



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

Mild to Moderate Support Needs Program Handbook

Preliminary Mild to Moderate Education Specialist Credential

Master of Arts Degree in Special Education

Fall Semester 2019



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 MM 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,

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Mild to Moderate Support Needs Program Overview

The Mild to Moderate (MM) Support Needs 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 <http://sped.sfsu.edu/content/faculty>.

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) and MM Specialty Standards

The MM Support Needs Program is aligned with the most recent [CTC Education Specialist Teaching and Credential Program Standards](#) (revised 2017), which offer guidelines for preparing candidates to meet *Teacher Preparation Expectations (TPEs)* and *MM Specialty Standards* (see *Table below*). The CTC developed the TPEs and MM Specialty Standards 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. Through coursework, fieldwork and clinical experiences, teacher candidates have multiple opportunities to learn, apply, and reflect on each TPE and MM Specialty Standard. Teacher candidates are monitored on their progress and performance in meeting their competencies, through course grades, fieldwork activities, student teaching observations and evaluations, and portfolio documentation.

Teacher Performance Expectations (TPEs)	MM Specialty Standards
TPE 1: Engaging and Supporting All Students in Learning	Standard 1: Characteristics of Students with Mild to Moderate Support Needs
TPE 2: Creating and Maintaining Effective Environments for Student Learning Elements	Standard 2: Assessment and Evaluation of Students with Mild to Moderate Support Needs
TPE 3: Understanding and Organizing Subject Matter for Student Learning Elements Mild to Moderate	Standard 3: Planning and Implementing Curriculum and Instruction for Students with Mild to Moderate Support Needs
TPE 4: Planning Instruction and Designing Learning Experiences for All Students Elements	Standard 4: Positive Behavior Support
TPE 5: Assessing Student Learning	Standard 5: Specific Instructional Strategies for Students with Mild to Moderate Support Needs
TPE 6: Developing as a Professional Educator	Standard 6: Case Management

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	--
E ED 784	Curriculum and Instruction in Mathematics (Not required if student possesses California Multiple Subject or Single Subject Credential)	3
E ED 882	Literacy Instruction K-12 (Not required if student possesses California Multiple Subject or 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: Student Teaching		
(Students apply the semester prior to their student teaching semester for approval, <u>see instructions</u> , 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) 		

Fieldwork and Student Teaching

Teacher candidates are required to conduct fieldwork (while enrolled in courses) and 280 hours of supervised student teaching (during the final semester, after all credential coursework is completed). Fieldwork encompasses observation and hands-on experiences with diverse learners in a variety of settings. Student teaching comprises at least 240 contact hours (direct work with students identified with mild to moderate support needs) while 40 hours may be applied to related activities (consulting with the cooperating teacher, attending IEPs, school-site meetings, collaboration with related personnel and families). Students must apply for student teaching one semester before they intend to student

teach by the semester deadline (see sped.sfsu.edu). 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 *Cooperating Teacher Handbook* on the MM 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. Included on their website is the [GradGuide](#). 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

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 MM 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, for a duration of 4 hours.

- **Registering for the Exam** - Students will need to complete the steps outlined in the [Master's Comprehensive Exam Checklist](#)
- **Preparing for the Exam** - A *MM Study Guide* and corresponding *MM 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 [Institutional Review Board for the Protection of Human Subjects](#). 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 Mild/Moderate iLearn site under MA Degree Information.
 - For a Field Study or Thesis, you will use the [Institutional Review Board \(IRB\) protocol](#)

template as 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 also Autism Spectrum Studies website www.sfsu.edu/~autism/
- [Inclusive Early Childhood Practices](#)

Policies and Statements

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/>. 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	http://sped.sfsu.edu/content/faculty
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
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 http://gcoe.sfsu.edu/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)	http://research.sfsu.edu/protocol/
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/osers/osep/index.html
National Association of Special Education Teachers (NASET)	https://www.naset.org/
Disability Rights International	https://www.driadvocacy.org/
International Disability Alliance	https://www.internationaldisabilityalliance.org/
<i>More to be added...</i>	