor and the District Support Provider. Students should also begin their Level II Professional Portfolio that is described in detail in following sections.

During the candidates' first semester, the candidate can begin Level II coursework and non-institute of higher education (IHE) activities as outlined by the program area of choice. Non-IHE activities include conferences, workshops, and other events that are organized outside of the university. IHE activities include BTSA training and workshops provided by your school district.

15 contact hours are equivalent to 1 unit, and student must provide proof of attendance and content. The number of Non-IHE units that a given student will engage in will be determined by the student and his/her advisor, for a maximum of six units. By the semester deadline, the candidate should submit one copy of the following to the Department of Special Education, BH 156, and retain the original documents for subsequent semesters.

- Induction Plan (2 pages)
- Employment Verification
- Support Provider Data Sheet
- Induction Plan Review Record

Candidates should meet with their District Support Provider and their Faculty advisor to have their professional portfolio evaluated and the above listed documents authorized prior to submitting for SPED 740 grading.

In the candidates' second semester of their induction year, candidates will continue with Level II coursework, non- IHE, and portfolio activities. At this point, candidates should enroll in SPED 740 only if they intend to complete the Level II program in the second semester. Candidates should obtain a district observation of their teaching on letterhead stationary or the school's evaluation form. Candidates should then meet with their advisor to evaluate their portfolio, reflect changes and updates on documents, and obtain signature as needed. 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)
- District Observation (one of two)
- Induction Plan Review Record

Years two through five. In the second and subsequent years in the Level II program, candidates should continue with Level II coursework in their credential area, non-IHE activities and portfolio activities. During this time, meetings with the District Support Provider and University Advisor should be scheduled as needed. Candidates should make sure that they are obtaining required signatures on all documents as needed. All additional courses required to clear the Level II Education Specialist Credential should be completed at this time, including Health Education, CPR, and Technology courses.

During the exit semester, candidates enroll in SPED 740: Induction Plan Development & Implementation. During this time, students should submit one copy of the following documents before the semester deadline, while retaining the original copy for the student's records. A grade will be provided for SPED 740.

- Induction Plan (2 pages)
- Induction Plan Review Record
- District Observation (2nd of two)
- Unofficial Transcripts
- All non-IHE activities documentation
- CAP form

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

Use the following checklist to monitor your progress throughout the program:

FIRST SEMESTER LEVEL II:

- Authorized Support Provider Data Sheet
- 2-page authorized Induction Plan
- Authorized Induction Plan Review Record

SECOND SEMESTER LEVEL II:

- Authorized Induction Plan Review Record-2nd semester
- First District Observation

EXIT SEMESTER LEVEL II:

- Authorized Induction Plan
- Authorized Induction Plan Review Record
- Unofficial Transcripts for all Level II courses completed
- All Non-IHE authorized forms
- Final District Observation
- Credential Approved Program (Level II CAP)
- Verification of Experience Form (41-EXP)
<http://www.ctc.ca.gov/credentials/forms.html>

Level II Professional Portfolio Guidelines

The Level II Professional Portfolio is intended to document student progress and mastery of competencies **throughout the student's course of study**. This important self-reflection tool will be developed in conjunction with each student's District Support Provider and university advisor throughout the program. Upon completion of the Level II program and before the student is eligible for a Level II Clear Credential, the final, completed portfolio will be approved by the District Evaluator and the student's university advisor.

For students completing the program in the spring semester, the portfolio is due by the first Wednesday in May. For students completing the program in the fall semester, the portfolio is due by the first Wednesday of December. Students are responsible for purchasing and organizing a three-ring binder and dividers, and adding original copies of all required paperwork. The following documents should be included in the portfolio:

Credential Approved Program (Level II CAP) and other Level II documents and forms for Education Specialist Credentials are available from:
<http://www.sfsu.edu/~spedcd/hndbksfms.html>

Portfolio Organization

Document Name		Sequence
Section A: Original Documents		
Induction Plan		First Semester
Employment Verification		
Support Provider Data Sheet		
Level II Credential Approved Program (CAP) Form		Exit Semester
Verification of Experience		
District Observations (2)	<i>Note: Forms provided by school district</i>	Year 1 of Level II/ Exit Semester of Level II
Section B: Induction Plan Review Record		
Semester 1 Review		Year One
Semester 2 Review		
Final Review		Exit Semester
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		Exit Semester
Documentation of the event	Provided by course instructor	Throughout Program

Note: Students must apply separately for the award of the Professional Clear Level II Education Specialist Credential. Obtain an application packet from the Credential Services Teacher Preparation Center in BH 244 / 415.405.3594, or <http://www.sfsu.edu/~cstpc/>.

Master of Arts in Special Education Program Outline

Coursework

Course #	Title	Units
Core Requirements (9 units)		
ISED 797	Seminar in Education Research	3
SPED 788	Public Policy/Legal Rights for People with Disabilities	3
SPED 801 Or SPED 779	Diversity in Special Education: Family, Resources and Culture Family Systems & Services for Young Disabled Children	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 [*]		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 and Master's Comprehensive Written Examination	
Option III		6
	Two Elective Graduate Seminars, which will reflect critical analysis of literature and application of research; and Master's Comprehensive Written Examination	
Total Units:		30-33

^{*} Students who are advised to select option I must complete 881 as a pre-requisite

^{**} 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. **Once students are admitted to the master's program, they must take the Graduate Essay Test (GET) before completing their second semester.** To sign up for testing, contact the testing center at (415) 338-2271 for test dates. This examination is offered at the immediate start-up of each semester.

If a candidate fails this test, he or she may take the examination a second time or enroll in a remedial course. If students elect not to take the course until they have attempted to pass the examination a second time, it is their choice. However, students who have failed the GET twice must enroll in the remedial course to fulfill the requirement. Completion of a remedial course constitutes completion of the requirement; however this course is not a substitute for the GET unless the student has failed the test at least once. Final proficiency is measured by successful

completion of the master's written comprehensive examination, creative, field study, or thesis. Satisfactory completion automatically certifies that the writing requirement has been met.

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

Graduate Approved Program (GAP). **All students are required to submit a Graduate Approved Program form to the Graduate Studies office once they decide on a course of study and well in advance of the culminating experience requirement.** This form must be signed by the student, the student's advisor, and the Special Education Department Chair. 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 MA forms can be found at <http://www.sfsu.edu/~gradstudy/current-form.htm>.

Culminating Experience Proposal. **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. **Students must contact faculty members well in advance of the deadline to discuss the proposal and gain approval.**

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, Field Mentors and Department Staff

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:

Last Name	Advisor	Email	Phone	Office
A-C	Susan Courey, Ph.D., Assistant Professor	scourey@sfsu.edu	415-338-1890	BH 203
D-G	Alexis Filippini, Ph.D., Assistant Professor	afili@sfsu.edu	415-338-3328	BH 538
H-L	Pamela LePage, Ph.D., Assistant Professor	plepage@sfsu.edu	415-338-3428	BH 202
M-R	Philip Prinz, Ph.D., Professor	pm@sfsu.edu	415-338-7655	BH 147
S-Z	Pamela Wolfberg, Ph.D., Associate Professor	wolfberg@sfsu.edu	415-338-7651	BH 204

Advisors are available during academic days only (e.g., not during summer or winter breaks); therefore it is critical to plan well in advance.

Field Mentors

Level I Cooperating Teacher. Student chooses fully credentialed teacher at their worksite, or university sets student up with a qualified teacher. This will be discussed in the Student Teaching seminar, SPED 726.

Level II District Support Provider. Each teacher candidate enrolled in a Level II program is assigned 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 Level II goals. Finally, the Support Provider signs off on all needed forms during the candidates' first two semesters of Level II 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
- A candidate's support provider must be a person other than the candidate's principal or immediate supervisor.

Department Staff

The department of Special Education is staffed year-round, with the exception of holidays. Hours, forms, and other information is available at www.sfsu.edu/~spedcd.

Department Chair, Nick Certo, Ph.D.
 Academic Office Coordinator, Louise Guy
 Student Services Coordinator, Steve Macaris

Other 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
Campus Safety	N. State Drive	(415) 338-7200

SFSU Policies

Accommodations for Students with Disabilities

Students with mobility, hearing, visual, communication, psychological, systemic (HIV/AIDS, environmental illness, etc.), and learning disabilities are encouraged to attend SFSU. The Disability Programs and Resource Center (DPRC) is available to promote and provide equal access to the classroom and to campus-related activities. Students are provided assistance in coordinating a full range of support services in order that they may define and achieve personal autonomy at SFSU. The DPRC also provides eligible students with help understanding and managing DPRC services, campus-wide access, attitudinal barriers, other campus resources, and disability civil rights. For more specific services, please visit the DPRC website at <http://www.sfsu.edu/~dprc/student.html>.

Attendance Policies

Students are expected to be able to attend all sessions of classes in which they are enrolled. Classroom attendance policies are to be distributed by the instructor in writing within the first week of class. The standard attendance policy allows for no more than two excused absences, but instructors are entitled to enforce stricter policies at their discretion. Students who

foresee absences should contact their instructor to make sure that appropriate arrangements can be made to either make up coursework or take the course at a later time.

Statement on Academic Conduct

Students are responsible for maintaining appropriate academic conduct according to University policies. Students judged to engage in dishonest practices, including cheating and plagiarism, may receive a reduced or failing grade for the work in question and/or in the course as well as may be subject to disciplinary action as provided in *Title 5, California Code of Regulations*. Any student may be expelled, suspended, placed on probation, or a given a lesser sanction for discipline problems.

Cheating. Cheating is defined as the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it included any and all actions be a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism. Plagiarism is a specific form of cheating which consists of the submission or presentation of work (in any published form) that is not a student's own, without acknowledgement of the sources. This includes the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. To avoid plagiarism, students must be careful to give credit every time they summarize, paraphrase or quote another's work. When information or ideas are obtained from an outside source, that source must be cited. Direct quotations must be placed in quotation marks with source immediately cited (Cited/adapted from Course Syllabus Self-Checklist, Department of Counseling and Special Education, CSU, Fresno).