



San Francisco State University
Graduate College of Education
Department of Special Education

Mild to Moderate Support Needs Program Handbook

Preliminary Mild to Moderate Support Needs

Education Specialist Credential

Master of Arts Degree in Special Education

(Program Start ***before*** Fall 2022)



Welcome

On behalf of our entire team, we welcome and congratulate you on your admission to the Mild to Moderate (MM) Support Needs Program in the Department of Special Education at San Francisco State University (SFSU). We are delighted that you have joined our community of past and present special education candidates and look forward to your participation in the program. It is our aim to foster an inclusive and welcoming environment for you to thrive academically, professionally and personally as you pursue your advanced studies and chosen career.

To ease your transition and help guide you through your studies, we invite you to familiarize yourself with this program handbook. This handbook serves as a resource for students to complete their studies toward a *Master of Arts in Special Education* and the *Mild to Moderate Support Needs Preliminary Education Specialist Credential*. It is designed as a supplement to the materials available on the [University](#), [College](#) and [Department](#) websites, and to interface with the collaborative MMSN Program [iLearn site](#). This handbook includes an overview of the MM Support Needs Program's guiding principles and practices, general academic information, detailed explanations of the program design and curriculum (i.e., competencies, courses, fieldwork and clinical experiences, and related credential and degree requirements), graduate certificate options, policies and statements, and links to relevant resources.

We hope this information will be helpful and we welcome your feedback on anything that will allow us to better support you.

All the best,

Mild to Moderate Support Needs Program Faculty

[Mary Requa](#)

Assistant Professor
MMSN Program
Coordinator



[Marijude Wolf](#)

Faculty Lecturer



[Pamela Wolfberg](#)

Professor
Autism Spectrum
Graduate Certificate
Coordinator



Table of Contents

Mild to Moderate Support Needs Program Overview.....	4
General Information.....	4
• Academic Advising	4
• Department Support.....	5
• MMSN iLearn Site.....	5
• Program Course Roadmap.....	
Mild to Moderate Preliminary Education Specialist Credential.....	5
• Teacher Performance Expectations (TPEs) and MM Specialty Standards.....	6
• Credential Coursework and Requirements.....	7
• Fieldwork, Student Teaching and Placements.....	8
Master of Arts in Special Education.....	8
• Professional Learning Objectives (PLOs).....	8
• MA Coursework and Requirements.....	9
• Advancement to Candidacy and Culminating Experience.....	10
Graduate Certificates.....	12
• Augmentative and Alternative Communication.....	12
• Autism Spectrum.....	12
• Inclusive Early Childhood Practices.....	12
Policies and Statements.....	13
Links to Resources	16

GCOE Statement of Purpose:

The GCOE develops transformative and visionary educators, clinicians, and leaders for social justice, to effect change for good across the Bay Area and beyond, and to create an engaged, and productive democracy. Together we do the work necessary to understand and welcome all; to prepare equity-focused, caring, and highly skilled professionals; to identify and dismantle racist, ableist, and oppressive systems; and to build an equitable and accessible present and future.

Mild to Moderate Support Needs Program Overview

The Mild to Moderate Support Needs (MMSN) Program is designed for candidates seeking the *Master of Arts (MA) degree in Special Education, Mild to Moderate Preliminary Education Specialist Credential*, or both. Consistent with the missions of the University, College, Department, and the California Commission on Teacher Credentialing (CTC), the MM Support Needs Program is grounded in an interdisciplinary theoretical framework that is developmentally, linguistically, and culturally appropriate, and bias-free. An overarching aim is to prepare candidates with the knowledge, skill and understanding to advance quality inclusive educational experiences for all learners in collaboration with families and related service providers.

The program design and curriculum emphasize the historical, philosophical, and empirical foundations of general and special education and the application of current validated practices to effectively support learners with mild to moderate support needs representing differing ages, abilities, backgrounds and socio-cultural experiences. Through academic instruction, fieldwork, and clinical experiences, candidates gain competencies while working closely with diverse learners in a variety of educational settings. Graduates of the MM Support Needs Program go on to serve as educators, advocates, and leaders in the field while continuing to engage in life-long learning, professional development, and collaboration with colleagues and families.

General Information

Academic Advising

Upon admission to the MM Support Needs Program, candidates are assigned a primary faculty advisor who will serve as a mentor throughout their studies. We encourage you to meet with your faculty advisor at least once each term to plan your academic program and discuss questions or concerns that you may have. Faculty advisors hold weekly office hours each Fall and Spring semester when the academic term is in session. Details on how to contact your advisor and schedule

appointments are posted on the Department faculty webpage <https://sped.sfsu.edu/content/faculty-office-hours>

Department Support

Faculty work closely with colleagues in the Department of Special Education office located in Burk Hall 156. Department staff work hard to support students with non-academic needs throughout the year. The Department website sped.sfsu.edu is a major source of support that includes comprehensive information – i.e., descriptions of programs, policies, procedures, guidelines, forms, deadlines and other relevant links. It also includes a job board where work opportunities are posted regularly. Students should consult the website regularly. Students should also make an effort to seek out answers on the website before reaching out to faculty and staff with questions.

MM iLearn site

Students admitted into the MM Support Needs Program are automatically enrolled in the collaborative iLearn site *Mild/Moderate Program in Special Education* <https://ilearn.sfsu.edu/>. This iLearn site serves as a portal for faculty to communicate with students (through posts and email) about important deadlines, scholarship opportunities, and other news and events. The iLearn site is also a key resource for students to access MM Support Needs Program materials and links to a variety of relevant sources, including many fillable forms that will be required at various stages of the program. Students are linked to iLearn via their SFSU email accounts and therefore should regularly check their SFSU email for program announcements.

Program Course Roadmaps

[Program course roadmaps](#) provide a plan of study to complete the degree, credential, or both based on the semester students are admitted. The roadmaps are aligned with the schedule of courses. Upon admission to the program, students receive a roadmap that includes the recommended sequence of courses for full-time enrollment to complete the credential and degree. Upon admission, part-time students are advised to focus on the methods coursework and then meet with their advisor to review their roadmap. In addition, students seeking a credential only or master's degree only will need to meet with their advisor to plan an alternative roadmap. Changes in the roadmap must be made through regular consultation with a faculty advisor.

Mild to Moderate Preliminary Education Specialist Credential

The MM Support Needs Program prepares candidates seeking teacher certification to work with students identified with disabilities in K-12 classrooms and transition-age (up to age 22 years) who meet

criteria for mild to moderate support needs. Students with mild to moderate support needs present a range of learning needs and neurodevelopmental differences, including those identified with learning disabilities, English language learners with language/learning disabilities, emotional disturbance, speech and language disabilities, visual or auditory processing difficulties, mild intellectual disabilities, and those who are on the autism spectrum. With a preliminary Education Specialist credential, teachers are prepared to teach students with mild to moderate support needs in a variety of settings, including inclusive classrooms, resource specialist/learning center programs, special day class, special schools, and home and hospital settings.

Teacher Performance Expectations (TPEs)

The MM Support Needs Program is aligned with the most recent [CTC Education Specialist Program Standards](#) (adopted 2018), which offer guidelines for preparing candidates to meet *Teaching Preparation Expectations (TPEs)*. The CTC developed the TPEs to describe the competencies (set of knowledge, skills, and abilities) that are expected of a beginning level practitioner in order to effectively support the growth, development, and learning of all students, and to work collaboratively with families to support all students, in meeting the state-adopted academic content standards. As shown in the table below, the MM program prepares and monitors candidate performance on their TPEs across 6 major areas through coursework, field experiences, student teaching, and the completion of additional CTC requirements. Students demonstrate progress on their TPEs through their course grades, fieldwork activities, and student teaching observations and evaluations.

MM program preparation and demonstration of progress on TPEs

Teaching Performance Expectations (TPEs)	Program Preparation to Meet TPEs	Demonstrating Progress on TPEs
---	-------------------------------------	-----------------------------------

TPE 1: Engaging and Supporting All Students in Learning	<ul style="list-style-type: none"> • CSET prerequisite • 45 units coursework 	<ul style="list-style-type: none"> • Coursework – papers, projects, exams, grades
TPE 2: Creating and Maintaining Effective Environments for Student Learning Elements	<ul style="list-style-type: none"> • 280 hours fieldwork and clinical experiences <ul style="list-style-type: none"> ▪ 40 hours integrated with coursework ▪ 240 hours supervised student teaching 	<ul style="list-style-type: none"> • Student Teaching observations by Mentor Teacher and University Supervisor
TPE 3: Understanding and Organizing Subject Matter for Student Learning Elements Mild to Moderate	<ul style="list-style-type: none"> • Additional CTC Requirements <ul style="list-style-type: none"> ▪ CPR -infant, child and adult ▪ U.S. Constitution ▪ RICA Test (Reading Instruction Competence Assessment) for Clear 	<ul style="list-style-type: none"> • Student Teaching Self and Faculty Evaluation of progress on TPEs
TPE 4: Planning Instruction and Designing Learning Experiences for All Students Elements		<ul style="list-style-type: none"> • Portfolio documentation <ul style="list-style-type: none"> ▪ teaching philosophy ▪ current resume ▪ 2 artifacts and reflections per each of the 6 TPEs based on coursework, fieldwork and student teaching activities
TPE 5: Assessing Student Learning		
TPE 6: Developing as a Professional Educator		

Credential Coursework and Requirements*

Category 1: Core Courses		
Course #	Course Title	Units
SPED 788	Law, Ethics, Collaboration, Technology & Instructional Planning	3
SPED 801	Development, Diversity and English-Language Learners	3
SPED 774	Positive Behavior Support	3
SPED 763	Transition Planning for Students with Disabilities	3
SPED 791; or SPED 825	Nature of Autism Spectrum; or <i>Communication, Behavior and Instructional Supports: Autism</i>	3
Health Education	Elementary School Health (e.g. H ED 630/635 - offered through Continuing Education CEL) or approved course substitution	--
SPED 747	Physical Disabilities and Sensory Impairments	3
E ED 784	Curriculum and Instruction in Mathematics (may be waived if student possesses California Multiple Subject or appropriate Single Subject Credential)	3
Category II: Mild Moderate Methods		
SPED 770	Introduction to Students with MM Support Needs	3
SPED 772	Assessment, Curriculum and Instruction for Students with MM Support Needs	3
SPED 775	Curriculum and Instruction in Elementary Special Education	3
SPED 778	Curriculum and Instruction in Secondary Special Education	3
Category III: Clinical Fieldwork		

(Students apply the semester prior to their student teaching semester for approval, see instructions, and students enroll full time for a minimum of 12 units during semester of student teaching)		
SPED 726	Student Teaching Workshop - MM Support Needs	3
SPED 730	Student Teaching in Special Education	9
	Total Units	45
Additional CTC Requirements for Preliminary Education Specialist Credential <ul style="list-style-type: none"> • CPR (online course not acceptable) - must cover infant, child and adult CPR • U.S. Constitution • RICA Test (Reading Instruction Competence Assessment)(or Clear) 		

**In order to apply for the credential, teacher candidates are required to earn a letter grade of C or better in all credential courses with the exception of SPED 770, 772, 775, 778, and 726, which require a letter grade of B- or better.*

Fieldwork, Student Teaching and Placements

Teacher candidates entering the MMSN Program prior to Fall 2022 will be required to conduct a total of 280 hours of supervised clinical fieldwork (40 hours early field experiences integrated with coursework and 240 hours of student teaching). Fieldwork encompasses four observations by University supervisors and hands-on experiences with diverse learners in a variety of settings. Student teaching includes both direct contact with students and time spent in related teaching activities (i.e., consulting with cooperating teacher, attending IEPs, school-site meetings, collaboration with related personnel and families etc...). Student teaching is conducted during the final semester of study, after all of the credential coursework is completed. Students must **apply for student teaching one semester** before they intend to student teach (see sped.sfsu.edu for deadlines). All student teaching placements must be approved by the Program Coordinator. For more details, see [Student Teaching Guidelines](#). Students should also become familiar with the *Student Teaching Handbook* on the MMSN iLearn site.

Master of Arts in Special Education

The Master of Arts (MA) degree in Special Education facilitates candidates' competencies by providing a comprehensive grounding in theory, research, and evidence-based practices for learners with mild to moderate support needs. This professional degree emphasizes scholarship and leadership skills to prepare professionals for employment in schools and other public and private agencies serving diverse learners and their families. Students should become familiar with SFSU's [Division of Graduate Studies](#), which includes comprehensive information for current students. In addition, [Steps to Graduation](#) are outlined, and all forms and procedures are detailed for you. Keep in mind that students should adhere to the Graduate College of Education and the Department of Special Education deadlines, which often are earlier than the deadlines required by the University's Division of Graduate Studies.

MA Degree Program Learning Objectives (PLO)

The following are the program learning objectives for the Master of Arts Degree in Special Education:

PLO 1: Graduates of the program will attain mastery of a broad field of learning in special education and inclusive practices.

PLO 2: Graduates of the program will develop their competence as a) practitioners, b) researchers, and c) scholars, including their knowledge of the ways in which research influences practice.

PLO 3: Graduates of the program will demonstrate a mindset of inquiry as a reflective practitioner and use critical thinking skills.

PLO 4: Graduates of the program will work effectively with individuals, families, and communities from diverse backgrounds and settings.

MA Coursework and Requirements*

SFSU Written English Proficiency - Level I and Level II Requirements: <ul style="list-style-type: none"> • Level I (entry): This requirement should be met upon admission. For further information on completing this requirement consult the Written English Proficiency Requirements (WEP). • Level II (exit): Met by Master's Comprehensive Written Examination, or by Option II, III Culminating Experience. 		
Core Courses (9 Units)		
Course #	Course Title	Units
ISED 797	Seminar in Education Research	3
SPED 788	Law, Ethics, Collaboration, Technology & Instructional Planning	3
SPED 801	Development, Diversity and English-Language Learners	3
MM Emphasis Courses (12 Units)		
SPED 770	Introduction to Students with MM Support Needs	3
SPED 772	Assessment, Curriculum and Instruction for Students with MM Support Needs	3
SPED 775	Curriculum and Instruction in Elementary Special Education	3
SPED 778	Curriculum and Instruction in Secondary Special Education	3
Related Studies (3 Units)		
SPED 774	Positive Behavior Supports	3
Culminating Experience Options (6 Units)		

Option I: Two Elective Seminars + Comprehensive Exam		
Choice of 2 courses	Two elective graduate seminars (6 units), which will reflect critical analysis of literature and application of research <i>Note: One elective seminar must be outside of the student's credential program area; can include SPED 881: Advanced Research Seminar in Special Education</i>	6
SPED 896EXM	Master's Comprehensive Written Examination	
Option II: One Elective Seminar + Creative Work Project		
	One elective graduate seminar (3 units), which will reflect critical analysis of literature and application of research	(3)
SPED 894	Creative Work Project in Special Education	(3)
Option III: Advanced Research Seminar + Field Study or Master's Thesis		
SPED 881	Advanced Research Seminar in Special Education	(3)
SPED 895; or SPED 898	Field Study; or Master's Thesis	(3)
	Total Units	30

**In order to advance to candidacy, students are required to earn a letter grade of B- or better in all coursework.*

Advancement to Candidacy and Culminating Experience

All MA degree candidates are required to submit forms for *Advancement to Candidacy* (ATC) and the *Proposal for Culminating Experience* (CE) (see CE Options and Guidelines below). Links to blank ATC and CE forms are provided on the [Division of Graduate Studies forms](#) webpage while links to fillable forms (with examples of completed forms) are available on the MMSN iLearn site. The forms need to be completed, signed by a faculty advisor and second committee member, and submitted to the Department of Special Education office **the semester prior to the candidate's final semester** (check the sped.sfsu.edu for deadlines). Upon successful completion of all program coursework outlined within the ATC and the CE proposal, students may apply for graduation with the Division of Graduate Studies.

Culminating Experience Options and Guidelines. Students pursuing a Master of Arts in Special Education are required to complete a Culminating Experience. The following are options for students who plan to earn a MA degree in the program area of Mild to Moderate Support Needs.

Option I: Comprehensive Written Exam

The majority of students complete a comprehensive written exam for their culminating experience. The exam is offered two times per year: October in the Fall semester and March in the Spring semester.

- **Registering for the Exam** - Students will need to complete the steps outlined in the [Master's Comprehensive Exam Checklist](#)
- **Preparing for the Exam** - A *MMSN Study Guide* and corresponding *MMSN Exam Study Tool* are available on the MM iLearn site. In addition, *Prep Sessions* are held at the start of each semester. Students are strongly encouraged to attend at least one Prep Session the semester prior to the exam date. Prep sessions offer an opportunity for students to form study groups.
- **Exam Failure** – students who fail the exam after one attempt will be given a grade of RP (Report in Progress) and may retake the exam the following semester at no cost. Upon advisement and in rare circumstances, the student may petition to begin the application process for the Creative Work Project (see Option II below) in lieu of taking the exam a second time. In this instance, the student must submit a petition to retroactively withdraw from SPED 896 and must amend the ATC to reflect a change in culminating experience. The student must also complete a full proposal for a Creative Work Project and complete SPED 881 before registering for SPED 894. If a student fails the exam twice, he or she must consult with the relevant faculty advisor. Upon advisement, the student may be able to petition to take the exam a third time (the student would need to enroll in EDUC 499) or petition to complete a Creative Work Project (see aforementioned information regarding changing the culminating experience option to the Creative Work Project).

Option II: Creative Work Project (SPED 894) and Option III: Field Study (SPED 895) or Thesis (SPED 898)

A select number of students will be eligible to conduct a Creative Work Project (Option II) or a Field Study or Thesis (Option III). The Creative Work Project involves the design, development, and production of an instructional product, such as a curriculum or training materials for professionals, students, and/or families. A Field Study or Thesis is a research study that requires advanced approval from the San Francisco State University Institutional Review Board: <https://research.sfsu.edu/HAP>. To be eligible to pursue one of these options, students in the MM Support Needs Program will need to go through the following steps:

1. **Identify two tenure/tenure track faculty to serve on your committee (chairperson and second reader),** at least two semesters prior to registering for SPED 894, 895 or 898.

- Consider a possible idea for your Creative Work Project, Field Study or Thesis.
- Approach faculty members early in your program with whom you're interested in working to see if they are interested and available to mentor you on a project. This gives faculty time to consider your request. This also gives you time to identify alternate committee members if a faculty member is unable to participate on your committee. Faculty may request to read your proposal first before making an official commitment. Developing and completing your proposal and project should be a positive experience for both you and your committee members. Since there is no guarantee that faculty will have the workload available to mentor students through Options II and III, students who are not accepted are encouraged to consider Option 1.

2. Develop written proposal

- Develop your idea into a proposal. Ideally, the work you do within ISED 797 will assist you in gathering the research you need to support your proposal.
- The proposal outline for a Creative Work Project is explained in the document Creative Work Guidelines available on the MMSN iLearn site under MA Degree Information.
- For a Field Study or Thesis, you will consult with the Institutional Review Board (IRB) Review Board at <https://research.sfsu.edu/HAP> about your proposal.

3. Submit proposal to faculty for review and approval, at least one semester prior to registering for SPED 894, 895 or 898

- Present your proposal to the faculty members who have expressed interest in serving on your committee as chairperson and second reader.
- A completed draft of your proposal must be submitted to the committee chairperson on the first day of the semester in which the proposal is due.
- Once the committee chairperson gives preliminary approval, submit the proposal to the second reader for review and preliminary approval. **Note that the faculty member may still choose not to support a project at this time.*
- Students who have obtained preliminary approval from both faculty members will need to complete the steps as follows:
Option II - [894 Creative Work Project Checklist](#).
Option III - [895 Field Study Checklist](#) or [898 Master's Thesis Checklist](#)

4. Timeline for completion

- Students who are admitted into the SPED 894 (Creative Work Project) or SPED 898 (Thesis)

option have two semesters to make progress or complete the culminating experience. If the student is adequately progressing, as determined by the faculty committee member(s), but needs one additional semester after the grace semester to complete the culminating experience, the student can register for EDUC 499 one semester. If after two semesters, the faculty committee member(s) deem that sufficient progress has not been made, the student has the option to take the MA exam instead; in this circumstance, the student is required to submit a petition to retroactively withdraw from SPED 894/898 and amend the ATC to reflect a change in culminating experience.

Graduate Certificates

MM Support Needs Program candidates have the option of pursuing a Graduate Certificate. Graduate Certificates provide supplemental training in a specialized area of interest. Students in a certificate program must hold a master's degree or are currently enrolled in a graduate-level program within the University. The Department of Special Education offers graduate certificates in the following areas (links are provided for more details):

- [Augmentative and Alternative Communication](#)
- [Autism Spectrum](#) - see Autism Spectrum Studies website <https://autism.sfsu.edu/>
- [Inclusive Early Childhood Practices](#)

Policies and Statements

Process to Support Students At-Risk of Failing to Meet Coursework or Fieldwork Competencies

Systematic mentoring procedures for credential candidates at risk of failing coursework or fieldwork competencies will be implemented through a partnership between program faculty, fieldwork supervisors, and master teachers--with coordination with the SFSU Disability Programs Resource Center (DPRC) when relevant. The structure for the mentoring activities will be the following:

- (a) The Program Coordinator will identify with program faculty and master teachers, the candidates who are "at risk" of failing because of their poor performance on course assignments and/or in their fieldwork placements (efforts will be made to identify the students "at risk"

during the first semester that they are enrolled in the coursework and fieldwork in the Extensive Support Needs program);

(b) The Program Coordinator will develop with program faculty and master teachers a list of areas that must be addressed and an Individual Action Plan that includes needed supports and completion dates;

(c) The Program Coordinator will meet with the candidate, the Department Chair, program faculty, the master teacher, and DPRC staff (if relevant) to review the Individual Action Plan and completion dates with the candidate; and

(d) Program faculty, master teachers, and DPRC staff (if relevant) will continue to provide mentoring and supports (including the supports included on the action plan) until the concerns are resolved.

(e) If the candidate continues to fail to meet coursework or fieldwork competencies, he or she will not receive a passing grade for those courses.

SFSU Disability Access

Students with disabilities who need reasonable accommodations are encouraged to contact their instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building Room 110 (M-F 8:30-5:00) and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email (dprc@sfsu.edu).

Please take note that DPRC (as well as other offices and classrooms on campus) are designated as fragrance free spaces to accommodate people with sensory sensitivities and health conditions (such as asthma and allergies). For more information, visit <https://www.laborlawcenter.com/education-center/new-ada-guidelines-for-fragrance-sensitivity/>

SFSU Universal Design for Learning & Accommodations

SFSU implements the principles of Universal Design for Learning to make course concepts accessible and skills attainable regardless of learning style, physical, or sensory abilities. SFSU complies

with the regulations of the Americans with Disabilities Act of 1990 and offers reasonable accommodations to students with disabilities.

Department of Special Education Attendance Policy

Class attendance and participation for the entire class period is mandatory. Late arrivals and early departures from class of more than 15 minutes will result in grade deductions. Cumulative tardies or arriving more than an hour late or leaving one hour early will be considered as a class absence. Students must notify the instructor if they anticipate missing a class in advance. There will be a deduction of ½ grade (e.g., A to A-) for students with one unexcused absence. There will be a deduction of full grade (e.g., A to B) for students with two unexcused absences. Students who miss three or more class sessions should petition to withdraw from the course, regardless of the reason.

SFSU Observation of Religious Holidays

When religious holidays require students to be absent from class activities, the student needs to inform the instructor, in writing, during the first two weeks of the class each semester. The student will not be penalized, but it is his/her responsibility to make up the work missed.

Department of Special Education Use of Technology Policy

Students are expected to use a personal device such as tablet or computer for accessing, completing, and engaging in coursework and the course iLearn site. Students are also expected to conduct online, independent searches for research and information. During class time, use of technology for non-instructional tasks (e.g. social media, chats, messaging, email) is unacceptable and not allowed. Laptops, cell phones, and other devices should be turned off and put away during class, unless requested by the instructor for instructional purposes or requested by students as a necessary accommodation.

Students are expected to act ethically, practice common courtesy in using technology, and respect the privacy and feelings of others. Harassing and/or offensive messages are examples of inappropriate content for technology usage. Any use of obscene, indecent, racist, defamatory, threatening or harassing material is against the department policy and will not be tolerated. Such use is subject to department and campus discipline.

Recording or Filming. Students must obtain prior permission from the course instructor to video or audio record/film a class lecture or discussion, except in accordance with ADA accommodations. Any recordings made in connection with a disability accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual. Students who video or audio record without prior permission will be reported for academic misconduct.

If you need assistance using your personal technology, please contact [Tech Central](http://tech.sfsu.edu/) <http://tech.sfsu.edu/>. iLearn support and help desk is also available.

Statement of Confidentiality and Professional Ethics

Due to the sensitive nature of material covered in this program, candidates must be committed to a code of professional ethics by ensuring confidentiality is protected for all individuals who identify as having a disability or as neurodivergent. To ensure privacy and respect for these individuals, students are asked to use pseudonyms in reference to all real persons and places in written materials (in paper and digital form) and/or to use only first names in class discussions and presentations. Students are responsible for obtaining appropriate permission from schools, programs, families and/or the individual to share written material, photographs and videotapes of these individuals in class. The same practices apply to ensuring the confidentiality of all guest speakers and classmates who may choose to self-disclose in class.

When speaking or writing about persons described as having a disability or neuro-divergent, students are asked to use language consistent with what is advocated by the individual, family, or members of a group who share a socio-cultural identity. While person-first language (child with disability) is advocated by many in the field of special education, we also recognize that many people who identify with disabilities or as neurodivergent (such as in the Autistic community) prefer identify-first language (e.g., autistic child/adult) or in some cases, neutral language (e.g., child/adult on the autism spectrum).

SFSU Student Conduct

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Students are expected to adhere to SFSU's student code of conduct. The Standards for Student Conduct can be found on the Office of Student Conduct website:

<http://conduct.sfsu.edu/standards>.

SFSU Academic Integrity

The Department of Special Education expects that all students maintain the highest level of academic integrity in every course, clinic, field experience, internship, culminating experience, and other professional settings. Academic integrity is based on the guiding values and principles that students will pursue scholarly and creative activities in an honest and responsible manner consistent with the SFSU Standards for Student Conduct.

Students who engage in academic dishonesty (e.g., cheating on exams or assignments,

plagiarism, unauthorized collaboration) will receive an immediate penalty according to the instructor's grading policy. These incidents will then be reported to the Department Chairperson, Associate Dean of the Graduate College of Education, and ultimately referred to the Office of Student Conduct for further review to determine any additional sanctions.

For student obligations related to Academic dishonesty: <http://conduct.sfsu.edu/academic-dishonesty>. For definition and examples of plagiarism: <http://conduct.sfsu.edu/plagiarism>

SFSU Student Disclosures of Sexual Violence

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the [Dean of Students]. To disclose any such violence confidentially, contact:

[**The SAFE Place** - (415) 338-2208; http://www.sfsu.edu/~safe_plc/]

[**Counseling and Psychological Services Center** - (415) 338-2208; <http://psyservs.sfsu.edu/>]

For more information on your rights and available resources: [<http://titleix.sfsu.edu>]

Links to Resources

Campus Resources

Department of Special Education 1600 Holloway Avenue Burk Hall 156 San Francisco, CA 94132	Burk Hall 156 sped@sfsu.edu Phone: 415-338-1161 Fax: 415-338-0566 http://sped.sfsu.edu/
Faculty Advisors	https://sped.sfsu.edu/faculty-and-staff
Collaborative iLearn site (Mild/Moderate Program in Special Education)	https://ilearn.sfsu.edu/
Graduate College of Education (GCOE)	Burk Hall 501 Phone: (415) 405-3681 http://gcoe.sfsu.edu/
Credential Related Questions	Burk Hall 244 Phone: 415-405-3594 credinfo@sfsu.edu
GCOE Scholarships	http://gcoe.sfsu.edu/current-students/scholarships
Cahill Learning Resources and Media Lab	Burk Hall 319 http://gcoe.sfsu.edu/cahill
Education Advising Community Hub	Burk Hall 311 https://gcoe.sfsu.edu/education-advising-community-hub-teach
Division of Graduate Studies	http://grad.sfsu.edu/
Disability Programs and Resource Center (DPRC)	Student Services 210 http://access.sfsu.edu/
Office of Research and Sponsored Programs (ORSP)	http://research.sfsu.edu/
Human and Animal Protection (IRB)	https://research.sfsu.edu/HAP
Paul K. Longmore Institute on Disability	http://longmoreinstitute.sfsu.edu/paul-k-longmore
Autism Spectrum Graduate Certificate and Related Studies	http://www.sfsu.edu/~autism/
Bursars Office	Administration 155 http://www.sfsu.edu/~bursar
Office of International Programs	http://oip.sfsu.edu/
Job Opportunities	http://sped.sfsu.edu/job-announcements

External Resources

California Commission for Teacher Credentialing (CTC)	https://www.ctc.ca.gov/
California Department of Education	https://www.cde.ca.gov/
California Department of Developmental Services	https://www.dds.ca.gov
Community Alliance for Special Education	https://www.caseadvocacy.org/
Disability Rights California	https://www.disabilityrightsca.org/
Council for Exceptional Children (CEC)	https://www.cec.sped.org/
Office of Special Education Programs (OSEP) – U.S. Department of Education	https://www2.ed.gov/about/offices/list/osep/index.html
National Association of Special Education Teachers (NASSET)	https://www.naset.org/
Disability Rights International	https://www.driadvocacy.org/
International Disability Alliance	https://www.internationaldisabilityalliance.org/