



**SAN FRANCISCO  
STATE UNIVERSITY**

# **PROGRAM ASSESSMENT DOCUMENT CREDENTIAL PROGRAM SUMMARIES**

## **VOLUME 03:**

- **EDUCATION SPECIALIST CREDENTIAL PROGRAM SUMMARIES**
  - **ORIENTATION & MOBILITY CREDENTIAL SUMMARY**
  - **SPEECH-LANGUAGE PATHOLOGY CREDENTIAL SUMMARY**

Department of Special Education  
Graduate College of Education

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## **Preliminary Education Specialist Credential: Early Childhood Special Education**

### **Program Assessment Program Summary**

#### **Program Design**

The Education Specialist Credential in Early Childhood is designed to prepare professional educators to provide quality early intervention and early childhood special education to young children, birth to 5, who are at risk or have disabilities and their families. The program emphasizes the importance of involving parents as partners in intervention and prepares candidates to be respectful of the dynamics and values of families. The program views children as active participants in their learning, and it trains candidates to use evidence-based and developmentally appropriate practices to foster children's growth and development in home-based and inclusive settings. In addition, the program prepares candidates to collaborate with professionals in other disciplines to meet the individual needs of children and families. Coursework and fieldwork are closely integrated to facilitate the application of theory to practice.

**Coursework.** The critical issues in Early Childhood Special Education covered by the coursework include typical and atypical development of young children, family systems, assessment and program evaluations, intervention models and strategies for infants and preschoolers, leadership and coordination. Specifically, candidates are prepared with the knowledge of developmental sequences in all areas and the impact of disabilities on a young child's ability to effectively interact with the environment. Coursework prepares the candidate to understand family systems and caregiver-child interactions and use the information to design culturally sensitive and meaningful intervention programs. The assessment course addresses the topics of using curriculum-based assessment tools to understand a young child's capabilities and develop functional and appropriate instructional goals in collaboration with family members. The two intervention courses provide candidates with information on routine-based and activity-based intervention, focusing on embedding developmentally appropriate learning objectives in play-based activities. The importance of having cultural competence and effective communication is infused in all coursework.

**Fieldwork.** Candidates are required to complete two student teaching (fieldwork) experiences in two separate semesters, one with children younger than 36 months and one with children 3 to 5 years of age. The infant/toddler experience requires a minimum of 120 contact hours, and the preschool experience requires a minimum of 200 hours. In addition to working with young children and their families under the supervision of master teachers and university supervisors, candidates complete assignments including analysis of physical and social environments, comprehensive assessment reports, intervention program development, evaluation systems to monitor children's progress, and reflections of working with families. The university supervisor visits students at the site a minimum of 3 times during the semester and keeps close contact with the master

teacher to respond to the candidate’s need. Candidates are enrolled in a student teaching seminar where students are supported through the discussion and analysis of important issues related to the fieldwork experience.

**Stakeholder input.** The Early Childhood Special Education advisory board includes faculty, experienced teachers, professionals in related disciplines, and parents. The board meets regularly to give feedback regarding the coursework and field experience.

### Course of Study

The Preliminary Specialist Credential in Early Childhood includes the following coursework.

<b>Category 1: Common Core Requirements</b>		
<b>Course</b>		<b>Unites</b>
SPED 788	Law, Ethics, and Instructional Planning	3
SPED 801	Development, Diversity, and English-Language Learners	3
H ED 630	Elementary School Health	3
<b>Category 2: Early Childhood Special Education Methods Cluster</b>		
SPED 777	Atypical Infant Development	3
SPED 779	Family Systems and Services	3
SPED 780	Assessment and Program Evaluation in ECSE Settings	3
SPED 737	Infant Intervention	3
SPED 738	Preschool Intervention	3
SPED 747	Physical Disabilities – Implications and Management	3
SPED 774	Positive Behavior Supports	3
SPED 825	Behavior and Instructional Supports: Autism	3
Or SPED 749	Communication, Socialization, and Imagination: Autism	(3)
SPED 885	Topics in Early Childhood Special Education	3
<b>Category 4: Student Teaching</b>		
<b>Infant/Toddler</b>		
SPED 729	Student Teaching Seminar	1
SPED 730	Student Teaching	3-9
<b>Preschool</b>		
SPED 729	Student Teaching Seminar	1
SPED 730	Student Teaching	3-9

### Assessment of Candidates

In addition to completing assigned readings and participating in class discussions lead by the course instructors, each candidate will demonstrate synthesis of the course materials through the following activities or projects.

**ECSE Standard 1: Theoretical, Philosophical, and Empirical Foundations**

[SPED 788](#)

**Class presentation:** topics related to Special Education Legal mandates, ethical issues in the field of special education and instructional practices

[SPED 738](#)

**Curriculum Critique:** analyze the philosophical approach and content of an instructional program

**ECSE Standard 2: Typical and Atypical Child Development**

SPED [777](#)

**Final examination** based on readings, videos, and class discussions

**Child observation paper:** document the capabilities of a young child with disabilities addressing all developmental areas

SPED [747](#)

**Course examinations** based on readings, videos, and class discussions

[SPED 779](#)

**Family collaboration project:** partner with a family to understand the family's resources, priorities, needs, and impact of having a child with disabilities; develop and evaluate a collaboration plan to address a need identified by the family

**ECSE Standard 3: Role of Family in Early Childhood Special Education**

[SPED 779](#)

**Written responses to question sets:** four sets of questions are used throughout the semester to determine the candidate's understanding of major theories and research

**Family systems framework:** describe major components, including family resources, interaction, functions, and life cycle, part of the **family collaboration project**

**Family collaboration project:** partner with a family to understand the family's resources, priorities, needs, and impact of having a child with disabilities; develop and evaluate a collaboration plan to address a need identified by the family

SPED [780](#)

**Assessment project:** administer a curriculum-based assessment to a young child with special needs, summarize the assessment results including input from family members, provide recommendations for intervention, and design evaluation systems to monitor the child's progress

SPED [737](#)

**Intervention program plan:** using a family-centered approach to develop a comprehensive intervention plan to address the needs of a young child

**Infant and toddler activity plans:** based on the child's needs, develop home- and center-based activity plans to embed instruction in naturally occurring routines and developmentally appropriate activities

#### ECSE Standard 4: Assessment and Evaluation of Infants, Toddlers and Preschoolers

SPED [780](#)

**Review of assessment tools:** review and critique widely used assessments in ECSE in the areas of content, organization, administration, and technical qualities

**Assessment project:** using natural observations as the primary source, administer a curriculum-based assessment to a young child with special needs, summarize the assessment results including input from family members, provide recommendations for intervention, and design evaluation systems to monitor the child's progress

**Collaboration project:** work with students in the Communicative Disorders program to develop a set of activity plans to assess a young child with disabilities

#### ECSE Standard 5: Individualized Family Service Plan, Individualized Education Program and Transition

SPED [779](#)

**IFSP project:** develop an IFSP for a family of a young child with disabilities and conduct a simulated IFSP meeting

SPED [780](#)

**Assessment project:** using natural observations as the primary source, administer a curriculum-based assessment to a young child with special needs, summarize the assessment results including input from family members, provide recommendations for intervention, and design evaluation systems to monitor the child's progress

SPED [737](#)

**Intervention program plan:** using a family-centered approach to develop a comprehensive intervention plan to address the needs of a young child

SPED [738](#)

**Curriculum theme and lesson plan:** develop a week long lesson plan for a preschool class comprised of children with and without special needs, including adaptations for children with disabilities, activities, and materials

**Final examination** based on readings, videos and class discussions

#### ECSE Standard 6: Intervention and Instructional Strategies: Birth through Pre-Kindergarten

SPED [737](#)

**Infant and toddler activity plans:** based on the child's needs, develop home- and center-based activity plans to embed instruction in naturally occurring routines and developmentally appropriate activities

**Intervention program plan:** using a family-centered approach to develop a comprehensive intervention plan to address the needs of a young child

**Team project:** review intervention strategies, including evidence-based practices, and apply them to support and enhance various developmental skills

SPED [738](#)

**Curriculum critique:** analyze and critique an early childhood curriculum addressing format, content organization, scope, and ways to adapt the curriculum to meet the needs of children with disabilities

**Curriculum theme and lesson plan:** develop a week long lesson plan for a preschool class comprised of children with and without special needs, including adaptations for children with disabilities, activities, and materials

**Group presentation:** develop an ideal preschool program for children with and without disabilities, including environmental design, curriculum, materials, daily schedule, parent collaboration, staff involvement, and data collection

SPED [825](#)

**Ecological/Environmental Inventory and Design:** analysis and design of a physical and social environment to facilitate learning and development

**Design and implement instructional plans:** develop two instructional plans teaching in one-to-one and group activities

### ECSE Standard 7: Learning Environments

SPED [737](#)

**Infant and toddler activity plans:** based on the child's needs, develop home- and center-based activity plans to embed instruction in naturally occurring routines and developmentally appropriate activities

SPED [738](#)

**Classroom observations:** visit three preschool classrooms and document program-related information, including environmental arrangements, curricula approaches, and instructional activities

**Curriculum theme and lesson plan:** develop a week long lesson plan for a preschool class comprised of children with and without special needs, including adaptations for children with disabilities, activities, and materials

**Group presentation:** develop an ideal preschool program for children with and without disabilities, including environmental design, curriculum, materials, daily schedule, parent collaboration, staff involvement, and data collection

SPED [825](#)

**Ecological/Environmental inventory and design:** analysis and design of a physical and social environment to facilitate learning and development

**Design and implement instructional plans:** develop two instructional plans teaching in one-to-one and group activities

### ECSE Standard 8: Collaboration and Teaming

SPED [780](#)

**Collaboration project:** work with students in the Communicative Disorders program to develop a set of activity plans to assess a young child with disabilities

SPED [738](#)

**Group presentation:** develop an ideal preschool program for children with and without disabilities, including environmental design, curriculum, materials, daily schedule, parent

collaboration, staff involvement, and data collection

SPED [885](#)

**Individual leadership project:** create modules addressing various issues concerning teaming and collaboration

**Review and critique** of case studies concerning teaming and collaboration

**Midterm article review:** review and critique scholarly articles concerning teaming and collaboration

### **Standard 9: Low Incidence Disabilities in Early Childhood Special Education Programs**

SPED [777](#)

**Final examination** based on readings, videos, and class discussions

**Child observation paper:** document the capabilities of a young child with disabilities addressing all developmental areas

SPED [747](#)

**Course examinations** based on readings, videos, and class discussions

SPED [779](#)

**Family collaboration project:** partner with a family to understand the family's resources, priorities, needs, and impact of having a child with disabilities; develop and evaluate a collaboration plan to address a need identified by the family

SPED [885](#)

**Review and critique** of case studies concerning teaming and collaboration

**Midterm article review:** review and critique scholarly articles concerning teaming and collaboration

### **ECSE Standard 10: Field Experience in Early Childhood Special Education Programs**

SPED [738](#)

**Classroom observations:** visit three preschool classrooms and document program-related information, including environmental arrangements, curricula approaches, and instructional activities

SPED [730](#)

**Midterm and final evaluations of field experience**



**Preliminary Education Specialist Credential:  
Mild/Moderate Disabilities**

**Program Assessment  
Program Summary**

**Program Design**

The Education Specialist Credential in Mild/Moderate Disabilities prepares highly qualified teachers using research-based curricula and pedagogy to provide quality educational services to students from culturally and linguistically diverse backgrounds. 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 candidates will learn how to utilize scientifically-based instructional and behavior strategies for working with children with a wide range of abilities. Candidates will learn how to make data-based decisions and to tailor teaching approaches to the students' academic, intellectual, emotional, and social needs in order to help them reach their full potential.

**Coursework**

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 candidates will create an online portfolio documenting academic work and student teaching experiences. All courses in the mild/moderate credential program cover the following areas:

**Culturally Responsive Teaching.** The use of cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; teaching to and through the strengths of these students (Gay, 2000).

**Field Experience.** The field experiences facilitate meaningful collaborative instruction, allowing candidates to acquire skills to serve students across a range of age and grade levels through participation in and reflection on a variety of activities representing different roles of special educators.

**Research-Based Instructional Strategies.** Candidates will learn to interpret, apply, and disseminate instructional strategies based on solid or emergent empirical evidence.

**Key Assignment.** An assignment that addresses the Standards of Quality and Effectiveness for Education Specialist Credential Programs and the primary California content standards related to this course.

All courses are designed to actively engage students in learning course material through varied instructional modes that recognize individual differences in learning style. Different formats utilized in classes include: lecture, modeling and demonstration, guided participation in group discussion, small group and paired activities, and hands-on field experiences. Participants in all courses are expected to come to each session prepared to discuss readings and present assignments and projects. Written assignments and group projects emphasize critical thinking through analysis, synthesis, and appraisal of course material.

**Fieldwork.** Dispersed throughout the program, fieldwork is addressed in two ways. First, credential candidates participate in supervised field experiences as part of assessment (SPED 772) and advanced methods classes (SPED 775). Second, candidates complete a full semester (180 hours) of student teaching with a mentor teacher and university supervisor after they complete all course work. This fieldwork comprises the experiential bases for candidates to apply theoretical constructs, conduct and interpret assessment results, and apply curriculum and instructional strategies in educational settings. The fieldwork sites are urban schools in the San Francisco Bay Area that deliver educational services to students with disabilities in a variety of settings. All schools used as training sites have programs that meet research-based evaluation criteria for programs serving students with mild/moderate disabilities. Master teachers are highly competent graduates of the credential program in mild/moderate disabilities at SFSU or programs at other universities that share a common educational philosophy, curricula, and pedagogy. A university supervisor visits the site three times during the semester to provide mentoring to individual teacher candidates and to evaluate student performance. All university supervisors have served as Master teachers and, therefore, have not only considerable teaching experience, but also experience mentoring credential candidates.

**Stakeholder input.** The program’s advisory committee is composed of teachers who are graduates of the program and who serve as master teachers for the fieldwork component of the program. Project personnel meet with the advisory committee annually to elicit their feedback regarding (a) the content of the core methods coursework and the course assignments, (b) the structure and quality of the fieldwork experiences, and the (c) the process used to evaluate credential candidate teaching performance.

### **Course of Study**

The table below lists the courses that comprise the Preliminary Education Specialist Credential in Mild/Moderate Disabilities.

<b>Course #</b>	<b>Title</b>	<b>Prerequisites</b>	<b>Categories</b>	<b>Units</b>
<b>INTRODUCTORY COURSES</b>				
SPED 788	Law, Ethics, Collaboration, Technology & Instructional		I: Common Core Requirements	3

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	Planning			
SPED 770	Introduction to Mild/Moderate Disabilities		II: M/M Specialization Core	3
<b>GENERAL COURSES</b>				
SPED 774	Positive Behavior Supports		II: M/M Specialization	3
SPED 801	Development, Diversity and English-Language Learners		I: Common Core Requirements	3
SPED 772	Assessment, Curriculum and Instruction	SPED 788, 770	II: M/M Specialization	3
E ED 784	Curriculum and Instruction in Mathematics	Not required if student possesses California Multiple Subjects or Single Subjects Teaching Credential	I: Common Core Requirements	3
E ED 882	Literacy Instruction K-12		I: Common Core Requirements	3
SPED 763	Transition Planning for Students with Disabilities		I: Common Core Requirements	
H ED 630	Elementary School Health		I: Common Core Requirements	3
or, (H ED 635)	(Secondary School Health)		I: Common Core Requirements	(1)
<b>ADVANCED COURSES</b>				
SPED 775	Mild/Moderate Disabilities: Advanced Methods	SPED 772	II: M/M Specialization	3
SPED 778	Advanced Literacy & Instruction	EED 882	II: M/M Specialization	3
SPED 791	Nature of Autism Spectrum Disorders	Choose one Autism course	II: M/M Specialization	3
or, (SPED 794)	Communication, Socialization & Imagination: Autism	Choose one Autism course	II: M/M Specialization	(3)
or, (SPED 825)	Behavior & Instructional Supports: Autism	Choose one Autism course	II: M/M Specialization	(3)
<b>STUDENT TEACHING</b>				
SPED 726	Seminar: Student Teaching for Mild/Moderate Disabilities	All courses must be completed with exception of SPED 775	II: M/M Specialization Core	3
SPED 730	Student Teaching in SPED		II: M/M Specialization	9

<b>TOTAL UNITS</b>	<b>43-45</b>
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**Assessment of Candidates**

The Mild/Moderate Credential 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 candidates will create an online portfolio documenting academic work and student teaching experiences. All courses require a Key Assignment that addresses the Standards of Quality and Effectiveness for Education Specialist Credential Programs and the primary California content standards related to each course. As candidates progress through the program, each key assignment is assessed and added to the electronic portfolio. In addition to the evaluation of each key assignment, the entire portfolio is evaluated for a thorough understanding and demonstration of teaching standards and professional dispositions (see University Supervisor and Cooperating Teacher Handbooks).

<b>TPE</b>	<b>University Supervisor</b>	<b>Mentor Teacher</b>
<b>A. Specific Pedagogical Skills for Subject Matter Instruction</b>		
<b>TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments</b>		
Teaching Reading-Language Arts in a Multiple Subject Assignment		
Teaching Mathematics in a Multiple Subject Assignment		
Teaching Science in a Multiple Subject Assignment		
Teaching History-Social Science in a Multiple Subject Assignment		
<b>TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments</b>		
Teaching English-Language Arts in a Single Subject Assignment		
Teaching Mathematics in a Single Subject Assignment		
Teaching Science in a Single Subject Assignment		
Teaching History-Social Science in a Single Subject Assignment		
<b>Comprehensive Evaluations</b> Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching and review of portfolio		
<b>Observational Evaluations</b> Observational evaluations completed by university instructors during SPED 775 Field Experience and SPED 730 Student Teaching		

<p><b>Assignments</b>  a. <a href="#">Instructional Plans</a> (SPED 770; 772; 775; EED 784; 882)  b. Student Progress Portfolio (SPED 726; 730)  c. Teaching Mini Unit  d. O/P Portfolio and Case Study</p>		
<p><b>B. Assessing Student Learning</b></p>		
<p><b>TPE 2: Monitoring Student Learning During Instruction</b></p>		
<p><b>TPE 3: Interpretation and Use of Assessments</b></p>		
<p><b>Comprehensive Evaluations</b>  Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching and review of portfolio</p>		
<p><b>Observational Evaluations</b>  Observational evaluations completed by university instructors during SPED 775 Field Experience and SPED 730 Student Teaching; SPED 726 requires progress monitoring supervised by faculty (AIMSweb)</p>		
<p><b>Assignments</b>  a. Case Study  b. Field-Based Portfolio/Case Study</p>		
<p><b>C. Engaging and Supporting Students in Learning</b></p>		
<p><b>TPE 4: Making Content Assessable</b></p>		
<p><b>TPE 5: Student Engagement</b></p>		
<p><b>TPE 6: Developmentally Appropriate Teaching Practices</b></p>		
<p><b>TPE 6A: Developmentally Appropriate Practices in Grades K-3</b></p>		
<p><b>TPE 6B: Developmentally Appropriate Practices in Grades 4-8</b></p>		
<p><b>TPE 6C: Developmentally Appropriate Practices in Grades 9-12</b></p>		
<p><b>TPE 7: Teaching English Learners</b></p>		
<p><b>Comprehensive Evaluations</b></p>		

Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching and review of portfolio		
<b>Observational Evaluations</b> Observational evaluations completed by university instructors during SPED 775 Field Experience and SPED 730 Student Teaching		
<b>Assignments</b> a. Level I Portfolio (UDL Lesson Plan) b. Field-Based Portfolio/Case Study c. Case Study		
<b>D. Planning Instruction and Designing Learning Experiences for Students</b>		
<b>TPE 8: Learning About Students</b>		
<b>TPE 9: Instructional Planning</b>		
<b>Comprehensive Evaluations</b> Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching and review of portfolio		
<b>Observational Evaluations</b> Observational evaluations completed by university instructors during SPED 775 Field Experience and SPED 730 Student Teaching		
<b>Assignments</b> a. Case Study b. Field-Based Portfolio/Case Study		
<b>E. Creating and Maintaining Effective Environments for Student Learning</b>		
<b>TPE 10: Instructional Planning</b>		
<b>TPE 11: Social Environment</b>		
<b>Comprehensive Evaluations</b> Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching and review of portfolio		

<p><b>Observational Evaluations</b>          Observational evaluations completed by university instructors during SPED 775 Field Experience and SPED 730 Student Teaching</p>		
<p><b>Assignments</b>          a. Positive Behavior Intervention          b. Case Study          c. Student Teaching Evaluation</p>		
<p><b>F. Developing as a Professional Educator</b></p>		
<p><b>TPE 12: Professional, Legal and Ethical Obligations</b></p>		
<p><b>TPE 13: Professional Growth</b></p>		
<p><b>Comprehensive Evaluations</b>          Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching and review of portfolio</p>		
<p><b>Observational Evaluations</b>          Observational evaluations completed by university instructors during SPED 775 Field Experience and SPED 730 Student Teaching</p>		
<p><b>Assignments</b>          a. Teacher Interview          b. Student Teaching Seminar Assignment          c. Level I Portfolio</p>		

**Preliminary Education Specialist Credential:  
Moderate/Severe Disabilities**

**Program Assessment  
Program Summary**

**Program Design**

The Education Specialist Credential in Moderate/Severe Disabilities prepares highly qualified teachers using research-based curricula and pedagogy to provide quality educational services to students from culturally and linguistically diverse backgrounds. The program has as its foundation the assumption that educational services for students with disabilities should be implemented in the least restrictive environment; and the goal of those services is to teach skills and arrange educational and social settings to increase the students' ability to participate fully in school, home, and community environments. Credential candidates in this program must demonstrate their competence in providing quality educational services to students with moderate/severe disabilities using a systematic, data-based approach to instruction and models of curricular adaptation and social belonging. Competencies in interacting effectively with families and in developing IEPs and instructional programs with a transdisciplinary team approach also are essential components of the training program. In addition, the program addresses the need to provide extensive, supervised fieldwork experiences to ensure that teacher candidates are able to apply the knowledge and skills acquired through course content and assignments to the instruction of students with moderate/severe disabilities in inclusive or integrated urban educational settings.

**Coursework.** The coursework is designed to provide credential candidates with the knowledge and skills needed to develop competency in all areas addressed by the credential program standards including educational and social/behavioral assessments that involve families in the assessment process, curriculum development (including standards-based academic curricula in literacy, math, and science), data-based instructional planning, program management, and collaboration with general educators to provide access to general education settings, curriculum, and activities. In addition coursework addresses the development of multi-model communication systems and facilitation of successful communicative exchanges with adults and peers in a variety of natural school and community settings; facilitation of positive social relationships and friendships with schoolmates and, for older students, positive social exchanges with individuals in community settings; and functional assessment and the development of positive behavior interventions and supports. Finally, coursework addresses the instructional and support needs of students with movement, mobility, and sensory disabilities and specialized health care needs; and strategies to facilitate the transition from early childhood educational and related services to services provided in K-12 schools, and the facilitation of self-determined work, post-secondary education, and community living for secondary-aged students with moderate-severe disabilities.



**Fieldwork.** Two semesters of supervised, weekly fieldwork experiences (approximately 84 hours per semester)—in addition to one semester of student teaching—comprise the experiential bases for candidates to apply theoretical constructs, conduct and interpret assessment results, and apply curriculum and instructional strategies in educational settings. The fieldwork sites are inclusive, urban schools in the San Francisco Bay Area that deliver educational services to students with disabilities in general education classrooms. All schools used as training sites have programs that meet research-based evaluation criteria for programs serving students with moderate/severe disabilities in the areas of (a) program management, (b) integration opportunities, (c) curricula development and implementation, (d) social and communication supports, (e) staff training, (f) collaboration with general educators, (g) ability awareness activities, and (h) membership in and contributions to the school community. Master teachers are highly competent graduates of the credential program in moderate-severe disabilities at SFSU or programs at other universities that share a common educational philosophy, curricula, and pedagogy. A university supervisor visits the site six times during the semester to provide mentoring to individual teacher candidates and to evaluate student performance. All university supervisors have served as Master teachers and, therefore, have not only considerable teaching experience, but also experience mentoring credential candidates. Master teachers meet with the teacher candidate(s) placed with them for at least 30 minutes during each day of practicum to answer questions about their experiences at the site, to guide them in completing their coursework assignments related to assessment and instruction of students at the fieldwork site, and to discuss issues related to effective educational practices. In addition, they collaborate with the supervisors to complete the formal student evaluations conducted at midterm and at the end of the semester.

**Stakeholder input.** The program’s advisory committee is composed of teachers who are graduates of the program and who serve as master teachers for the fieldwork component of the program. Project personnel meet with the advisory committee annually to elicit their feedback regarding (a) the content of the core methods coursework and the course assignments, (b) the structure and quality of the fieldwork experiences, and the (c) the process used to evaluate credential candidate teaching performance.

**Course of Study**

The table below lists the courses that comprise the Preliminary Education Specialist Credential in Moderate-Severe Disabilities.

<b>Category 1: Core Requirements</b>		
<b>Course</b>		<b>Unites</b>
SPED 788	Law, Ethics, and Instructional Planning	3
SPED 801	Development, Diversity, and English-Language Learners	3
SPED 763	Transition Planning for Students With Disabilities	3
SPED 747	Physical, Health, and Sensory Disabilities: Implications and Management	3

SPED 791	Nature of Autism Spectrum Disorders	3
H ED 630 or H ED 635	Elementary School Health Secondary School Health	3 1
<b>Category 2: General Education Requirements</b>		
E ED 882	Literacy Instruction in K=12 Classrooms	3
E ED 784	Curriculum and instruction in Mathematics	3
<b>Category 3: Methods Courses: Moderate-Severe Disabilities</b>		
SPED 745	Environmental Design for Students With Moderate-Severe Disabilities	3
SPED 773	Methods of Assessment and Instruction for Students With Moderate-Severe Disabilities	3
SPED 821	Fieldwork in Moderate-Severe Disabilities (taken concurrently with SPED 745 & 773)	3
SPED 787	Advanced Assessment and Instructional Design for Students With Moderate-Severe Disabilities	3
SPED 789	Advanced Environmental Design for Students with Moderate-Severe Disabilities	3
SPED 821	Fieldwork in Moderate-Severe Disabilities (taken concurrently with SPED 787 & 789)	3
<b>Category 4: Student Teaching</b>		
SPED 723	Student Teaching Seminar	3
SPED 730	Student Teaching	9

### **Assessment of Candidates**

*Comprehensive evaluations* of candidates' teaching performance during the two semesters of practica and student teaching are completed jointly by the candidates' master teacher and university supervisor and reviewed with the credential candidates during meetings scheduled for mid-term and the final weeks of the semester. Evaluation areas addressed during the *first semester of practica* include professional behavior; the facilitator/support role in promoting student engagement and participation in the school community; classroom management; educational program development; systematic instruction; progress monitoring; and self-evaluation (see [Semester 1 Evaluation Form](#)). Evaluation areas addressed during the *second semester of fieldwork* for candidates placed with Master teachers include professional behavior; the facilitator/support role; instruction and curriculum development; management and staff training; evaluation of student progress; and collaboration with general educators (see [Semester 2 Evaluation Form: Placed with Master teachers](#)). Evaluation areas addressed for candidates teaching with an Intern Credential include professional behavior; scheduling to structure curriculum and instruction; instruction; curriculum development; inclusion/mainstreaming support role; management and staff training; evaluation of student progress; and collaboration with general educators (see [Semester 2 Evaluation Form: Interns](#)). Evaluation areas addressed during *student teaching* include professional behavior; scheduling; curriculum and instruction; inclusion/mainstreaming support role; social interaction with peers; collaboration with general education, school staff, and the

community; staff training; program management; and self-evaluation (see [Student Teaching Evaluation Form](#)).

In addition **observational evaluations** of teaching performance are completed during fieldwork site visits by the university supervisor. Supervisors observe candidates' teaching performance for a period of approximately 40-minutes. Following the observation, supervisors review with the candidates their observational notes that highlight areas of competence as well as areas that require additional development. The candidates and supervisors then select two to four areas that the candidates will focus on before the supervisors' next site visit, as well as specific activities to address each of the areas.

Finally, **course assignments** implemented in fieldwork settings are used to evaluate knowledge and skills associated with each of the credential program standards.

The table below identifies *comprehensive evaluations*, *observational evaluations*, and *course assignments* that address each of the program standards for Credential Programs in Moderate-Severe Disabilities.

<b>Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities</b>	
<i>Comprehensive Evaluations</i>	Fieldwork evaluations completed by university supervisors and Master teachers during each of the 2 semesters of practica and student teaching
<i>Observational Evaluations</i>	Observational evaluations completed by university supervisors during fieldwork site visits
<i>Assignments</i>	a. <a href="#">Long-Range Academic Plans</a> (SPED 773; SPED 787) b. <a href="#">Communication Project</a> (SPED 789)
<b>Standard 2: Communication Skills</b>	
<i>Comprehensive Evaluations</i>	Fieldwork evaluations completed by university supervisors and Master teachers during each of the 2 semesters of practica and student teaching
<i>Observational Evaluations</i>	Observational evaluations completed by university supervisors during fieldwork site visits
<i>Assignments</i>	a. <a href="#">Communication Project</a> (SPED 789) b. <a href="#">Accessing Inclusive Settings</a> (SPED 745) c. <a href="#">Best Practices Reflections</a> (SPED 745)
<b>Standard 3: Developing Social Interaction Skills and Facilitating Social Context</b>	
<i>Comprehensive Evaluations</i>	Fieldwork evaluations completed by university supervisors and Master teachers during each of the 2 semesters of practica and student teaching
<i>Observational Evaluations</i>	Observational evaluations completed by university supervisors during fieldwork site visits
<i>Assignments</i>	a. <a href="#">Accessing Inclusive Settings</a> (SPED 745) b. <a href="#">Best Practices Reflections</a> (SPED 745) c. <a href="#">Communication Project</a> (SPED 789)
<b>Standard 4: Assessment, Program Planning, and Instruction</b>	
<i>Comprehensive Evaluations</i>	Fieldwork evaluations completed by university supervisors and Master teachers during each of the 2 semesters of practica and student teaching
<i>Observational Evaluations</i>	Observational evaluations completed by university supervisors during fieldwork site visits

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<i>Assignments</i>	<ul style="list-style-type: none"> <li>a. <a href="#">Instructional Plans</a> (SPED 773; SPED 789)</li> <li>b. <a href="#">Long-Range Academic Plans</a> (SPED 773; SPED 787)</li> <li>c. <a href="#">Communication Project</a> (SPED 789)</li> <li>d. <a href="#">Functional Assessment</a> (SPED 789)</li> <li>e. <a href="#">Positive Behavior Intervention and Support Plan</a> (SPED 789)</li> <li>f. <a href="#">Quality Indicators</a> (SPED 745)</li> <li>g. <a href="#">Person-Centered Plan</a> (SPED 763)</li> <li>h. <a href="#">Student Personal Portfolio</a> (SPED 763)</li> <li>i. <a href="#">Transition Plan</a> (SPED 763)</li> <li>j. <a href="#">Student-Led IEP Meeting</a> (SPED 763)</li> <li>k. <a href="#">Student Progress Data Files</a> (SPED 773; SPED 787; SPED 723)</li> </ul>
<b>Standard 5: Movement, Mobility, Sensory, and Specialized Health Care</b>	
<i>Comprehensive Evaluations</i>	Fieldwork evaluations completed by university supervisors and Master teachers during each of the 2 semesters of practica and student teaching
<i>Observational Evaluations</i>	Observational evaluations completed by university supervisors during fieldwork site visits
<i>Assignments</i>	<ul style="list-style-type: none"> <li>a. <a href="#">Long-Range Academic Plans</a> (SPED 773; SPED 787)</li> <li>b. <a href="#">Communication Project</a> (SPED 789)</li> </ul>
<b>Standard 6: Positive Behavioral Support</b>	
<i>Comprehensive Evaluations</i>	Fieldwork evaluations completed by university supervisors and Master teachers during each of the 2 semesters of practica and student teaching
<i>Observational Evaluations</i>	Observational evaluations completed by university supervisors during fieldwork site visits
<i>Assignments</i>	<ul style="list-style-type: none"> <li>a. <a href="#">Functional Assessment</a> (SPED 789)</li> <li>b. <a href="#">Positive Behavior Intervention and Support Plan</a> (SPED 789)</li> </ul>
<b>Standard 7: Transition and Transitional Planning</b>	
<i>Comprehensive Evaluations</i>	Fieldwork evaluations completed by university supervisors and Master teachers during each of the 2 semesters of practica and student teaching
<i>Observational Evaluations</i>	Observational evaluations completed by university supervisors during fieldwork site visits
<i>Assignments</i>	<ul style="list-style-type: none"> <li>a. <a href="#">Student Personal Portfolio</a> (SPED 763)</li> <li>b. <a href="#">Transition Plan</a> (SPED 763)</li> <li>c. <a href="#">Student-Led IEP Meeting</a> (SPED 763)</li> <li>d. <a href="#">Person-Centered Plan</a> (SPED 763)</li> </ul>
<b>Standard 8: Augmentative and Alternative Communication</b>	
<i>Comprehensive Evaluations</i>	Fieldwork evaluations completed by university supervisors and Master teachers during each of the 2 semesters of practica and student teaching
<i>Observational Evaluations</i>	Observational evaluations completed by university supervisors during fieldwork site visits
<i>Assignments</i>	a. <a href="#">Communication Project</a> (SPED 789)

**Preliminary Education Specialist Credential:  
Physical and Health Impairments**

**Program Assessment  
Program Summary**

**Program Design**

The Physical and Health Impairments (PHI) Education Specialist Credential prepares highly qualified teachers to provide quality educational services to students who are orthopedically impaired, health impaired or with traumatic brain injury from birth to age 22. Graduates can assume positions in a range of educational settings such as pre-school programs, special day classes, resource programs, itinerant programs, community-based programs, home teaching programs, and hospital instructional 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 physical and other health disabilities.

**Coursework:** The coursework is designed to provide credential candidates with the knowledge and skills needed to develop competency in all areas addressed by the credential program standards including characteristics of PHI, historical foundations of PHI, specialized assessment, planning and program development, instructional strategies and adaptations, and assistive technology options to provide access to the general education curriculum. In addition coursework addresses the development of augmentative and alternative communication systems to support participation, communication, language and literacy development. Finally, coursework addresses the physical and specialized health care needs and supports of students with PHI in the classroom.

Our candidates experience the teaching/learning processes that model best practices. The candidates individually are required to display through their theoretical and practical application a thorough understanding of the course content and required competencies, excellent communication skills, professionalism, self-initiation and responsibility for meeting objectives, a spirit of cooperation, and a sense of self improvement and advocacy.

**Fieldwork.** One semester of observation and participation in a range of settings that serve students with PHI - in addition to one semester of student teaching - comprise the experiential bases for candidates to apply theoretical constructs, conduct and interpret assessment results, and apply curriculum and instructional strategies in educational settings. The fieldwork sites include a range of educational settings that deliver educational services to students with PHI. Master teachers are highly competent teachers with a credential in PHI. A university supervisor observes the candidate at his or her student teaching site at least three times during the semester and maintains weekly communication with the candidates to provide mentoring to individual teacher

candidates and to evaluate student performance. All university supervisors have not only considerable teaching experience, but also experience mentoring credential candidates. Master teachers meet with the teacher candidate(s) placed with them for at least 30 minutes during each day of practicum to answer questions about their experiences at the site, to guide them in completing their coursework assignments related to assessment and instruction of students at the fieldwork site, and to discuss issues related to effective educational practices. In addition, they collaborate with the supervisors to complete the formal student evaluations conducted at the end of the semester.

**Stakeholder input.** The program’s advisory committee is composed of parents and teachers who are graduates of the program and who serve as master teachers for the fieldwork component of the program. Project personnel meet with the advisory committee annually to elicit their feedback regarding (a) the content of the core methods coursework and the course assignments, (b) the structure and quality of the fieldwork experiences, and the (c) the process used to evaluate credential candidate teaching performance.

### Course of Study

The table below lists the courses that comprise the Preliminary Education Specialist Credential in Physical and Health Impairments. Following the table are brief course descriptions with links to the syllabi for each course.

<b>Core Requirements</b>		
<b>Course</b>		<b>Units</b>
SPED 788	Law, Ethics, and Instructional Planning	3
SPED 801	Development, Diversity, and English-Language Learners	3
SPED 763	Transition Planning for Students With Disabilities	3
SPED 791	Nature of Autism Spectrum Disorders	3
SPED 774	Positive Behavior Supports	
HEALTH	Elementary School Health	3
EDUCATION	Secondary School Health	1
<b>General Education Requirements</b>		
E ED 882	Literacy Instruction in K=12 Classrooms	3
E ED 784	Curriculum and Instruction in Mathematics	3
<b>Methods Courses: Physical and Health Impairments</b>		
SPED 743	Issues in Augmentative and Alternative Communication	3
SPED 746	Teaching Students with Physical and Health Impairments	3
SPED 747	Physical, Health, and Sensory Disabilities: Implications and Management	3
SPED 777	Atypical Infant Development	3
<b>Category 4: Student Teaching</b>		
SPED 726	Student Teaching Seminar	3
SPED 730	Student Teaching	9

## Brief Course Descriptions and Syllabi Links

### Core Requirements

**[SPED 788: Law, Ethics, and Instructional Planning](#)** This course examines 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](#)** This course provides a 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 students who are English-language learners.

**[SPED 763: Transition Planning for Students with Disabilities](#)**

This course reviews strategies to facilitate the transition from early childhood educational and related services to services provided in K-12 schools, and facilitation of self-determined work, post-secondary education, and community living for secondary-aged students with disabilities.

**Disorders** This course addresses the education of diverse learners with autism spectrum disorders including historical and theoretical foundations, etiology, definitions, characteristics, developmental and learning profiles, assessment frameworks and procedures, current and emerging practices, and individualized educational supports and service delivery models.

**[SPED 774: Positive Behavior Supports](#)**

This course focuses on understanding, assessing and interpreting behavior problems for an ecological perspective. The course reviews proactive strategies to prevent the occurrence and escalation of problem behaviors in the least restrictive environment.

**Elementary School Health (upon advisement)**

This course examines the research related to personal, family, and community health for children and youth including issues related to alcohol, tobacco, and drugs-use and venereal disease. In addition it examines health practices and procedures related to health problems, emergency care, school lunch, safety, and the environment.

**OR,**

**Secondary School Health (upon advisement)**

This course examines school health programs and the teacher's role in and responsibilities toward the promotion and maintenance of the health of secondary school students through health services, environment, and comprehensive health education.

### General Education Requirements



**E ED 784: Curriculum and Instruction in Mathematics (CLAD Emphasis)**

This course provides a foundation in methods and materials for teaching mathematics to linguistically and culturally diverse elementary school students. It includes a review of standards-based mathematics curricular content, classroom organization, assessment, and guided experiences in schools.

**E ED 882: Literacy Instruction in K-12 Classrooms (CLAD Emphasis)**

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

**Method Courses**

**Sped 601: Observation & Participation in Special Education**

This is a supervised educational practicum where candidates observe in a wide range of settings that serve students with Physical and Health Impairments, including self-contained and inclusive classrooms in public schools, hospitals, and non public schools.

**SPED 743: Issues in Augmentative and Alternative Communication**

This course addresses the communication needs of students with Physical and Health Impairments. The course focuses on assessment and intervention using a wide range of aided and unaided communication strategies.

**SPED 746: Teaching Students with Physical and Other Health Impairments**

This course explains advanced methods for assessment and instruction of students with PHI, with special emphasis on assessment modifications, specialized instruction, assistive technology, curriculum-based communication intervention, and language and literacy instruction.

**SPED 747: Physical, Health and Sensory Disabilities: Implications and Management**

This course addresses the general characteristics, causes, and treatment of major physical, health, and sensory impairments—as well as the implications for instruction and design of educational contexts. In addition the social, educational, philosophical, and legal issues related to the education of students with physical and health impairments are discussed. Finally the course reviews specialized health care procedures.

Development This course describes atypical infant developmental patterns with comparisons to normal development and their implications for early intervention and future educational planning. Practicum experience with an infant is an essential part of this course

**SPED 726 and SPED 730: Student Teaching Seminar and Student Teaching Fieldwork**



The student teaching seminar and fieldwork is the culminating experience in the Physical and Health Impairments Credential Program. As such, it is expected that each student teacher will demonstrate proficiency in all aspects of teaching students with physical and health impairments including specialized assessment, planning and program development, specialized health care and physical supports, instructional strategies and adaptations, student communication skills and augmentative and alternative communication, and assistive technology. Candidates not employed on an Intern Credential complete eight weeks of student teaching (4 days per week) with a Master Teacher in an educational setting educating students with Physical and Health Impairments. Candidates teaching with an intern credential complete student teaching in the site where they are employed.

### **Assessment of Candidates**

**Comprehensive evaluations** of candidates' teaching performance during student teaching are completed jointly by the candidates' Master Teacher and university supervisor. Evaluation areas addressed during student teaching include professionalism and interpersonal behavior; specialized assessment, planning and program development; specialized health care and physical supports; instructional strategies and adaptations; student communication skills; assistive technology, instructional service delivery models (see [Student Teaching Handbook](#)).

In addition **observational evaluations** of teaching performance are completed during fieldwork site visits by the university supervisor. Supervisors observe candidates' teaching performance for a period of approximately 40-minutes. Following the observation, supervisors review with the candidates their observational notes that highlight areas of competence as well as areas that require additional development. The candidates and supervisors then select two to four areas that the candidates will focus on before the supervisors' next site visit, as well as specific activities to address each of the areas.

Finally, **course assignments** implemented in fieldwork settings are used to evaluate knowledge and skills associated with each of the credential program standards.

The table below identifies *comprehensive evaluations*, *observational evaluations*, and *course assignments* that address each of the program standards for the Credential Program in Physical and Health Impairments.

<b>Standard 1: Characteristics of Physical and Health Impairments</b>	
<i>Comprehensive Evaluations</i>	Fieldwork evaluations completed by university supervisors and Master Teacher during student teaching
<i>Observational Evaluations</i>	Observational evaluations completed by university supervisors during fieldwork site visits

<i>Assignments</i>	a. <a href="#">Communication Assessment</a> (SPED 743) b. <a href="#">Communication Intervention</a> (SPED 743) c. <a href="#">Assistive Technology Integration</a> (SPED 746) d. <a href="#">Curriculum-based Language Intervention</a> (SPED 746)
<b>Standard 2: Historical and Legal Foundations of Physical and Health Impairments</b>	
<i>Comprehensive Evaluations</i>	Fieldwork evaluations completed by university supervisors and Master Teacher during student teaching
<i>Observational Evaluations</i>	Observational evaluations completed by university supervisors during fieldwork site visits
<i>Assignments</i>	a. <a href="#">Communication Assessment</a> (SPED 743) b. <a href="#">Communication Intervention</a> (SPED 743) c. <a href="#">Assistive Technology Integration</a> (SPED 746) d. <a href="#">Curriculum-based Language Intervention</a> (SPED 746)
<b>Standard 3: Specialized Assessment, Planning and Program Development</b>	
<i>Comprehensive Evaluations</i>	Fieldwork evaluations completed by university supervisors and Master Teacher during student teaching
<i>Observational Evaluations</i>	Observational evaluations completed by university supervisors during fieldwork site visits
<i>Assignments</i>	a. <a href="#">Communication Assessment</a> (SPED 743) b. <a href="#">Communication Intervention</a> (SPED 743) d. <a href="#">Curriculum-based Language Intervention</a> (SPED 746) e. <a href="#">Infant Assessment</a> (SPED 777)
<b>Standard 4: Specialized Health Care and Physical Supports</b>	
<i>Comprehensive Evaluations</i>	Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching
<i>Observational Evaluations</i>	Observational evaluations completed by university supervisors during fieldwork site visits
<i>Assignments</i>	a. <a href="#">Midterm and Final Exams</a> (SPED 747)
<b>Standard 5: Instructional Strategies and Adaptations</b>	
<i>Comprehensive Evaluations</i>	Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching
<i>Observational Evaluations</i>	Observational evaluations completed by university supervisors during fieldwork site visits
<i>Assignments</i>	a. <a href="#">Assistive Technology Integration</a> (SPED 746) b. <a href="#">Curriculum-based Language Intervention</a> (SPED 746)
<b>Standard 6: Student Communication Skills</b>	
<i>Comprehensive Evaluations</i>	Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching
<i>Observational Evaluations</i>	Observational evaluations completed by university supervisors during fieldwork site visits
<i>Assignments</i>	a. <a href="#">Communication Assessment</a> (SPED 743) b. <a href="#">Communication Intervention</a> (SPED 743)
<b>Standard 7: Assistive Technology</b>	
<i>Comprehensive Evaluations</i>	Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching
<i>Observational Evaluations</i>	Observational evaluations completed by university supervisors during fieldwork site visits
<i>Assignments</i>	a. <a href="#">Assistive Technology Integration</a> (SPED 746)
<b>Standard 8: Instructional Service Delivery Models</b>	

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<i>Comprehensive Evaluations</i>	Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching
<i>Observational Evaluations</i>	Observational evaluations completed by university supervisors during fieldwork site visits
<i>Assignments</i>	a. <a href="#">Student Personal Portfolio</a> (SPED 763) b. <a href="#">Transition Plan</a> (SPED 763) c. <a href="#">Student-Led IEP Meeting</a> (SPED 763) d. <a href="#">Person-Centered Plan</a> (SPED 763)

**Preliminary Education Specialist Credential:  
Visual Impairments**

**Program Assessment  
Program Summary**

**Program Design:**

The Education Specialist Credential in Visual Impairments prepares highly qualified teachers using research-based curricula and pedagogy to provide quality educational services to students from culturally and linguistically diverse backgrounds. 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. The program stresses the development of instructional programs utilizing a variety of approaches to meet the range of potential placement options and curricular needs of learners with visual impairments. Candidates are expected to demonstrate skills in working with an array of professionals as well as families in order to facilitate learner participation and growth within the context of their educational experience. Learners with visual impairments benefit from educational experiences that take into account their unique learning needs requiring 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 to promote learning.

**Coursework.** The coursework is designed to provide credential candidates with the knowledge and skills needed to develop competency in all areas addressed by the credential program standards including the ability to provide appropriate assessment and instruction using a variety of techniques in all areas of expanded core curriculum such as Methods to promote academic and learning skills, social interaction skills, recreation and leisure skills, use of assistive technology, basic orientation and mobility, independent living and self-advocacy skills, career education including transition, and optimization of visual functioning to promote learner competence leading to active participation in school, home, and community environments. The coursework also focuses in an individual differences approach to developmental issues related to visual impairment, looking at both learner characteristics and environmental circumstances, consultation and collaboration with teachers, students, families, administrators, specialists, and other related service and agency personnel, and working with English Learners through knowledge of school-based structures to promote English language learning, interpreting assessment results of English learners, and using instructional practices that make curriculum content comprehensible to English learners.

**Fieldwork.** Field experiences in Visual Impairments Program include observations and practice in a variety of education settings with students who are

culturally diverse, at risk, and/or have multiple disabilities. Each candidate works with and across grade/age ranges (0-22 years) including preschool, elementary, secondary and/or postsecondary students. Student teaching, being the culminating experience of the program, provides a wealth of information concerning a student's competence in visual impairments. The focus of the student teaching evaluation is an assessment of the candidate's performance on TPEs. University supervisors observe the candidate 2 to 4 times during their student teaching experience. During each visit, the supervisor meets with the student prior to the lesson to be observed, and records comments during the actual observation on an observation document, and debriefs with the student following the observation. At the conclusion of each observation session, the university supervisor and student teacher collaboratively review the observation document and identify a goal toward which the student teacher will work during the time prior to the next visit. The district supervisor is also required to officially observe the student teacher, completing an observation document that references TPEs. The district supervisor is instructed to meet with the student teacher following the observation to discuss any comments and/or suggestions. Each candidate engages in consultation and collaboration with teachers, students, families, administrators, specialists, and other related service and agency personnel during their field experiences.

**Stakeholder input.** The program's advisory committee is composed of teachers graduated from the program, representatives from local agencies, California School for the blind superintendent, and public school personal. Annual meeting of the advisory committee focuses on types of assignments, assessment and curriculum materials, recruitment strategies, quality of the program, candidate evaluation scheme, and candidate teaching performance.

### **Course of Study**

The table below lists the courses that comprise the Preliminary Education Specialist Credential in Visual Impairments.

<b>Category I: Common Core Requirements</b>		
<b>Course</b>		<b>Unites</b>
SPED 788	Law, Ethics, Collaboration, Technology & Instructional Planning	3
SPED 801	Development, Diversity and English-Language Learners	3
SPED 763	Transition Planning for Students with Disabilities	3
H ED 630	Elementary School Health	3
<b>or,</b> (H ED 635)	(Secondary School Health)	(1)
<b>Category II: General Education Requirements</b>		
E ED 784	Curriculum and Instruction in Mathematics	3
E ED 882	Literacy Instruction K-12	3
<b>Category III: Specialization</b>		
SPED 735	Technology for Learners with Visual Impairments	2
SPED 749	Medical, Educational, & Rehabilitative Implications of Visual Impairments	4
SPED 750	Assessment & Instruction for Learners with Visual Impairments I	3
SPED 751	Assessment & Instruction for Learners with Visual Impairments II	3
SPED 752	Issues in Visual Impairments	3
SPED 753	Living Skills Assessment & Instruction for Learners with Visual	3

	Impairments	
SPED 754	Basic Communication Skills for Learners with Visual Impairments	3
SPED 655	Basic Orientation & Mobility for the Visually Impaired	3
SPED 757	Visual Impairment: Special Populations	3
SPED 758	Advanced Communication Skills for Learners with Visual Impairments	3
<b>Category IV : Student Teaching</b>		
SPED 723 *	Seminar for Student Teaching: M/S & VI	3
SPED 730 *	Student Teaching in Special Education	9
<b>TOTAL UNITS</b>		<b>60</b>

## Assessment of Candidates

**Assessment of Candidate Performance.** Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. At least one assessor shall hold authorization in the candidate's credential area. An individual development plan will be written before the candidate exits the Preliminary Credential Preparation Program and will include recommendations for further study during the candidate's Induction Program.

Disability-specific field experience prior to student teaching is monitored through structured journal records and projects related to specific observation assignments (SPED 750, 751, 753, 757) and direct supervision within the context of specific courses (SPED 749). Grades for these assignments are incorporated into each course-grading scheme.

Evaluation of student teaching in SPED 730: Student Teaching: Visual impairments, is accomplished using several methods including joint formal evaluations by the on-site supervisor and the university supervisor:

1. Student teaching seminar participation/discussion
2. Rating of a complete learner evaluation, including functional vision if appropriate, of a learner with visual impairment including recommended goals and objectives
3. Review of lesson plans and behavioral programs for each placement
4. On-site supervising teacher rating conducted midterm and final for each placement
5. University faculty supervisor ratings
6. Student self-evaluation

Feedback is provided to the candidate and the master teacher through an observational report and discussion immediately following each observation by the university faculty supervisor and an on-going dialogue is maintained among these individuals throughout the candidate's assignment. All observational reports are included in the candidate's file. The student, university, and on-site supervisor meet to identify specific strengths and to identify outcomes of the formal evaluations. For samples of student teaching

evaluation documents, including practicum site evaluation to be completed by students, see: <http://gcoe.sfsu.edu/sped/accreditation/visual-impairments>.

Some distance education students may be assigned field placements in areas too far away for university faculty to travel on a regular basis. In such cases, students send a videotape bi-weekly for the university faculty supervisor to observe and rate. Feedback is provided to the candidate and master teacher through an observational report and via telephone. On-going meetings to identify specific strengths and to identify outcomes of formal evaluations are conducted by telephone.

**course assignments** implemented in fieldwork settings are used to evaluate knowledge and skills associated with each of the credential program standards. The following table summarizes key assignment, key indicator, and key course for each standard area.

<b>Standard 1: Vision and Functional Implications of Vision Loss</b>	
Evaluation	SPED 723 / SPED 730, university supervisor evaluation, district supervisor evaluation, and self-rating.
Key Indicator	Each student conducts appropriate functional loss vision assessments and utilizes results in individualized program assessment and planning, including optimizing use of remaining vision.
Key assignment	Functional Vision Assessment Report
Key Course	SPED 749
<b>Standard 2: Impact of Vision Loss on Development and Learning</b>	
Evaluation	SPED 723 / SPED 730, university supervisor evaluation, district supervisor evaluation, and self-rating.
Key Indicator	Each student demonstrates knowledge of the normal development of the human visual system.
Key assignment	Case Study Final
Key Course	SPED 749
<b>Standard 3: Specialized Assessment and Techniques</b>	
Evaluation	SPED 723 / SPED 730, university supervisor evaluation, district supervisor evaluation, and self-rating.
Key Indicator	Each student demonstrates the knowledge and skills in the use of disability specific assessment instruments such as the Tactile Test of Basic Concepts, Braille Requisite Skills Inventory, Reynell-Zinkin Developmental Assessment, Oregon Project and Visual Functioning Assessment Tool.
Key assignment	Observation and Evaluation of Students who are Visually Impaired with Additional Disabilities
Key Course	SPED 750
<b>Standard 4: Braille Competency and Braille Literacy Instruction</b>	
Evaluation	SPED 723 / SPED 730, university supervisor evaluation, district supervisor evaluation, and self-rating.
Key Indicator	Each student demonstrates the knowledge of the principles of Braille reading and writing instruction. To transcribe and read mathematical materials for school aged students using Nemeth code.
Key assignment	Braille Assignment, Nemeth Homework
Key Course	SPED 754 / SPED 758
<b>Standard 5: Specialized Communication Skills and Instruction</b>	
Evaluation	SPED 723 / SPED 730, university supervisor evaluation, district supervisor evaluation, and self-rating.

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Key Indicator	Each candidate demonstrates skills in selection, design, preparation, adaptation, and use of instructional materials, media, and technology, such as transcription of materials into tactual, visual, and aural formats. Each candidate is knowledgeable about assistive technology software and hardware for the visually impaired person.
Key assignment	Instruction Project, Project and Presentation
Key Course	SPED 751 / SPED 735
<b>Standard 6: Determining Learning Medium</b>	
Evaluation	SPED 723 / SPED 730, university supervisor evaluation, district supervisor evaluation, and self-rating.
Key Indicator	Each student demonstrates the ability to apply the information obtained through the functional low vision assessment in determining appropriate learning media.
Key assignment	Learning Media Assessment
Key Course	SPED 750
<b>Standard 7: Instruction in Functional Skills and Expanded Core Curricula.</b>	
Evaluation	SPED 723 / SPED 730, university supervisor evaluation, district supervisor evaluation, and self-rating.
Key Indicator	Each candidate demonstrates the ability to design and implement functional and age appropriate instructional programs in the four domains (domestic, vocational, community, and recreational-leisure) for learners of different cognitive abilities.
Key assignment	Group Teaching Project/ Living Skills Program Project
Key Course	SPED 753
<b>Standard 8: Orientation and Mobility for Teachers of the Visually Impaired</b>	
Evaluation	SPED 723 / SPED 730, university supervisor evaluation, district supervisor evaluation, and self-rating.
Key Indicator	Each student demonstrates orientation and mobility skills and techniques.
Key assignment	Skills Test
Key Course	SPED 655
<b>Standard 9: Early Childhood Intervention and Education</b>	
Evaluation	SPED 723 / SPED 730, university supervisor evaluation, district supervisor evaluation, and self-rating.
Key Indicator	Each candidate is knowledgeable about options available for special needs individuals whose unique characteristics profoundly affect teaching and learning processes, such as deaf-blind.
Key assignment	Collaboration Project
Key Course	SPED 757
<b>Standard 10: Resources and Support/Related Services</b>	
Evaluation	SPED 723 / SPED 730, university supervisor evaluation, district supervisor evaluation, and self-rating.
Key Indicator	Each candidate demonstrates knowledge of the various federal, state, private, and public agencies of and for individuals with visual impairment and blindness
Key assignment	Literature Review Presentation
Key Course	SPED 752



**OTHER RELATED SERVICES  
CLINICAL REHABILITATIVE SERVICES CREDENTIAL:**

**Orientation & Mobility**

**Program Assessment  
Program Summary**

**Program Design**

Leadership within the credential program

Dr. Sandra Rosen, COMS, is the program coordinator. She is responsible for overseeing the following areas of program administration:

- i. Recruitment:** The program admits 12 new students each year in keeping with national standards set forth by the Assn. for Education and Rehabilitation of the Blind (AERBVI).
- ii. Supervision and Mentoring:** Dr. Rosen supervises and mentors adjunct faculty (lecturers) teaching O&M classes. Dr. Rosen and adjunct faculty who teach O&M methods courses are in continual phone and e-mail contact to discuss program issues. They meet formally at least annually to review course content, update curriculum, and review student progress. This is in addition to informal contact that occurs by nature of co-teaching courses.

All lecturers who are new to teaching O&M courses at SFSU receive detailed training relative to the aspects of the curriculum, training sequence, and methods of providing student feedback. They each begin by teaching selected lectures of the methods courses (those that include simulation activities), under close supervision of program faculty, in a co-teaching situation. Only after demonstrating the ability to teach the course content to the highest standard are lecturers given the opportunity to serve as the primary instructor.
- iii. Student advisement:** Dr. Rosen serves as the student advisor. An individualized schedule of courses is designed with each student upon admission to enable students to complete the program on either a full-time or part-time basis.
- iv. Curriculum development:** Curriculum development is done as a team. Program faculty review and update the curriculum each year. The program advisory board reviews curricular changes and provides input. The curriculum is in keeping with standards set by the Assn. for Education and Rehabilitation of the Blind and Visually Impaired (AER), the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP), and the California Commission on Teacher Credentialing (CCTC).
- v. Program evaluation:** This program uses a multi-faceted evaluation design that utilizes a variety of university records (e.g., student grades, admission and graduation records) and program evaluation questionnaires administered by the program and the SFSU College of Education to evaluate program effectiveness. Evaluation data are collected from: (a) candidates; (b) field experience/internship

site supervising teachers; (c) field site administrators; (d) program graduates; (e) employers of graduates.

#### Communication within the credential program and with the institution

The lines of communication in the O&M program are clear and flexible. Working as a team, program faculty and lecturers collaborate on all aspects of the program including curriculum, teaching approaches, and dealing with student-related issues. The faculty members have informal weekly contact with one another and meet formally twice per year. The program advisory board meets yearly.

A program coordinator's meeting and a general faculty meeting are held each month. Any program related issues are discussed in these forums for additional input.

#### Structure of coursework and field experiences in the credential program.

Courses are provided in face-to-face format. iLearn is used to provide off-campus access to syllabi, handouts, and other learning materials. All materials and assignments are accessible to all students, including those with disabilities. Courses consist of lecture format with guest lectures for special topics, simulation and role-play activities, and use of the web.

Candidates complete about 200 clock hours of hands-on instruction in O&M methods. This involves experiences traveling under sleep shade or low vision simulation and also teaching a classmate who is traveling under conditions of impaired or occluded vision. Concurrent courses teach candidates about related areas of instruction such as teaching living skills, assessment, program planning, and working with families and other professionals.

Throughout their program, candidates complete field observation and participation experiences at schools and agencies that serve people with visual impairments and other disabilities throughout their program. These experiences are closely linked to the content being taught in each class. In their last 2 terms, candidates complete 420 hour internship working side-by-side with a credentialed O&M site supervisor.

#### Program modifications over the recent two years

One area of curriculum that the program has long wanted to enhance has been that of physical and health disabilities. Funding has prevented the program from adding this curriculum until last year. Beginning in Fall 2010 a new course, SPED 747: Health and Physical Impairments: Implications and Management, was added to the curriculum. This course covers major health and physical problems that learners may have in addition to visual impairment. The course focuses on the impact of such conditions on learning and independent travel, as well as how to address medical emergencies that might arise. Course content includes such topics as traumatic brain injury and other neurological conditions, cardiac and other health conditions such as diabetes.

#### Means for stakeholder input

The O&M Program advisory board meets yearly to review all aspects of the program. Important issues are presented and input provided by board members is

considered. The advisory board includes faculty, student representatives, consumers, and administrators, O&M specialists who work in schools and agencies, and consultants in relevant areas such as deaf-blindness. In addition, questionnaires submitted as part of yearly O&M program evaluation efforts solicit feedback and input from students, graduates, employers, site supervisors, and candidates.

Examples of input received in the past few years that has had a significant impact on the program includes new strategies for student recruitment, additional opportunities for students to learn more about working with guide dog users, and additional coursework on physical and health impairments.

### **Course of Study (Curriculum and Field Experience)**

#### Description of the sequence of coursework

The SFSU program offers an established sequence of coursework that meets all curricular content required by AER, CCTC, and that qualifies candidates to apply for ACVREP certification. SFSU is one of the few O&M program in the U.S. that prepares candidates to work with both children and adults.

Courses are sequenced beginning with an introduction to eye disorders and introductory O&M skills. The O&M methods courses progress in sequence, preparing candidates in teaching more advanced O&M methods, working with increasingly complex learners in increasingly complex environments.

Candidates complete the O&M methods courses over a two-semester period and begin their internship in the following summer and fall terms. Candidates complete two internship experiences, one with adults and one with children. The settings are either center-based or itinerant and are chosen to provide a diverse experience with consumers including those who may have a wide variety of multiple impairments, come from diverse cultures, travel in rural and urban settings, need a range of instruction ranging from concept development to advanced travel skills with electronic devices such as GPS systems. Most candidates who are completing their internship are invited to also serve as TAs for the next year's cohort of candidates taking the methods courses. Serving as a TA allows them additional teaching experience and support by program faculty.

#### Coordination of coursework with fieldwork

As stated earlier, candidates complete field observation and participation experiences at schools and agencies throughout their program. These experiences are closely linked to the content being taught in each class. Candidates are provided with a list and description of services at each site and are encouraged to choose areas (e.g., recreation, low vision) in which they have little to no experience. All students observe actual instruction in addition to these special areas.

In addition, during their last 2 terms, students enroll in SPED 726, a seminar course that accompanies their internship. Specific time is devoted in this course to discussing student experiences at internship sites and to providing support and guidance as needed.

#### Types of coursework in critical areas (e.g. English learners for all initial teaching programs)

The curricular content and skills needed by O&M specialists is unique and in many ways different from other areas of special education. O&M specialists work with learners of all ages, many of whom have multiple impairments. Coursework therefore emphasizes a thorough understanding the impact of visual impairment on early development and on the impact of physical, health, sensory, and intellectual challenges on learning. Candidates also learn about relevant issues such as accessible pedestrian signals, intersection analysis, mapping strategies and technologies including environmental sensors and GPS systems.

#### Number and type of field placements

Candidates complete numerous observation experiences throughout their program. Most classes require some sort of observation-participation or field experience. These experiences range from a couple of hours to 15 or more hours throughout a semester.

At the end of their program, candidates complete two internship experiences, one with adults and one with children for a total of 420 hours. Candidates are assigned to sites in accordance with their skill level and need.

#### Connection of field experience with coursework

As stated earlier, candidates complete field observation and participation experiences at schools and agencies throughout their program. These experiences are closely linked to the content being taught in each class. For example, in SPED 655 they observe a class, meeting, or other services with clients in an area such as living skills, technology, etc. In addition, they observe O&M skills of clients at the center. In SPED 756, they spend 15 hours of observation at two different service delivery settings, reporting on O&M skills instruction and relating their observations to what they are learning in class. In SPED 749, candidates visit a low vision clinic.

In their last 2 terms, candidates complete a 420-hour internship working side-by-side with a credentialed O&M site supervisor.

#### Field supervision, advisement, evaluation: frequency, type, from both the program personnel and the district employed individual (master teacher) when required in a program

All internship placements begin with candidate supervision by the site supervisor 100% of the time. As the candidate's skills and judgment improve, the amount of direct supervision may decrease, but generally not below 1 out of every 5 hours of student contact. Supervision continues throughout the entire internship. Due to the itinerant nature of O&M services, many site supervisors are with the candidate at student 100% of the time.

Ms. Faith Dunham-Sims serves as the SFSU Internship supervisor. To provide adequate University supervision for internship placements, Ms. Dunham-Sims conducts no less than 4 observations of each candidate and provides written feedback to the candidate and the site supervisor. If major issues are noted, additional observations and interventions are conducted. Due to the distance of many placements from SFSU (some are well over 100-150 miles away), it is not possible to make weekly visits. Ms. Dunham-Sims does, however, maintain weekly contact with each candidate and supervisor I to address any problems or needs of the site, supervisor, and

consumers/students. This contact can consist of phone calls, teleconferences, or e-mail, chats. Contact must be of sufficient depth to ensure candidate progress. Candidates receive ongoing feedback throughout the internship experience in the form of verbal and written evaluations. Forms for these evaluations are provided on the [O&M program website](#) under “Internship Forms.”

If a candidate does not meet the performance standards at the site, he or she is provided with additional instruction, counseling, and supports as needed to improve areas of concern or deficiency. If, at the end of the placement it is deemed by either the SFSU supervisor or site supervisor that the candidate has not met the standards of performance, additional instruction, counseling, and support is provided and then the candidate is given the opportunity to repeat the internship experience at the same, or at a different, site. If the candidate fails to meet the standards again, the candidate is either provided additional supports or counseled out of the program. Such decisions are made on a case-by-case basis.

### **Assessment of Candidates**

#### How, when candidates are assessed for program competencies

Candidate assessment is multi-faceted and ongoing throughout the program. Candidate progress is monitored and evaluated through the following means:

- Standard university records (e.g., transcripts).
- Internship Site supervisor Evaluation: at the completion of each internship experience, the site supervisor completes questionnaires provided by AER, CCTC (CA Standards of the Teaching Profession), and ACVREP documenting the level of the intern’s performance on key parameters.
- Program Graduate/Employer Questionnaires: The program conducts an annual survey of recent graduates, and their employers to solicit feedback on graduate satisfaction with the program preparation received and employer satisfaction with the performance of the graduate.
- Student Portfolios and Participant Self-Evaluation: Student portfolios (including work samples, field observations, and relevant learning/professional activities) and student self-evaluations, along with faculty evaluations of student progress, are developed throughout a student’s program and finalized during the student’s last semester. These portfolios provide a way by faculty and students alike can monitor candidate progress and to determine individual areas of need that can be met by additional or modified instruction and learning experiences.

#### What advice candidates receive about how they will be assessed in the program and informed of the results of those assessments.

Course syllabi provide in-depth descriptions of course assignments and how they will be graded. Rubrics provide a clear way in which faculty assess a candidate’s performance and faculty who co-teach courses can be sure that they implement the same standards for every assignment.

Written feedback is provided for each paper-based and performance assignment or test. In addition, candidates are provided with verbal and written feedback each O&M methods class session in which they practice teaching O&M skills to a peer who is under simulated visual impairment. This informal feedback does not affect a student’s grade,

but provides daily evaluation of strengths and areas for improvement, along with relevant suggestions or teaching tips.

All evaluation forms, whether they are for a performance-based skills test, a student-taught lesson, or demonstration of skills during internship, are included in the O&M program reader. Students obtain this reader when they begin their first O&M methods course. Candidates know at the beginning of the course or internship experience what skills they will be expected to demonstrate. Following completion of an assignment or internship, (and periodically throughout an internship experience), candidates receive written evaluations of their performance.

## **Speech-Language Pathology Services Credential**

### **Program Assessment Program Summary**

The American Speech-Language and Hearing Association reaccredited the Master of Science degree program in the Communicative Disorders Program within the Department of Special Education at San Francisco State University from 2009-2017.

The CD Program curriculum includes all academic and clinical experiences necessary for American Speech and Hearing Association (ASHA) certification in speech-language pathology, State of California Speech-Language Pathology Services Credential, and the State of California license to practice speech-language pathology. Students are required to complete all academic courses. The practice of speech-language pathology in the state of California requires a license issued by the Speech-Language Pathology and Audiology Examining Committee Medical Board of California. Exempted settings are public schools and federal facilities. The academic and clinical requirements for the state license are similar to those of ASHA requirements in speech-language pathology. Prior to entry in the M.S. program in CD, students are required to complete a bachelor's degree in CD or the equivalent, totaling 36 semester units of prerequisite coursework. At the graduate level, ten academic courses totaling 30 units are required for the Master of Science degree in speech-language pathology. Clinical practica requirements range from 21 to 28 units, based on the number of experiences necessary for the student to obtain the 375 clinical clock hours, plus 25 observation hours required for ASHA certification and California state licensure.

### **Program Design**

Ongoing oversight and ultimate responsibility for all credentials offered by the Department of Special Education rests with the Dean of the Graduate College of Education. As the Communicative Disorders Program is one of seven programs within the Department of Special Education, the Chairperson of the Department has leadership, with direct communication with the Dean of the Graduate College of Education. Like each program in the Department, the Communicative Disorders Program has a tenure-track faculty member who is assigned coordination responsibility. In the Department of Special Education, the CD Program Coordinator is given non-instructional assigned-time by the Department Chair to manage the SLPSC program. All program coordinators meet monthly throughout the academic year with the Department Chair to discuss various aspects of their credential programs. These monthly meetings are used to make credential program decisions that impact all program areas, such as planning the structure for a new clear credential program or a review of the content of generic courses required in common across credential areas.

In the past two years, the Communicative Disorders Program continued to improve and respond to needs in the field. For example, many internship sites reported an increase in the number of children identified with autism spectrum disorders and this resulted in an increased focus within language disorders courses on the issues related to autism. Additionally, the need for greater expertise in Augmentative and Alternative Communication was reported in the schools, research, and in ASHA standards. This resulted in an integration of coursework and clinical experiences in the area of AAC.

The Communicative Disorders Program maintains active Advisory Council that meets annually to review the curriculum and training needs for speech-language pathology professionals in the community and region. From the input derived from the Advisory Council, and other stakeholders that include faculty, students, community professionals, families and clients; annual goals are formed to plan program development. The plan is reviewed and evaluated annually to determine progress toward goals and benchmarks in areas such as curriculum improvement and clinical training sites.

### **Course of Study**

The required curriculum in the SFSU CD Program is designed to meet the knowledge and skill requirements for ASHA standards through introductory and advanced coursework. The SFSU CD curriculum provides a structured sequence of foundation knowledge that increasingly becomes more advanced as students progress through the CD Program.

The sequence of course work is shown in the following table:

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>UNITS</b>
CD 664	Clinical Phonetics	3
CD651	Anatomy and Physiology of the Speech Mechanism	3
CD652	Audiology	3
CD653	Fluency and Voice Disorders	3
CD654	Audiometry	3
CD656	Diagnosis of Communicative Disorders	3
CD658	Communication Development and Disorders	3
CD659	Articulatory and Phonological Disorders	3
CD660	Communicative Disorders	3
CD661	Neurolinguistics	3
CD663	Augmentative and Alternative Communication	3
OR,		
SPED 743	Augmentative and Alternative Communication	3
CD668	Language Acquisition and Development	3
CD701	Language Differences and Disorders in Children	3
CD705	Seminar in Aural Rehabilitation	3
CD706	Counseling in Communicative Disorders	3
CD707	Advanced Seminar in Language Disorders Child	3



COURSE NUMBER	TITLE	UNITS
CD708	Seminar in Neurogenic Disorders of Language	3
CD709	Seminar in Motor Speech Disorders	3
CD710	Seminar in Dysphagia	3
CD711	Seminar in Therapy for Functional CD	1
CD712	Seminar in Therapy for Aural Disabilities in CD	1
CD713	Seminar in Therapy for Organic CD	1
CD715	Clinical/Rehabilitative Experience in the Schools	5-8
CD725	Student Teaching Workshop: Communicatively Handicapped	1
CD756	Advanced Diag. Communicative Disabilities	3
CD768	Advanced Clinical Skills	3
CD880	Advanced Communication Therapy	2
CD882	Internship II in CD	3-6
CD884	Advanced Diagnosis in CD	3
ISED797	Seminar in Educational Research	3
SPED 788	Law, Ethics & Instructional Planning	3

In the final two years of the program, graduate students in CD complete advanced courses that focus on school-based SLP services. In particular, CD 707 addresses school-age students with learning and language challenges, requiring candidates to plan screening and assessment programs in school settings, including a major focus on designing assessments with children with cultural and linguistically diverse backgrounds. Experiences include least biased assessment methods and effective use of interpreters/translators to determine language needs of children who are English Language Learners. Further, in CD 725, the student teaching seminar, candidates interpret assessment results and exam school policies and procedures regarding practices to serve children with language differences versus disorders related to bilingual development. Additional coursework in CD 768, focused on clinical methods and CD 756, advanced diagnostic processes with acquired language disorders requires candidates to demonstrate knowledge and skill to design and to interpret screening and assessment processes that account for cultural and linguistically diverse profiles of each individual.

Candidates for the MS CD Degree and the SLPSC complete a successive series of clinical practica and internship experiences in order to obtain required clock hours for certification by ASHA, credentialing by CTC, and licensing by the state of California as a Speech-Language Pathologist. Beginning with completion of three on-campus clinical practicum experiences (CD 880 + 711) and one adult practicum (CD 880 + 713), students accumulate approximately 75 of the required total hours for ASHA, CTC, and SLPALB (Speech Language Pathology and Audiology Licensing Board). Clinical skills in these beginning clinical experiences are supervised in a 1 instructor: 4 student ratio, provided ongoing mentoring and formative assessment. Summative assessment is conducted with the Clinical Evaluation, based on ASHA Knowledge and Skills for clinical intervention.

<b>DISTRICTS</b>	
Alameda County Office of Education	Napa County Office of Education
Albany Unified School District	Newark Unified School District
Belmont-Redwood Shores School District	Oakland Unified School District
Berkeley Unified School District	Pacifica School District
Burlingame Unified School District	Petaluma City Schools District
Cabrillo Unified School District	Pittsburg Unified School District
Castro Valley School District	Redwood City School District
Contra Costa County Office of Education	San Francisco Unified School District
Fairfield-Suisun Unified School District	San Mateo County Office of Education
Hillsborough City School District	San Rafael City School District
Jefferson Elementary School District	Santa Clara County Office of Education
Kentfield School District	Santa Rosa City Schools
Lafayette School District	Sonoma County Office of Education
Marin County Office of Education	South San Francisco Unified School District
Menlo Park City School District	Stockton Unified School District
Mill Valley School District	West Contra Costa County Unified School District
Mt. Diablo Unified School District	

### **Assessment of Candidates**

The MS degree in Communicative Disorders follows university policy, requiring graduate students to maintain an average grade point average of 3.0 across all graduate level coursework. In addition to the minimum standard of the GPA, MS and SLPSC candidates are evaluated through summative and formative evaluation methods related to Standard 1. Each of these methods is described below.

Upon admission to the CD Program, candidates are required to complete academic advising at a minimum of once per semester. In addition, mandatory orientation sessions are held for CD Graduate students at the beginning of fall and spring semesters to review requirements and evaluation standards to progress in the program.

ASHA Standards require graduate programs to conduct both formative and summative assessments, which are comprehensive evaluations of learning outcomes throughout a student's course of study and a culminating evaluation at the end of his/her program, including demonstration of mastery through a portfolio of graduate work. The graduation portfolio has been an important formative and summative assessment tool in the Communicative Disorders (CD) Program at San Francisco State University (SFSU) and has recently transitioned with an electronic format, or ePortfolio. Each graduate student is required to complete a well-organized portfolio as a final graduation requirement, in addition to other requirements. The ePortfolio is expected to demonstrate professional development, showcase their use of best practices, and articulate their professional philosophy. Examples of ePortfolio guidelines and products are available at: <http://cddemo.efolioworld.com/contents>.

The ASHA Knowledge and Skills Form, also known as the KASA, provides a formative and summative evaluation tool to determine each student's progress and completion of

the M.S. and SLPSC Requirements. All ASHA and CTC requirements are included in one form for each student to track his/her progress through the program. Following successful completion of each graduate course, with a passing grade of C or better (keeping in mind that the overall GPA must be maintained at 3.0), students mark each completed requirement on their KASA form. These forms are completed and reviewed with CD Program faculty advisors during regular student advising each semester and at the completion of the graduate program, prior to approval by the CD Program Director.

CD Graduate students have three options to complete the MS Culminating Experience: (a) written comprehensive exam plus adult internship, (b) Master's thesis plus adult internship, or (c) Field study plus adult internship prior to graduation. Candidates who plan to complete a Master's Thesis or Field Study must submit a Proposal for Culminating Experience, requiring review by a committee of CD faculty members to evaluate and approve the study. Following completion of any of the three options selected, a report of completion is submitted to indicate that the candidate has demonstrated satisfactory performance of the culminating experience.

In addition to the MS Culminating Experience, the candidate is required to take and pass the Praxis Exam in Speech-Language Pathology prior to graduation, in order to enter the field for the first year of employment as an SLP. The development of this exams is commissioned by ASHA and facilitated by the Educational Testing Service (ETS). It is a requirement for ASHA certification and California Licensing. A minimum score of 600 is required for passing. The first year of employment is referred to as the Clinical Fellowship Year as per ASHA requirements and the Required Professional Experience, as per the CA Licensing requirements.