PROGRAM ASSESSMENT DOCUMENT

EDUCATION SPECIALIST
ADDED AUTHORIZATIONS
ORIENTATION & MOBILITY
SPEECH-LANGUAGE PATHOLOGY
CREDENTIALS

VOLUME 01:

• GENERAL PRECONDITIONS FOR ALL EDUCATOR PREPARATION PROGRAMS
• PROGRAM DESIGN STANDARDS
• PRELIMINARY TEACHING CREDENTIAL PROGRAMS

Department of Special Education
Graduate College of Education
Prepared for:
California Commission on Teacher Credentialing
Committee on Accreditation

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Standard Number</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Directions for Readers</td>
<td>4</td>
</tr>
<tr>
<td><strong>SECTION 01</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Precondition 1</td>
<td>Accreditation and Academic Credit</td>
<td>6</td>
</tr>
<tr>
<td>Precondition 2</td>
<td>Responsibility and Authority</td>
<td>7</td>
</tr>
<tr>
<td>Precondition 3</td>
<td>Personnel Decisions</td>
<td>8</td>
</tr>
<tr>
<td>Precondition 4</td>
<td>Demonstration of Need</td>
<td>9</td>
</tr>
<tr>
<td>Precondition 5</td>
<td>Practitioners’ Participation in Program Design</td>
<td>10</td>
</tr>
<tr>
<td>Precondition 6</td>
<td>Commission Assurances</td>
<td>11</td>
</tr>
<tr>
<td>Precondition 7</td>
<td>Requests for Data</td>
<td>12</td>
</tr>
<tr>
<td>Precondition 8</td>
<td>Faculty Participation</td>
<td>13</td>
</tr>
<tr>
<td>Precondition 9</td>
<td>Basic Skills Requirement</td>
<td>14</td>
</tr>
<tr>
<td>Precondition 10</td>
<td>Certificate of Clearance</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Preconditions for Preliminary Education Specialist Teaching Credential</td>
<td></td>
</tr>
<tr>
<td>Precondition 11</td>
<td>English Language Skills</td>
<td>16</td>
</tr>
<tr>
<td>Precondition 12</td>
<td>Program Admission</td>
<td>17</td>
</tr>
<tr>
<td>Precondition 13</td>
<td>Subject Matter Proficiency</td>
<td>18</td>
</tr>
<tr>
<td>Precondition 14</td>
<td>Completion of Requirements</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Preconditions for Internship Programs</td>
<td></td>
</tr>
<tr>
<td>Precondition 15</td>
<td>Bachelor's Degree Requirement</td>
<td>20</td>
</tr>
<tr>
<td>Precondition 16</td>
<td>Subject Matter Requirement</td>
<td>21</td>
</tr>
<tr>
<td>Precondition 17</td>
<td>Pre-Service Requirement</td>
<td>22</td>
</tr>
<tr>
<td>Precondition 18</td>
<td>Professional Development Plan</td>
<td>23</td>
</tr>
<tr>
<td>Precondition 19</td>
<td>Supervision of Interns</td>
<td>24</td>
</tr>
<tr>
<td>Precondition 20</td>
<td>Assignment and Authorization</td>
<td>25</td>
</tr>
<tr>
<td>Precondition 21</td>
<td>Participating Districts</td>
<td>27</td>
</tr>
<tr>
<td>Precondition 22</td>
<td>Early Program Completion Option</td>
<td>28</td>
</tr>
<tr>
<td>Precondition 23</td>
<td>Length of Validity of the Intern Certificate</td>
<td>29</td>
</tr>
<tr>
<td>Precondition 24</td>
<td>Non-Displacement of Certificated Employees</td>
<td>30</td>
</tr>
<tr>
<td>Precondition 25</td>
<td>Justification of Internship Program</td>
<td>31</td>
</tr>
<tr>
<td>Precondition 26</td>
<td>Bilingual Language Proficiency</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Preconditions for Education Specialist: Added Authorizations</td>
<td></td>
</tr>
<tr>
<td>Precondition 11</td>
<td>Preliminary Credential</td>
<td>33</td>
</tr>
<tr>
<td>Precondition 12</td>
<td>Relationship To Clear Credential</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Additional Precondition for Early Childhood Special Education Added Authorization</td>
<td></td>
</tr>
<tr>
<td>Precondition 13</td>
<td>Relationship To Preliminary Credential</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Preconditions for Clear Education Specialist Credential Programs</td>
<td></td>
</tr>
<tr>
<td>Precondition 11</td>
<td>Relationship To Preliminary Credential</td>
<td>36</td>
</tr>
<tr>
<td>Precondition 12</td>
<td>Individual Induction Plan</td>
<td>37</td>
</tr>
<tr>
<td>Precondition 13</td>
<td>Support Provider Credential or Experience</td>
<td>38</td>
</tr>
<tr>
<td>Precondition 14</td>
<td>Support Provider Assignment</td>
<td>39</td>
</tr>
<tr>
<td>Precondition 15</td>
<td>IIP Initiation</td>
<td>40</td>
</tr>
<tr>
<td>Precondition 16</td>
<td>Teaching Position or Access To Classroom</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Preconditions for the Preliminary Speech-Language Pathology Services Credential</td>
<td></td>
</tr>
<tr>
<td>Precondition 11</td>
<td>ASHA Accreditation</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Preconditions for the Clear Speech-Language Pathology Services Credential</td>
<td></td>
</tr>
<tr>
<td>Precondition 11</td>
<td>Criteria for Clear Credential</td>
<td>43</td>
</tr>
</tbody>
</table>

## SECTION 02

**PROGRAM DESIGN STANDARDS**
<table>
<thead>
<tr>
<th>Standard Number</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>Program Design, Rationale and Coordination</td>
<td>44</td>
</tr>
<tr>
<td>Standard 2</td>
<td>Professional, Legal and Ethical Practices</td>
<td>65</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Educating Diverse Learners</td>
<td>70</td>
</tr>
<tr>
<td>Standard 4</td>
<td>Effective Communication &amp; Collaborative Partnerships</td>
<td>76</td>
</tr>
<tr>
<td>Standard 5</td>
<td>Assessment of Students</td>
<td>84</td>
</tr>
<tr>
<td>Standard 6</td>
<td>Using Educational and Assistive Technology</td>
<td>90</td>
</tr>
<tr>
<td>Standard 7</td>
<td>Transition and Transitional Planning</td>
<td>96</td>
</tr>
<tr>
<td>Standard 8</td>
<td>Participating in IFSP/IEPs and Post-Secondary Transition Planning</td>
<td>98</td>
</tr>
</tbody>
</table>

### SECTION 03
PRELIMINARY TEACHING CREDENTIAL PROGRAMS

| Standard 9      | Preparation to Teach Reading/Language Arts                        | 99   |
| Standard 10     | Preparation to Teach English Language Learners                    | 102  |
| Standard 11     | Typical and Atypical Development                                   | 105  |
| Standard 12     | Behavioral, Social, and Environmental Supports for Learning       | 108  |
| Standard 13     | Curriculum and Instruction of Students with Disabilities           | 111  |
| Standard 14     | Creating Healthy Learning Environments                             | 115  |
| Standard 15     | Field Experience in a Broad Range of Service Delivery Options      | 117  |
| Standard 16     | Assessment of Candidate Performance                                | 131  |
DIRECTIONS FOR READERS

This Program Assessment document is divided into two volumes. Volume 01 provides an assessment of all the general preconditions and standards that apply to Education Specialist, Added Authorizations, Orientation and Mobility, and Speech-Language Pathology Credentials. Volume 02 provides an assessment of the standards specific to each of these credentials.

All evidence cited in either volume is hyperlinked to a San Francisco State University website that can be accessed openly from the internet without the need to login and establish a password.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

GENERAL PRECONDITIONS FOR ALL EDUCATOR PREPARATION PROGRAMS

Precondition 1

Accreditation and Academic Credit. To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or post-baccalaureate academic credit, or both. (This provision does not apply to professional preparation programs offered by school districts.)

San Francisco State University is fully accredited by the Western Association of Schools and Colleges (WASC). The reader is encouraged to review the SF State WASC Accreditation website: http://air.sfsu.edu/air/wasc/accreditation.

San Francisco State University grants baccalaureate academic credit and post baccalaureate academic credit. Please see University Bulletin, Undergraduate Degree Overview (http://www.sfsu.edu/~bulletin/current/uged.htm) and Introduction to Graduate Studies (http://www.sfsu.edu/~bulletin/current/gadmit.htm). In addition, for a full listing of all credentials and masters degree programs offered by the Graduate College of Education at San Francisco State University (SFSU), see: http://coe.sfsu.edu/ncate/.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

GENERAL PRECONDITIONS FOR ALL EDUCATOR PREPARATION PROGRAMS

Precondition 2

**Responsibility and Authority.** To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.

(a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).

(b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.

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. Below is an organization chart that depicts the chain of responsibility and relationships between the Dean, Department Chair and Program Area faculty.
As depicted in the chart, each credential program has a tenure-track faculty member who is assigned coordination responsibility. In the Department of Special Education, these Faculty Coordinators are given non-instructional assigned-time by the Department Chair to manage their credential programs. 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 addition, each Faculty Coordinator has direct access to the Department Chair to discuss credential issues that are specific to their program area. One example is course planning for subsequent terms where Faculty Coordinators submit program course requests with recommended instructors for Chair review and approval.

When credential program issues or needs cannot be fully addressed at the Department level, the Department Chair meets with the Dean for resolution. Meetings between the Department Chair and Dean take place in three venues: (a) bi-monthly meetings with the Dean and all Department Chairs; (b) individual budget meetings with the Dean and Department Chair to request and negotiate resources; and, (c) individual meetings with the Dean and Department Chair on an "as needed" basis to deal with immediate issues as they develop.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

GENERAL PRECONDITIONS FOR ALL EDUCATOR PREPARATION PROGRAMS

Precondition 3

**Personnel Decisions.** To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

San Francisco State University makes all personnel decisions without considering differences due to gender considerations or other constitutionally or legally prohibited considerations. This includes decisions regarding the admission, retention, and graduation of students, and decisions regarding the employment, retention, and promotion of employees.

Copies of the institution’s official action pledging adherence to affirmative actions principles and compliance with non-discriminating laws and practices can be found at:

- Faculty Recruitment and Hiring Handbook;  
- Nondiscrimination Policy for Students, SFSU Bulletin, 2011-12, Supplemental Regulations and Procedures;  
  [http://www.sfsu.edu/~bulletin/current/supp-reg.htm#ppg257](http://www.sfsu.edu/~bulletin/current/supp-reg.htm#ppg257)
SECTION 01

GENERAL PRECONDITIONS FOR ALL EDUCATOR PREPARATION PROGRAMS

Precondition 4

**Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

Our Department was the first Special Education department in the state of California and, as such, the credential programs to which this Program Assessment document relate already are accredited by the Committee on Accreditation (COA). Therefore, since this is not a request for initial accreditation, no further information is provided in relation to this precondition.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

GENERAL PRECONDITIONS FOR ALL EDUCATOR PREPARATION PROGRAMS

Precondition 5

Practitioners’ Participation in Program Design. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

Since this is not a request for initial accreditation, no detailed information is presented in this section. However, the five Educational Specialist Credential programs and the two related services credential programs all have Advisory Committees or Boards that meet regularly and discuss program design and development of program philosophy, educational goals, and content emphases. Selected examples of Committee or Board membership and agenda items are included at the following website categorized under the titles of each of the approved credential programs: Early Childhood Special Education; Mild-Moderate Disabilities, Moderate-Severe Disabilities; Physical & Health Impairments; Visual Impairments; Orientation & Mobility; and, Speech-Language Pathology Services Credential.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

GENERAL PRECONDITIONS FOR ALL EDUCATOR PREPARATION PROGRAMS

Precondition 6

**Commission Assurances.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.

Since this is not a request for initial accreditation, no detailed information is presented in this section. San Francisco State University, and, in particular, the College of Education, continues to be fully committed to fulfilling all of the applicable standards of program quality and effectiveness that have been adopted by the Commission. The program documents prepared by our faculty attest to this.

The institution will cooperate fully, and has in the past, with external review and monitoring of our programs, and we always have responded to requests for data.
Precondition 7

Requests for Data. To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.

San Francisco State University, and, in particular, the Graduate College of Education, always has responded to all requests by the Commission for data regarding program enrollments and completions within the time limits specified by the Commission, and is fully committed to continue to meet all data requests.

Ultimate responsibility for requests for data reside with the Dean of the Graduate College of Education, and the Associate Dean for Academic Affairs, but the responsibility for specific data-related requests that come to the Dean's office are distributed across several key professionals within the Graduate College. The Chair of the Department of Special Education developed and continues to manage the unified evaluation system that is used to collected data on all credential courses across the three colleges that offer credentials (see: http://coe.sfsu.edu/ncate/). Requests for information on program enrollments, program completers, and examination results are forwarded to the Director of the university's Student Information Management System (SIMS). State and federal reports are produced within the Graduate College of Education by the Director of Education Technology Support.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

GENERAL PRECONDITIONS FOR ALL EDUCATOR PREPARATION PROGRAMS

Precondition 8

Faculty Participation. Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. Reference: Education Code Section 44227.5 (a) and (b).

Faculty in the Department of Special Education who teach credential courses are required to document their participation in elementary or secondary schools and classrooms annually. The information is posted on the Preconditions page of our CTC Accreditation website.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

GENERAL PRECONDITIONS FOR ALL EDUCATOR PREPARATION PROGRAMS

Precondition 9

**Basic Skills Requirement.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST) or one of the approved alternatives. The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (a)(1).*

**For Internship Programs:** In each internship program of professional preparation, candidates who are admitted shall be required to meet the basic skills requirement prior to assuming intern teaching responsibilities. *Reference: Education Code Section 44252 (b).*

All applicants to any of the seven credentials offered by the Department of Special Education must take the California Basic Educational Skills Test (CBEST) or one of the approved alternatives prior to admission. This admissions requirement is listed clearly in the SPED Department applications in the General Information section of the Special Education application and the Application Instructions section of the Communicative Disorders application.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

GENERAL PRECONDITIONS FOR ALL EDUCATOR PREPARATION PROGRAMS

Precondition 10

**Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching or clinical responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate’s personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. *Reference: Education Code Section 44320 (d).*

*For Internship Programs:* A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities.

The Department of Special Education requires all students who are planning to enroll in student teaching, a minor practicum, or school-based clinical internship to submit a copy of their Certificate of Clearance. This requirement is explained in detail on the Department’s webpage outlining student teaching guidelines (see: [http://www.sfsu.edu/~spedcd/stdnttech.html](http://www.sfsu.edu/~spedcd/stdnttech.html)), as well as on the actual application that needs to be submitted prior to student teaching or internship placements (see: [http://www.sfsu.edu/~spedcd/stdnttech.html](http://www.sfsu.edu/~spedcd/stdnttech.html)).
Precondition 11

**English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. Reference: Education Code Sections 44227, 44253.1, and 44283.

The Department of Special Education places special importance on training teachers in the knowledge of alternative methods of developing English language skills. Alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language are cover extensively in two courses required for all Education Specialist Credentials, *E ED 882*, Literacy Instruction in K-12 Classrooms and *SPED 801*, Development, Diversity, and ELL: Special Education.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL PROGRAMS

Precondition 12

Program Admission. The sponsor of an education specialist teacher preparation program assesses each candidate’s standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. Reference: Education Code Sections 44227 (a).

1. The candidate provides evidence of having passed the appropriate subject matter examination(s).
2. The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
3. The candidate provides evidence of registration for the next scheduled examination.
4. The candidate provides evidence of having completed an appropriate Commission approved subject matter preparation program.
5. The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
6. The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

The Department of Special Education requires all applicants to meet criterion 1 or criterion 4, listed above in the citation of the Precondition Standard 12 at the time of admission for the four Education Specialist Credentials offered by the Department which require subject matter competency (i.e., Mild-Moderate Disabilities, Moderate-Severe Disabilities, Physical Health Impairments & Visual Impairments). This requirement is described in detail in the General Information section of the Special Education Department application.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS
FOR PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL PROGRAMS

Precondition 13

Subject Matter Proficiency. The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Reference: Education Code Section 44227.

To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall:

1. Pass the Commission-approved Multiple Subject matter examination; or
2. Pass a Commission-approved subject matter examination in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or
3. Complete a Commission-approved subject matter program in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or
4. Hold a California general education teaching credential, in any subject.

As stated above under Precondition 12, the Department of Special Education requires all applicants to demonstrate subject matter proficiency at the time of admission for the four Education Specialist Credentials offered by the Department which require subject matter competency (i.e., Mild-Moderate Disabilities, Moderate-Severe Disabilities, Physical Health Impairments & Visual Impairments). This requirements includes intern candidates, and, as such, ensures that they have met subject matter prior to their intern teaching assignment. All four options listed in the above referenced citation of the standard are acceptable. This requirement is described in the General Information section of the Special Education Department application, and the information provided is consistent with the recommendations for Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01
PRECONDITIONS FOR PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL PROGRAMS

Precondition 14

Completion of Requirements. A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44225(a), 44227, and 44283.2(a).

1. Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
2. Satisfaction of the Basic Skills Requirement
3. Completion of an accredited professional preparation program
4. Completion of the subject matter requirement
5. Demonstration of knowledge of the principles and provisions of the Constitution of the United States
6. Passage of the Reading Instruction Competence Assessment (RICA) [Passage of the RICA examination does not apply to Early Childhood Special Education Credential candidates Section 44283.2(b).]

Completion requirements 1 (baccalaureate or higher degree), 2 (Basic Skills ) and 4 (subject matter), listed in the above reference precondition standard citation must be met by applicants upon admission to all Education Specialist Credentials with the exception of applicants to the Early Childhood Special Education Credential for whom subject matter is not required. These admission requirements are listed in the Department application.

Completion requirement 3 (program completion) is documented by the candidates faculty advisor who is required to complete a Credential Approved Program form with each candidate prior to applying for award of their credential.

Completion requirements 5 (U.S. Constitution) and 6 (RICA) are documented by the Graduate College of Education Credential Analysts at the time application by a candidate for award of a credential. Information related to these two requirements, as well as many other credential requirements are listed at the following Credential Office website: http://coe.sfsu.edu/cstpc/forms-and-links.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR INTERNSHIP PROGRAMS

Precondition 15

**Bachelor’s Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Sections 44325, 44326, 44453.

The Department of Special Education requires all applicants to document completion of a baccalaureate degree or higher degree from a regionally accredited institution of higher education at the time of admission by submitting an official college or university transcript. This requirement is described in the General Information part of Department application.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR INTERNSHIP PROGRAMS

Precondition 16

Subject Matter Requirement. Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the intern is authorized to teach. Each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the intern is authorized to teach. Each Education Specialist intern admitted into the program has met the subject matter requirement for the subject area(s) in which the intern is authorized to teach. Reference: Education Code Section 44325(c) (3).

As stated above under Precondition 12, the Department of Special Education requires all applicants to demonstrate subject matter proficiency at the time of admission for the four Education Specialist Credentials offered by the Department which require subject matter competency (i.e., Mild-Moderate Disabilities, Moderate-Severe Disabilities, Physical Health Impairments & Visual Impairments). This requirements includes intern candidates, and, as such, ensures that they have met subject matter prior to their intern teaching assignment. All four options listed Precondition 12 are acceptable. This requirement is described in the General Information section of the Department application, and the information provided is consistent with the recommendations for Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR INTERNSHIP PROGRAMS

Precondition 17

**Pre-Service Requirement:** Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English learners.

All students admitted to a Preliminary Education Specialist credential who apply for an intern credential must submit proof of meeting the 120 clock hour requirement through course work identified on an official transcript. The Department Chair evaluates the transcripts submitted with each intern credential application to determine if this requirement has been met. This requirement is documented using an Intern Preservice form which becomes part of the intern applicant's permanent College file.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR INTERNSHIP PROGRAMS

Precondition 18

Professional Development Plan. The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

(a) Provisions for an annual evaluation of the district intern.
(b) A description of the courses to be completed by the intern, if any, and a plan for the completion of pre-service or other clinical training, if any, including student teaching.
(d) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
(e) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

The Department of Special Education executes formal Interagency Agreements with each school district in which an intern is employed in a Special Education teaching position. These agreements require districts to work out program development plans for each employed intern teacher. These agreement are in effect for three years so that they cover the maximum number of years an intern can serve under their intern credential. Upon expiration of these Interagency Agreement, they are updated and re-executed, if the district still is employing interns attending San Francisco State University.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR INTERNSHIP PROGRAMS

Precondition 19

**Supervision of Interns.**
(a) In all internship programs, the participating institutions shall provide supervision of all interns.
(b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person.
Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

Intern supervision is provided by both San Francisco State University and the participating school district, and is governed by the terms of the executed Interagency Agreement. Most university supervision is provided through intern enrollment in existing practicum courses. Some additional supervision is provided in credential programs that have minimal practica. This supervision is paid through annual funds provided to San Francisco State University from the participating school district, as specified in the Interagency Agreements. All school districts with whom the Department of Special Education has Interagency Agreements provide annual funds to the university to support interns. Some of these districts receive annual funds from CTC to support interns through their approved District Intern Programs, and they pass on a portion of those funds to San Francisco State University to provide intern support. None of the districts with whom we have Intern Interagency Agreements reduce the pay of intern teachers.
Precondition 20

**Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code Section 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code Section 44458.

All interns are admitted to and regularly enroll in courses related to the credential area that correlates with their school district teaching position. If an intern has a district teaching position in Visual Impairments, then that intern needs to be admitted to and enrolled in the Department of Special Education's Preliminary Education Specialist Credential program in Visual Impairments. Interns assume the full responsibility of their district assigned teaching position, as they would if they held a Preliminary credential. The Department of Special Education and/or the Graduate College of Education Credential Office verify eligibility of all intern applicants with their respective employing school districts.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01
PRECONDITIONS FOR INTERNSHIP PROGRAMS

Precondition 21

**Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code Sections 44321 and 44452. (This may include charter schools and officially designated non-public schools as well)

Listed below are the schools, school districts and county office of education with whom San Francisco State University, Department of Special Education has Intern Interagency Agreements in effect as of the date of this document with the intern credential restriction identified for each participating district.

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>INTERN CREDENTIALS</th>
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<tbody>
<tr>
<td>Alameda County Office of Education</td>
<td>Early Childhood Special Education (ECSE)</td>
</tr>
<tr>
<td>Alameda Unified School District</td>
<td>ECSE, MOD.-SEVERE (M/S)</td>
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<tr>
<td>Arbor Bay School</td>
<td>MILD-MODERATE (M/M)</td>
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<tr>
<td>Aspire Public Schools</td>
<td>M/M</td>
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<tr>
<td>Berkeley Unified School District</td>
<td>M/M</td>
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<tr>
<td>Calaveras County Office of Education</td>
<td>Visual Impairments (VI)</td>
</tr>
<tr>
<td>Edison Academy</td>
<td>M/M</td>
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<tr>
<td>Kern County Office of Education</td>
<td>VI</td>
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<tr>
<td>Kern High School District</td>
<td>VI</td>
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<tr>
<td>Liberty Union High School District</td>
<td>M/M</td>
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<tr>
<td>Madera County Office of Education</td>
<td>VI</td>
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<tr>
<td>Mt. Diablo Unified School District</td>
<td>ECSE</td>
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<tr>
<td>Napa County Office of Education</td>
<td>ECSE</td>
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<tr>
<td>Newark Unified School District</td>
<td>ECSE, M/S</td>
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<tr>
<td>Oakland Unified School District</td>
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<td>Oakley Union Elementary School District</td>
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<td>Orion Academy</td>
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<tr>
<td>Rise Institute</td>
<td>M/M</td>
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<tr>
<td>San Juan Unified District Office</td>
<td>VI</td>
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<tr>
<td>San Francisco Unified School District</td>
<td>ECSE, M/M, M/S</td>
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<tr>
<td>San Mateo County Office of Education</td>
<td>ECSE, M/M, M/S</td>
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<td>San Ramon Valley Unified School District</td>
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<td>Santa Clara County Office of Education</td>
<td>VI, Physical Health Impairments (PHI)</td>
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<td>Shasta County Office of Education</td>
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<td>Organization</td>
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<tr>
<td>Sonoma County Office of Education</td>
<td>ECSE</td>
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<tr>
<td>Southeast Consortium SELPA</td>
<td>VI</td>
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<td>Stanislaus County Office of Education</td>
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<tr>
<td>Stockton Unified School District</td>
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<tr>
<td>Tulare County Office of Education</td>
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</tbody>
</table>
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR INTERNSHIP PROGRAMS

Precondition 22

**Early Program Completion Option.** (Does not apply to an Education Specialist intern program)

Not applicable to Education Specialist intern program.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR INTERNSHIP PROGRAMS

Precondition 23

**Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code Section 44325 (b).

Interns are advised routinely to enroll on a continuous basis, including summer terms, in order to complete their Preliminary Credentials within their two-year intern credential award dates. Applications to CTC for a third year (i.e., one year extension) are supported if the interns has made sufficient and consistent progress and needs additional time to complete their Preliminary Credential due to the normal interaction between the number of CTC-approved courses for a particular program area and the need to attend on a part-time basis due to daily district teaching responsibilities; see: http://coe.sfsu.edu/cstpc/how-apply-one-year-extension-your-internship-credential
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01
PRECONDITIONS FOR INTERNSHIP PROGRAMS

Precondition 24

**Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

All participating school districts certify that interns do not displace certificated employees in their executed Interagency Agreement.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR INTERNSHIP PROGRAMS

Precondition 25

Justification of Internship Program. When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

Due to the fact that the Department of Special Education operates the only Education Specialist Program in Visual Impairments in Northern and Central California and one of the only Early Childhood Special Education Programs in Northern California, we have Intern Interagency Agreements in place with a large number of school districts. These districts are listed in the table provided under Precondition 21. It is our contention that the existence of a signed multi-year Intern Interagency Agreement with each of these districts is sufficient proof of the need for continuing the Department's intern program.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01
PRECONDITIONS FOR INTERNSHIP PROGRAMS

Precondition 26

**Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

Since the Department operates an Intern Program for candidates pursing a Preliminary Education Specialist Credential and does not work with interns employed in bilingual classrooms, this precondition does not apply. The department verifies upon application that the prospective intern does meet the 120 hour requirement which includes preservice training with English Language Learners, and all interns are required to take several credential courses that focus on English Language Learners while completing their Preliminary Credentials.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR EDUCATION SPECIALIST: ADDED AUTHORIZATIONS

Precondition 11

**Preliminary Credential:** Candidates accepted into an Added Authorization program must currently hold a preliminary education specialist teaching credential or be eligible for a preliminary education specialist teaching credential prior to recommendation for the Added Authorization.

The Department of Special Education has been approved by COA-CTC to offer three Added Authorizations: Autism Spectrum Disorders, Early Childhood Special Education and Orthopedic Impairments. The Department application clearly indicates that all applicants must submit proof of a Preliminary Education Specialist Credential with their Department application. Prior to forwarding application to department faculty for review, the Graduate College of Education Admissions Office completes a checklist of requirements for each applicant in the Student Information Management System (SIMS). The checklist for the three Added Authorization includes a Preliminary Education Specialist Credential. Applicants who do not submit proof for this requirement are contacted by the Admission Office to reconcile the discrepancy. Application materials are returned to any applicant who does not have a Preliminary Education Specialist Credential.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR EDUCATION SPECIALIST: ADDED AUTHORIZATIONS

Precondition 12

**Relationship To Clear Credential.** The Added Authorization courses may be considered part of coursework for completing the Clear Education Specialist program.

Faculty in the Department of Special Education routinely advise candidates who are pursuing Professional Clear Education Specialist Credentials to consider completing one or more of the Department's approved Added Authorizations if they are applicable to the candidates current teaching position or future teaching goals.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

ADDITIONAL PRECONDITION FOR EARLY CHILDHOOD SPECIAL EDUCATION ADDED AUTHORIZATION

Precondition 13

**Relationship To Preliminary Credential.** Candidates accepted into the Early Childhood Special Education Added Authorization program must currently hold a preliminary education specialist teaching credential Mild/Moderate or Moderate/Severe or be eligible for the same education specialist teaching credential prior to recommendation for the Early Childhood Special Education Added Authorization.

As stated above, the Department application clearly indicates that all applicants must submit proof of a Preliminary Education Specialist Credential with their Department application. Prior to forwarding application to department faculty for review, the Graduate College of Education Admissions Office completes a checklist of requirements for each applicant in the Student Information Management System (SIMS). The checklist for the Early Childhood Special Education Added Authorization specifically requires either a Mild-Moderate or Moderate-Severe Preliminary Education Specialist Credential at the time of admission. Applicants who do not submit proof for this requirement are contacted by the Admission Office to reconcile the discrepancy. Application materials are returned to any applicant who does not have a Preliminary Education Specialist Credential in one of these two areas.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR CLEAR EDUCATION SPECIALIST CREDENTIAL PROGRAMS

Precondition 11

**Relationship To Preliminary Credential.** A program sponsor that operates a program for the Clear Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid Preliminary Education Specialist Credential.

The [Department application](#) clearly indicates that all applicants for the Clear Education Specialist Credential must submit proof of a Preliminary Education Specialist Credential with their application for a Clear Education Specialist Credential. Prior to forwarding application to department faculty for review, the Graduate College of Education Admissions Office completes a checklist of requirements for each applicant in the Student Information Management System (SIMS). The checklist for the Clear Education Specialist Credential includes a Preliminary Education Specialist Credential. Applicants who do not submit proof for this requirement are contacted by the Admission Office to reconcile the discrepancy. Application materials are returned to any applicant who does not have a Preliminary Education Specialist Credential.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR CLEAR EDUCATION SPECIALIST CREDENTIAL PROGRAMS

Precondition 12

**Individual Induction Plan.** A program sponsor that operates a program for the Clear Education Specialist Credential shall provide for the development of a written Individual Induction Plan (IIP) which may include a maximum of 12 semester units of coursework, 180 hours of professional development or a combination of coursework and professional development, developed in consultation among the candidate, employer and program sponsor.

The Department of Special Education's approved COA-CTC Clear Education Specialist Credential requires that all beginning candidates enroll in *SPED 740*, Induction Plan Education Specialist. The first assignment in SPED 740 involves developing an **Individual Induction Plan** (IIP).

Employer involvement in IPPs is dictated by the terms of our Clear Education Specialist **Induction Interagency Agreements**.
Precondition 13

**Support Provider Credential or Experience.** A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each Clear Education Specialist candidate’s teacher support provider holds an appropriate California special education teaching credential or has equivalent professional background and experience. The individual assigned as a support provider must be someone other than the teacher's supervisor or principal.

The Department of Special Education's approved COA-CTC Clear Education Specialist Credential requires that all participating school districts sign Clear Education Specialist Induction Interagency Agreements which specifies that each Clear Education Specialist candidate’s teacher support provider holds an appropriate California special education teaching credential or has equivalent professional background and experience.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR CLEAR EDUCATION SPECIALIST CREDENTIAL PROGRAMS

Precondition 14

Support Provider Assignment. A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop an IIP for the support and development of each beginning teacher.

The Department of Special Education's approved COA-CTC Clear Education Specialist Credential requires that all participating school districts sign Clear Education Specialist Induction Interagency Agreements which specifies that the assignment of a support provider for each beginning teacher occurs within the first 30 days in the induction program.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR CLEAR EDUCATION SPECIALIST CREDENTIAL PROGRAMS

Precondition 15

**IIP Initiation.** A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the IIP will be initiated within 60 days of employment.

The Department of Special Education's approved COA-CTC Clear Education Specialist Credential requires that all beginning candidates enroll in *SPED 740*, Induction Plan Education Specialist. The first assignment in SPED 740 involves developing an Individual Induction Plan (IIP). This assignment is reviewed at the first class session at the start of the term and is completed by the third week in the semester, well within the 60 day timeframe specified by the standard.
Teaching Position or Access To Classroom. A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each candidate admitted is employed in a special education position or in an educational setting that is mutually acceptable to the parties signing the Individual Induction Plan, so that the setting allows demonstration of effective teaching as described in Education Specialist Clear Credential Standards 4 through 7.

It is the policy of the Department of Special Education that all candidates admitted are employed in a special education position. As stated above, the Department application clearly indicates that all applicants must submit proof of employment as a teacher documented on their resume along with their application. Applicants who are not employed in a Special Education teaching position may petition the Department Chair for admission consideration. Admission is possible in such cases, if the candidate has an appropriate placement.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR THE PRELIMINARY SPEECH-LANGUAGE PATHOLOGY SERVICES CREDENTIAL

Precondition 11

**ASHA Accreditation.** A Commission-accredited program sponsor shall determine prior to recommending a candidate for a credential, that the candidate holds or has been recommended for a master's degree in Speech-Language Pathology from a program accredited by the American Speech-Language-Hearing Association’s Council on Academic Accreditation.

The Communicative Disorders Program within the Department of Special Education offers the Master of Science degree in Speech-Language Pathology and is accredited by the American Speech-Language-Hearing Association’s Council on Academic Accreditation.
PRECONDITIONS FOR ALL EDUCATION SPECIALIST CREDENTIAL PREPARATION PROGRAMS

SECTION 01

PRECONDITIONS FOR THE CLEAR SPEECH-LANGUAGE PATHOLOGY SERVICES CREDENTIAL

Precondition 11

Criteria for Clear Credential. A Commission-accredited program sponsor shall determine prior to recommending a candidate for a Clear Speech-Language Pathology Credential that the candidate has satisfied all of the following criteria:

a. The Candidate has a Preliminary Speech-Language Pathology Services Credential.

b. The Candidate holds a master’s degree in speech-language pathology from a program accredited by the American Speech-Language-Hearing Association, or an equivalent degree or academic program, as determined by the American Speech-Hearing Association.

c. The Candidate has achieved a passing score, as determined by the American Speech-Hearing-Language Association’s certification requirements on the Educational Testing Services’ national teachers’ Praxis series written test in speech-language pathology or a successor exam.

d. The Candidate has completed a mentored practical experience period, in the form of a 36 week, full-time mentored clinical experience, or an equivalent supervised practicum, as deemed by the Commission.

The Communicative Disorders Program within the Department of Special Education requires documentation of all four criteria listed above when the candidate submits an application for award of their credential. This documentation first is reviewed by their faculty advisor and then by the Graduate College of Education Credential Analyst.
PROGRAM DESIGN STANDARDS

SECTION 02

Preliminary Education Specialist Teaching Credentials
and Other Related Services Credentials

Program Standard 1

**Program Design, Rationale and Coordination:**
Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

**Intern Program Delivery Model:**
The intern program is a partnership between the preparation program and the employing school district. In an intern delivery model, the preparation program integrates theory and practice as appropriate for teachers of record. Each internship program includes a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 9, 10, 11, 13, and 15. The remaining content and fieldwork builds on the preservice experiences and addresses all Commission-adopted standards. The partners jointly provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program.

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS:** Preliminarily Aligned

DEPARTMENT LEVEL

**Organizational Structure**
The Department of Special Education at San Francisco State University is organized into seven program areas that lead to teaching credentials, Master of Arts degrees, Master of Science degrees, Graduate certificates, and Doctor of Philosophy degrees.
The seven program areas along with their respective specialty concentration or emphasis are listed in Table 1. Other Related Services Credentials are awarded in three areas, and Education Specialist Credentials are awarded in five areas.

As can be seen from the table, there are multiple points of entry into the credential program. One is from the undergraduate Minor in Special Education, another is from the Master of Science in Communicative Disorders or the Master of Arts in Special Education. In addition, our Joint Ph.D. program with U.C.-Berkeley provides a "career ladder" option for credentialed teachers who have been practicing in the field for several years and become interested in pursuing an academic position at university as a platform to conduct research and teacher training.

Table 1: Graduate & Undergraduate Programs & Areas of Concentration

GRADUATE PROGRAMS:

**Doctor of Philosophy in Education**
- **Concentration in Special Education (Joint program with U.C.-Berkeley)**

**Master of Science in Communicative Disorders**
- **Emphasis in Speech and Language Pathology**

**Master of Arts in Special Education**
- **Areas of Emphasis: Early Childhood Special Education, Guide Dog Mobility, Mild to Moderate Disabilities, Moderate to Severe Disabilities, Orientation & Mobility, Physical Impairment, Visual Impairment**
- **Graduate Certificates: Early Childhood Special Education, Guide Dogs**

**Clinical Rehabilitative Services Credentials**
- **Speech-Language Pathology Services Credential**
- **Orientation & Mobility**

**Education Specialist Preliminary Credentials:**
- **Early Childhood Special Education**
- **Mild to Moderate Disabilities**
- **Moderate to Severe Disabilities**
- **Physical & Health Impairments**
- **Visual Impairments**

**Education Specialist Clear Credential:**
- **Professional Clear Education Specialist Credential**

**Added Authorizations:**
- **Autism Spectrum Disorder**
- **Early Childhood Special Education**
- **Orthopedically Impaired**
UNDERGRADUATE PROGRAMS:

Bachelor of Arts in Communicative Disorders
• B.A. in CD

Minor in Special Education
• SPED Minor

Effective Coordination
The administrative organization of the Department is presented in Figure 1. Each of the following programs, concentrations or emphasis areas has a full-time tenured or tenure-track faculty member who functions as program coordinator: Doctor of Philosophy in Education, Speech-Language Pathology, Early Childhood Special Education, Guide Dog Mobility/Orientation & Mobility, Mild to Moderate Disabilities, Moderate to Severe Disabilities, Physical & Health Impairments, and Visual Impairments. The administrative component of the program is handled by the program coordinator, who in turn, works with the department chair, the credential application office, and the credentials office in order to assure that all credential work is completed in a timely and efficient manner.

The Program Coordinator has primary responsibility for: (a) making recommendations about the program to the Department Chair; (b) working in consultation and collaboration with the Department Chair and other Program Coordinators on behalf of the program, the College and the University; (c) making decisions about admission of individual students; (d) advising students in the program; (e) counseling students as appropriate; (f) developing and evaluating curriculum; (g) managing the logistics of the program; (h) representing the program in meetings with the Department Chair, and when appropriate, to revise policies, issues and core programming decisions; and, (i) maintaining availability to the Dean and Department Chair when program-related issues and problems arise.

FIGURE 1
ORGANIZATIONAL STRUCTURE

Dean
Graduate College of Education

Chair
Department of Education

Faculty Coordinator
Early Childhood Special Education

Faculty Coordinator
Mild-Moderate Disabilities

Faculty Coordinator
Moderate-Severe Disabilities

Faculty Coordinator
Physical/Health Impairments

Faculty Coordinator
Visual Impairments

Faculty Coordinator
Orientation & Mobility

Faculty Coordinator
Speech-Language Pathology

December 15, 2011; REVISED, April, 2012 & July, 2012; Resubmitted, July 17, 2012; Final Resubmission w/o Highlighting, Sept. 05, 2012
In addition, for the internship program which includes all Education Specialist Credential specialty areas relies on the Department Chair who functions as program coordinator. The intern program coordinator has the same responsibilities as the other faculty coordinators with the additional responsibility of coordinating and communicating frequently with participating school district personnel.

The coordinator and program faculty are informed and assisted by Advisory Committees and Boards. The boards and committees are formed by the program faculty and include consumers, parents of pupils with disabilities, practitioners, State Department consultants, prospective employers, teachers, educational administrators, therapists, clinicians, social workers, and former graduates. Advisory Committees and Boards assist and inform the coordinator in activities such as program evaluation, information collection, and program improvement activities. They provide data and suggestions to program faculty, in addition to collaborating on program evaluation and development decisions. The Advisory Committees' and Boards' membership reflects the different minority communities including individuals with disabilities. In collaboration with the institution's faculty and staff they help make this program one of quality and relevance.

Selected examples of various program area boards or committee can be found at each credential program area evidence site: Early Childhood Special Education; Mild-Moderate Disabilities; Moderate-Severe Disabilities; Physical & Health Impairments; Visual Impairments; Orientation & Mobility; and, Speech-Language Pathology Services.

Communication and coordination among the faculty and staff is ongoing. Programs are supported by a cohesive administrative structure that is illustrated in Figure 1 above. Coordination activities between the program faculty and local education agencies and schools where candidates pursue field experiences are similar for both minor practica or clinics and the student teaching experience. Each practicum instructor is responsible for determining placements, or approving intern employment sites for use as an appropriate placement.

The program evaluation component is considered critical to the quality of the courses and experiences that are available to the student. All evaluation activities are coordinated through the program coordinators. All external evaluations are coordinated though the coordinators and the chair. All complete departmental and programs evaluations such as NCATE, WASC, COA/CTC are communicated and coordinated through the department and the Graduate College of Education. The Graduate College of Education has a uniform credential evaluation system, developed to comply with NCATE and COA/CTC evaluation requirements. This system has been collecting data on key assignments in each credential course offered each term, including summer terms, since the spring, 2008 term. The data can be found at: http://coe.sfsu.edu/ncate/data. The structure and components of this uniform evaluation system can be found at: http://coe.sfsu.edu/ncate.
Cohesive Design & Rationale
All Education Specialist and Other Related Services Credentials at San Francisco State University reflect a performance-based, field-oriented approach to professional preparation. These programs focus on the development of instructional, interpersonal, and leadership skills to prepare candidates to become effective teachers and human service personnel both for increasingly diverse special education programs, and for increasingly diverse general education classrooms, where disability may be only one of many learning, ethnic, and cultural diversities.

The guiding theme of the college and the department Conceptual Framework is: “Preparing reflective and innovative professionals as leaders to ensure the educational development of diverse populations within dynamic educational contexts.”

The department ensures that its professional education programs are based on essential knowledge, established and current research findings, and sound professional practice. Each program in the department reflects a systematic design with an explicitly stated philosophy and objectives. The faculty addresses the knowledge base within the following areas:

1. **The Progressive Development of Reflective Practitioners.** Professional development of candidates is monitored as they progress through the professional preparation program.
2. **Human Growth, Development, and Learning Theory.** The professional must have a sound understanding of learning theory and a repertoire of skills with which to translate theory into practice; the underlying thrust of this component is to promote a learner-centered prospective.
3. **Foundations of Education.** Professional preparation programs are oriented to the diverse student populations served by schools in the San Francisco Bay Area; thus, the foundation component of coursework and fieldwork is generally cross-disciplinary and focused on multicultural issues.
4. **The Complexity of Diversity in Education.** Appreciation of diversity (broadly defined) and the right of equitable treatment are common threads infused across the curriculum; exposure to and understanding of multiple manifestations of diversity enable students to respond constructively to a range of challenging circumstances.
5. **Research and Experience-Based Principles of Effective Teaching-Learning Practices.** All instructional units present research-based and experientially-based instructional practices within the context of a multicultural and multilingual society.
6. **Assessment and Evaluation.** Evaluation refers to what we teach our students about assessment and evaluation, the subject matter that students are taught in their classes (and ways in which we assess students), and the methods of evaluation used to assess student growth and development.
7. **Universal Design.** The primary focus is upon the principles and methodologies for the successful integration of computer and digital technology in the elementary, middle, and high schools.
8. Field and Clinical Experiences. Students are challenged to respond to the demands of working in diverse settings and to reflect on their practice within the changing context of area schools and other institutions.

Rationale for Field-Based Emphasis
SFSU’s Department of Special Education faculty emphasize field-based experience activities based on the rationale that school and university collaborative relationships create the context for students to develop skills under the guidance of experienced university and district field supervisors. Field experiences are the vital links between pedagogical learning and practical application. The rationale for field experiences is based on the following factors:

1. Candidates must acquire skills in the context of meaningful field experiences rather than in isolated drills.
2. All candidates must learn to design and implement instruction with students that accommodates for cultural, ethnic, or linguistic background.
3. Through consultation and collaboration between the candidate and the university and district supervisors, realistic goals, objectives, and field experience activities can be established.
4. Field experiences provide an impetus for lifelong learning for the university and district field supervisors as well as the candidates.
5. Various means of reflection, including action research, journaling, mentoring, peer teaching, and student feedback are developed for self-evaluation.
6. School and university practices improve and become more closely aligned through collaboration during field experiences.

The Department of Special Education recognizes that variations in the culture of each site influences field assignments in a number of ways. First is the influence of such characteristics of each culture as classroom dynamics, the mentoring teacher’s style, classroom make-up, and features of the school community. Second is the influence of the unique characteristics of the student’s skills, background, and response to the classroom. Collaboration and open consultation between the site and university faculty combined with ongoing analysis of the student’s teaching provide the source for goal-setting, task assignment, and continued professional development of the student teacher. The student teacher’s experience is individually supervised to meet standards outlined in both the California Commission on Teaching Credentialing and in national guidelines applied in specific program areas. All of these factors are considered when designing, implementing, and evaluating the credential programs at SFSU.

Finally, the field-based component is augmented for intern candidates by providing instructor assistance in solving school-based instructional issues in the context of university methods courses, and by supplementing with university mentors prior to student teaching who are available for technical assistance and on-site consultation where district intern funds have been available.

Relationship with General Education
Faculty in all program areas have established relationships with a wide variety of Bay Area school districts and individual schools within those districts. These relationships involve established networks of practicum, clinical, and student teaching sites. Many faculty in the Department of Special Education have externally funded research and personnel preparation projects implemented in collaboration with local Bay Area Schools, some of which are directly linked to general education. In all program areas student teachers or intern candidates function in a variety of service delivery configurations, many of whom are in full inclusion positions which require a high level of collaboration with general education. In addition, each Education Specialist or other Related Services Credential has required coursework in general education that ensures a thorough understanding of the general education curriculum (e.g., E ED 784 and E ED 882).

Community Programs
Candidates acquire knowledge of a wide range of community programs through field experiences, general required courses, such as SPED 788 and SPED 763, and through core methods courses in each credential program area (see sections on credential specific standards by program area). These include public and private schools, programs funded by the State Department of Developmental Services and the state Department of Rehabilitation, local private non-profit agencies that support individuals with disabilities, parent support groups, the federally funded Protection and Advocacy agency, other local private non-profit advocacy agencies, and Local Area Boards, to name a few.

Distance Learning
Due to the fact that the Department of Special Education operates the only Education Specialist Credential Program in Visual Impairments in Northern California, our faculty have made a commitment to distance learning for this particular credential to ensure that there is an adequate supply of highly qualified teachers credentialed in Visual Impairments. For an overview, see: http://www.sfsu.edu/~visimp/online.htm.

SUPPLEMENTARY INDIVIDUAL PROGRAM SPECIFIC INFORMATION

EDUCATION SPECIALIST CREDENTIALS
Early Childhood Special Education (for current literature citations, see syllabi at: http://gcoe.sfsu.edu/sped/accreditation/early-childhood-credential)

The Early Childhood Special Education program at San Francisco State University has as its foundation the assumption that all young children who are disabled or at risk for developmental delays should be supported to reach their full potential through family-centered, cross-professional collaboration. The training program is a performance-based, field-oriented approach to teacher preparation and certification. The program leads to a master's degree and/or a specialist credential in the area of early childhood special education. The teaching credential, in accord with State of California requirements, will enable candidates to provide educational and early intervention services to young children from birth through five years of age who are at risk for or who
have disabilities as defined by California State Code. The focus of the program is the development of instructional, interpersonal, and leadership skills to prepare students to work effectively as practitioners in the early childhood special education field.

A common thread throughout the program is the philosophy that the education of young children is the shared responsibility of families and professionals, with both working together in a family-centered, transdisciplinary model of service delivery. Through course work and practical experience, the program emphasizes the skills necessary for successful collaboration among family members, teachers, administrators, and other professionals in order to serve young children with special needs and their families.

Preliminary Early Childhood Special Education Credential Courses

**Category I: Common Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 788</td>
<td>Law, Ethics, Collaboration, Technology &amp; Instructional Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 801</td>
<td>Development, Diversity and English-Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>H ED 630</td>
<td>Elementary School Health</td>
<td>3</td>
</tr>
</tbody>
</table>

**Category II: Early Childhood Special Education Methods Cluster**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 777</td>
<td>Atypical Infant Development</td>
<td>3</td>
</tr>
<tr>
<td>SPED 779</td>
<td>Family Systems and Services for Young Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 737</td>
<td>Infant Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SPED 738</td>
<td>Preschool Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SPED 780</td>
<td>Assessment and Program Evaluation in ECSE Settings</td>
<td>3</td>
</tr>
<tr>
<td>SPED 747</td>
<td>Physical, Health and Sensory Disabilities: Implications and Management</td>
<td>3</td>
</tr>
<tr>
<td>SPED 774</td>
<td>Positive Behavior Supports</td>
<td>3</td>
</tr>
<tr>
<td>SPED 825</td>
<td>Behavior and Instructional Supports: Autism</td>
<td>3</td>
</tr>
<tr>
<td>or, (SPED 794)</td>
<td>(Communications, Socialization and Imagination: Autism)</td>
<td>(3)</td>
</tr>
<tr>
<td>SPED 885</td>
<td>Topics in Early Childhood Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Category III: Student Teaching**

**Infant/Toddler**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 729</td>
<td>Student Teaching Workshop – ECSE</td>
<td>1</td>
</tr>
<tr>
<td>SPED 730</td>
<td>Student Teaching: SPED</td>
<td>3 or 9</td>
</tr>
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</table>

**Preschool**

<table>
<thead>
<tr>
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<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 729</td>
<td>Student Teaching Workshop – ECSE</td>
<td>1</td>
</tr>
<tr>
<td>SPED 730</td>
<td>Student Teaching: SPED</td>
<td>3 or 9</td>
</tr>
</tbody>
</table>

**TOTAL UNITS:** 44 -56

*Mild/Moderate Disabilities* (for current literature citations, see syllabi at: [http://gcoe.sfsu.edu/sped/accreditation/mild-moderate](http://gcoe.sfsu.edu/sped/accreditation/mild-moderate))

December 15, 2011; REVISED, April, 2012 & July, 2012; Resubmitted, July 17, 2012; Final Resubmission w/o Highlighting, Sept. 05, 2012
The knowledge base of the Mild-Moderate Disabilities program at SFSU utilizes as its foundation, the assumption that all individuals in our society have the right to successful participation in the least restrictive environment that is appropriate to their needs (i.e., local neighborhood, school, and classroom) and that the purpose of education is to facilitate successful participation and assist individual students to become valued individuals in the social and learning communities of these environments in the context of ever increasing cultural and linguistic diversity. The provision of educational services within general education settings is supported by federal legislation, state and national educational reform and restructuring activities and current literature.

The Mild-Moderate Education Specialist Credential program at SFSU has, since its inception, been organized around the premise that disabilities only can be defined by the extent to which an individual fails to meet the demands of the environment rather than more intrinsic sources of failure. Children do not fail by themselves. They fail as a result of the interaction between themselves and the demands made upon them through teachers, tasks and materials. In our considered judgment, the proper focus of a special education teacher preparation program should be the interaction between the teacher, the learner, the setting, and the content or skills being taught. It is this interaction toward which we direct our candidates’ attention.

Candidates are provided with a historical foundation including an overview of the variety of models which have been utilized in programs for students with Mild-Moderate disabilities. However, four major foci constitute the underpinnings of the current course structure--Cognition, Language, Social Interaction, and Behavior Analysis. The interrelationships between these four bodies of knowledge and their interaction with such factors as the changing cultural milieu, universal design and a variety of curricular innovations, provide a complex weave of variables with which a teacher must deal if he/she is to be successful in helping the student with Mild-Moderate disabilities to meet the demands of the environment.

The program reflects a comprehensive, field-based course of study culminating in student teaching. What is emphasized is the teaching of relevant academic, compensatory, vocational, and chronological age-appropriate skills, as well as, social and effective skills across a variety of real life environments, including the general education classroom. Functionality and cultural appropriateness of curriculum is a primary consideration along with the extent to which it invites student success, and ultimately, a sense of self-efficacy. Teacher candidates in this program must demonstrate their ability to provide quality education for students with mild to moderate disabilities using a variety of instructional approaches. Approaches include a systematic, task-analytic data-based approach to instruction, self-management techniques and learning strategies, and more constructivist approaches incorporating peer relations, social cognition, as well as metacognition.

Competencies in interacting effectively with families, assessment for IEPs, instructional program implementation and evaluation, including curricular adaptation that address
universal design and interdisciplinary teaming also are essential components of the program. Strategies utilized to ensure acquisition of all targeted competencies consist of those techniques demonstrated to be useful in the development of both theoretical and applied competence, and include lecture, group learning activities, development and/or use of existing audio-visual media aids, readings from current literature, and supervised hands-on practicum experiences. Specific competencies and criteria for proficiency are delineated for each course in the preparation program.

Preliminary Mild-Moderate Credential Course List and Sequence

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Categories</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTORY COURSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 788</td>
<td>Law, Ethics, Collaboration, Technology &amp; Instructional Planning</td>
<td></td>
<td>I: Common Core Requirements</td>
<td>3</td>
</tr>
<tr>
<td>SPED 770</td>
<td>Introduction to Mild/Moderate Disabilities</td>
<td></td>
<td>II: M/M Specialization Core</td>
<td>3</td>
</tr>
<tr>
<td><strong>GENERAL COURSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 774</td>
<td>Positive Behavior Supports</td>
<td></td>
<td>II: M/M Specialization</td>
<td>3</td>
</tr>
<tr>
<td>SPED 801</td>
<td>Development, Diversity and English-Language Learners</td>
<td></td>
<td>I: Common Core Requirements</td>
<td>3</td>
</tr>
<tr>
<td>SPED 772</td>
<td>Assessment, Curriculum and Instruction</td>
<td>SPED 788, 770</td>
<td>II: M/M Specialization</td>
<td>3</td>
</tr>
<tr>
<td>E ED 784</td>
<td>Curriculum and Instruction in Mathematics</td>
<td>Not required if student possesses California Multiple Subjects or Single Subjects Teaching Credential</td>
<td>I: Common Core Requirements</td>
<td>3</td>
</tr>
<tr>
<td>E ED 882</td>
<td>Literacy Instruction K-12</td>
<td></td>
<td>I: Common Core Requirements</td>
<td>3</td>
</tr>
<tr>
<td>SPED 763</td>
<td>Transition Planning for Students with Disabilities</td>
<td></td>
<td>I: Common Core Requirements</td>
<td>3</td>
</tr>
<tr>
<td>H ED 630</td>
<td>Elementary School Health</td>
<td></td>
<td>I: Common Core Requirements</td>
<td>3</td>
</tr>
<tr>
<td>or, (H ED 635)</td>
<td>(Secondary School Health)</td>
<td></td>
<td>I: Common Core Requirements</td>
<td>(1)</td>
</tr>
<tr>
<td><strong>ADVANCED COURSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 775</td>
<td>Mild/Moderate Disabilities: Advanced Methods</td>
<td>SPED 772</td>
<td>II: M/M Specialization</td>
<td>3</td>
</tr>
<tr>
<td>SPED 778</td>
<td>Advanced Literacy &amp; Instruction</td>
<td>EED 882</td>
<td>II: M/M Specialization</td>
<td>3</td>
</tr>
<tr>
<td>SPED 791</td>
<td>Nature of Autism Spectrum Disorders</td>
<td>Choose one Autism course</td>
<td>II: M/M Specialization</td>
<td>3</td>
</tr>
<tr>
<td>or, (SPED 794)</td>
<td>Communication, Socialization &amp; Imagination: Autism</td>
<td></td>
<td>II: M/M Specialization</td>
<td>(3)</td>
</tr>
<tr>
<td>or, (SPED 825)</td>
<td>Behavior &amp; Instructional Supports: Autism</td>
<td></td>
<td>II: M/M Specialization</td>
<td>(3)</td>
</tr>
<tr>
<td><strong>STUDENT TEACHING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 726</td>
<td>Seminar: Student Teaching for Mild/Moderate Disabilities</td>
<td>All courses must be completed with exception of SPED 775</td>
<td>II: M/M Specialization Core</td>
<td>3</td>
</tr>
<tr>
<td>SPED 730</td>
<td>Student Teaching in SPED</td>
<td></td>
<td>II: M/M Specialization</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL UNITS</strong></td>
<td></td>
<td></td>
<td></td>
<td>43-45</td>
</tr>
</tbody>
</table>

**Moderate/Severe Disabilities** (for current literature citations, see syllabi at: http://gcoe.sfsu.edu/sped/accreditation/moderate-severe)

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.

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.

### Preliminary Moderate-Severe Credential Course List and Sequence

<table>
<thead>
<tr>
<th>CATEGORY 1</th>
<th>CORE REQUIREMENTS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 788</td>
<td>Law, Ethics, and Instructional Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 801</td>
<td>Development, Diversity, and English-Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPED 763</td>
<td>Transition Planning for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 747</td>
<td>Physical, Health and Sensory Disabilities: Implications and Management</td>
<td>3</td>
</tr>
<tr>
<td>SPED 791</td>
<td>Nature of Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>H ED 630</td>
<td>Elementary School Health</td>
<td>3</td>
</tr>
<tr>
<td>or, (H ED 635)</td>
<td>(Secondary School Health)</td>
<td>(1)</td>
</tr>
</tbody>
</table>

December 15, 2011; REVISED, April, 2012 & July, 2012; Resubmitted, July 17, 2012; Final Resubmission w/o Highlighting, Sept. 05, 2012
Category 2  General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>E ED 882</td>
<td>Literacy Instruction in K-12 classrooms</td>
<td>3</td>
</tr>
<tr>
<td>E ED 784</td>
<td>Curriculum and Instruction in Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

**CATEGORY 3 METHODS COURSES: MODERATE/SEVERE DISABILITIES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 745</td>
<td>Environmental Design for Students with Moderate/Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 773</td>
<td>Methods of Assessment &amp; Instruction for Students with Moderate/Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 821</td>
<td>Fieldwork: Moderate/Severe Disabilities (taken concurrently with SPED 745 &amp; 773)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 787</td>
<td>Adv. Assessment &amp; Instruction Design-Students with Moderate/Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 789</td>
<td>Adv. Environmental Design-Students with Moderate/Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 821</td>
<td>Fieldwork in Moderate/Severe Disabilities (taken concurrently with SPED 787 &amp; 789)</td>
<td>3</td>
</tr>
</tbody>
</table>

**CATEGORY 4 STUDENT TEACHING**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 723 **</td>
<td>Student Teaching Seminar for M/S &amp; VI</td>
<td>3</td>
</tr>
<tr>
<td>SPED 730 **</td>
<td>Student Teaching: Special Education</td>
<td>9</td>
</tr>
</tbody>
</table>

**TOTAL UNITS:** 54

* Category 3 sequence begins with SPED 745, SPED 773, & SPED 821 in the **Spring** semester, followed by SPED 787, SPED 789, & SPED 821 in the following **Fall** semester.

** Students enroll full time for a minimum of 12 units during semester of student teaching.

**Physical and Health Impairments (PHI)** [for current literature citations, see syllabi at: http://gcoe.sfsu.edu/sped/accreditation/physical-health-impairments]

The rationale for the PHI Specialist credential program comes from three major sources: (a) unique educational needs of students with physical and/or other health disabilities; (b) California Department of Education Program Guidelines for Severely Orthopedically Impaired Individuals and Specialized Health Care Procedural Guide; and (c) influence of knowledge of the field including relevant theories, scholarly research, literature, and best practices that relate to students with physical disabilities.

**Needs of Students:** In California, "physical disabilities" is a term used to represent disabilities that result from orthopedic impairment, neurological impairment, and other health impairments. In addition to physical disability, some children experience associated disabilities such as learning and sensory disabilities. These conditions result in a student's need for special education services in order to benefit from their education. Such services should be provided by personnel who have been specially trained to meet the unique educational needs of students with physical disabilities from pre-school age through the ages during which they make transitions from public school programs to community life.

Teacher roles in the provision of special education services vary according to needs of the field. Therefore, credential candidates in the physical and health impairments area are prepared to provide direct instruction and other special education services to pupils with physical disabilities in whatever service delivery models that pupils are being
served: pre-school programs, special day classes, resource programs, itinerant programs, community-based programs, regular classes in public or private schools, home teaching programs, and hospital instructional programs.

California Department of Education Program Guidelines: As recommended by the Commission of Teacher Credentialing of the State of California, teachers of individuals with physical and health impairments will be guided in their practice by the California Department of Education Program Guidelines for Severely Orthopedically Impaired Individuals and Specialized Health Care Procedural Guide. According to these guidelines, access to programs and services shall be available throughout a continuum of educational placement options. Educational placement of students is based on unique educational needs and characteristic rather than on the physical and health impairments.

Educational programs are tailored to meet the needs of the individual. The general education curriculum shall be the instructional basis for teaching students in all placement settings except where modifications related to individual need may be dictated by the characteristics of physical and health impairments. Specialized equipment and personnel resources shall be available for successful school placements.

Knowledge Base of the Field: The program reflects the influence of relevant theories, scholarly research, literature, and knowledge of best practices. The program is based on the assumption that students with disabilities are best prepared for participation in natural current and future environments when they are taught in those various environments. Therefore, the program prepares teachers to implement ecological assessment inventories to determine pupil need for interventions that would allow pupil participation in current and anticipated school, home and community situations. Task analyses and ecological inventories are primary assessment and instruction tools with teaching for generalization as an underlying goal.

The program prepares candidates with direct instruction theories and strategies that foster student participation in general education curriculum and modifications of it. Curriculum courses prepare future teachers with specialized instructional strategies evaluated to be effective with students with physical disabilities. These include literacy training of students with severe speech and physical disabilities, and preparation of student with physical disabilities for employment. In addition, the program is based on a comprehensive literature review of sound educational practices in goal setting, assessment, curriculum and instruction for students with physical disabilities.

The program includes training in therapeutic management of sensorimotor and physical disabilities, normal and abnormal development comparisons, and information about orthopedic and health conditions, and how to utilize health, physical and medical data in the classroom.
Special emphasis is placed on augmentative and alternative communication (AAC) and assistive technology (AT) training for candidates in the Physical and Other Health Impairments Credential Program. The ability to communicate functionally and participate in the classroom as a full-time member is a core concept in programs serving students with physical and other health impairments. Without proper communication intervention, students with physical and other health impairments may rely on idiosyncratic, non-conventional, and highly ambiguous modes of communication to convey basic wants and needs, experiencing a great difficulty in expressing unique thoughts and contributing to social interactions. In addition, they significantly are at-risk for academic failure and social isolation. These limitations can be minimized by the provision of augmentative and alternative communication (AAC) and assistive technology (AT) systems which may be used to increase the students' communication repertoires and access to the classroom curriculum. Candidates learn the foundations of AAC and AT using the work of different authorities in the field. State-of-the-art instruction is provided by faculty with expertise and national recognition in the AAC field.

Infused throughout the program is the development of process skills using newly learned information on behalf of pupils of different ages, with different characteristics related to their disability and culture, and in different educational situations. Rationale for the process emphasis is based on the knowledge that certification allows teachers to serve pupils of a wide variety of ages and characteristics - from early childhood through post-school transitions. Process components of the program can be identified in many course experiences and assignments identified as objectives, or participant outcomes/competencies and activities in the syllabi.

Our candidates must 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, self-initiation and responsibility for meeting objectives, a spirit of cooperation, and a sense of self worth and dignity.

**Preliminary PHI Credential Course List and Sequence**

**Category I: Common Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 788</td>
<td>Law, Ethics, Collaboration, Technology &amp; Instructional Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 801</td>
<td>Development, Diversity and English-Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPED 763</td>
<td>Transition Planning for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 774</td>
<td>Positive Behavior Supports</td>
<td>3</td>
</tr>
<tr>
<td>SPED 791</td>
<td>Nature of Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>H ED 630</td>
<td>Elementary School Health</td>
<td>3</td>
</tr>
<tr>
<td>or, (H ED 635)</td>
<td>(Secondary School Health)</td>
<td>(1)</td>
</tr>
</tbody>
</table>

**Category II: General Education Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>E ED 784</td>
<td>Curriculum and Instruction in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>E ED 882</td>
<td>Literacy Instruction K-12</td>
<td>3</td>
</tr>
</tbody>
</table>

**Category III: Credential-Specific Courses**

December 15, 2011; REVISED, April, 2012 & July, 2012; Resubmitted, July 17, 2012; Final Resubmission w/o Highlighting, Sept. 05, 2012
The knowledge base of the Program in Visual Impairments at San Francisco State University is derived from essential knowledge, research-based principles, and sound professional practice. The knowledge base addresses issues in the following areas across age ranges and degree of visual impairment:

1. Theoretical Framework/Program Guidelines
2. Social Emotional Development and Learning
3. Special Populations: Development and Learning
4. Assessment of Learners with Visual Impairment
5. Curriculum and Instruction of Learners with Visual Impairment including Braille Literacy
6. Promotion of Functional Vision
7. Working with Families

Derived from this knowledge base, the following philosophy and objectives guide the Program in Visual Impairments.

1. 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.

2. 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.

3. Competencies to instruct learners with visual impairments must address individual needs across a broad age range (birth to 22 years), a variety of visual conditions (mild visual impairment to total blindness), as well as learners who have visual impairments and multiple disabilities. The program combines intensive didactic training for specific skill acquisition along with fieldwork to promote these competencies.

4. Addressing cultural and linguistic diversity is emphasized throughout the program in didactic coursework and field experiences. Candidates are expected to participate in field assignments that include diverse populations, and issues related to the effects of cultural and linguistic differences are infused throughout the curriculum.

5. 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. Candidates are expected to demonstrate the ability to provide appropriate assessment and instruction using a variety of techniques in all these areas to promote learner competence leading to active participation in school, home, and community environments.

6. The program emphasizes an individual differences approach to developmental issues related to visual impairment, looking at both learner characteristics and environmental circumstances in order to develop appropriate instructional strategies. Candidates are expected to demonstrate knowledge and skills regarding the effects of adventitious and congenital visual impairments as well as the impact of various conditions on learning and development given the unique life circumstances of each individual.

7. Families and social networks have a profound impact on the social-emotional development of learners with visual impairments across the age ranges which must be taken into account in any educational program. Competencies related to understanding the effects of visual impairment on family dynamics and social interaction as well as techniques to promote effective interaction with families and peers are stressed throughout the program.

Training strategies utilized to ensure the acquisition of all targeted competencies consist of those techniques demonstrated to be useful in the development of both theoretical and applied competence, and include lecture, group learning activities, development and/or use of existing audiovisual media aids, reading from current literature, and supervised hand-on practicum experiences. Specific competencies and criteria for proficiency are delineated for each course in the training program.

Preliminary Visual Impairments Credential Course List and Sequence

Category I: Common Core Requirements
Category II: General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 788</td>
<td>Law, Ethics, Collaboration, Technology &amp; Instructional Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 801</td>
<td>Development, Diversity and English-Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPED 763</td>
<td>Transition Planning for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>H ED 630</td>
<td>Elementary School Health</td>
<td>3</td>
</tr>
<tr>
<td>or, (H ED 635)</td>
<td>(Secondary School Health)</td>
<td>(1)</td>
</tr>
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</table>

Category III Specialization

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 735</td>
<td>Technology for Learners with Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 749</td>
<td>Medical, Educational, &amp; Rehabilitative Implications of Visual Impairments</td>
<td>4</td>
</tr>
<tr>
<td>SPED 750</td>
<td>Assessment &amp; Instruction for Learners with Visual Impairments I</td>
<td>3</td>
</tr>
<tr>
<td>SPED 751</td>
<td>Assessment &amp; Instruction for Learners with Visual Impairments II</td>
<td>3</td>
</tr>
<tr>
<td>SPED 752</td>
<td>Issues in Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 753</td>
<td>Living Skills Assessment &amp; Instruction for Learners with Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 754</td>
<td>Basic Communication Skills for Learners with Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 655</td>
<td>Basic Orientation &amp; Mobility for the Visually Impaired</td>
<td>3</td>
</tr>
<tr>
<td>SPED 757</td>
<td>Visual Impairment: Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>SPED 758</td>
<td>Advanced Communication Skills for Learners with Visual Impairments</td>
<td>3</td>
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</table>

Category IV Student Teaching

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 723 *</td>
<td>Seminar for Student Teaching: M/S &amp; VI</td>
<td>3</td>
</tr>
<tr>
<td>SPED 730 *</td>
<td>Student Teaching in Special Education</td>
<td>9</td>
</tr>
</tbody>
</table>

TOTAL UNITS 61

OTHER RELATED SERVICES CREDENTIALS

Orientation and Mobility (for current literature citations, see syllabi at: http://gcoe.sfsu.edu/sped/accreditation/orientation-mobility)

The foundation of the SFSU program in Orientation and Mobility (O&M) is to prepare teachers to provide the highest quality of instruction to learners with visual impairments, to serve on interdisciplinary and transdisciplinary teams, and to work collaboratively with other professionals, family members, and significant others in the community to provide comprehensive, quality service.

The program in O&M is a 46-unit graduate level program. The program includes an integrated offering of didactic and field experiences addressing both a generic core for specialist and services credentials and a core specific to O&M. The competency-based program core is based on CTC standards and on current research in the field of O&M. The program is fully approved by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER).
The knowledge base is framed upon the fact that O&M services are provided to learners of all ages who have visual impairments. Many of these learners are from diverse cultural backgrounds, and most have multiple disabilities. O&M instruction takes place in the school, home, and community and involves teachers, family members, and significant others. The program emphasizes an individual differences approach to developmental issues related to visual impairment, looking at both learner characteristics and environmental circumstances in order to develop appropriate instructional strategies. It stresses competencies related to effective interaction with families and in developing IEP goals and instructional programs utilizing a variety of approaches to meet the range of needs of learners with visual impairments.

The O&M program also provides a comprehensive, field-based course of study, including ongoing observation/participation experiences in schools and agencies serving learners with visual impairments, aged from birth to adulthood. These ongoing experiences are provided throughout a candidate’s program and provide a series of graduated experiences with a diversity of learners who are visually impaired. Following the completion of didactic coursework and associated field experiences in schools and agencies, candidates complete two, 210 hour closely supervised student teaching experiences. All field experiences are designed to provide experiences with the entire range of diverse learners, including ethnic, racial, and cultural diversity; age; presence of multiple disabilities; and O&M functioning and needs.

**Orientation and Mobility Credential Course List and Sequence**

**Common Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 788</td>
<td>Law, Ethics, Collaboration, Technology &amp; Instructional Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

**SPECIALIZATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 747</td>
<td>Physical, Health &amp; Sensory Disabilities: Implications &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>SPED 749</td>
<td>Medical, Educational, and Rehabilitative Implications of Visual Impairment</td>
<td>4</td>
</tr>
<tr>
<td>SPED 753</td>
<td>Living Skills Assessment and Instruction for Learners with Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 655</td>
<td>Basic Orientation and Mobility for the Visually Impaired</td>
<td>3</td>
</tr>
<tr>
<td>SPED 756</td>
<td>Orientation and Mobility Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SPED 757</td>
<td>Visual Impairment: Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>SPED 760</td>
<td>Methods in Orientation and Mobility: I</td>
<td>3</td>
</tr>
<tr>
<td>SPED 792</td>
<td>Methods in Orientation and Mobility: II</td>
<td>3</td>
</tr>
<tr>
<td>SPED 822</td>
<td>Methods in Orientation and Mobility: III</td>
<td>3</td>
</tr>
<tr>
<td>SPED 823</td>
<td>Methods in Orientation and Mobility: IV</td>
<td>3</td>
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</tbody>
</table>

**Student Teaching:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 726</td>
<td>Seminar: Student Teaching for M/M, PHI and O&amp;M</td>
<td>3</td>
</tr>
<tr>
<td>SPED 730</td>
<td>Student Teaching In Special Education</td>
<td>9</td>
</tr>
</tbody>
</table>
Speech-Language Pathology Services Credential  (for current literature citations, see syllabi at: http://gcoe.sfsu.edu/sped/accreditation/speech-language-pathology)

Required Academic Courses: (71 Units)

<table>
<thead>
<tr>
<th>PREFIX &amp; NUMBER</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 651</td>
<td>Anatomy and Physiology of the Speech Mechanism</td>
<td>3</td>
</tr>
<tr>
<td>CD 652</td>
<td>Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CD 653</td>
<td>Fluency and Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CD 654</td>
<td>Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CD 656</td>
<td>Diagnosis of Communicative Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CD 658</td>
<td>Communication Development and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CD 659</td>
<td>Articulatory and Phonological Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CD 660</td>
<td>Communicative Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CD 661</td>
<td>Neurolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>CD 663/SPED 743</td>
<td>Augmentative/Alternative Communication</td>
<td>3</td>
</tr>
<tr>
<td>CD 664</td>
<td>Clinical Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>CD 668</td>
<td>Language Acquisition &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>CD 701</td>
<td>Seminar in Language Differences and Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td>CD 705</td>
<td>Seminar in Aural Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>CD 706</td>
<td>Seminar in Counseling in Communicative Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CD 707</td>
<td>Advanced Seminar in Language Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td>CD 708</td>
<td>Seminar in Neurogenic Disorders of Language</td>
<td>3</td>
</tr>
<tr>
<td>CD 709</td>
<td>Seminar in Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CD 710</td>
<td>Seminar in Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>CD 712</td>
<td>Seminar in Therapy for Aural Disability in CD</td>
<td>1</td>
</tr>
<tr>
<td>CD 725</td>
<td>Student Teaching Workshop: Communication Disorders</td>
<td>1</td>
</tr>
<tr>
<td>CD 756</td>
<td>Advanced Diagnosis of Communicative Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>CD 768</td>
<td>Advanced Clinical Skills</td>
<td>3</td>
</tr>
<tr>
<td>ISED 797</td>
<td>Seminar in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>SPED 788</td>
<td>Law, Ethics, Collaboration, Technology &amp; instructional Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Clinical Practica & Internship Courses: (21-24 Units)

<table>
<thead>
<tr>
<th>PREFIX &amp; NUMBER</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 711</td>
<td>Seminar in Therapy for Functional Communicative Disorders</td>
<td>1</td>
</tr>
<tr>
<td>CD 713</td>
<td>Seminar in Therapy for Organic Communicative Disorders</td>
<td>1</td>
</tr>
<tr>
<td>CD 880</td>
<td>Advanced Communication Therapy</td>
<td>2</td>
</tr>
<tr>
<td>CD 881</td>
<td>Internship in Communicative Disorders I</td>
<td>3</td>
</tr>
<tr>
<td>CD 715</td>
<td>Clinical/Rehabilitative Experience in the School</td>
<td>8</td>
</tr>
<tr>
<td>CD 882</td>
<td>Internship in Communicative Disorders II</td>
<td>3-6</td>
</tr>
<tr>
<td>CD 884</td>
<td>Advanced Diagnosis in Communicative Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

Completion is approximately 8 semesters of full-time enrollment. All credential candidates must obtain a Master's degree in Communicative Disorders.

Intern Program
The San Francisco State University Internship Program is based on the CTC approved Preliminary Education Specialist Credentials in all of the five credential areas: Early Childhood Special Education; Mild-Moderate Disabilities; Moderate-Severe Disabilities; Physical & Health Impairments; and, Visual Impairments. The intern program was developed with extensive input from area practitioners and the Department Chair maintains frequent communication with those districts. As discussed at length in the Preconditions, each participating district signs an Interagency Agreement that outlines the role of the district as well as SFSU.

Listed below are the schools, school districts and county office of education with whom San Francisco State University, Department of Special Education has Intern Interagency Agreements in effect with the intern credential restriction identified for each participating district.

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>INTERN CREDENTIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda County Office of Education</td>
<td>Early Childhood Special Education (ECSE)</td>
</tr>
<tr>
<td>Alameda Unified School District</td>
<td>ECSE, MOD.-SEVERE (M/S)</td>
</tr>
<tr>
<td>Arbor Bay School</td>
<td>MILD-MODERATE (M/M)</td>
</tr>
<tr>
<td>Aspire Public Schools</td>
<td>M/M</td>
</tr>
<tr>
<td>Berkeley Unified School District</td>
<td>M/M</td>
</tr>
<tr>
<td>Calaveras County Office of Education</td>
<td>Visual Impairments (VI)</td>
</tr>
<tr>
<td>Edison Academy</td>
<td>M/M</td>
</tr>
<tr>
<td>Kern County Office of Education</td>
<td>VI</td>
</tr>
<tr>
<td>Kern High School District</td>
<td>VI</td>
</tr>
<tr>
<td>Liberty Union High School District</td>
<td>M/M</td>
</tr>
<tr>
<td>Madera County Office of Education</td>
<td>VI</td>
</tr>
<tr>
<td>Mt. Diablo Unified School District</td>
<td>ECSE</td>
</tr>
<tr>
<td>Napa County Office of Education</td>
<td>ECSE</td>
</tr>
<tr>
<td>Newark Unified School District</td>
<td>ECSE, M/S</td>
</tr>
<tr>
<td>Oakland Unified School District</td>
<td>ECSE, M/S</td>
</tr>
<tr>
<td>Oakley Union Elementary School District</td>
<td>ECSE</td>
</tr>
<tr>
<td>Orion Academy</td>
<td>M/S</td>
</tr>
<tr>
<td>Rise Institute</td>
<td>M/M</td>
</tr>
<tr>
<td>San Juan Unified District Office</td>
<td>VI</td>
</tr>
<tr>
<td>San Francisco Unified School District</td>
<td>ECSE, M/M, M/S</td>
</tr>
<tr>
<td>San Mateo County Office of Education</td>
<td>ECSE, M/M, M/S</td>
</tr>
<tr>
<td>San Ramon Valley Unified School District</td>
<td>ECSE</td>
</tr>
<tr>
<td>Santa Clara County Office of Education</td>
<td>VI, Physical Health Impairments (PHI)</td>
</tr>
<tr>
<td>Shasta County Office of Education</td>
<td>VI</td>
</tr>
<tr>
<td>Sonoma County Office of Education</td>
<td>ECSE</td>
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<tr>
<td>Southeast Consortium SELPA</td>
<td>VI</td>
</tr>
<tr>
<td>Stanislaus County Office of Education</td>
<td>VI</td>
</tr>
<tr>
<td>Stockton Unified School District</td>
<td>VI</td>
</tr>
<tr>
<td>Tulare County Office of Education</td>
<td>VI</td>
</tr>
</tbody>
</table>

Intern Program Credential Prerequisites (Must be completed to be eligible for Internship Credential & Internship Program Courses in all five credential areas)

- Passage of the CBEST or Basic Skills requirement
- Completion of the Subject Matter requirement (except Early Childhood Spec. Ed.)
- Completion of the U.S. Constitution requirement
- Completion 45 contact hours with students
- Completion of 120 hours of preservice coursework related to Standards 9, 10, 11, 13, & 15
- Negative TB test
- Certificate of Clearance
- Verification of employment
- Proof of course enrollment
- Application for Internship Credential

Course Sequences to earn the Preliminary Education Specialist Credential for all 5 program areas are the same as those listed above by program area. Interns must be continuously enrolled, including summer terms.
PROGRAM DESIGN STANDARDS

SECTION 02

Preliminary Education Specialist Teaching Credentials and Other Related Services Credentials

Program Standard 2

Professional, Legal and Ethical Practices. Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

DEPARTMENT LEVEL

Professional Practices. Candidates’ development of a professional perspective based on examination of educational policies and existing and emerging practices in education is addressed explicitly in SPED 788: Law, Ethics, and Instructional Planning. As indicated in the syllabus, candidates examine historical, legal, and social perspectives regarding the role of general and special education in society, examine and discuss current programs and practices for meeting needs of diverse learners with special education needs within a historical perspective, and examine works of major special education theorists and research on effective teaching and behavioral interventions as well as the application of those practices with diverse student groups. Candidates read relevant journal articles and other selected pieces as listed in the bibliography of the course syllabus, and discuss their implications for the field of special education. They work in small and cooperative groups to identify key issues relative to educational
policies, and discuss past and current programs in light of these issues. Further, they evaluate this information in terms of how it informs current practice.

As one demonstration of their development of a professional perspective, candidates enrolled in \textit{SPED 788} will analyze IEPs and positive behavior intervention plans and discuss how the plans provide or fail to provide for the needs of individual students with disabilities.

\textbf{Legal Issues.} Candidates also gain basic understanding of legal issues, a wide range of Special Education related legislation and the status of special education services through participation in \textit{SPED 788}. Candidates demonstrate knowledge of relevant and current laws, practices, and procedural safeguards, and regulations pertaining to public education, including individuals with disabilities and their parents and care providers. This is accomplished through multiple activities. Candidates read literature concerning legal rights and those presenting a critical analysis of special education programs and services. They develop a plan for inservicing general educators on the pre-referral and referral process as another means for demonstrating their knowledge of special education laws and current programs. They work in groups, analyzing IEPs and positive behavior intervention plans as another means for developing their skill in applying the law and program policies to individual cases.

\textbf{Ethical Practices.} Candidates meet this standard in a number of ways. First, all candidates must complete \textit{SPED 788}: Law, Ethics, and Instructional Planning. Course objectives and projects directly address knowledge bases, ethics, and reflective practice regarding this standard. As noted in the syllabus, course objectives deal with knowledge of current laws and regulations and application for those ideals to the development of programs for individuals with disabilities. Objectives also focus on the development of professionalism and competency in serving as role model educators. Students consider professional, legal, and ethical practices when analyzing a variety of assessment approaches, examining current research on effective teaching practices, and participating in structured observation experiences in local classrooms. These understandings of professional, legal, and ethical considerations and their influence on practice are brought to life through analysis of individualized plans, classroom observations and reflection on those experiences, and teacher interview, and structured research presentation, followed by self-assessment of the experience. All of these experience assist candidates in developing a better understanding of the professional, legal, and ethical practices considerations pertaining to the provision of educational programs for individuals with disabilities.

Qualifications of faculty and field supervisors also contribute to achieving this standard. All faculty and supervisors serve as models in the provision of professional and ethical practices both in terms of student advising and evaluation, as well as in terms of their close collaboration with local education agencies. The reader is encouraged to review \textit{faculty Vitae}.
Student participation in the Student Council for Exceptional Children (SCEC) chapter and the National Student Speech Language Hearing Association (NSSLHA) provides direct experiences in professional roles and practice. The Student Council for Exceptional Children Chapter #1174 at San Francisco State University was initiated in Fall 1993. During the years of its existence, Chapter #1174 has become chartered and has received the Award for Excellence from the national organization. The Chapter has provided multiple professional development activities for SFSU students each year, with the yearly highlight being the annual conference. These annual conferences have provided opportunities for students to present their thesis and field study work to peers as well as to share with others programs and instructional approaches they are using in their classrooms.

These themes of professional, legal and ethical practices are continued and expanded upon in specific core courses in each of the Educational Specialist and Other Related Services Credentials. The reader should refer to each credential program area’s Program Assessment document which addresses their specific standards for more detailed information. However, a brief summary is presented below.

INDIVIDUAL PROGRAM LEVEL

**Early Childhood Special Education.** Candidates in the Early Childhood Special Education program acquire additional information on educational policy and perspectives by completing three core courses, **SPED 777**: Atypical Infant Development, **SPED 737**: Infant Intervention, and **SPED 738**: Preschool Intervention. Issues discussed in these three courses include the historical, philosophical, and legal bases of early childhood special education and related fields, developmentally appropriate practice, multicultural curriculum, and current trends and issues in early childhood special education.

**Mild-Moderate Disabilities.** Candidates enrolled in the Mild-Moderate Disabilities core are provided opportunities to observe, participate in, and evaluate education practices and policies associated with meeting the needs of individuals with a range of disabilities through enrollment in **SPED 772** and **SPED 774**. Assignments for **SPED 772**: Assessment, Curriculum, and Instruction and **SPED 774**: Positive Behavior Support require students to review policies and perspectives first introduced in **SPED 788** and to build on this information to better understand issues specifically affecting the lives and educational programs of individuals with mild, moderate, and severe disabilities. Through observation and participation in assessment, curricular, and positive behavioral support practices in area classrooms, students begin to bridge federal, state, and local policies and perspectives to their own practices as professional educators.

Candidates enrolled in the Mild-Moderate Disabilities program also are provided opportunities to examine effective teaching practices specifically designed for individuals with Mild-Moderate disabilities and to evaluate those practices and service delivery models in light of special education policy and best practice. In addition, candidates are provided with historical, contemporary, as well as, innovative practices.
for promoting prosocial environments. These are accomplished in **SPED 770**: Introduction to Mild-Moderate Disabilities and **SPED 775**: Advanced Methods, and during student teaching (**SPED 726** and **SPED 730**). **SPED 770** provides the foundation for understanding the specific and varied needs of individuals with Mild-Moderate disabilities and to view those needs in light of current policies and program options and structures. **SPED 775** provides advanced opportunities for students to put these understandings into practice through development of instructional units and behavioral intervention plans. Finally, student teaching (**SPED 726** and **730**) provides opportunities for candidates to demonstrate competence in the application of these understandings to their work in the classroom and with family and community members.

**Moderate-Severe Disabilities Program.** The faculty in the Moderate-Severe Disabilities Program Area have a documented history of sponsored project activity reflecting state-of-the-art knowledge in both research and technical assistance programs. These projects create a reciprocal relationship between research and practice for all of the core methods courses taught by faculty (see: **SPED 745, SPED 773, SPED 787, SPED 789**). In addition, the advanced methods courses review many pertinent policy issues including the requirements of IDEA associated with the design and implementation of special education services, and state educational code requirements for implementing behavioral interventions for students with disabilities. Finally, the research base is reviewed with candidates for all educational interventions and practices presented in core methods courses.

**Physical and Health Impairments.** In addition to **SPED 788**, all PHI candidates will expand their knowledge of educational policies and practices as they relate to physical and health impairment through the PHI methods courses. In **SPED 746**: Teaching Individuals with Physical and Other Health Impairments, candidates' knowledge of legal, medical, and educational practice is extended by exploring trends in service delivery that reflect movement from a medical model approach to one that is based on individual student need, guided by the principle of least restrictive environment. Candidates use the California Department of Education's documents on Program Guidelines for Individuals who are Severely Orthopedically Impaired, the Guidelines for Occupational and Physical Therapy in California Public Schools, and the Guidelines and Procedures for Meeting the Specialized Physical Health Care Needs for Pupils, to determine indications and/or contraindications for learning and management of a variety of physical and health impairments. Particular attention is paid to provision of services arising from therapeutic and educational implications of physical and health impairments in diverse educational settings. Candidates write a case study exploring a selected physical of health impairments, with attention to historical, medical, and educational treatment and service delivery.
Visual Impairments. **SPED 749:** Medical, Education, & Rehabilitative Implications of Visual Impairments and **SPED 757:** Visual Impairment: Special Populations specifically address the philosophical and historical development of the field of visual impairments. The foundation in professional ethics and standards and the latest theories for addressing the needs of individuals with visual impairments are presented in these courses and furthered developed in the remaining specialization courses.

Orientation and Mobility. The philosophical and historical development of O&M is addressed explicitly in **SPED 756:** Seminar in Orientation and Mobility. The lectures and readings in this course present history, professional ethics and standards, current research, the latest theory on effective teaching practices, trends in the field of O&M and professional and societal issues affecting service delivery.

Speech-Language Pathology Services. Issues pertaining to the historical, legal, and social aspects of communicative disorders and their educational consequences are addressed in **CD 768:** Advanced Clinical Skills, **CD 725:** Student Teaching Workshop, **CD 706:** Counseling in Communicative Disorders, and **SPED 788.** Included in these courses are lecture and discussion re: the most effective teaching and behavioral interventions for individuals who have communicative disorders, e.g., challenging behavior, ineffective social skills, and lack of communication opportunities as they pertain to educational settings.

Intern Program. Since coursework in the intern program is the same as the courses for their credential specialization area (e.g., Mild-Moderate Disabilities), no additional course information needs to be addressed here.

Additionally, interns participate in district-sponsored activities, including one-on-one support in assuming the role of a special education teacher. They work with their one-on-one support provider in developing understanding of special education policies and procedures and are introduced to individualized education programming. Interns participate in workshops that present information on the roles and responsibilities of participating school district special education teachers.
PROGRAM DESIGN STANDARDS

SECTION 02

Preliminary Education Specialist Teaching Credentials and Other Related Services Credentials

Program Standard 3

**Educating Diverse Learners.** The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: More Information Needed:** Readers could not locate information describing how student will demonstrate knowledge in the areas of understanding of religion, gender identity/expression, sexual orientation. Not able to find how the curriculum and instructional practices address the standard for the three areas listed above.

**RESPONSE TO CONCERN, APRIL, 2012:**

Religion, gender identity/expression, sexual orientation were implied by our use of the broader term, "culture.” In response to this concern, this section was edited to make all the areas of diversity required by the standard more explicit; see highlighted text in the narrative for this standard.

Preliminarily Aligned, AUGUST, 2012

Department Level

The Department of Special Education requires all candidates to demonstrate an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle, orientation, language abilities, disabilities and aspirations of individual learners. All Education Specialist candidates are required to successfully complete course work competencies in **SPED 801**: Development, Diversity, and ELL: Special Education. Speech-Language Pathology Services Credential (SLPSC) candidates take a functionally equivalent course in their subject area, **CD 701**,
as do and candidates for the Credential in Orientation and Mobility (see, *SPED 756 & SPED 757*).

In addition, all Education Specialist candidates take *E ED 882*: Literacy Instruction in K-12 Classrooms. One of the two purposes of *SPED 801* and the equivalent companion courses cited above is to examine the value of communicative competence to collaboration and communication among parents, the school, and community services within the context of cultural, social, and linguistic diversity. The course is built upon the dual understanding that language acquisition is dependent upon family, school, and community influences and that communication and collaboration is affected by these influences both within and outside the classroom. In addition to cultural/ethnic diversity, Sped 801 also addresses issues related to religious, gender identity/expressions and sexual orientation. The following description of course content, readings, field experiences, and assignments indicate how the standard is met through reading, class activity, examination, and portfolio design.

**Differences in Culture, Cultural Heritage, Ethnicity, Language, Age, Religion, Social Economic Status, Gender Identity/Expression, Sexual Orientation, and Abilities And Disabilities**

Students are required to demonstrate knowledge of and sensitivity to culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expressions, sexual orientation, abilities and disabilities, family and community values and individual and group differences represented in California and specifically, the San Francisco Bay Area, in a variety of ways. Students are required to demonstrate knowledge of issues involving culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expressions, sexual orientation, abilities and disabilities, family and community values and individual and group differences within the educational setting through class activities and written projects. For example, students are required to read about characteristics of individual disabilities in relation to cultural background, associated religion and identify. Other readings pertain to empowering minority students and include literature on defining programs and services for cultural and linguistically diverse learners. In class the students are asked to discuss the main points of the literature and compare and contrast methods of using collaboration and of displaying sensitivity to students from diverse backgrounds.

**Differences In Communication Development, Communicative Styles**

Two competencies of *SPED 801*, and the equivalent companion courses cited above, address communication development and communicative styles. The first requires students to demonstrate knowledge of principles of first and second language acquisition and to explore strategies for language assessment and teaching students with diverse backgrounds. To achieve this, the students will read literature regarding language acquisition milestones, learning mechanisms and interactive processes. Class activities will further include panel presentations, group processes, and lectures which focus on the concept that language use relies upon both the acquisition of linguistic competence, or the person’s knowledge of form and function of language, and upon communicative competence, or a person’s unconscious knowledge of rules.
governing the appropriate use of language in social and cultural contexts. Assignments are housed in a portfolio and students are to write responses to the class activities and compile communication guidelines for future collaborative work.

The second competency requires candidates to further explore strategies for language assessment and teaching with students from diverse backgrounds. This includes a comprehensive look at culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, abilities and disabilities (see Supplementary Readings from SPED 801 as an example of how all of these topics are addressed). For example, some of the readings focus on overrepresentation of African-Americans in special education, cognitive differences and styles, multicultural populations, and the specifics of language use of/in special learners. Students learn about different sources of language input (adult, peer and child) and differences in language input based on the gender of the child. The course content also covers language and dialect variation (based on diverse factors including geography, race, ethnicity, culture, religion, socioeconomic background, sexuality/gender and other variables). In addition to reading literature, students are required to participate in class in developing problem solving scenarios in assessment and I.E.P. planning that include consideration of culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities. Class notes and homework assignments are included in the students’ portfolio as guidelines for consideration in their future teaching positions.

**Strategies And Techniques To Develop Communication Skills**

As already mentioned, strategies and techniques to develop communication skills are included in the portfolio and associated class assignments based on culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities and linguistic diversity. In addition, specific competencies are (a) to demonstrate knowledge of effective communication in collaborative frameworks for building social networks and (b) to demonstrate an understanding of the concepts and processes effective in building collaboration and utilizing communication strategies with students who are special learners, administrators, teachers, related service personnel, family members, and caregivers. Students will read state-of-the-art literature relating to these topics and are required to participate in class activities that require journaling and portfolio assignments for future reference. Students are also required to interview collaborative team members (e.g., parents, administrators, or teachers) and summarize responses related to cultural and linguistic identity (including gender identity and sexual orientation).

Competencies for SPED 801, and the equivalent companion courses cited above, are complemented by several objectives in SPED 788 relevant to this element of standard. Objectives addressing relevant and current special education laws, practices, procedural safeguards, and regulations and their application to issues of culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities are discussed.
Candidates are required to learn to communicate these legal and regulatory tenets to general education teachers, individuals with disabilities, and their parents and care providers. Students examine the ethics and values of the professional educator who must acquire skills in understanding the background and needs of students who are from diverse populations.

**Application of Principles of Instructional Practices, Collaborative Activities, and Interactions with Families from Diverse Populations**

Critical to SPED 801, and the equivalent companion courses cited above, are requirements designed to develop and encourage practical application of knowledge and sensitivity towards the cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, abilities and disabilities and social characteristics of diverse learners. Principles of instructional practices are developed in sessions in which students learn about language acquisition and theoretical frameworks for communication and collaboration. Parallel teaching, alternative teaching, team teaching, and specific classroom adaptations are integrated as a focus of activities in these sessions, both explicitly and through modeling. Students’ satisfactory completion of their portfolio is based upon the development of lesson plan guidelines and assessment practices that lead to effective classroom teaching strategies for classrooms of diverse learners. In addition, students are required to interview individuals such as parents, teachers, and administrators according to specific guidelines and write summaries of the responses. Interview guidelines and final examinations reinforce the student’s demonstration of understanding of this standard.

A number of objectives in SPED 788 address application of principles of instructional strategies for diverse learners. Objectives require the student to examine and discuss current programs and practices for meeting needs of diverse learners representative of the categories of disability within a historical perspective. Projects require the student to demonstrate skills and understanding through reading articles and texts, developing plans for inservicing general educators, and developing a behavioral and instructional techniques portfolio. Objectives reinforce this goal with emphasis on exploring the use of a variety of assessment techniques and implications of their use with diverse populations in terms of language, communication, cognitive abilities, and issues of overrepresentation. Objectives address effective teaching and behavioral interventions and the application of best practices with diverse student populations. Again, the development of portfolios and lesson plans and mini-units support this objective.

**Individual Program Level**

**Early Childhood Special Education.** Information regarding understanding and respecting differences in culture, language, socioeconomic status, and ethnicity is infused throughout the Early Childhood Special Education curriculum. Candidates will have ample opportunity to observe and demonstrate cross-cultural competence in practica and student teaching placement sites.
Mild-Moderate Disabilities. Cultural issues and considerations pertaining to the identification of individuals with mild, moderate, and severe disabilities; the assessment and identification of their specific needs; the design of meaningful and relevant curricular programs; as well as the development and provision of positive behavior support are addressed in the Mild-Moderate, and Moderate-Severe shared core courses, SPED 772: Assessment, Curriculum, and Instruction, and SPED 774: Positive Behavior Support. Through these courses, candidates learn how students’ academic, social, and behavioral/emotional needs are assessed through multiple means and how those needs are met through the development of individual intervention plans and programs. Field-based experiences in area schools challenge students to apply this knowledge when working with a highly diverse groups of students composed of individuals with a broad range of disability.

This knowledge and experiential base is further expanded through courses specifically designed for the Mild-Moderate program. SPED 770: Introduction to Mild-Moderate Disabilities specifically address diversity issues as they relate to the providing of services and programs for individuals with Mild-Moderate disabilities. SPED 775: Advanced Methods challenges candidates to put this information into practice when designing, implementing, and evaluating instructional and behavioral plans and programs for individuals in highly diverse, community settings. Moreover, the student teaching experience (SPED 726 and SPED 730) requires students to demonstrate competency in working with and meeting the needs of a diverse population.

Moderate-Severe Disabilities. Information regarding understanding and respecting differences in culture, language, socioeconomic status, and ethnicity is infused throughout the Moderate-Severe Disabilities core methods courses (i.e., SPED 773, SPED 745, SPED 787, SPED 789). Candidates have ample opportunity to observe and demonstrate cross-cultural competence in practica and student teaching placement sites in urban school settings.

Physical and Health Impairments. In addition to SPED 801, all Physical and Health Impairment (PHI) candidates will expand their awareness of human diversity through advanced methods courses: SPED 743: Issues in Augmentative and Alternative Communication, SPED 746: Teaching Individuals with Physical and Other Health Impairments, and SPED 747: Physical Disabilities: Implications and Management. Course competencies and course projects directly address individual needs of students with physical and health disabilities, in general, and those from cultural minorities, in particular. Course assignments provide the opportunity for candidates to evaluate and tailor instructional plans that meet the needs of all their students. Additionally, the field experiences provided in PHI Program are conducted in settings that reflect the ethnic diversity of the State of California.

The PHI program also emphasizes coursework in augmentative and alternative communication options through its SPED 743: Issues in Augmentative and Alternative Communication. SPED 743 is designed to provide candidate instructors of students with physical and multiple disabilities with basic information on normal speech and
language development and disorders of speech/language most commonly found in students with physical and multiple disabilities. Furthermore, the course prepares candidates to design and utilize augmentative and alternative communication (AAC) options for children and adults with little or no functional speech. The course includes information on aided/unaided approaches as well as high tech/low tech communication strategies. In particular, the course focuses on AAC assessment and intervention strategies using a collaborative interdisciplinary approach.

**Visual Impairments.** Candidates meet this competency in the core courses *SPED 788* and *SPED 801*. Further application is integrated into courses and practica experiences in diverse itinerant and center-based settings. Field experiences emphasize work with professionals, parents, and families in communities which are representative of California’s multiethnic demographics (see: *SPED 749*, *SPED 757*).

**Orientation and Mobility.** Participation in *SPED 756*: Seminar in Orientation & Mobility, *SPED 757*: Visual Impairment: Special Populations; *SPED 730*: Student Teaching, and *SPED 726*: Student Teaching Workshop, focus largely on providing students with both theoretical knowledge and practical experience in effectively serving a diverse student population. Readings, written assignments and field experiences require students to understand how differences in culture, ethnicity, gender, age, religion, socioeconomic status, lifestyle orientation, language, abilities, disabilities, and aspirations of individual learners impact instruction. Candidates design and implement instructional plans designed with these factors in mind.

**Speech-Language Pathology Services.** In addition to *SPED 788* and *CD 701*, the range of communicative disabilities is addressed in three CD courses: *CD 668*: Language Acquisition and Development, *CD 660*: Communication Disorders, and *CD 707*: Advanced Seminar in Language Disorders in Children. Student attainment of competencies are evaluated in all courses through the use of examinations, class activities (e.g., panel on cultural linguistic diversity), written projects (e.g., applied communication project), parent presentations, group processing, portfolios, language assessment, and IEP planning. Students also engage in field observations and evaluations.
Effective Communication and Collaborative Partnerships. The program provides instruction in communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: More Information Needed: Readers could not find information in the narrative as to how students will demonstrate the skills necessary to consult with specialized health care and nursing specialists in the provision of services to individuals with disabilities and community learning environments. Please provide examples of ways the program offers opportunities for candidates to demonstrate collaboration with paraprofessionals, peer tutors, volunteers and interpreters within the context of the learning environment.

RESPONSE TO CONCERN, APRIL, 2012: See highlight text for additional new information.

Preliminarily Aligned, AUGUST, 2012

Department Level

Collaborate and Communicate Effectively
The Department of Special Education requires all candidates to demonstrate the ability to collaborate and communicate effectively by successfully completing course work...
assignments in (a) **SPED 801**: Development, Diversity, and ELL: Special Education (Note: SLPSC candidates take a functionally equivalent course in their subject area, **CD 701**), (b) **SPED 788**: Law, Ethics, and Instructional Planning, and (c) practica. Class assignments and student teaching activities reinforce the students’ acquisition of knowledge and skills related to this standard. In addition, student teaching and individual program area field experience requirements include competencies for students to adapt lessons and develop culturally-sensitive, linguistically-sound, strategies for teaching learners from diverse backgrounds.

One purpose of **SPED 801**, and the equivalent companion courses cited under Standard 3, is to practice effective communication strategies designed to enhance student progress as well as communication with family and community. The course relies on language acquisition theory that explains terms of language form, use and content within the context of how language, cultural, and social diversity influences communication within the classroom, school, and community. Course content demonstrates how the different dimensions of language may be affected across disabilities. That linguistic, cultural, and social knowledge is tied to individual and group identity and influences the educational development of students with special needs is emphasized in the course content through readings, exercises, writing, and examination as described in the following.

**Collaborating with Individuals with Disabilities and their Parents, Other Family Members and Primary Caregivers**

A core theme to the class content in **SPED 801**, and the equivalent companion courses cited under Standard 3, is the acquisition of effective communication strategies for collaborative approaches to serving children with disabilities and their families. Such strategies are addressed in several of the course competencies. In studying language, communicative competence and diversity, the students are required to demonstrate knowledge of how communicative competence incorporates linguistic, cultural, and social knowledge, and how such competence relates to communication in the classroom and within collaborative frameworks. By analyzing language samples for elements of communicative competence which reflect cultural and linguistic conventions, students acquire the foundations of collaboration. These analyses serve as tools to enhance communication with parents and co-workers, as well as other professional colleagues.

Specific competencies in **SPED 788** address learning to collaborate with individuals with disabilities, their parents, and other family members. Students are required to demonstrate knowledge of instructional strategies, activities, and materials suited to educating students from diverse backgrounds including bilingual, cultural, and disability areas. Such strategies are modeled in the weekly class meetings, drawing from research and pertinent literature accumulated in the course readers, and supported through the interview/evaluation assignments as well as in-class discussions, lectures, and exams. An example of class activities is that students discuss and summarize how the methods presented in the course readings for that session can be applied to their personal teaching. The information is included in the students’ portfolio.
In **SPED 801**, and the equivalent companion courses cited under Standard 3, course work regarding the students’ understanding of issues involving cultural heritage, family and community values, and individual or group differences within the educational setting provides the background information for more effective collaboration. **SPED 788** requirements regarding assessment and instruction further support collaboration and effective communication in the classroom by reinforcing the students’ application of knowledge of curriculum adaptation and implementation. For example, students are required to explore the development and delivery of instructional programs for students from diverse backgrounds, based on assessment findings, including lesson planning, instructional strategies and techniques, and environmental arrangement. Students are required to observe in classrooms and to develop a mini-unit to be delivered to a group of students.

**Collaborating with School Administrators, General and Specific Education Teachers, Specialists, and Paraprofessionals**

**SPED 788** addresses communication and collaboration with school administrators and colleagues in the classroom in a number of ways. Students are required to demonstrate knowledge of effective communication in collaborative frameworks for building social networks. To meet this requirement, the students read about a social-contextual approach to family involvement as well as about building collaborative teamwork among professionals. The students participate in a cooperative learning activity to develop a list of “myths” to be faced in collaboration and then how to overcome them. In addition, students read articles related to collaborative processes and strategies and have an opportunity to further examine these processes in the context of collaborative final projects.

**Collaborating with Community Agencies and Related Service Personnel**

In **SPED 788** and, in part, in **SPED 801**, and the equivalent companion courses cited under Standard 3, recent national and regional efforts towards collaborating with community agencies and related service personnel are explored. The course helps candidates identify positive options for such collaborations to be effective. These options provide an in-depth understanding of concepts and processes effective in building collaboration and utilizing communication strategies with administrators, teachers, related service personnel, family members, specialized health care providers, medical-related personnel and public and private agencies involved in the transition from the Developmental Disability system to Public Schools and the transition from school to work and community settings.

Collaboration with public and private agencies involved in the transition from the Developmental Disability system to Public Schools and the transition from school to work and community settings is further enhanced in **SPED 763**, Transition Planning for Students with Disabilities. This course provides a comprehensive review of all related service agencies and systems that a special education teacher needs to understand and collaborate with to provide effective educational services to students with disabilities. This includes: Department of Rehabilitation, the Regional Centers,
California Children’s Services, County Mental Health, and various, related associations, to name a few.

Students enrolled in SPED 788 are required to demonstrate knowledge of relevant and current special education laws, practices, procedural safeguards and regulations and how to communicate their intent to general education teachers, individuals with disabilities, and their parents and care providers. Students examine historical, legal, social, political, and economic perspectives regarding the role of general and special education in society.

Finally, the overall goal of SPED 801, and the equivalent companion courses cited under Standard 3, is to learn that communication takes place in a culturally diverse environment that is best when teachers listen to collegial input, respond to student-needs, share with administrators, and stay in touch with parents. Emphasis is placed on reading, questioning strategies, group discussions, and other activities that invite respect for cultural, linguistic, and ethnic diversity. SPED 788 complements the course with its practical application and theoretical approach to creating instructional opportunities for students with disabilities.

**Individual Program Level**

**Early Childhood Special Education.** Information regarding effective communication and collaboration is infused throughout the Early Childhood Special Education curriculum; see: SPED 779, SPED 737, SPED 738, SPED 780.

**SPED 779**: Students complete a Family Collaboration Project to increase their understanding of family systems theory, family support, and family-professional collaboration.

**SPED 737**: Through a routine-based interview, students use effective communication skills to learn about a family’s routine activities, concerns, and priorities. The information collected in the interview is used to plan culturally sensitive and meaningful intervention programs.

**SPED 738**: The importance of collaboration is emphasized as one of the key indicators of a quality classroom. Students observe preschool classrooms paying attention to how professionals from different disciplines communicate and collaborate to address the needs of the children and their families.

**SPED 780**: Assessing children using a team model is discussed. Students partner with the students in a course offered by the Communicative Disorders program jointly assess a young child with disabilities, obtain the family information, and develop instructional goals.
Mild-Moderate Disabilities. Candidates enrolled in the Mild-Moderate Program further their development of communicative and collaborative skills through participation in **SPED 772**: Assessment, Curriculum, and Instruction and **SPED 774**: Positive Behavioral Supports, **SPED 775**: Advanced Methods, and **SPED 763**: Transition Planning for Students with Disabilities. Through **SPED 772**, candidates develop skills in interpreting information gathered through assessment and presenting that information to peers, parents, students, as well as other audiences; demonstrate importance of confidentiality when designing, providing, and evaluating services for individuals with disabilities; develop skills in designing IEPs; and begin to explore the communicative and collaborative skills needed for effectively working with general education teachers around the curricular needs of individuals with disabilities. A case study completed at the end of the class enables candidates to demonstrate the complete assessment process and collaboration with all members of the IEP team. **SPED 775** requires a field experience where candidates work in a middle school to assess and design instruction under faculty supervision. During **SPED 774**, candidates demonstrate similar skills around issues of positive behavioral supports and interventions. Candidates develop skills for conducting functional analysis and for communicating that information to parents, students, and peers as well as become familiar with strategies for effectively communicating behavioral needs and concerns to parents, students and teachers and for jointly developing plans for addressing those needs. Both behavior change projects involve a collaborative component, with candidates being challenged to work with the parent and other teachers when designing and carrying out the plan. **SPED 763** requires demonstration of effective communication with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners. Candidates work with local organizations that offer school to work programs to complete a thorough case study. Candidates collect a “toolbox” of transition resources that they will continue to use in their practices.

Communicative and collaborative skills of candidates enrolled in the Mild-Moderate program will be further developed through course experiences. During **SPED 770**: Introduction to Mild-Moderate Disabilities, candidates develop an understanding of how to coordinate community resources, school resource, and family participation in the education of individuals with Mild-Moderate disabilities and work together in small groups to discuss models of service delivery, behavior supports, and approaches for dealing with diversity issues.

**SPED 775**: Advanced Methods expands skills developed through **SPED 788, SPED 801, SPED 772** and **SPED 774**, and requires students to apply skills to their work with individuals with Mild-Moderate disabilities. Student teaching experiences (**SPED 726 and 730**) provide another opportunity for students to demonstrate skills in communication and collaboration. During student teaching, candidates are provided opportunities to work with parents, their district supervisor and university supervisor, as well as other school-based personnel in addressing the needs of individuals with Mild-Moderate disabilities. Toward that end, candidates will comment on their communication patterns with individuals as part of their student teaching notebook.
Communicative and collaborative practices are also explored during the student teaching workshop.

**Moderate-Severe Disabilities.** Candidates further develop their skills in communication and collaboration through coursework and fieldwork assignments that specifically target these areas. *SPED 745* provides an extensive review of inclusive educational practices and general and special education collaborative teaming. During the practicum associated with this course, candidates are placed in inclusive educational settings where they communicate and collaborate with general and special education teachers and instructional assistants to provide educational supports to students with moderate to severe disabilities in general education classrooms. *SPED 773* emphasizes the key role that care providers play in providing assessment information and selecting high priority educational goals for their children. *SPED 787* reviews the rationale and strategies for building collaborative working relationships with other educators, related service providers, support staff, and families in order to assess, instruct, and evaluate student progress. In addition strategies for managing and training instructional staff are discussed; and candidates are required to develop training and management plans for instructional assistants at their fieldwork sites. *SPED 789* emphasizes the importance of partnering with care providers to develop positive behavior support plans for students engaging in problem behaviors and for developing and facilitating the use of augmentative and alternative communication systems. During the practicum associated with this course, candidates collaborate with members of educational teams to develop comprehensive positive behavior support plans.

**Physical and Health Impairments.** Further experience in effective communication and collaboration with: (a) individuals with disabilities and their parents, other family members and primary caregivers, (b) school administrators, general and special education teachers, specialists, paraprofessionals, and (c) community agency and related service personnel, is provided to the PHI candidates through credential specific coursework. First, PHI candidates need to collaborate with individuals with disabilities, their parents, other family members and primary caregivers to complete most of their credential specific assignments, specifically those, which require: (a) ethnographic assessment of the student communication abilities and needs (*SPED 743: Issues in Augmentative and Alternative Communication*), and (b) development of a transition plan in collaboration with the student and his/her family.

Additionally, all credential specific courses include small group assignments where candidates share responsibilities with other classmates to accomplish a common goal. Course instructors facilitate and model effective team processes to help the teams work collaboratively.

Candidates’ mastery in collaborative skills is demonstrated during their credential specific field experiences where they observe, develop, and interpret therapy documents in conjunction with related services personnel and implement recommendations in collaboration with school administrators.
The specialist credential in Physical and Health Impairments prepares candidates to work with a population of infants, children, and young adults from birth through twenty-two years. Developmental issues specific to individual differences in cognition, mobility, and language characterize the special education credential program in Physical and Health Impairments. In SPED 747: Physical and Health Impairments: Implications and Management, candidates are provided with the knowledge of the processes and stages of development of gross and fine motor skills, and compare/contrast typical with atypical motor development. Emphasis is placed on evolution of primitive reflexes and postural reactions. SPED 743: Issues in Augmentative and Alternative Communication, provides information and skills related to augmentative and alternative communication for persons with severe communication impairments. Candidates focus on universal design and create low and high technology adaptations for different age groups through a variety of hands-on experiences. SPED 746: Teaching Individuals with Physical and Health Impairments, builds on this knowledge base through application of growth and development to appropriate assessment and curricula for students with physical and health impairments in diverse educational settings. Instructional adaptations integrate sensory, perceptual, and cognitive needs of students with physical and health impairments across development.

During enrollment in SPED 601: Observation and Participation in Special Education and student teaching, candidates complete a case study which addresses psychomotor, cognitive, academic, pre-academic, language, communication, self-help, social, emotional, and career and vocational domains for a student with either physical and health impairments or multiple impairments which include physical and health impairments. This assignment entails developing, adapting, and performing a variety of assessments which are sensitive to student diversity (including culture, language, behavior, and mobility). Appropriate goals, objectives, and related instructional plans are linked to assessment outcomes. Activities of integration and collaboration in general education are included.

**Visual Impairments.** Further skills in the areas of communication and collaboration are acquired in SPED 750: Assessment for Learners with Visual Impairments; SPED 751: Instruction for Learners with Visual Impairments; SPED 753: Living Skills Assessment and Instruction of Learners with Visual Impairments; SPED 755: Formal Guidework Training; SPED 757: Visual Impairments with Special Populations; and, SPED 730: Student Teaching: Visual Impairments. An important curriculum activity in the program will be teaching braille to students with visual impairments. Specific curricula materials such as PATTERNS, Minnesota Braille Inventory, Mangold Development Guide for Braille Reading, and ETC are introduced to candidates in SPED 754. In addition, opportunities are provided to utilize various curricula materials for instructions and identify its strengths and weaknesses. For SPED 758, an assignment is developed to review math or tactile graphic related tools. Candidates will choose one material (tool) and develop 2 to 3 pages paper summarizing the feature, the application, ordering information, and the usability of the selected tool.

Orientation and Mobility. Throughout the O&M program, courses and field experiences
emphasize collaboration with other professionals and working with families, volunteers, and interpreters.

In **SPED 747, SPED 749, SPED 655, and SPED 756**, candidates learn about, and demonstrate knowledge of, the roles of related professionals (e.g., OTs, PTs, SLPs, certified vision rehabilitation therapists [CVRTs], low vision specialists, rehabilitation specialists, optometrists, special education and regular education teachers, ophthalmologists) who provide information relevant to the O&M assessment process. Candidates learn medical terminology relevant to learners who have physical, health, and other sensory impairments. They learn the meaning of medical (including PT, OT, and some SLP) findings and how such findings can impact the assessment and instruction process. During their internship experience, candidates participate in team meetings, communicating with other professionals about a student’s health and learning status, O&M performance and travel needs.

In O&M seminars (**SPED 756, SPED 726**) and throughout O&M methods courses, candidates also learn strategies for collaborating with family members and education/rehabilitation professionals to integrate O&M instruction, family activities, and related educational/rehabilitation instruction (e.g., number concepts taught in class can be applied to address numbering systems and related orientation skills). Candidates also demonstrate the skills to communicate, and work with, families, volunteers, and interpreters, discussing (as appropriate) such things as assessment results, goals, and instructional programs. During coursework and often during their internship, candidates experience giving workshops and teaching significant others how to guide a student who is visually impaired.

**Speech-Language Pathology Services.** Through classroom instruction and supervised field experiences, students learn to plan and supervise activities of paraprofessionals, interpreters, and community volunteers that enhance the knowledge from **SPED 788** and **CD 701**. Competencies that build skills in professional consultation, team participation, and collegial cooperation are included in student teaching assignments (e.g., writing, observations, exams, portfolios, parent/family interviews and guidebooks, in-class projects, panel discussions (see: **CD 706, CD 715, CD725**).
PROGRAM DESIGN STANDARDS

SECTION 02

Preliminary Education Specialist Teaching Credentials and Other Related Services Credentials

Program Standard 5

Assessment of Students. The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

DEPARTMENT LEVEL

Candidates develop knowledge and skills in assessment, curriculum, and instruction through a series of coursework and related field-based experiences. These experiences move from an introductory, observation focus to the application of skills and understandings with individuals with disabilities. Core competencies in this area are primarily addressed through completion of SPED 788: Law, Ethics, Collaboration, Technology & Instructional Planning. Additional coursework and experiences specific to disability areas provide opportunities to demonstrate and enhance skills in this area.

In addition to these course-specific experiences, faculty members model appropriate and effective assessment, curriculum, and instructional practices through their university teaching. Selecting curriculum to reflect candidates' current and future teaching responsibilities, modeling best practices in classroom instruction, and implementing
classroom assessment techniques serve to broaden candidates’ understanding of effective pedagogy in the classroom.

Knowledge and Use of Basic Assessment Principles and Strategies
Through participation in SPED 788, candidates are able to define key assessment concepts and terminology and identify the steps of the assessment process and communicate that information to others. They explore the use of a variety of assessment approaches, including traditional, norm-referenced, standardized assessment tools, and performance-based, authentic assessment approaches and implications of their use with diverse student populations in terms of language, communication, cognitive abilities, and issues of overrepresentation.

Candidates develop this knowledge through course readings and discussions, through teacher observations and discussions of assessment administration, and through group development and presentation of an assessment portfolio. Candidates describe a range of tools, their technical qualities, administration and interpretation considerations, and recommendations and cautions for use with diverse student populations. Candidates also analyze IEPs and create an IEP when provided assessment information.

Knowledge and Use of Basic Curriculum Principles and Strategies
Candidates develop skills in selecting and incorporating curricula that reflect the cultures and experiences of the students with whom they work through activities provided in SPED 788. Candidates become aware of the various curriculum options available for students with disabilities (e.g., life skills, alternative communication and performance) and strategies for prioritizing curricular needs.

Candidates develop this knowledge base through course readings and discussions and observations of teachers at work in classrooms. They analyze IEPs, specifically focusing on curriculum selection as evidenced through goals and objectives. Given assessment information, they develop IEPs that incorporate curriculum reflective of the students’ culture, experiences, and needs.

Candidates discuss the curricular options available when working with students with disabilities (e.g., functional academic curriculum, life skills curriculum, vocational education curriculum, general education academic curriculum) and explore approaches for selecting curriculum to reflect students’ cultural and experiential backgrounds and ability needs, and discuss basic suggestions for how curricula can be modified and delivered across a variety of settings (e.g., general education classrooms, vocational education placements).

Knowledge and Use of Basic Instructional Principles and Strategies
Candidates enrolled in SPED 788 develop skills in (a) exploring the development and delivery of instructional programs for students from diverse backgrounds based on assessment findings, including lesson planning, instructional strategies and techniques; (b) selecting instructional strategies that support student development of knowledge and
skills in academic, socio/emotional, and behavioral domains; and (c) developing lessons based on curriculum that incorporates the cultures and experiences of the learners and in which concepts, skills or topics are taught fully and sequenced effectively.

These skills are developed through course readings and discussions and classroom observations. Use of instructional principles and strategies are evidenced in the following ways:

1. Group analysis of IEPs, with specific attention give to instructional strategies selected to support student learning.
2. Group development of IEPs that specifically state suggested instructional strategies for supporting student learning.
3. Group collection of instructional techniques that reflect strategies across curricular options, grade levels, and placements (e.g., general education classroom, community setting). Strategies include the application of technology.

**Education Specialist Teaching Credentials**

Skills in this area are further developed through enrollment in the EED course sequence *(EED 882: The Teaching of Reading/Language Arts, and EED 784: Curriculum and Instruction in Mathematics)* for those pursuing education specialist teaching credential or special class authorization. Through these courses, candidates are exposed to a variety of assessment, curricular, and instructional strategies and procedures in general education, and engage in the analysis of those strategies and procedures for a diverse student population. Students develop skills in general education assessment and then apply those skills when providing instruction to a small group of students.

**INDIVIDUAL PROGRAM LEVEL**

**Early Childhood Special Education.** Candidates in the Early Childhood Special Education program acquire additional information on assessment, curriculum, and instruction by completing the following core courses: *SPED 777: Atypical Infant Development, SPED 737: Infant Intervention, SPED 738: Preschool Intervention, SPED 780: Assessment and Program Evaluation in Early Childhood Special Education,* and student teaching, described in detail in Early Childhood Special Education specialization section later in this document.

**Mild-Moderate Disabilities.** Mild-Moderate Disabilities candidates enroll in *SPED 772: Assessment, Curriculum, and Instruction* which specifically targets skills in the area of assessment, curriculum, and instruction. Students make group presentations of assessment approaches and their use with diverse populations; develop a portfolio of alternative techniques for assessing students needs; develop a portfolio of means for modifying and adapting curriculum, instructional practices and materials for individuals with disabilities; analyze selected learning environments; write IEPs; and develop, implement, and evaluate an instructional unit based on gathered information. *SPED 774: Positive Behavior Supports* investigates the application of these skills in the behavioral and social domains.
Candidates further expand their understanding and application of assessment, curriculum, and instruction skills to the design, implementation, and evaluation of instructional plans for individual with disabilities. Specifically, SPED 770: Introduction to Mild-Moderate Disabilities explores assessment and curricular issues specifically related to individuals with Mild-Moderate disabilities. SPED 775: Advanced Methods requires candidates to develop and implement instructional and behavioral units and plans, evaluate those plans, and self-reflect on their practice as emerging professionals. Finally, candidates demonstrate their skills in these areas during the student teaching experience.

Moderate-Severe Disabilities. Candidates develop competencies in assessment and progress monitoring during core methods coursework and associated fieldwork. SPED 773 reviews assessment and progress monitoring practices and tools that candidates then use to develop instructional plans. Students are required to conduct ecological and activity-based assessments with targeted students at their practicum sites across classroom, school, and community settings to identify high priority educational goals; develop instructional plans to teach the skills addressed by the goals using research-based instructional procedures; and implement the instructional programs with needed adaptations and modifications in motivating instructional contexts while collecting student progress data. The instructional plans are responsive to the unique needs of the students because they are based on student- and family-centered assessments. SPED 787 emphasizes strategies for assessment and instruction for students who experience sensory and multiple disabilities. During the practicum associated with the course, candidates develop and implement long-range academic plans that include adaptations and modifications that enable the students to fully participate in the lesson while working at their current progress level. SPED 789 focuses on assessment and intervention in the areas of communicative competence and positive behavioral supports. The first major course assignment is the communication project that requires candidates to implement a variety of “natural context” assessments to design, in collaboration with relevant educational team members (e.g., general and special education teachers and parents), a multi-model communication system that will support the student with disabilities in expressing wants and needs, making choices, participating in conversations, accessing the academic curriculum, and developing positive social relationships and friendships. The candidates also identify through their assessment activities a high priority communication goal for the targeted student, develop an instructional plan to teach the designated skills, implement instruction over the course of the semester, and evaluate student progress using systematic data collection procedures. The second major course project requires that the candidates, in the context of their practicum site and under the guidance of their Master Teachers and university supervisors, address the needs of a student who exhibits challenging behaviors by conducting a comprehensive functional assessment and designing and implementing (in collaboration with members of the educational team, including the student’s parents) a multi-component, positive behavior intervention and support plan to address the targeted inappropriate behavior(s) in the context of acknowledging the “functions” that the behavior(s) serve for the student.
Physical and Health Impairments. In addition to SPED 788, all PHI candidates will expand their knowledge of assessment, curriculum and instruction for students with physical and health impairments as they complete their credential specific coursework. Care is taken that PHI candidates are competent to evaluate formal assessment, adapt standardized assessment tools, and construct informal assessments, including environmental inventories, portfolio assessment and informant interviews. In SPED 743: Issues in Augmentative and Alternative Communication, candidates work in small groups to practice a motor response assessment for potential assistive technology use. In SPED 746: Teaching Individuals with Physical and Other Health Impairments, candidates complete the physical adaptation of a formal assessment tool, using spatial orientation, visual perception requirements, task and situation analysis, and other techniques. Language needs of the students are a critical factor in assessment modification.

Assessment is demonstrated and mastered in SPED 601: Observation and Participation in Special Education and student teaching, through use of comprehensive case studies and observation of assessment approaches by the university supervisor.

Competence in selecting and using a variety of low and high technology adaptations is a critical component in the PHI credential program. Candidates practice low and high technology adaptation skills in SPED 746: Teaching Individuals with Physical and Other Health Impairments and SPED 743: Issues in Augmentative and Alternative Communication, and demonstrate mastery in SPED 601: Observation and Participation in Special Education and student teaching.

In SPED 746: Teaching Individuals with Physical and Other Health Impairments, candidates continue to practice adaptation of curricular materials and develop low technology solutions to student access difficulties by adapting assessment tools and basic instructional materials such as literacy artifacts, books and worksheets. Opportunities for sharing materials adaptations with other candidates during class presentation are a valuable aspect of this activity. In SPED 743: Issues in Augmentative and Alternative Communication (AAC), candidates are introduced to the legal basis for technology support, define augmentative and alternative communication and user populations, integrate AAC systems with educational goals, and examine AAC systems for specific populations. Collaborative instruction between university faculty and school site-based teachers with specific expertise in augmentative communication facilitates these competencies.

In the case studies required for SPED 601 and student teaching, a variety of lessons are taught that reflect the candidate's ability to adapt the general education curriculum and facilitate independent student functioning through the use of technology. Low technology adaptations include simple architectural modification, environmental and object modification (including work surface modification, object stabilization, and manipulation and grasping aids), and simple environmental control (switch use and adaptations). High technology adaptations include use of computer based materials (including software and specific adapted peripherals such as switch access, expanded
keyboards, key guards, etc.), and use of dedicated augmentative communication devices. Determination of utilization of specific combinations of low and high technology is determined by student needs.


**Orientation and Mobility.** All candidates in Orientation and Mobility (O&M) are required to successfully demonstrate basic knowledge of assessment techniques, curriculum design, and instructional strategies by successfully completing O&M core courses including SPED 755, SPED 756, SPED 760, SPED 792, SPED 822, and SPED 823. This list comprises the O & M methods courses and the accompanying seminar in O&M. Additional coursework in special education, diverse field experiences, as well as SPED 726 and SPED 730 (student teaching courses) provide opportunities to demonstrate skills in implementing this knowledge.

Exploration of major O&M instructional approaches and current research on learning and effective teaching practices and curricula in O&M is another feature of the program that relates to Standard 5. Each candidate is required to demonstrate the ability to develop, modify, and carry out instructional strategies that include planning lessons and involving family members and other professionals as appropriate across a range of settings. Candidates learn to assimilate the variety of needs, strengths, and abilities of individuals with disabilities whom they serve.

**Speech-Language Pathology Services.** Candidates for the Speech-Language Pathology Services Credential are required to successfully demonstrate comprehensive knowledge of a variety of formal and informal assessment techniques and tests by successfully completing core courses including: CD 656; CD 663; CD 707; CD 708; CD 709; CD 710; CD 712; CD 756; CD 768; CD 711; CD 713; CD 881; CD 715; CD 882; CD 884. These courses are reviewed in detail in the Speech-Language Pathology Services Credential specialization section later in this document.
PROGRAM DESIGN STANDARDS

SECTION 02

Preliminary Education Specialist Teaching Credentials
and Other Related Services Credentials

Program Standard 6

Using Educational and Assistive Technology:
The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: More Information Needed: The narrative for this standard states that candidates are introduced to educational and assistive technology and universal design in SPED 788. The readers could not find how the learners will demonstrate the use of educational and assistive technology, as well as initial design. How does the program prepare candidates to meet each specific requirement (the use of technology in enhancing the learning environment and accommodate for individual differences, how does the program provide candidates with an understanding of the legal and ethical issues involved in the use of technology, how does the program prepare candidates to access information and obtain consultation from other professionals regarding technology related to student needs?) Demonstration of how this will be covered is needed.

RESPONSE TO CONCERN, APRIL, 2012:

SPED 788 Assistive Technology

In SPED 788, students are introduced to the following concepts for using Assistive Technology (AT) and Universal Design (UD) in two class sessions (see March syllabus topics for SPED 788). Class sessions incorporate instructor lecture, review of course text chapters on topic, analysis of case studies, and small group demonstration of concepts.

RESPONSE TO CONCERN, APRIL, 2012 (CONTINUED):

December 15, 2011; REVISED, April, 2012 & July, 2012; Resubmitted, July 17, 2012; Final Resubmission w/o Highlighting, Sept. 05, 2012
The first session on the use of Accommodations addresses the following universal design and assistive technology concepts:

1. Using electronic curricular material that is designed to be compatible with assistive technology;
2. Using technology to change information from one format to another;
3. Use of digitized text: text-to-speech, speech-to-text, font size, colors, and highlighting;
4. Using Multiple Media, such as video and audio formats to demonstrate key concepts and convert to age-appropriate materials to students;
5. Using the internet to access current and real-world examples;
6. Use of low tech and high tech options for presenting information, providing student access to information, and a means for student demonstration of learning;
7. Use multiple modalities for presenting and demonstrating learning: orally, visually through pictures, kinesthetically by modeling it in a demonstration, and using technology-based programs; and,
8. Use of the Internet for current and real-world examples of concepts.

To connect students with AT services, a review of internet sites for access to assistive technology information and services are included in this session. Students analyze a case study for a specific disability accommodation needs and suggest solutions using universal design elements and assistive technology supports.

The second lecture on AT and UD topics covers key legal cases and the laws covering the use of AT and UD. In small discussion groups, students reflect on this content for implications in their teaching using examples in their own practice, or on a provided case study. To connect students with local AT services, a speaker from a local agency providing assistive technology supports, or a school district AT specialist are included in this session. Students demonstrate use of universal design and assistive technology concepts in the Group Presentation Assignment.

In addition, see responses below highlighted in yellow.

Preliminarily Aligned, August, 2012

Departmental Response

Given the importance of Educational and Assistive Technology in providing an appropriate education for students with disabilities, the use of technology is infused throughout the core methods courses in each of the credential program areas. As such, it is described in detail in the subsequent sections which address each program area's specific standards. Further, the content of instructional programs, materials and technology employed in instruction taught through those courses are grounded firmly in the principles of universal design.
Faculty make full use of the information and materials available at a wide variety of federally funded universal design/technology projects including:

- Center for Applied Special Technology (CAST) ([www.cast.org](http://www.cast.org))
- Center for Universal Design, North Carolina State University ([http://www.design.ncsu.edu/cud/](http://www.design.ncsu.edu/cud/))
- [ERIC/OSEP Topical Brief](http://www.k8accesscenter.org/training_resources/UniversalDesign.asp)
- National Center for Accessible Media ([http://ncam.wgbh.org/](http://ncam.wgbh.org/))
- The Trace Center, University of Wisconsin-Madison ([http://trace.wisc.edu/world/gen_ud.html](http://trace.wisc.edu/world/gen_ud.html))

However, candidates are introduced to educational and assistive technology and universal design in *SPED 788*, an initial core course required for all credential areas, described in detail under Standard 2. In terms of Universal Design, in particular, the various principles and benefits identified and promoted by U.S. Education Department ([http://www.k8accesscenter.org/training_resources/UniversalDesign.asp](http://www.k8accesscenter.org/training_resources/UniversalDesign.asp)) form the basis for this important module in SPED 788.

These core principles are:

1. **Equitable Use** to ensure that designs are useful and marketable for people with diverse abilities;
2. **Flexibility in Use** to accommodate a wide range of individual preferences and abilities;
3. **Simple and Intuitive Use** so that products or environments are easy to understand;
4. **Perceptible Information** such that information can be communicated effectively regardless of the user’s sensory or physical abilities;
5. **Tolerance for Error** that minimizes the effects of accidents or unintended actions;
6. **Low Physical Effort** so that products and environment can be used comfortably and with minimum fatigue; and
7. **Size and Space for Approach and Use** to support access regardless of user’s body size, posture, or mobility.

Primary education benefits include:

- **Building accessibility into design** to ensure that features meeting the needs of the widest range of students are integrally incorporated into the curricula.
- **Providing adaptable materials and media** that allow students to choose and customize formats suited to their learning needs in a number of ways.
- **Using Multiple Media** such as video and audio formats provides a variety of ways to represent a concept and allows students to access the material through their different senses.
• Providing challenging, salient, and age-appropriate materials to students with a range of abilities.
• Presenting information in multiple, parallel forms to accommodate diverse learning styles.

Individual Program Areas

Early Childhood Special Education. **SPED 737**: Use of assistive technology to enhance a young child’s ability to communicate is discussed. Issues include use and choice of various high and low tech assistive devices, and the importance of collaborating with family members.

**SPED 825**: A form of augmentative and assistive communication, Picture Exchange Communication System (PECS) is covered, along with an introduction to some iPad apps appropriate for young children with special needs. Students incorporate the use of technology in their course assignments when appropriate.

Mild-Moderate Disabilities. Candidates enrolled in the Mild-Moderate Program develop their ability to use computer-based technology to facilitate the teaching and learning process in **SPED 770: Introduction to Mild/Moderate Disability**. In this introductory course candidates are introduced to the principles of Universal Design for Learning (UDL) and the various forms of technology that provide greater access to curriculum for all students. In addition, candidates begin to assemble an electronic portfolio and gain access to an on-line Lesson Plan Creator with a direct link to our library databases for peer-reviewed journal articles on evidence-based practices, including technology. In **SPED 775: Advanced Methods** candidates are introduced to the concept of Technological Pedagogical and Content Knowledge (TPACK) and they learn about and practice methods for incorporating technology in their practice to improve the delivery of content knowledge. Throughout the remainder of candidates' course completion, they are expected to utilize the principles of UDL and TPACK.

Moderate-Severe Disabilities. **SPED 773, SPED 787**, and **SPED 789** provide content and fieldwork experiences related to assessment, program planning, and instruction for students with moderate-severe disabilities. Strategies related to the identification and use of educational and assistive technology and augmentative/alternative communication (AAC) systems is embedded into these discussions; and the instructional plans and the design of AAC systems developed by credential candidates for students in fieldwork settings provide evidence that students can use educational technology and design AAC systems to increase student participation and learning. For more detail the reader should refer to the syllabi for each of these courses.

O&M Program. In addition to the above, O&M candidates are introduced to the use of current technologies (e.g., accessible pedestrian signals) and environmental sensors (e.g., Miniguides) through O&M methods courses and seminars (**SPED756, SPED 726, SPED 822/823**). The candidates hear lectures and participate in hands-on activities using way finding technologies such as GPS systems, Talking Signs, and Talking Maps.
During their internship experience, candidates gain valuable experience teaching students how to use O&M related technologies effectively in travel.

**Physical and Health Impairments.** Information regarding the use of educational and assistive technology is further addressed in **SPED 743** and **SPED 746** for candidates in this program area. Candidates receive extensive instruction and practice in the use of low and high technology through courses and directed teaching while completing the Preliminary Credential. In **SPED 746** (Teaching Individuals with Physical and Other Health Impairments), emphasis is placed on the use of technology to facilitate classroom inclusion and access to core curriculum, as well as on strategies for using technology as an educational tool. A survey of assistive technology options and software programs that are compatible with the needs of students with physical and health impairments is introduced and practiced in **SPED 746**, along with multiple curriculum-adaptations including a software integration activity and an adapted book-reading activity. In **SPED 746**, candidates demonstrate ability to modify curricular access and learning materials for individuals with special needs through low and high technology adaptations, especially through computer-based applications. Methods of knowledge demonstration include (a) selection, (b) design and (c) in class demonstration of the use of standard and specialized software. Specialized software is used to meet student goals and objectives, curriculum access, optimal learning, and communication needs. Through collaborative instruction between university faculty and school site-based personnel, candidates demonstrate skills related to personal computer use, programming special vocabularies for communication and lessons, switch interface and adaptations, word processing and prediction programs, and computer-related assistive devices. Opportunities for sharing materials’ adaptations with other candidates during class presentation is a valuable aspect of this activity. In **SPED 743** (Issues in Augmentative and Alternative Communication), candidates are introduced to the legal basis for technology support, define augmentative and alternative communication and user populations, integrate AAC systems with educational goals, and examine AAC systems for specific populations. Collaborative instruction between university faculty and school site-based teachers with specific expertise in augmentative communication facilitate these competencies. Augmentative communication devices are presented and practiced for the population of students with physical and health impairments through completion of **SPED 743** (Issues in Augmentative and Alternative Communication).

**Visual Impairment.** Educational and assistive technologies for students with visual impairments are integral parts of providing effective services. Universal design (UDL) and principles of assistive technology (AT) are being infused throughout all courses in the program. **SPED 735**(Technology for the Visually Impaired) addresses venues of AT, applications of UDL, AT services, and instructional strategies applicable to students with visual impairments. Specialized technology for individuals with visual impairment, use of devices such as closed circuit television, word processors with large print displays, voice output capabilities, electronic note takers, and adaptive materials such as talking calculators and tactile graphics, and related research in technology and its application to teaching learners with visual impairment are the primary topics of the class.
PROGRAM DESIGN STANDARDS

SECTION 02

Preliminary Education Specialist Teaching Credentials and Other Related Services Credentials

Program Standard 7

Transition and Transitional Planning. The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

The concept and legal imperative for transition across the life-span is introduced in SPED 788. This course reviews the initial responsibility of the Developmental Disability System in delivering educational and related services and supports for infants and toddlers and the requirements for a coordinated transition to public schools at the preschool level. It also examines the requirements in federal and state law for the transition from school to work and community living upon school exit.

Later, these themes become amplified in a specialized course devoted entirely to transition across the life-span, SPED 763: Transition Planning for Students with Disabilities. This course focuses on the process, planning and coordination across professionals and families needed for success in the following transitions: (a) toddler to preschool programs; (b) preschool to elementary school; (c) elementary to middle school; (d) middle school to high school; and, (e) high school to post-secondary school and/or to direct-hire employment and community living. Concepts and techniques pertinent to these transitions are covered in depth, such as person-centered-planning, self-determination, job development, service integration across responsible systems, and an emphasis on educational technology and adaptations to created functionally equivalent use of school and community settings as well as employment based on universal design. Candidate from all Education Specialist Credential program areas are required to take SPED 763, except Early Childhood Special Education (ECSE) and Speech-Language Pathology Services Credential (SLPSC). ECSE enhances
candidates knowledge in transition for young children through \textit{SPED 779, SPED 737 and SPED 738}. SLPSC candidates acquire knowledge and skills in effective life-span transitions in many of their required courses, especially in \textit{CD 656 and CD 756}.
PROGRAM DESIGN STANDARDS

SECTION 02

Preliminary Education Specialist Teaching Credentials and Other Related Services Credentials

Program Standard 8

**Participating in IFSP/IEPs and Post-Secondary Transition Planning.** The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

All students are introduced to the requirements to develop an Individualized Family Service Program (IFSP) for infants and toddlers and an Individualized Education Program (IEP) starting at age 3, including the changes in an IEP that take place starting at age 16 to prepare for school exit and adulthood. in **SPED 788**. In addition each credential program delves into IFSPs or IEPs, depending on the particular credential's authorizations in great detail in several core methods courses. For more information, the reader is referred back to the discussion of Standards 2, 4, 5 and 7 in this section, as well as the specific sections by credential program later in this document.
Preparation to Teach Reading/Language Arts. The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Candidates in Education Specialist credential programs will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds. The preparation program provides each candidate with experience in a classroom where reading is taught.

Intern Program Delivery Model. The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 9: Preparation to Teach Reading-Language Arts

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: More Information Needed:** Readers could not access the “Intern Pre-service Form.” Site visitors might ask to see the form. The standard calls for “Candidates need to be able to analyze and evaluate oral and media communication—readers could not find any narrative describing how candidates will demonstrate competency in media.

**RESPONSE TO CONCERN, APRIL, 2012:**
The link for the Intern Pre-Service form was functional. It brought the reviewer to a webpage that had a variety of documents listed. The Intern Pre-Service form is listed in the middle section under the heading, "Forms;" see: [http://gcoe.sfsu.edu/sped/accreditation/preconditions](http://gcoe.sfsu.edu/sped/accreditation/preconditions). This appears to be a reviewer error; the reviewer must not have notice it in the Forms section.

Specifically the form is used to verify that intern candidates either have taken SPED 788, SPED 801 or E ED 882, or equivalent courses.

PRELIMINARILY ALIGNED, AUGUST, 2012

DEPARTMENT LEVEL

The primary vehicle for meeting this standard is through the completion of **EED 882**: The Teaching of Reading/Language Arts offered through the multiple subjects program at SFSU candidates are provided opportunities to both observe and participate in curriculum development and instructional activities in multiple general education settings. The only exception is the credential in Early Childhood Special Education where it is addressed primarily in **SPED 737 and SPED 738**.

Curriculum development in **EED 882** is aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework and leads to the development of skills in selecting curriculum and the design, implementation, and evaluation of lessons and units of instruction. In addition, this course provides training in relation to Reading Instruction Competence Assessment (RICA).

In **EED 882**, candidates examine curriculum and means for adapting that curriculum to meet the needs of the full range of learners including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners in general education settings. This is accomplished through the reading of text and article information and through the collection of reading/language arts strategies and techniques. They gain skills in how to select curriculum and design instruction for individual, small, and large groups of students and acquire skills in developing, implementing, and evaluating lesson plans and a mini-instructional unit with groups of general education students. For the mini-units, candidates, in consultation with their general education teacher, select a small segment of the curriculum and develop a series of lessons for presenting that knowledge and skills to students. Their mini-unit represents one segment of a larger unit of on-going instruction occurring in the classroom.

**EED 882** is an CLAD emphasis course, meaning that it stresses the importance of (a) understanding the needs of diverse learners, including those who are second language learners; and (b) constructing learning experiences that are responsive to these diverse needs. As evident in all course objectives, all exploration into curricula and pedagogical approaches are framed by the needs of diverse learners, including first and second language learners, and differences in ability, personal interests, linguistic, cultural and socioeconomic background characteristics.

INDIVIDUAL PROGRAMS LEVEL
Mild-Moderate Disabilities. Information from **EED 882** is supplemented through **SPED 778 and SPED 775** for candidates in this program area. These courses provide additional knowledge in adapting the curriculum to meet the needs of the full range of learners who are included in the authorization for this credential, including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners in general education settings.

Moderate-Severe Disabilities. Information from **EED 882** is supplemented through **SPED 773 and SPED 787** for candidates in this program area. These courses provide additional knowledge in developing and adapting literacy curriculum to meet the needs of the full range of learners who are included in the authorization for this credential, including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system in general education settings.

Physical and Health Impairments. Information from **EED 882** is supplemented through **SPED 743 and SPED 746** for candidates in this program area. These courses provide additional knowledge in adapting the curriculum to meet the needs of the full range of learners who are included in the authorization for this credential, including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners in general education settings.

Visual Impairments. Information from **EED 882** is supplemented through **SPED 750 and SPED 751** for candidates in this program area. These courses provide additional knowledge in adapting the curriculum to meet the needs of the full range of learners who are included in the authorization for this credential, including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners in general education settings.

Intern Program Delivery Model. The Department Chair reviews each application for an intern credential to ensure that the applicant has had preservice training related to Standard 9. An **Intern Preservice** form is completed which documents this training and it is placed in the candidate's College file.
**PROGRAM DESIGN STANDARDS**

**SECTION 03**

Preliminary Education Specialist Teaching Credentials

Program Standard 10

**Preparation to Teach English Language Learners.** The program provides candidates opportunities to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students’ needs. Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

Candidates learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers. Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development. Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical, and individual factors affect students’ language acquisition.

**Intern Program Delivery Model.** The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 10: Preparation to Teach English Language Learners as well as ongoing preparation throughout the program.

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS:** Preliminarily Aligned
DEPARTMENT LEVEL

The following courses form a comprehensive response to this standard: SPED 788, SPED 801, EED 882. Since these courses were covered in detail under Standards 2, 3, 4, 5 and 8, they will be discussed more briefly under this standard.

**SPED 801:** Development, Diversity, and ELL: Special Education, focuses on competencies for students to adapt lessons and develop culturally-sensitive, linguistically-sound, strategies for teaching English Language Learners (ELL) from diverse backgrounds. **SPED 801** course work enhances candidates understanding of issues involving cultural heritage, family and community values, and individual or group differences within the educational setting provides the background information for ELL.

**SPED 801** relies on first and second language acquisition theory that explains terms of language form, use and content within the context of how language, cultural, and social diversity influences communication within the classroom, school, and community. Course content demonstrates how the different dimensions of language may be affected across disabilities. That linguistic, cultural, and social knowledge is tied to individual and group identity and influences the educational development of students with special needs is emphasized in the course content through readings, exercises, writing, and examination as described in the following.

Finally, the overall goal of **SPED 801** is to learn that communication takes place in a culturally diverse environment that is best when teachers listen to collegial input, respond to student-needs, share with administrators, and stay in touch with parents. Emphasis is placed on reading, questioning strategies, group discussions, and other activities that invite respect for cultural, linguistic, and ethnic diversity.

INDIVIDUAL PROGRAM LEVEL

**Early Childhood Special Education.** Information regarding ELL is infused throughout the Early Childhood Special Education curriculum; see: SPED 779, SPED 737, SPED 738, SPED 780. For more detail the reader should refer to the program specific standards in this area.

**Mild-Moderate Disabilities.** Information regarding ELL is supplemented through SPED 778 and SPED 775 for candidates in this program area. For more detail the reader should refer to the program specific standards in this area.

**Moderate-Severe Disabilities.** Information regarding ELL is supplemented through SPED 773 and SPED 787 for candidates in this program area. For more detail the reader should refer to the program specific standards in this area.

**Physical and Health Impairments.** Information regarding ELL is supplemented through SPED 743 and SPED 746 for candidates in this program area. For more detail the reader should refer to the program specific standards in this area.
Visual Impairments. Information regarding ELL is supplemented through *SPED 750 and SPED 751* for candidates in this program area. For more detail the reader should refer to the program specific standards in this area.

Intern Program Delivery Model. The Department Chair reviews each application for an intern credential to ensure that the applicant has had preservice training related to Standard 10. An *Intern Preservice* form is completed which documents this training and it is placed in the candidate's College file.
PROGRAM DESIGN STANDARDS

SECTION 03

Preliminary Education Specialist Teaching Credentials

Program Standard 11

Typical and Atypical Development. The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practices on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs.

Intern Program Delivery Model. The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 11: Typical and Atypical Development as well as ongoing preparation throughout the program.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: More Information Needed: Readers could not locate information regarding prenatal stage through adulthood, as course 747 was missing. Readers could not locate within the narrative “The program prepares candidates to demonstrate competency knowledge of typical and atypical human development from the prenatal stage through adulthood, including knowledge of developmental stages and their implications for learning.

RESPONSE TO CONCERN, APRIL, 2012:
All of the links to SPED 747 were functional, so the reader must have overlooked SPED 747 in the listing of syllabi in various program areas web-pages. This appears to be a reviewer error. In addition, see the highlighted text below.

PRELIMINARILY ALIGNED, AUGUST, 2012
All Candidates are introduced to the differences between typical and atypical development in SPED 788. This information, then, in expanded upon in each Education Specialist credential program area.

**Early Childhood Special Education.** Information regarding typical and atypical development in the Early Childhood Special Education program is addressed in SPED 777. In SPED 777, students learn about typical developmental milestones for children birth to 5, and various risk factors impacting development. In addition to assigned readings and exams, students complete an observation report of a young child, detailing the child’s capabilities in all developmental areas. For more detail the reader should refer to the program specific standards in this area.

**Mild-Moderate Disabilities.** Candidates enrolled in the Mild-Moderate Program develop an in-depth understanding of atypical versus typical development in SPED 770: Introduction to Mild-Moderate Disability. Candidates are required to research the etiology of disability categories and map out differences in development across age groups. Candidates are assigned STAR LEGACY Modules form the IRIS CENTER TO identify cultural and environmental factors that influence learning and development. Further, in SPED 772: Assessment and Instruction and 775: Advanced Methods candidates have the opportunity to assess atypical students and design instruction and the classroom environment according to the students’ strengths and cultural background. A case study assignment enables candidates to demonstrate how assessment findings are presented to students and parents and how a team is assembled to create an effective IEP.

**Moderate-Severe Disabilities.** In addition to the SPED 747 course, Information regarding typical and atypical development is addressed in two credential-specific courses: SPED 787 and SPED 789 for candidates in this program area. SPED 787, Advanced Assessment and Instructional Design for Students With Moderate/Severe Disabilities, addresses issues and effective practices to support the movement, mobility, and sensory needs of learners with sensory and/or physical disabilities and deaf-blindness; and credential candidates develop long-range academic plans with adaptations and modifications for students who experience multiple disabilities so that they can fully access instruction. SPED 789, Advanced Environmental Design for Students with Moderate/Severe Disabilities, focuses on the development of augmentative and alternative communication (AAC) systems for students who are nonverbal or who have limited speech and language. Credential candidates demonstrate their understanding of alternative modes of communication by conducting communication assessments and designing AAC systems for students at their fieldwork sites. For more detail the reader should refer to the syllabi for these courses.

**Physical and Health Impairments.** Information regarding typical and atypical development is addressed in SPED 777 and SPED 747 for candidates in this program area. For more detail the reader should refer to the program specific standards in this area. In these courses, candidates gain an in-depth understanding of atypical development patterns with comparisons to normal development. The courses challenge
candidates to think of implications of atypical development on assessment and intervention strategies as well as educational programming. Courses topics include (a) developmental and behavioral characteristics of infants who are disabled or are at risk for developmental delay; (b) assessment; (c) intervention; (d) family services; and (e) ethical issues in special education. Through completion of class assignments, candidates practice atypical infant and older student assessment and intervention in the disability area of their professional interest. For more detail the reader should refer to the program specific standards in this area.

**Visual Impairments.** Information regarding typical and atypical development is addressed in *SPED 749* for candidates in this program area. *SPED 750* and *SPED 751* discuss instructional strategies and assessment techniques pertaining to typical and atypical development and their implications to students with visual impairments. For example, research-based journal articles aimed at typical and atypical development of children are being assigned to each student. There will be 5 class periods in which students will be asked to write a quick reflection about the readings. The writing time will be 5 minutes in class and reflections are to be turned in to the instructor. For more detail the reader should refer to the program specific standards in this area.

**Intern Program Delivery Model.** The Department Chair reviews each application for an intern credential to ensure that the applicant has had preservice training related to Standard 11. An [Intern Preservice](#) form is completed which documents this training and it is placed in the candidate’s College file.
Behavioral, Social, and Environmental Supports for Learning. The program ensures that candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. The program provides candidates information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: More Information Needed: Please provide how candidates demonstrate knowledge of current laws bullying and harassment.

RESPONSE TO CONCERN, APRIL, 2012:

The standard does not specifically ask that laws on bullying and harassment are to be addressed. If that information was needed, the standard should make that need explicit.

However, in SPED 788, bullying is addressed in the unit on case law and student behavior (see March 24 session in SPED 788). In addition, in SPED 788, the teacher interview assignment includes bullying as a question that must be asked of the interviewee, and it also is a topic that is part the class observation assignment.

More specifically, students in SPED 788 demonstrate knowledge on the issue of bullying and harassment by completing a case analysis exercise and class discussion on the seminal decision of TK & SK ex rel LK v. New York City Dept of Educ 779 F.Supp.2d 289, 56 IDELR 228 (E.D.N.Y. 4/25/2011). This case is important not just because it analyzes special education law principles involving bullying, but also because it provides a thorough review of the social science literature on bullying.

While the general requirements of IDEA are well established, the question of whether bullying could have a substantive impact on a student’s ability to benefit from his/her education and therefore establish grounds for finding that a school district deprived a student of a free and appropriate education) continues to be an open question. We therefore review Smith v. Guilford Board of Education, 226 Fed.Appx. 58 (2d Cir.2007)
and discuss the fact that three other circuit courts of appeals have expressly noted that bullying can be a basis for denial of a FAPE.

This standard is addressed at the individual program area level for all Education Specialist Credentials. All programs offer training in Positive Behavior Supports focused on the individual student, as well as classroom-level management. Topics include appropriate pro-social behavior, peer interactions self-control and self-determination.  

**PRELIMINARILY AlIGNED, AUGUST, 2012**

**Early Childhood Special Education.** Candidates in this program area learn about positive behavioral, social and environmental supports in **SPED 774, SPED 777, SPED 737, SPED 738 and SPED 825**. For more detail the reader should refer to the program specific standards in this area.

**Mild-Moderate Disabilities.** Candidates in this program area learn about curriculum and instruction of students with disabilities in **SPED 772, SPED 775 and SPED 778**. After being introduced to Universal Design for Learning (UDL) and Technological Pedagogical and Content Knowledge (TPACK) in SPED 770, candidates demonstrate their ability to put these principles into practice in SPED 772: Assessment and Instruction. Candidates learn to choose appropriate assessments to identify a student’s strengths and areas of need. Each candidate works with a student to assess and design instruction to meet the individual needs of that student. In SPED 772, candidates reflect on their experience through a case study of the process of assessment and instruction. In SPED 775, candidates reinforce what they learned about curriculum and instruction through the program as they spend half of the semester in class at the university and the other half in local school districts with the supervision of the university instructor.

**Moderate-Severe Disabilities.** Candidates in this program area learn about positive behavioral, social, and environmental supports in **SPED 745, SPED 773, SPED 787, SPED 789, and SPED 791**. In addition they have extensive experience conducting assessments in these areas and implementing educational, social, and behavioral interventions based on assessment outcomes. For example, SPED 789 provides information, assessment procedures and tools, and support to credential candidates to develop their competencies in conducting a functional assessment to identify maintaining variables and functions of problem behaviors exhibited by a target student with moderate-severe disabilities at their fieldwork site, and to develop their competencies in implementing and evaluating comprehensive positive behavior intervention and support plans (PBIS plans) based on the outcomes of the functional assessment. The PBIS plans, which are developed by candidates using an educational team (including parents) collaboration process, describe strategies for the instruction of alternative behaviors, environmental changes, the instruction of self-regulatory behaviors, and reinforcement procedures. For another example, **SPED 745, Environmental Design for Students with Moderate/Severe Disabilities**, provides an indepth review of a number of strategies for promoting the development of positive
social relationships for students with moderate-severe disabilities including implementing “circles of friends” and ability awareness activities, and implementing a set of evidence-based strategies to facilitate positive social interactions. For more detail the reader should refer to the program specific standards that address this area and the syllabi for the courses listed above.

**Physical and Health Impairments.** Candidates in this program area learn about positive behavioral, social and environmental supports in **SPED 774, SPED 791, SPED 747 and SPED 777.** These courses provide extensive information on behavioral, social and environmental supports for students with a wide range of disabilities, including those with Physical and Health Impairments. Assignments include the preparation of supports plans to address the behavioral, social and educational needs of students with disabilities. For more detail the reader should refer to the program specific standards in this area.

**Visual Impairments.** Candidates in this program area learn about positive behavioral, social and environmental supports in **SPED 750 and SPED 751.** For more detail the reader should refer to the program specific standards in this area. Additional techniques and resources are addressed in SPED 749 as well as SPED 730. Environmental assessment and each implication are important elements for SPED 750. Students with visual impairments must learn methods to participate fully in a variety of settings. Teachers of students with visual impairment can provide guidance in ways to adapt settings, optimize learning within fixed settings, and provide alternatives to compensate for visual material that is not accessible to students who have visual impairment. Candidates in this program then need to develop a comprehensive report for their observation and analysis of a school environment for an assignment.
PROGRAM DESIGN STANDARDS

SECTION 03

Preliminary Education Specialist Teaching Credentials

Program Standard 13

Curriculum and Instruction of Students with Disabilities. The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels. Candidates must be able to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.

Intern Program Delivery Model. The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation in general and specialty specific pedagogy relative to the authorized as well as ongoing preparation throughout the program.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: More Information Needed: Readers couldn’t find information on HOW the standard is being met. Additional information is needed within the narrative.

RESPONSE TO CONCERN, APRIL, 2012:

See highlighted text below for additional information.

PRELIMINARILY ALIGNED, AUGUST, 2012

DEPARTMENT LEVEL

All Education Specialist candidates are required to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in
the state-approved core curriculum. Most of this training occurs at the individual program level and is tailored to credential authorizations across age and grade levels. Candidates learn to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.

All Education Specialist candidates, except in Early Childhood Special Education (ECSE), are required to complete EED 784: Curriculum and Instruction in Mathematics, offered through the multiple subjects program at SFSU in which candidates are provided opportunities to both observe and participate in curriculum development and instructional activities in multiple general education settings. Curriculum development focuses around the California frameworks in the areas of mathematics and lead to the development of skills in selecting curriculum and the design, implementation, and evaluation of lessons and units of instruction.

In EED 784, candidates focus on mathematics. They develop skills in identifying and using problem solving strategies that are sensitive to individual students’ needs and strengths and in using mathematical terminology and symbolism appropriately while modeling and communicating to develop understanding. These skills are developed through classroom readings and discussion, and expanded through the collection of curricular and instructional strategies that demonstrates knowledge of mathematical curriculum and standards and provides equal access to learning for all students through inclusion of adaptations and modifications. Candidates are involved in field-based experiences that require them to design, implement, and evaluate lessons and an instructional mini-unit. These lessons include instruction objectives, materials, instructional strategies, and means for assessing overall effectiveness of the instruction. Students design, implement, and evaluate at least two lessons in each of their observation/participation settings; one of these lessons must be delivered to a large group of students. In this way, candidates are provided guidance and experience in the design of lessons and the application of curricular and pedagogical knowledge developed through coursework and class discussions.

EED 784 is an CLAD emphasis courses, meaning that it stresses the importance of (a) understanding the needs of diverse learners, including those who are second language learners; and (b) constructing learning experiences that are responsive to these diverse needs. As evident in all course objectives, all exploration into curricula and pedagogical approaches are framed by the needs of diverse learners, including first and second language learners, and differences in ability, personal interests, linguistic, cultural and socioeconomic background characteristics.

INDIVIDUAL PROGRAM LEVEL

Early Childhood Special Education. Candidates in this program area learn about curriculum and instruction of students with disabilities in SPED 737 and SPED 738. For more detail the reader should refer to the program specific standards in this area.
Mild-Moderate Disabilities. Candidates in this program area learn about curriculum and instruction of students with disabilities in SPED 772, SPED 775 and SPED 778. After being introduced to Universal Design for Learning (UDL) and Technological Pedagogical and Content Knowledge (TPACK) in SPED 770, candidates demonstrate their ability to put these principles into practice in SPED 772: Assessment and Instruction. Candidates learn to choose appropriate assessments to identify a student’s strengths and areas of need. Each candidate works with a student to assess and design instruction to meet the individual needs of that student. In SPED 772, candidates reflect on their experience through a case study of the process of assessment and instruction. In SPED 775, candidates reinforce what they learned about curriculum and instruction through the program as they spend half of the semester in class at the university and the other half in local school districts with the supervision of the university instructor.

Moderate-Severe Disabilities. Credential-specific coursework that addresses curriculum and instruction include SPED 773, SPED 787, SPED 789, and SPED 723/730 provide content and fieldwork experiences related to assessment, program planning, and instruction for students with moderate-severe disabilities. SPED 773, Instructional Design for Students With Moderate/Severe Disabilities, focuses on assessment and curriculum development, systematic instructional strategies, and the design and implementation of instructional plans. Candidates are required to conduct ecological and activity-based assessments with targeted students at their practicum sites across classroom, school, and community settings to identify high priority educational goals; develop instructional plans to teach the skills addressed by the goals using research-based instructional procedures; and implement the instructional programs with needed adaptations and modifications in motivating instructional contexts while collecting student progress data. SPED 787, Advanced Assessment and Instructional Design for Students With Moderate/Severe Disabilities, emphasizes strategies for assessment and instruction for students who experience sensory and multiple disabilities. Candidates develop and implement long-range academic plans that include adaptations and modifications that enable the students to fully participate in the lesson while working at their current progress level. SPED 789, Advanced Environmental Design for Students With Moderate/Severe Disabilities, focuses on assessment and intervention in the areas of communicative competence and positive behavioral supports. Credential candidates complete a communication project that requires candidates to implement a variety of “natural context” assessments to design, in collaboration with relevant educational team members (e.g., general and special education teachers and parents), a multi-model communication system that will support the student with disabilities in expressing wants and needs, making choices, participating in conversations, accessing the academic curriculum, and developing positive social relationships and friendships. The candidates also identify through their assessment activities a high priority communication goal for the targeted student, develop an instructional plan to teach the designated skills, implement instruction over the course of the semester, and evaluate student progress using systematic data collection procedures. SPED 723, Student Teaching Seminar, and SPED 730, Student Teaching, provide candidates with a forum for reviewing and “practicing” effective educational practices related to curriculum development and implementation with
mentoring from a Master Teacher and university supervisor. Related assignments include assessment and development of instructional plans and opportunities to share candidate-generated curricular materials and adaptations. For more detail the reader should refer to the program specific standards in this area.

**Physical and Health Impairments.** Candidates in this program area learn about curriculum and instruction of students with disabilities in *SPED 743 and SPED 746*. These courses are designed to provide candidates with information and field-based experiences to design and implement several curricular units to meet the educational needs of students with physical and health impairments. Assignments related to development of appropriate goals and instructional strategies include an adapted book reading activity, a curricular unit with demonstration of technology integration, and a curriculum unit with demonstration of modified objectives. For more detail the reader should refer to the program specific standards in this area.

**Visual Impairments.** Candidates in this program area learn about curriculum and instruction of students with disabilities in *SPED 750, SPED 751, SPED 754 and SPED 758*. An important curriculum activity in the program will be teaching braille to students with visual impairments. Specific curricula materials such as PATTERNS, Minnesota Braille Inventory, Mangold Development Guide for Braille Reading, and ETC are introduced to candidates in SPED 754. In addition, opportunities are provided to utilize various curricula materials for instructions and identify its strengths and weaknesses. For SPED 758, an assignment is developed to review math or tactile graphic related tools. Candidates will choose one material (tool) and develop 2 to 3 pages paper summarizing the feature, the application, ordering information, and the usability of the selected tool. For more detail the reader should refer to the program specific standards in this area.

**Intern Program Delivery Model.** The Department Chair reviews each application for an intern credential to ensure that the applicant has had preservice training related to Standard 13. An *Intern Preservice* form is completed which documents this training and it is placed in the candidate’s College file.
Creating Healthy Learning Environments. Candidates learn how personal, family, school, community and environmental factors are related to students’ academic, physical, emotional and social well-being. Candidates learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety. Programs provide professional development for candidates to understand and utilize universal precautions designed to protect the health and safety of the candidates themselves. Candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.

Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. Candidates learn effective strategies for encouraging the healthy nutrition of children and youth. Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems. Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: More Information Needed: The readers were unable to locate the syllabi for the corresponding classes mentioned in the narrative which states that all education specialists are required to complete a course on Health Education, recommended by their faculty advisor, depending on the candidate’s specialty area.

RESPONSE TO CONCERN: Faculty advisor will recommend the following courses at SFSU, H ED 630, Elementary School Health (http://www.sfsu.edu/~bulletin/courses/30212.htm), H ED 635, Secondary School Health (http://www.sfsu.edu/~bulletin/courses/30517.htm), or any of the approved CTC Health education courses (for a listing see: http://www.sfsu.edu/~spedcd/pdf/HEDSubst.pdf)

PRELIMINARILY ALIGNED, AUGUST, 2012
All Education Specialist Credential candidates are required to complete a course, recommended by their faculty advisor, on Health Education focused on preschool, elementary or secondary-aged students, depending on the candidate’s specialty area, from SFSU or another accredited college or university. This course should address: how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety; common, chronic and communicable diseases of children and adolescents; how to make referrals; strategies for encouraging the healthy nutrition of children and youth; and, an understanding of the physiological and sociological effects of alcohol, narcotics, drugs, and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

In addition, all Education Specialist Credential candidates must present a current cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross.
PROGRAM DESIGN STANDARDS

SECTION 03

Preliminary Education Specialist Teaching Credentials

Program Standard 15

Field Experience in a Broad Range of Service Delivery Options. The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

Intern Program Delivery Model. This standard may be met by activities embedded in coursework and/or visits/interactions with service providers. It is not intended that interns leave their work assignments for an extended period to meet this standard.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

DEPARTMENT LEVEL

Each candidate participates in a series of structured field experiences at sites selected in accord with Departmental Field Site Criteria delineated at the end of this section. To ensure that the experiences described reflect a graduated set of field experiences with and across the age/grade ranges authorized by the credential, in a variety of settings with students who are culturally diverse, at risk, and have varying disabilities, each candidate will record field experiences as part of their portfolio.

For all candidates, SPED 788 and SPED 801 offer introductory observation and participation experiences specifically structured to meet the competencies of these
courses. In **SPED 788**, students participate in structured observation experiences (instruction, behavioral practices and environmental arrangement) and are required to interview a teacher followed by reflection on the experience. In **SPED 801**, students participate in collective fieldwork experiences across disabilities emphasizing collaborative practice methods in analyzing communicative and cultural competence of students in the classroom. A summary of required field experiences is provided below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Experience</th>
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</table>
| **SPED 788** | **Generic Component**  
**Emphasis:** *Observation/participation of students and observation/analysis of the experiences of individuals with disabilities in multilingual, multicultural settings.*  
• Participation in structured observation experiences to observe assessment and instructional practices in general and special education settings and documentation of those experiences  
• Interview with classroom teacher following observation and reflection paper reviewing the experience. |
| **SPED 801** | • Completion of communication project, involving naturalistic as well as guided and/or staged observations, interviews and assessment protocols involving multiple dimensions of social, cognitive, communicative and linguistic development. Specific emphasis is placed on ELL and language variations in relation to more standard uses of English across cultural contexts. |

All Education Specialist Credential candidates also complete **EED 882**: The Teaching of Reading/Language Arts and **EED 784**: Curriculum and Instruction in Mathematics, which require additional fieldwork in general education classrooms. Both courses require candidates to observe and participate in general education classrooms, a minimum of 20 hours per course. Candidates observe both instructional and assessment procedures, and when possible, participate in the development and teaching of curriculum to individuals and small and large student groups. The table below describes these observation/participation experiences.

<table>
<thead>
<tr>
<th>Course</th>
<th>Experience</th>
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</thead>
</table>
| **EED 882** | **Emphasis:** *Observation/participation along with teaching lessons in general education settings.*  
• Observe assessment and instructional experiences in a general education setting.  
• Develop, and when possible, implement and evaluate lessons taught to individual students and large and small groups.  
• Total of 20 hours of observation/participation. |
| **EED 784** | • Observe and participate in assessment and instructional experiences in a |
INDIVIDUAL PROGRAM LEVEL

Early Childhood Special Education. In the Early Childhood Special Education credential program, students complete additional fieldwork experiences and then student teaching. Two methods courses, Infant Intervention (SPED 737) and Preschool Intervention (SPED 738) require practica experiences in classrooms/early childhood programs that reflect best practice. Further, the ECSE core course on assessment and program evaluation (SPED 780) requires candidates to demonstrate skills administering ECSE assessment tools.

Candidates then complete a 400-hour student teaching experience (SPED 730) that requires integration of key concepts and content in assessment, collaboration, curriculum, and instruction. This experience incorporates a seminar (SPED 729), in addition to two semesters of field placements (SPED 730). Students receive experience in both infant/toddler and preschool settings.

Mild-Moderate Disabilities. Each of the courses in the Mild-Moderate Program reflect an applied emphasis and require students to be actively involved in the field. Through enrollment in SPED 772: Assessment, Curriculum, and Instruction, and SPED 774: Positive Behavior Support students develop and conduct course projects within area classrooms and other settings. These field-based experiences occur under the guidance of course instructors and classroom teachers. The table below provides further information concerning these courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Experience</th>
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</thead>
<tbody>
<tr>
<td><strong>SPED 772</strong></td>
<td><strong>Mild-Moderate Initial Field Experiences</strong></td>
</tr>
<tr>
<td><strong>Emphasis:</strong> Observation/participation and assessment, design, implementation, and evaluation of instructional and behavioral plans for individuals and small and large instructional groups.</td>
<td></td>
</tr>
<tr>
<td>• Observe assessment and instruction practices across settings.</td>
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</tr>
<tr>
<td>• Analyze selected learning environments, including inclusive general education settings, and develop strategies for adapting and modifying instruction to allow students with mild, moderate, and severe disabilities greater access to the curriculum.</td>
<td></td>
</tr>
<tr>
<td>• Develop, implement, and evaluate an instructional unit based on information gathered through assessment and evaluated through on-going monitoring of performance.</td>
<td></td>
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<tr>
<td>• Write individual plans that include instructionally related goals and objectives.</td>
<td></td>
</tr>
<tr>
<td><strong>SPED 774</strong></td>
<td>• Observe positive behavioral support structures and development and</td>
</tr>
</tbody>
</table>
Candidates enrolled in the Mild-Moderate Disabilities program continue with their field experiences through completion of \textit{SPED 770}: Introduction to Mild-Moderate Disabilities, \textit{SPED 775}: Advanced Methods, and Student Teaching, \textit{SPED 726} and \textit{SPED 730}. During enrollment in \textit{SPED 770}, candidates broaden their understanding of individuals with Mild-Moderate disabilities, and through \textit{SPED 775}, engage in curriculum, assessment, and instructional activities related to academic curriculum and behavior intervention. These experiences lead to the culminating student teaching experience. Student teaching involves 180 hours of direct contact with individuals with disabilities. This experience requires the integration of key concepts and content in assessment, curriculum, and instruction, positive behavior support, and collaborative practice all framed within the complex, diverse culture of Bay Area classrooms. During the semester of student teaching, students participate in a two-hour bi-weekly seminar (\textit{SPED 726}: Student Teaching Workshop for Mild-Moderate Disabilities). As described in the syllabus for \textit{SPED 726}, students meet to discuss and reflect on their experiences and to engage in peer-to-peer dialogue concerning best practices. They also discuss collaborative practices. Specifics concerning these field-based components are provided in the table below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Experience</th>
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<tbody>
<tr>
<td>\textit{SPED 770}</td>
<td>• Practicum observation and participation assignments. \textbf{Emphasis: Individual, small, and large group instruction and student teaching involving assessment, development and implementation of instructional and behavioral interventions, and evaluation of those interventions.}</td>
</tr>
<tr>
<td>\textit{SPED 775}</td>
<td>• Observe assessment and instructional practices. • Develop an instructional unit for a selected student or group of students based on information gathered through assessment, implement the unit, and evaluate impact through on-going data collection and self-evaluation. • Develop a behavioral intervention plan for a selected student or group of students based on information gathered through assessment, implement the plans, and evaluate impact through on-going data collection and self-evaluation. • Analyze selected learning environments and develop strategies for adapting and modifying instruction to allow students with Mild-Moderate disabilities greater access to the curriculum and experiences.</td>
</tr>
<tr>
<td>\textit{SPED 730}</td>
<td>• 180 contact hours working with individuals with Mild-Moderate disabilities. • Assume responsibility for instruction for and environmental management of individuals with Mild-Moderate disabilities. Candidates will begin the student experience.</td>
</tr>
</tbody>
</table>
teaching experience observing, and as the weeks pass, assume more and more responsibility for instruction. Candidates will complete a “solo week” during which they are responsible for all aspects of classroom instruction and management.

Moderate-Severe Disabilities Credential Program. In the Moderate-Severe Disabilities Credential Program, students complete two semester-long practica and then student teaching. Each practicum is part of the paired courses in the Advanced Methods Cluster (SPED 745/773/821 and SPED 787/789/821) and requires a weekly practicum (SPED 821) in local public school classrooms (K-12) that reflect inclusion or integration models of service delivery (see Category III, below). Practica experiences occur under the guidance of a Master Teacher and a university supervisor.

Candidates then complete their practica experiences with a 180-hour student teaching experience that requires integration of key concepts and content in assessment, curriculum, instruction, and social and behavioral supports as shown in the syllabus for SPED 723/730. This experience incorporates a two-hour weekly seminar, in addition to student teaching. The table below presents the field experiences and associated courses for the Moderate-Severe Disabilities Credential Program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Experience</th>
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<tbody>
<tr>
<td>SPED • 745</td>
<td>Candidates are assigned to fieldwork sites to fulfill one day per week of practicum in an inclusive school where students with moderate-severe disabilities are members of general education classes. Candidates engage in activities that include assessment, curriculum development, systematic instruction, and progress monitoring. In addition candidates implement adaptations and social supports to facilitate full educational and social participation of students with disabilities.</td>
</tr>
<tr>
<td>SPED • 773</td>
<td></td>
</tr>
<tr>
<td>SPED • 821</td>
<td></td>
</tr>
<tr>
<td>SPED • 787</td>
<td>Candidates are assigned to a second fieldwork site where students with moderate-severe disabilities receive special education services in general education classrooms or special education classrooms with daily mainstreaming opportunities. Candidates engage in activities that include assessment, curriculum development, systematic instruction, and progress monitoring. In addition candidates implement adaptations and social supports to facilitate full educational and social participation of students with disabilities; design AAC systems for targeted students and facilitate communicative interactions; and conduct functional assessments and participate in a collaborative planning process to develop a positive behavior intervention and support plan based on the outcomes of the assessment.</td>
</tr>
<tr>
<td>SPED • 789</td>
<td></td>
</tr>
<tr>
<td>SPED • 821</td>
<td></td>
</tr>
<tr>
<td>SPED • 723</td>
<td>Candidates complete 180 hours of student teaching in fieldwork sites where students with moderate-severe disabilities receive special education services in general education classrooms or special education classrooms with daily mainstreaming opportunities. In addition to engaging in assessment, curriculum development, and progress monitoring activities and implementing social and behavioral supports and needed adaptations, candidates assume full</td>
</tr>
</tbody>
</table>
responsibility for all aspects of program management during one week of student teaching.

**Physical and Health Impairments.** In the PHI credential program, students complete a preliminary field experience (**SPED 601**) consisting of a minimum of 30 hours of observation and participation in public school settings that reflect best practices. For students with little experience in the classroom, SPED 601 will consist of 60 hours of observation and participation. This preliminary field experience occurs under the guidance of a master teacher (often a graduate of the PHI program) and a university supervisor.

**SPED 601 Objectives**

*The student will:*

- Develop the ability to maintain satisfactory relationships with students and adults.
- Develop knowledge of the roles of and the importance of collaborating with the classroom teacher, the family, school personnel, school nurse and paraprofessionals serving students with physical and other health disabilities.
- Develop knowledge of classroom teaching strategies that facilitate the development of cognitive, academic, communication, and social skills of students with physical and other health disabilities.
- Develop knowledge of strategies that promote interactions of students with physical and other health disabilities with individuals in a variety of environments, including the home, the school, and the community.
- Develop knowledge of adaptations of classroom management strategies that implement the use of augmentative and alternative communication and other assistive technology.

Candidates then complete their practicum experiences with a 180-hour student teaching experience that requires integration of key concepts and content in assessment, collaboration, curriculum, and instruction, as shown in the syllabus for **SPED 726** and **SPED 730**.

**SPED 730 Objectives**

*The student will*

- Demonstrate ability to effectively collaborate with the classroom teacher, the family, school personnel, paraprofessionals and community personnel.
- Demonstrate knowledge of concerns of parents of students with physical and other health disabilities, and appropriate strategies deal with these concerns.
- Demonstrate knowledge of ethical practices for confidential communication with parents of students with physical and other health disabilities.
- Demonstrate ability to foster respectful and beneficial relationships between family and professionals.
- Demonstrate ability to implement classroom-teaching strategies that facilitate the development of cognitive, academic, communication, and social skills of students with physical and other health disabilities.
 Demonstrating ability to implement strategies which promote interactions of students with physical and other health disabilities with individuals in a variety of environments, including the home, the school and the community.

Demonstrate the ability to implement classroom management strategies including the use of augmentative and alternative communication and other assistive technology.

Demonstrate ability to adapt lessons to differing learning styles, cultural, ethnic and linguistic needs of students with physical and other health disabilities.

Demonstrate ability to adapt and implement instructional methods, augmentative and alternative communication, assistive technology, and curriculum materials for students with physical disabilities.

Demonstrate the ability to interpret and use assessment data for instructional planning.

Demonstrate the ability to involve the student in setting instructional goals and charting progress.

The student teaching experience incorporates a two-hour weekly seminar, in addition to a semester of full-time field placements (SPED 726). SPED 726 is an education workshop for student teachers. Reviews planning, guiding, and evaluation experiences of students with physical disabilities. The course focuses on exchange of ideas with other student teachers, university supervisors and in-service teachers; discussion of situations which arise in student teaching; dissemination of information about placement files; planning and reviewing lesson plans; meeting personal objectives; and completion of other activities.

SPED 726 Objectives

The student will

Demonstrate knowledge of the importance and benefits of communication and collaboration that promotes interaction with students, parents, school and community personnel.

Demonstrate knowledge of concerns of parents of students with physical disabilities, and appropriate strategies to help parents deal with these concerns.

Demonstrate knowledge of ethical practices for confidential communication to parents, teachers, school administrators, and community workers.

Demonstrate ability to communicate and consult with students, parents, teachers, and other school and community personnel.

Demonstrate ability to foster respectful and beneficial relationships between families and professionals.

Demonstrate knowledge of own cultural biases and differences that affect one’s teaching.

Demonstrate knowledge of the teacher serving as model for students.
Visual Impairments. In the Visual Impairments credential program, students are required to complete 39 hours of field experience prior to student teaching. Hours of structured observation and record keeping related to specific course content are required for each assessment and curriculum course: SPED 750 and SPED 751. Structured observation and record keeping related to working with learners with visual impairments who have multiple impairments and their families are required for SPED 757: Visual Impairment: Special Populations. Observation and hands-on practicum under the supervision of a faculty supervisor are built into the course SPED 749: Medical, Educational, and Rehabilitative Implications of Visual Impairments.

Candidates complete their practicum experiences with a semester of student teaching (SPED 730) that requires integration of key concepts and content in assessment, curriculum, collaboration, and instruction as shown in the syllabi for SPED 749, SPED 750, SPED 751, SPED 753, SPED 754, SPED 757, and SPED 758. This experience incorporates a regular seminar in addition to a semester of full-time field placements.

Field experiences are designed to familiarize students with a broad age range of students, a wide variety of visual impairments, a variety of program options and settings (e.g., home-based infant program, local elementary school, residential high school), students from a range of cultural and linguistic backgrounds, as well as students with visual impairment who have additional disabilities. Students are expected to maintain an observation and participation portfolio of their field placements in order to document, with assistance from course instructors and advisors, the full range of experiences required for the credential. This portfolio will become part of the candidate’s file and will be reviewed in regular advising meetings.

Field experiences and courses for the preliminary specialist credential in Visual Impairments are summarized below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Experience</th>
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<tbody>
<tr>
<td>SPED 749</td>
<td>Directed field experience conducting functional vision assessments of learners with visual impairments across age ranges with report writing responsibilities</td>
</tr>
<tr>
<td>SPED 750</td>
<td>Structured observation related to assessment issues of learners with visual impairments including learners with visual impairment and multiple impairment</td>
</tr>
<tr>
<td>SPED 751</td>
<td>Structured observation related to curriculum and learning environment issues of learners with visual impairments including learners with visual impairment and multiple impairment</td>
</tr>
<tr>
<td>SPED 757</td>
<td>Structured observation related to functional life skill issues of learners with visual impairments who have multiple impairments and their families</td>
</tr>
<tr>
<td>SPED 730</td>
<td>Student Teaching: Synthesis of program as it relates to learners with visual impairments in educational programs</td>
</tr>
</tbody>
</table>
Students’ instructors and advisors to ensure a full range of experiences over these four courses will monitor experiences in SPED 750/751/753/757. Students are expected to maintain an observation and participation portfolio to document all field experiences.

**Intern Program**
Although intern candidates follow the same practicum requirements listed above for the respective Education Specialist Credentials they are pursuing, they are allow to implement assignments in their own classroom when their classroom student population is appropriate for the assignment. For assignments that require other student populations, interns are asked to observe or participate in another classroom at their school site. If that is not possible, then the assignment is adapted.

**SELECTION OF SUPERVISORS**

**University supervisors.** Minimum qualifications for all university field supervisors include certification in the relevant program area and documented successful experience in teaching appropriate curriculum across age groups. Program faculty members nominate individuals to serve as university supervisors. Prospective supervisors provide a current vita for review by program faculty; this review may be followed up with a interview between the applicant and program faculty. Individuals meeting above stated criteria and demonstrating willingness and competence to serve as university supervisors are selected and added to a list of university supervisors.

**District field supervisors.** District field supervisors are selected on the basis of their qualifications, experience, and interest in supervising students. The faculty of each program area seeks district field supervisors who have appropriate state certification, academic preparation, and successful experience in the credential area where their services are requested.

Faculty members from each program area are primarily responsible for recruiting, interviewing, and verifying credentials, experience, and professional memberships of potential district field supervisors prior to approving them for inclusion in their respective district field supervisor roster. The minimum qualification requirements vary for a district field supervisor because of the different specialist programs offered in the department. General qualifications include:

1. Academic preparation
2. Specialized training
3. Successful experience in the field
4. Demonstrated skills in observation and coaching techniques
5. Minimum years of experience
6. Experience and sensitivity toward diversity

**Training and Orientation.** Following the selection of supervisors, program orient supervisors to their roles. Program faculty meet with the supervisors individually or in
small groups to discuss roles and responsibilities and to provide training in observation and mentoring of student teachers. This orientation and training prepares individuals to assume their responsibilities in the field. Orientation and training has been conducted by program area on an individual or small group basis.

**Supervision Activities.** Supervision activities and responsibilities vary according to the level of program. Specific responsibilities for student teaching supervision and mentoring are found in program specific handbooks and/or program specific student teaching handbooks. Information contained in this guide is discussed during the orientation and training session. One primary responsibility of the university supervisor is to keep the program coordinator apprised of the performance of student teachers in the field. The supervisor is to contact the coordinator at the first sign of candidate difficulty so that the supervisor, coordinator, district supervisor, and student teacher can develop plans to address concerns.

University supervisors visit the student teacher and observe the student’s teaching through 2 - 4 visits during the student teaching semester. Generally, the supervisor arrives early enough for each visit to allow time for meeting with the student teacher to discuss the activity to be observed. This time may also be used for meeting with the district supervisor to ensure the candidate is making progress and performing at a high level of competence. Next, the university supervisor observes the candidate’s instruction, recording observations using a student teaching observation sheet. Following the observation, the supervisor and student teacher, and when possible and appropriate, the district supervisor, meet to discuss the lesson taught, the strengths of the lesson, and areas in need of continued work. Each debriefing session is to culminate with the identification of a goal the candidate is to work on between now and the next visit.

As the student teaching experience unfolds, it is the primary responsibility of the university supervisor to evaluate the teaching performance of the candidate and to identify any areas of concern. If areas are identified, the supervisor is responsible for relaying that information to the candidate, district supervisor, and program coordinator so that additional activities, experiences, or supports are provided for the candidate to gain necessary skills.

The supervisor, in consultation with the district supervisor, makes the final decision as to whether the candidate has successfully completed all requirements and has demonstrated competence in identified areas. It is the university supervisor who determines whether or not the candidate has successfully passed student teaching. If the candidate fails to demonstrate a level of competence by the conclusion of the student teaching experience, the university supervisor, in collaboration with the candidate, district supervisor, and program coordinator, determine what is to be done to ensure the candidate’s development of necessary skills. It may be determined that the candidate should extend his/her student teaching assignment to gain more experience. This extension may be completed at the original placement site or at a new site, depending on the recommendation of the university supervisor and district supervisor.
Site Selection and Student Placement. Procedures for field site selection and placement vary according to course requirements and program level. At all levels, field site selection is based on the following criteria:

- Ethnic, racial, and cultural diversity
- Range of disabilities present
- Representation across age groups at site
- Representation of promising practices
- Effective collaboration with site and central administration

During the preliminary field experiences in the generic cores (SPED 788 and SPED 801) and the general education core (EED 882 and EED 784), candidates may complete field-based requirements in their own classrooms or school site settings, or may ask a course instructor for guidance in sites that meet the above criteria. The completion and review with an advisor of the observation/participation log documents these experiences in relevant field sites.

Selection of field sites for student teaching includes additional components and greater participation on the part of program faculty. For student teaching, district supervisors are asked to verify their experience and credential status. Additionally, a program faculty member visits the prospective student teaching site and meets with the district supervisors to ensure the site meets program requirements and provides an environment conducive for student teaching requirements. As one facet of their job, university supervisors are to continually monitor the appropriateness of the site for the completion of student teaching, and provide feedback information to the program coordinator. Sites failing to meet the approval of the university supervisor, or of the student teacher, are not considered for future student teaching placements.

As a result of these safeguards and procedures, programs utilize carefully selected sites that reflect best practices. If possible, program graduates are recruited at fieldwork sites, ensuring continuity in understanding program assignments and required fieldwork.

Mild-Moderate Disabilities. During student teaching, candidates in the Mild-Moderate disabilities program are assigned a university supervisor who, in addition to observing the candidate’s teaching in the classroom, monitors their completion of a student teaching portfolio. The portfolio is a collection of work that documents student teaching activities. The portfolio includes multiple sections and reflects the professional portfolio program requirement. Successful completion of the portfolio results in the student earning a grade of A in the student teaching workshop.

University supervisors are trained during the initial session of the student teaching workshop. All requirements are discussed at that time, with supervisors and the students meeting together in teams. When possible, the district supervisor is present as well. The university supervisor is provided a handbook describing roles and responsibilities. Following, supervisors meet with the program coordinator to further discuss their role. Many of the supervisors have been working with the program for a
number of semesters and serve, or have served, as mentors and supervisors in their districts.

The student’s district supervisors attend a training seminar prior to the student teaching experience. They are provided handouts concerning their role as a supervisor and are trained in how to effectively mentor the student teachers. They are also provided information in responsibilities and the supports provided them during the student teaching experience. They complete a minimum of two formal observations during the student teaching experience. Informally, they continuously monitor the professional development of the candidates throughout their student teaching experience.

**Moderate-Severe Disabilities Program.** 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 students 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 provide educational services to students with moderate to severe disabilities in general education classrooms or in special education classrooms with daily mainstreaming opportunities. All schools used as training sites have programs that meet research-based Program 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.
Physical and Health Impairments. The program collaborates with school and administrators and teachers in the selection of field sites and supervisors for the placement of candidates. Throughout the course of field experience, each candidate is guided, assisted, and evaluated in relationship to each performance standard by at least one field supervisor and at least one institutional supervisor. Each field-based supervisor is certified and experience in the area of the credential; trained in supervision; orientated to the supervisory roles; appropriately evaluated and recognized by the institution; and provides a model consistent with best practice. Supervisors provided complete, accurate and timely feedback to each candidate. District field supervisors are selected for their qualifications to collaborate with university faculty supervisor in providing learning experiences for candidate that lead to candidate’s successful completion of identified competencies. PHI program supervisors are consistent with the College of Education guidelines for placement of student teachers and interns. Each institution supervisor is responsible for coordinating the placement and completing official documents through established department communication procedures.

Visual Impairments. Field sites for placements in courses in the program of visual impairments are based upon the criteria listed above but also require consideration of:

- Range of visual impairments including students with multiple impairments;
- Range of placement options and service delivery settings (e.g., itinerant, resource, special day class, local school program, residential school program, home-based program for infants and toddlers).

Visual impairment includes students with mild vision loss to those with total blindness. Field placements must include experience with learners who exhibit the full range of visual impairment. Learners with visual impairments from early childhood through high school can be served in local school or residential school programs. Many young children with visual impairment are served in home-based infant programs. Field placements for students in the credential program will stress experiences with all ages in a variety of settings. Many students with visual impairments have additional disabilities. Students in the credential program will also be expected to work with learners with visual impairments who have multiple disabilities as well as those with visual impairments only.

Site supervisors for field placements for courses in the program in visual impairments are required to hold a valid California teaching specialist credential in visual impairment and three years teaching experience in visual impairments. They receive guidelines for supervision based upon the standards in Category III for visual impairments, and their evaluation of candidates is based upon their knowledge of these standards. They are expected to maintain a model for best practices, provide on-going direction for assigned students in the field placement, and complete formal evaluations of assigned students based upon CCTC Standards. All field supervisors work closely with university supervisors through direct meetings, telephone, mail, and e-mail to ensure that the needs of both the students and the site supervisors are being met.
In some instances, student teachers taking courses through distance education have field placements in areas in which supervisors with a valid California Teaching specialist credential in visual impairments and three years teaching experience in visual impairments are not available. This is likely to occur in rural areas due to the shortage of teachers serving learners in low incidence disability groups including visual impairments. In such cases, supervisors are selected who have valid California credentials and three years teaching experience serving other low incidence disability groups. They receive, in addition to guidelines for supervision regarding special curricular needs and concerns of learners with visual impairments from university supervisors through information packages as well as telephone and e-mail contact.
PROGRAM DESIGN STANDARDS

SECTION 03

Preliminary Education Specialist Teaching Credentials

Program Standard 16

**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.

UNIT-LEVEL ASSESSMENT & EVALUATION

The Graduate College of Education at San Francisco State University developed a summative evaluation system that assesses candidate performance in all campus credential courses offered across 43 credentials, managed by three colleges that meets both COA/CTC Program Standard 16 and National Council for Accreditation of Teacher Education (NCATE) Standard 2 for evaluation. For a detailed discussion see the SFSU Institutional Report submitted to NCATE for their Joint COA/CTC re-visit in 2009. Also, all information related to this credential evaluation system can be found at: http://coe.sfsu.edu/ncate/.

NCATE’s Standard 2 is cited below.

**Standard 2: Assessment System and Unit Evaluation.** The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.
NCATE Evaluation System Requirements:

- **Evaluation of the Unit**: Evaluation system must evaluate the Unit; that is, data must be aggregated across all programs and summarized as a whole. The term, Unit, refers to all credential and related masters programs within the university. The evaluation system needs to draw conclusions based on the data from the perspective of all 43 credential and related masters programs averaged together at SFSU. The system also needs to be able to summarize the data for each individual program in order to identify particular programs that may need improvement, but the aggregated data at the Unit level is the focus.

- **Annual Summative Evaluation**: Collect annual summative measures on all candidates in all credential and related masters programs (For a list of SFSU credential programs, see: http://coe.sfsu.edu/ncate/credential-listing-and-codes).

- **Data Collection Categories**: The summative evaluation component needs to include data that fits into 6 to 8 general categories. SFSU selected 7 categories (see, http://coe.sfsu.edu/ncate/evaluation-system-forms-and-example). Category one and two related to different types of content knowledge that all credential programs addressed. Categories three through six focused on credential-specific skills that all students in training needed to acquire to function as a teacher or related professional. And, category seven, addressed more generic professional codes of conduct and ethics. Even though SFSU credential programs trained a wide variety of school-based professionals (e.g., teachers, speech and language pathologists, school counselors, school psychologists, school social workers, adaptive physical education teachers), there were a core set of common themes that could be used as a unifying structure for the SFSU-NCATE Evaluation System. These categories represent both state standards and the college’s NCATE-approved Conceptual Framework.

- **Direct Measurement**: Annual measures need to evaluate actual key skills being taught to candidates. For example, if you are teaching a candidate to assess a public school student’s instructional needs, the university instructor is expected to measure the candidate’s assessment skills through an assignment. This can be done through a course-based assessment assignment or through an observation and evaluation of the candidate in the field (e.g., public school classroom). NCATE is not interested in final grades for classes because they are composite measures and, as such, are indirect measures of key skills.

- **On-Going Formative Evaluation**: Colleges of education are required to keep track of candidate progress as they move through the program.

- **Data-Based Program Improvements**: Colleges of education are required to report on changes made to programs based on needs identified by the evaluation data collected.
SFSU Summative Evaluation Component:

This section reviews the summative data collection component of the NCATE Evaluation System at SFSU.

- **Sort Courses Into 7 Data Collection Categories**: Faculty from all 43 credential and related masters programs were required to complete a Data Collection Plan by sorting their courses into the 7 data collection categories that define the summative evaluation component. Some courses apply to one of the 7 categories; some apply to several.

- **Key Assignments**: One assignment was identified for each course that was listed in the 7 data collection categories. This assignment represented the most important aspect of the course or was a culminating assignment. If the course appeared in more than one category, the assignment remained the same in all categories. (see: http://coe.sfsu.edu/ncate/matrix-courses-key-assignments)

- **Inputting Data**: Instructors go to the SFSU web-based grading page (Web-Grades) for their particular course at the end of the semester, for example, SPED 773. The web-based grading page provides a list of students currently enrolled in the course and a "drop-down menu" next to each student's name that can be set on a final letter grade from A-F, or I, NC, C.

In order to submit a score for the key assignment associated for that course which was part of the NCATE Evaluation system two new columns were added to Web-Grades: one column for the assessment score; and one column which identified the name of the key assignment for that course. The assessment column was a drop-down menu in which the instructor could select a score of 1 through 4, with 4 being the highest score (see: Web-Grade Example).

- **Scoring Data in Multiple Categories**: Most of the courses included in the evaluation system relate to several program assessment categories.

  E.G., SPED 788, Teacher Interview (Key Assignment), Listed in Categories 1, 3 & 7.

In such situations, only one assignment and one score is inputted for each student enrolled in SPED 788 in a particular semester, but the data is reported for all program assessment categories associated with that course. For example, when the data is aggregated for each of the 7 categories, the scores given for SPED 788 need to be part of the raw score for each category in which SPED 788 is listed, that is Categories 1, 3 & 7.

All key assignments are scored using a rubric for consistency. For examples of rubrics, see: http://coe.sfsu.edu/ncate/rubric-examples.

- **Summarizing Data**: Data collection began in spring, 2008. A report is requested from the Student Information Management System at the end of each term (summer,
fall & spring) that lists the individual data for each student by course and program assessment category. Data is then cross-tabulated using SPSS to determine the percentages of scores with values of 1, 2, 3, or 4 for each course offered each semester. These data are summarized in tables aggregated across all programs and disaggregated for individual programs. To review this data go to: http://coe.sfsu.edu/ncate/data.

SUMMARY OF SUPPLEMENTAL COMMON DEPARTMENT-LEVEL ASSESSMENT

In addition to this systematic unit level evaluation system, each program uses a candidate-based assessment process to evaluate progress throughout the program. Evaluation is systematic and is conducted through the following activities: (a) evaluation of course work, (b) evaluation of field experiences, (c) individual advising sessions with faculty advisors, (d) program faculty reviews, (e) completion and review of the CAP form, and (f) multiple evaluations carried out during student teaching.

Coursework. In addition to the key assignment data captured by the unit-level credential evaluation system, discussed above, each course has specific objectives against which candidates are formally evaluated during and at the end of each semester via review of projects, papers, exams, self-assessments, and portfolio development. Candidates also are evaluated informally through contributions made during class discussion and in-class group and individual activities. Evidence of this evaluation is listed on each course syllabus.

Field Experiences. Another tool for assessing candidates’ development of skills is during observation, participation, and practica experiences. Each program area has developed assessment tools, including competency-based observation checklists, portfolios, conferencing, and informal observations, to document candidates’ field-based experiences. Throughout their individual experiences, candidates are provided feedback and information related to the development of competence in identified areas. All candidates are to maintain an observation/participation log to document their field experiences. For examples, refer to each Education Specialist by program area: ECSE, M/M, M/S, PHI and VI.

Individual Advising. Candidate performance also is evaluated through advising sessions with his or her faculty advisor. Students are assigned a faculty advisor upon admission to the program, and work with this advisor throughout their enrollment. This results in a long-term relationship between the student and advisor and provides for ongoing, individual evaluation of candidate performance. During advising sessions, the faculty member and candidate complete an advising form to record progress. The student may also bring an updated copy of their transcript to document their progress and the grades earned. For a listing of faculty advisors see: http://www.sfsu.edu/~spedcd/fcltystff.html.

Program Faculty Review. As an extension of this individual advising and evaluation, program faculty meet and review the performance of candidates at the conclusion of
each semester. Any individual identified as not meeting required course performance levels or who is failing to move through the program at a reasonable rate is discussed at this meeting. If the situation calls for intervention, the candidate, along with his/her advisor, meet with the program coordinator to design a plan for addressing those needs.

**Credential Approved Program Document.** Candidates are to complete the Credential Approved Program (CAP) form as part of the application for student teaching, which is due one semester prior to the semester candidates intend to student teach. CAP forms are reviewed and signed by the candidate’s advisor. The CAP document is the university’s approved document needed for the candidate’s name to be forwarded to CCTC by the university.

**Student Teaching Evaluation.** Student teaching, being the culminating experience of the program, provides a wealth of information concerning a student’s competence in identified areas. 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, observes 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. For examples, refer to each Education Specialist by program area: ECSE, M/M, M/S, PHI and VI.

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.

In addition, the university supervisor, district supervisor, and student teacher meet at least once during the semester to discuss progress and any concerns. This three-way meeting is the time to discuss concerns the district supervisor or student teacher may have. The university supervisor also makes every effort to talk with the district supervisor during each visit to check that adequate progress is being made and that things are going well.

Students are also required to complete a self-evaluation form prior to beginning their student teaching experience, at the mid-point of the experience, and at the conclusion of the experience. District supervisors and university supervisors are to complete this evaluation at the mid-point and end of the experience. All ratings are to be discussed with the student teacher. Ratings are used to identify specific strengths and areas in need of continued work.

At the culmination of the semester, university supervisors informally are interviewed by program faculty concerning sites selected for student teaching as well as the skills and
abilities of cooperating teachers. These interviews provide needed information for determining if selected sites and/or cooperating teachers should be considered for future student teaching experiences.

As part of the candidates’ evaluation, candidates develop a preliminary induction plan at the culmination of the student teaching experience. The plan assists candidates in evaluating their current performance and in identifying competencies they need/wish to develop when they clear their credential.

INDIVIDUAL PROGRAM LEVEL ASSESSMENT & EVALUATION

Early Childhood Special Education. During practicum experiences, both the university instructor for the course and the on-site supervisor at the program evaluate students. Specific projects and assignments related to TPEs are tied to the student practicum experiences. During student teaching, two formal evaluations of candidate performance are conducted on specified competencies; informal evaluations are provided bi-weekly. These evaluations are conducted jointly by the supervising teacher and the university supervisor using fieldwork evaluation instruments that are clear and that reflect the overall program goals. The candidate is also asked to complete self-evaluations. Feedback is provided to the candidate and the master teacher by way of a written observational report and discussion immediately following each observation; written observations are included in the candidate’s file. The student, university supervisor, and on-site supervisor then participate in a meeting to identify specific strengths and to identify outcomes of these formal evaluations.

As Area Coordinator for the program, Dr. Hsia is responsible for reviewing all available information prior to recommending candidates for a credential. Documentation that the candidate has completed all required course work is provided via the CAP (Credential Approved Program). Dr. Hanson also serves as advisor to students in the program; for those students who have a different advisor, a meeting to discuss the candidate’s competence occurs before the candidate is recommended to receive a credential.

Mild/Moderate Disabilities. In addition to what has been previously mentioned, Mild-Moderate program candidates also must complete an extensive student teaching portfolio. The University supervisor reviews the student’s student teaching portfolio to ensure all requirements are addressed. The supervisor records comments and makes suggestions on the university supervisor check sheet to inform the student of areas in need of additional work and/or attention.

Supervisor observation forms serve as another primary source for determining candidate competence. University supervisors observe each candidate a minimum of four times during their student teaching experience; the district supervisor formally observes the candidate on at least two occasions during the experience, documenting those observations through completion of the observation form. The candidate and supervisors meet and discuss this information in an on-going manner during the student
teaching experience to ensure that areas in need of strengthening are systematically addressed throughout the experience.

At the culmination of the student teaching experience, candidates, in consultation with their university and district supervisor and instructor of the student teaching workshop course develop a preliminary induction plan.

**Moderate-Severe Disabilities Program.** A detailed description of the comprehensive evaluation system for the Moderate-Severe Disabilities Credential Program is presented in the program-specific section of this report. Assessments include evaluations of teaching performance for each of the three semesters of fieldwork that are completed jointly by the candidates’ Master Teacher and University Supervisor; observational evaluations of teaching performance completed during fieldwork site visits by the university supervisor; and course assignments implemented in fieldwork settings that require demonstration of knowledge and skills associated with each of the credential program standards.

**Physical and Health Impairments.** Prior to recommending each candidate for a PHI specialist credential, a post-student teaching conference is held with the student, district supervisor(s) and university supervisor. The conference results in recommendations for certification or in action plans that stipulate criteria and conditions that must be met before credit is given and recommendations for certification are written. Documentation by local and university supervisors in the Student Teaching Handbook demonstrates that the candidate has satisfied each professional competence. Further written verifications of professional competence are submitted both by the university supervisor and the local supervisor(s) in the form of letters of recommendation. Candidates who satisfactorily complete the program then apply for the award of the credential. Completed CAPs are documented in the Credentials Office and institutional recommendation is made for certification.

Records from student teaching assignments are placed in the student's file or in an extension of it. These include student logs and observation reports by the university supervisor (often written in the log), and the documented handbook and written verification on the front page by both university and local supervisors and letters of recommendation from both to support certification.

The candidate's major faculty advisor is responsible for approving the CAP which lists the completed course of study required for the specialization. The advisor meets with the student to review student attainment of competencies. When agreement is reached pertaining to the candidate's competence, the CAP is forwarded to the College of Education Credentials Office for final approval, checking against transcripts and recommendation to CTC.

Candidates are evaluated on a regular basis throughout the training process. Each course has specific objectives against which the candidates are evaluated during and at the end of each semester via review of projects, papers, exams, and self-assessments.
Class discussion is encouraged and provides an opportunity for evaluation of personal characteristics. University supervisors regularly during practica and student teaching also observe candidates. Two formal evaluations of candidate performance are conducted on specified competencies during each of the field experiences (SPED 601 and SPED 730).

The PHI practicum supervisor in collaboration with the academic advisor assist each candidate in establishing direction for the induction plan for the Clear Credential. This activity is carried out during SPED 726 (Student Teaching Workshop). The induction plan is tailored to each candidate’s abilities and needs, and includes an outline of professional growth activities to be completed by the candidate following completion of their Preliminary Credential.

**Visual Impairments.** 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](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.
Candidates begin to address the Clear Credential induction plan during student teaching seminar discussion by developing an preliminary induction plan. The preliminary induction plan serves to establish the direction for their Clear Credential program.

The Area Coordinator for the Program in Visual Impairments, in conjunction with other program faculty, is responsible for reviewing all available information prior to recommending candidates for a credential. Documentation that the candidate has completed all required coursework is provided via the CAP, the university’s approved document needed for the candidate’s name to be forwarded to CTC by the university Credential Analysts.