
Graduate Programs in Education

Early Childhood Education



Elementary Education



Special Education: Visual Impairment

Faculty/Student Handbook

2011 - 2012

Accredited by the
National Council for the Accreditation of
Colleges of Teacher Education (NCATE)

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Post-Baccalaureate Certificate in English to Speakers of Other Languages (ESOL) K-12

UNIVERSITY OF SOUTH CAROLINA UPSTATE

Vision Statement

University of South Carolina Upstate will emerge as “the metropolitan university of South Carolina” and one of the leading metropolitan universities of the Southeast, recognized as a center of superb teaching, experiential learning, regional partnerships, international opportunity, cultural diversity, and dynamic community activity.

Mission Statement

The University of South Carolina Upstate aims to become one of the Southeast's leading “metropolitan” universities... a university that acknowledges as its fundamental reason for being its relationship to its surrounding cities, their connecting corridors and expanding populations. It aims to be recognized nationally among its peer metropolitan institutions for its excellence in education and commitment to its students, for its involvement in the Upstate, for its operational and managerial effectiveness, for its civility and common purpose, and for the clarity and integrity of its mission

As a senior public institution of the University of South Carolina with a comprehensive residential campus in Spartanburg and commuting and degree completion operations at the University Center of Greenville, the University’s primary responsibilities are to offer baccalaureate education to the citizens of the Upstate of South Carolina and to offer selected master’s degree in response to regional demand

Curricula and services are designed for the University’s students, four to seven thousand in headcount, who are diverse in background, age, race, ethnicity, educational experience and academic goals. Students are drawn in large proportion from the Upstate where many choose to remain for their careers. A broad range of major curricula are provided in arts and sciences and in professional fields of study required by the regional economy, including business, education, and nursing. Through on-site instruction including comprehensive programming Greenville, distance learning, continuing education and inter-institutional articulation agreements, both traditional students and working professionals are served across the region.

Consistent with the international character of the Upstate, the University promotes global perspectives across its programs, and, supporting the regional employment objectives of most of its students, it provides extensive experiential learning opportunities.

The University’s metropolitan mission rests upon a foundation of partnerships with the education, corporate and service organizations of the Upstate. The USC Upstate faculty provides leadership in promoting the Upstate’s economic, social and cultural development through its teaching, professional service, basic and applied scholarship/research, and creative endeavors. USC Upstate strives to prepare its students to participate as responsible citizens in a diverse, global, and knowledge-based society, to pursue excellence in their chosen careers and to continue learning throughout life.

Institutional Core Values

The University's core values not only serve as the philosophical underpinnings of the institution's mission, but they serve to govern attitudes, behaviors, and decisions in daily activities among stakeholders. As such, the University of South Carolina Spartanburg affirms that...

People come first. We are committed to creating an inclusive environment wherein we respect our differences as we pursue our common academic purposes. Our employees, students, parents and partners are the University's most valuable assets. We aim to work hard, work smart and always do

the right thing. We cooperate and collaborate with colleagues and constituents, aiming to be responsive, flexible, accessible and friendly in our service. We strive to be good will ambassadors for the University, and to advance its reputation and its metropolitan mission. Above all, we strive to assure student success.

Stewardship of resources is critical to accomplishing the University's mission. We understand the importance of evaluating and reflecting on our daily activities in order to gain the highest value in return for the University's and our own professional investments. As employees, we aim to apply principles of honesty and fiscal responsibility in order to conserve student, partner, and University resources as though they were our own.

Integrity as an academic institution drives our daily activities. That integrity includes a passion for teaching and learning, and a belief that every employee and student has a right to learn and progress as far as he or she is able. We seek, therefore, to provide a distinctive learning environment that supports and encourages intellectual growth and personal and professional development.

USC UPSTATE SCHOOL OF EDUCATION

VISION

The USC Upstate School of Education/Unit aims to be recognized nationally for its comprehensive, outstanding teacher preparation programs, the graduates of which are exemplary educators on the basis of their student-centered pedagogy, commitment to reflective teaching practice, and advocacy of positive change in education.

CONCEPTUAL FRAMEWORK

Abstract

Programs and curricula of the USC Upstate School of Education are built on the philosophy of progressivism in which learners are understood to construct knowledge and skills. Faculty members in the USC Upstate School of Education operate within this framework as they prepare undergraduate students to be reflective practitioners and graduate students to be reflective professionals.

Description

Undergirding all that happens in the USC Upstate School of Education is the Conceptual Framework. This framework is knowledge-based, shared, consistent with the unit and institutional mission, and continuously evaluated. The philosophical orientation of the School of Education is toward progressivism, a view of education which is described as follows:

"According to progressivist thought, the skills and tools of learning include problem-solving methods and scientific inquiry; in addition, learning experiences should include cooperative behaviors and self-discipline, both of which are important for democratic living. Through these skills and experiences the school can transmit the culture of society while it prepares the students for a changing world. . . .

Progressivism. . . place[s] heavy emphasis on how to think, not what to think. . . .

[T]he curriculum [is] interdisciplinary in nature. . . . The teacher serve[s] as a guide for students. . . , the leader of group activities" (Ornstein and Hunkins, CURRICULUM, Allyn and Bacon, 1993, 38).

Progressivism permeates both the undergraduate and graduate curriculum. In foundations courses, information about progressivist philosophy is both taught and modeled during class activities. Methods courses and field experiences in every certification area emphasize techniques and strategies consistent with the progressivist/constructivist philosophy as students engage in active, cooperative learning. USC Upstate students, with the guidance of USC Upstate School of Education faculty, construct knowledge about students, teaching, learning, and schools as they engage in reflective exercises. A goal of the USC Upstate School of Education is to prepare undergraduate and graduate teachers who will continue to grow through reflection. As summary statements of unit philosophy and mission, faculty members have adopted the following statements as organizing themes for undergraduate and graduate teacher education programs.

USC UPSTATE SCHOOL OF EDUCATION

Mission

- To prepare effective teachers who are reflective practitioners and professionals.
- To serve the needs of schools in the state of South Carolina, particularly the upstate, working collaboratively with K-12 school personnel.
- To advance understanding of how teaching and learning occur effectively.

Core Values/Goals

The USC Upstate Educational Professional Program emphasizes candidate content knowledge, pedagogical skills, and dispositions for teaching. Each of these elements is essential for the effective preparation of teachers. Clearly, teachers must possess deep knowledge and understanding of the subject matter they teach. Also, teachers must understand the best way to present materials to students, assuring that all students learn. And equally, teachers must possess fundamental beliefs about learners, teachers, and teaching. The education Professional Program “core values” are our goals and are expressed by the following:

- The faculty and candidates of the USC Upstate School of Education value reflective teaching practice.
- The faculty and candidates of the USC Upstate School of Education value learner-centered pedagogy.
- The faculty and candidates of the USC Upstate School of Education value performance-based assessment.
- The faculty and candidates of the USC Upstate School of Education are committed to and affirm diversity.
- The faculty and candidates of the USC Upstate School of Education are committed to professional responsibility.

Education and Economic Development Act (2005) EEDA

On May 27, 2005, Governor Mark Sanford signed the Education and Economic Development Act (EEDA), new legislation designed to give South Carolina students the educational tools they need to build prosperous, successful futures.

As a teacher training institution with a number of programs in initial and advanced teacher education, USC Upstate is mandated by EEDA to include in our training of teacher candidates the following components:

- The Career Guidance Process
- Career Clusters and Individual Graduation Plans
- SC Career Guidance Standards and Competencies

- Character Education
- Contextual Teaching
- Cooperative Learning
- Diverse Learning Styles

Additional information about the EEDA can be found on the SOE website.

Safe Schools Act

The Safe schools Act mandates that each local school district is required to adopt a policy prohibiting harassment, intimidation, or bullying at school. The school district shall involve parents and guardians, school employees, volunteers, students, administrators, and community representatives in the process of adopting the policy. The content of the policy must be determined locally, but the definition of harassment, intimidation, or bullying must be no less inclusive than the definition in the law. 'Harassment, intimidation, or bullying' means a gesture or written, verbal, physical, or sexual act that is reasonably perceived as being motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, mental, physical or sensory disability, height, weight, socioeconomic status, or by another distinguishing characteristic that a reasonable person should know, under the circumstances, has the effect of harming a student or damaging a student's property, or placing a student in reasonable fear of personal harm or property damage; or has the effect of insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school. Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a local school district shall provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and develop a process for discussing the district's harassment, intimidation, or bullying policy with students. This article may be cited as the ' Safe Schools Act '.

Programs infuse this law into courses. Candidates in the masters of Education courses are required to demonstrate their understanding of this law.

Organization of USC Upstate Graduate Programs

The purpose of the Graduate Programs Office in the School of Education is to provide leadership and administrative support for graduate programs in education. Through the Graduate Programs Office, new graduate programs are designed and moved forward in the approval process, existing programs are modified and restructured, and procedures for the administration of graduate programs are developed and implemented. This office oversees the accreditation process for graduate programs, making adjustments as standards change and modifications are required. Through the Graduate Programs Office all graduate classes are scheduled, faculty hired, and candidates recruited, and advised. The Graduate Professional Portfolio, required for assessment of candidates and programs, is monitored through this office as are graduation procedures.

USC Upstate School of Education Graduate Mission Statement

Educators prepared in the graduate school at USC Upstate are well-versed in the liberal arts and applicable content areas, the latest developments in curriculum and instruction, theory and practice,

and the research-based, socio-cultural, and philosophical foundations of education. They understand and respect cultural diversity, welcome diversity of opinion and belief, and place the welfare of their candidates first. As reflective professionals, they are leaders among their colleagues and are committed to a service ideal built upon the highest standards and ethical principles.

Degrees Available

Currently the University of South Carolina Upstate offers the following three graduate degrees for certified teachers: The Masters of Education in Elementary Education, Early Childhood Education and Special Education – Visual Impairment. USC Upstate also offers the 15 hours of specialized coursework required to obtain a Post Baccalaureate Certificate for English for Speakers of Other Languages (ESOL). The Elementary Education and Early Childhood degrees are offered in a fast-track cohort design so that teachers may complete the degree in 18 months while continuing employment. Candidates may spread degree requirements over a more extended period of time if they desire. The Master of Education in Special Education: Visual Impairment program began in 2002 in response to the demand for highly qualified teachers of children with visual impairment. This degree is offered cooperatively by USC Upstate and The South Carolina School for The Deaf and The Blind (SCSDB). The Master of Education in Special Education Visual Impairment is a 39 hour degree program that can be completed in two years. Summer session courses are offered on site (with housing available) at the SCSDB or the USC Upstate campus. Spring/Fall courses are offered as distance education courses.

USC Sumter

The USC Upstate Graduate Programs is now offering its Master of Education Degree Programs to teachers in the Sumter area. Through a combination of live, distance and online courses teachers can now obtain their M.Ed. in Early Childhood or Elementary Education in 18 months on the fast-track program.

USC Upstate Graduate Committee

The USC Upstate Graduate Committee is composed of three members elected by the College of Arts and Sciences representing three different disciplines and one member elected from each of the professional schools: Business, Education and Nursing. In addition, one graduate student who is currently enrolled or who has graduated from USC Upstate will be appointed by the Chancellor upon the recommendation of the Senior Vice Chancellor for Academic Affairs. Only faculty who meet the minimum qualifications for graduate faculty at USC Upstate are eligible for membership on the Graduate Committee. Members of the committee serve staggered three year terms. The chair is elected by the committee from among its members. The Senior Vice Chancellor for Academic Affairs, the Registrar, and Dean of the Library are *ex officio* members.

It is the duty of the USC Upstate Graduate Committee to consider and recommend to the Faculty Senate action on all changes in graduate courses or programs, on requests for new graduate courses or programs, and on graduate standards, requirements, policies, and procedures. The Graduate Committee is involved in the development of new programs. If the program is approved by the Faculty Senate, the program will be recommended to the Graduate Council of the University of South Carolina for action. The USC Upstate Graduate Committee also considers grade change requests from graduate faculty and

formal appeals from graduate students as a part of the appeal process. The Committee will perform other duties as assigned by the Senior Vice Chancellor for Academic Affairs or by the faculty.

School of Education Graduate Faculty

Graduate Faculty members advise graduate students, teach graduate courses, serve on Graduate Professional Portfolio Panels, direct research projects, and participate in graduate program development, revision, and accreditation processes. For appointment as a Member of the USC Upstate Graduate Faculty, the candidate must meet the following criteria:

1. hold the terminal degree in a field of study directly related to the specific program in which the candidate will teach; and
2. demonstrate currency in an appropriate field of expertise through documented research and/or scholarly writing activity; or
3. demonstrate currency in an appropriate field of expertise through documented activity in professional organizations (evidence of such includes attendance at conferences, presentations at conferences, holding offices in such organizations).

After the candidate submits a letter of intent to be considered for membership on the USC Upstate Graduate Faculty or USC Upstate Adjunct Graduate Faculty to the Dean of the school or college housing the program and upon favorable review by the appropriate Division Chair, the Dean of the School [or college] housing the graduate program, and the USC Upstate Graduate Council, USC Upstate will confer upon the candidate Graduate Faculty status (or when appropriate, Adjunct Graduate Faculty status).

School of Education Faculty

USC Upstate Graduate Programs comprise a division of the USC Upstate School of Education. As such, substantive changes in graduate procedures, graduate courses, and graduate programs, including new degree programs, must be approved by the School of Education faculty. Recommendations are made by the School of Education Graduate Committee to the School of Education faculty. From the School of Education, curriculum changes are sent to the USC Upstate Graduate Committee for approval and finally to the USC Upstate Faculty Senate.

The School of Education Graduate Committee

The Graduate Committee of the School of Education serves as an advisory committee to the Director of Graduate Programs and as the Curriculum Committee for Graduate Programs. The School of Education Graduate Committee makes recommendations to the faculty of the School of Education concerning new graduate programs, revision of existing graduate programs, and new and revised courses. The committee also develops and revises policies concerning admission, continuation, and completion of graduate programs. The committee considers marketing of the programs as well as other activities contributing to the professional development of teachers in the Upstate. The School of Education Graduate Committee, appointed by the Dean of the School of Education, consists of one faculty member from early childhood, one from elementary, one from special education, and one from foundations, as well as one current graduate candidate. The Chair of the School of Education Graduate Committee, chosen from among the four members, is appointed by the Dean of the School of Education. The Director of Graduate Programs serves as a voting member of the Graduate Committee.

Director of USC Upstate Graduate Programs

The Director of USC Upstate Graduate Programs is a full-time member of the School of Education faculty and, with the Associate Dean of Education, functions as a Division Chair in the School of Education. The Director of USC Upstate Graduate Programs oversees the masters programs for degree seeking candidates including admission to graduate work, academic progress, and degree completion. The Director is responsible for recruiting graduate candidates and for providing Portfolio Introduction and Training Sessions for each new cohort. The Director recommends and coordinates plans for modification of degree procedures, for the revision of existing graduate programs, and for the development of new graduate courses and graduate programs, and for the maintenance of accreditation

The Director of USC Upstate Graduate Programs reports directly to the Dean of the School of Education.

Graduate Programs Staff

The USC Upstate Graduate Programs division is supported by a full-time administrative coordinator. This individual is responsible for assisting in the development of promotional materials for all degree programs and professional development opportunities. The Graduate Coordinator is also responsible for distributing admission materials, arranging and scheduling graduate courses, completing contracts for professional development courses, submitting hiring and pay documents, and supporting the Director of Graduate Programs in other ways as necessary. The Graduate Coordinator is the frontline contact person for inquiries concerning graduate education and, as such, functions in a significant public relations capacity. The Coordinator is supported by a part-time student assistant.

Admission to USC Upstate Graduate Programs

Degree Candidates

Individuals seeking admission to USC Upstate as degree candidates will be considered for full admission when the USC Upstate Office of Admissions receives all of the following materials:

- Valid teaching certificate
- Application to Graduate Programs
- \$40 application
- A state residency status form
- Two letters of recommendation from former professors or employers using the forms provided in the application packet
- Minimum Miller Analogy Test (MAT) score of 390 or Graduate Record Examination (GRE) score of 400 on the verbal section and 400 on the quantitative section
- Official copies of transcripts from ALL previous undergraduate and graduate studies
- A minimum grade point average on all undergraduate course work of 2.5 on a 4.0 scale.
- Proof of immunization for measles (rubeola) and German measles (rubella) if born after December 31, 1956
- A personal interview with a member of the faculty of the USC Upstate School of Education
- Attendance at a regularly scheduled Portfolio Introduction and Training Session

Once the application, fee and residency information have been submitted, candidates are eligible to take up to twelve hours of program courses pending full admission to graduate programs. During these 12 hours candidates will be technically classified as non-degree seeking until all admissions requirements have been met. *Non-degree seeking candidates are not eligible for financial aid*; consequently, to be eligible for financial aid, candidates must be fully admitted as a Degree Seeking student in graduate programs.

Admission Decisions

Full Admission to Graduate Programs

When all materials are received by the Admissions Office, including the submission of required test scores, the Graduate Programs Office will make a decision concerning full admission to a masters degree program. If a candidate meets all criteria indicated above, the candidate will be fully admitted and will be notified in writing. If a candidate fails to achieve the required score on the Miller Analogies Test, or the Graduate Record Exam, the candidate will be required to retake either the MAT or GRE in an effort to achieve the designated score. After full admission, the candidate will be assigned an advisor and should set up an appointment to develop a Program of Study.

Conditional Admission

Under two circumstances may an individual apply for conditional admission as a degree candidate as long as all other admission requirements have been fulfilled:

- If, after two attempts, the candidate fails to meet the required Miller Analogies Test (MAT) score of 390 or Graduate Record Examination (GRE) score of 400 on the verbal section and 400 on the quantitative section. The attempts must be for the same test. If either test is taken twice, results from both sessions are to be submitted as part of your application to the program.
- If the candidate does not have the minimum grade point average on all undergraduate coursework of 2.5 on a 4.0 scale.

If candidates fail to meet one of these criteria, candidates may submit a written request for conditional admission to the Director of Graduate Programs.

If candidates fail to meet **BOTH** of these criteria they are NOT eligible for admission. If candidates are granted conditional admission and achieve a minimum of 3.25 GPA on the initial twelve (12) hours of USC Upstate program coursework, candidates will be fully admitted as a masters candidate. If candidates fail to achieve this grade point average, candidates may not continue in the masters program.

State Residency Requirements

The University of South Carolina Upstate assesses fees and tuition on the basis of state residency. Rules regarding the establishment of legal residency in relation to tuition and fees at institutions of higher education are governed by the South Carolina Code of Laws. A copy of this law in its entirety is available from the USC Upstate Office of Admissions. Generally, in order to be a legal resident of South Carolina for the purpose of paying tuition and fees, a candidate must have resided in South Carolina for at least 12 months immediately preceding the first day of classes of the term for which the resident classification is sought. Documentation for residency include: (abbreviated from the SC Code of Laws)

- Statement of full-time employment;
- Possession of a valid SC voter registration card;
- Designation of SC as state of legal residency on military records;
- Possession of a valid SC driver's license;

- Possession of a valid SC vehicle registration card;
- Continuous presence in SC when not enrolled as a candidate;
- Paying SC income taxes during the past tax year; and
- Owning a principal residence in SC

The initial resident status determination is made at the time of admission and prevails until such time that a candidate establishes a proper claim to residency as defined by the laws of South Carolina. Any candidate who is discovered to have been improperly classified as a South Carolina resident will be reclassified as a non-resident and will be required to pay the differences in fees. Persons having questions about residency are encouraged to secure a Residency Application Package from the Office of Admissions. An appointment with the Director of Admissions to discuss residency requirements is also encouraged. If candidates who are non-residents are enrolled in contract graduate courses, the candidate or school district purchasing the course must pay an out-of state residency supplement.

USC Upstate Citizenship Verification

Pursuant to section 59.101.430 of the South Carolina Code of Laws, as amended in 2008, the University of South Carolina has adopted a general enrollment policy effective January 1, 2009. To attend a public University in the state, a student must be a citizen or national of the United States or an alien lawfully present in the United States. This verification process has been adopted to deter and prevent false claims of citizenship by unlawful aliens attempting to evade the eligibility requirements of section 59.101.430.

Students must now provide proof of citizenship before being allowed to enroll in classes at the University. If the Admissions Office can not verify an applicant's status using information legally available to them, she or he will be asked to present proof of U.S. citizenship. She or he must complete the *Citizenship Status Verification* form and send it, along with proof of citizenship to a University of South Carolina Upstate Enrollment Services Office.

Proof of Citizenship - One of the following documents can be mailed along with the form:

- Copy of your South Carolina driver's license if you first became a licensed driver in South Carolina after January 1, 2002,
- Certified Birth Certificate indicating that you were born in the United States or a territory of the United States. A photocopy of your birth certificate is not acceptable.

If proof of citizenship is based upon any of the following documents, you must bring the original document along with the form to the Enrollment Services Office in the Health Education Complex Building:

- Current U.S. Passport or U.S. Passport that has not been expired more than 10 years,
- Certificate of Naturalization.. USCIS Form (N.550 or N.570),
- U.S. government issued Consular Report of Birth Abroad,
- Certificate of Citizenship (N.560 or N.561)

If your name has changed since birth, you must present all legal documents (i.e., adoption records, marriage certificate, certificate of naturalization, and court ordered name change)

supporting all name changes from the name which appears on the document presented as proof of citizenship.

If your Citizenship Verification requirement is not satisfied, a hold will be placed on your registration, transcript, and diploma in order to comply with state law.

Disability Services

In keeping with University policy, any student with a disability who requests academic accommodations should contact Disability Services at 503-5195 to arrange a confidential appointment with the Disability Services Coordinator. Students are encouraged to seek an appointment as early in the semester as possible, as accommodations are not provided retroactively. Letters of accommodation must be signed and printed on letterhead from the Disability Services office. It is the student's responsibility to provide these letters to professors in a timely manner so that accommodations may be put in place..

Valid Period of Admission

Admission to graduate study at USC Upstate is valid for one year. Should a candidate fail to enroll in any graduate courses during this period, the admission lapses. The candidate becomes subject to any new requirements that may have been adopted, and the candidate must reapply for admission.

Candidates who have been admitted to graduate study at the University of South Carolina-Columbia under regulations other than those now in force, and who have not completed any USC courses during a period of three or more years, are required to fulfill current admissions requirements prior to attending USC Upstate for additional graduate work. Upon admission, these candidates become subject to the current graduate regulations. *In order to complete a USC Upstate masters degree, candidates must complete a minimum of 24 hours of program courses at the University of South Carolina Upstate.*

Readmission

Candidates whose graduate attendance at USC Upstate has been interrupted for any reason for two or more major semesters must apply for readmission. An application fee is not required.

Non-Degree Seeking Candidates

Candidates wishing to enroll in either program courses or professional development courses but who do not wish to pursue a graduate degree at USC Upstate must submit the following admission materials:

- A copy of their initial teacher certification or a letter indicating full time employment by a school district as a teacher;
- Non-degree application for graduate study
- \$10 application fee
- A state residency status form

Candidates may take up to 12 hours in a non-degree seeking capacity. In order to take additional hours, candidate must repeat the non-degree seeking application process, and obtain written approval by the Director of Graduate Programs.

Candidates with No Baccalaureate Degree

Candidates with no baccalaureate degree, such as some trade and industry teachers and teacher's aides, may participate in graduate courses as required by their employer. The USC Upstate Admissions Office must receive written documentation from the individual's school district verifying their full-time employment status. These candidates will receive recertification credit for participation in a course; however, these individuals are ineligible for graduate credit.

In order to receive recertification credit, the candidate must request in writing that the instructor of the graduate course write to the South Carolina State Department of Education. Using University letterhead, the instructor of the course is to indicate that the non-baccalaureate candidate has successfully met all requirements for the course. A copy of the letter will be sent to the superintendent of the district in which the candidate is employed.

Graduate Candidates Enrolling in Undergraduate Courses

Should a graduate candidate wish to enroll simultaneously in a graduate and an undergraduate course, the candidate's graduate status supersedes. The candidate must register as a graduate candidate and pay graduate fees for all courses.

Supervising a USC Upstate Cooperating Teacher

Individuals who serve as a cooperating teacher for a USC Upstate student teacher are eligible to take a USC Upstate graduate course for a nominal fee any time during the two years following the semester of service. Principals of a school hosting USC Upstate student teachers are eligible for a reduced tuition course as well; at their discretion the principal may transfer the course to one of their teachers. A written request to the Graduate Programs Office is required.

Senior Privilege

A special provision for undergraduate candidates to earn graduate credit is available for USC Upstate undergraduate seniors in their final semester who have a minimum GPA of 3.0 and who need less than a normal course load to complete baccalaureate requirements. Overload enrollment to access this privilege is not allowed nor can graduate courses be used to fulfill undergraduate degree requirements. Certification only candidates are not eligible for this privilege.

Academic Regulations

Portfolio Introduction and Training Session

The development and defense of a Graduate Professional Portfolio has replaced comprehensive exams as the capstone assessment tool both for the assessment of candidate knowledge, skills, and dispositions and for the assessment of program effectiveness. The portfolio, arranged according to the core values and dispositions of the USC Upstate School of Education is developed over the candidate's entire program of study. Participation in a Portfolio Introduction and Training Session is required for full admission to USC Upstate Graduate Programs.

A Portfolio Introduction and Training Session is offered at the beginning of each academic session. Candidates are provided a USC Upstate *Graduate Programs Candidate Handbook* during the Portfolio Introduction and Training Session.

The Objectives for the Portfolio Introduction and Training Session are to:

- Introduce and provide training for development of the Graduate Professional Portfolio
- Communicate academic requirements for the masters degrees
- Communicate expectations for candidate performance
- Emphasize the commitment of the School of Education faculty to diversity and related issues
- Apprise candidates of the integration of technology as a learning tool and the use of technology as a delivery alternative in the masters programs
- Provide the opportunity for candidates to ask specific questions

Dispositions

Professional Dispositions are those professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. National Council for the Accreditation of Colleges of Teacher Education (NCATE) expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions fairness and the belief that all students can learn are particularly important for classroom teachers to possess and demonstrate. Fairness is demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner. The School of Education's mission and conceptual framework detail how these and other important dispositions are identified, defined, and operationalized.

- Reflective Teaching Practice – The reiterative cycle of teaching, describing and analyzing classroom experiences builds professional competence.
- Learner-Centered Instruction – The emphasis on the learners' involvement in the construction of knowledge and skills in the classroom setting.
- Performance-Based Assessment – The use of real life/authentic tasks or products to measure the learners' accomplishment of curriculum goals.
- Commitment to Diversity – The affirmation of cultural and individual diversity based on the belief that all children can learn.
- Professional Responsibility – The use of expert knowledge when confronted with typical and unique situations in classroom practice.

Thinking critically and reflectively while completing the degree program, developing and defending their Graduate Professional Portfolios, candidates should come to embody these School of Education Core Values and Dispositions. Candidates are expected to document these professional dispositions based on observable behaviors in educational settings in their Professional Portfolio. Additionally candidates are required to complete a dispositions survey upon entry in the program. Additionally candidates are required to complete a dispositions survey upon entry in the program. The Graduate Programs are structured around the Core Values and Dispositions

Candidate's dispositions will be assessed twice during their degree program. Candidates will complete a self-assessment dispositions survey at the beginning of their program. At the end of their program each candidate's portfolio panel will complete a dispositions assessment based upon the candidate's written and oral presentation.

Field Experiences

Field experiences are an integral component of the early childhood, elementary, special education: visual impairment advanced teacher education programs as well as the Post-Baccalaureate ESOL program. Field experiences require candidates to apply course work in classroom settings, analyze P–12 student learning, and reflect on their practice in the context of theories on teaching and learning.

Field experiences are integrated into coursework throughout all programs. Field experiences are designed and sequenced for candidates to develop the knowledge, skills, and professional dispositions articulated in the School of Education's conceptual framework in a variety of settings appropriate to the content and level of their program. Candidates' field experiences are at grade levels and in the settings appropriate to their program. Additionally all candidates are expected to be in settings that include diverse populations, students with exceptionalities, and students of different ages. Particular attention is paid to the analysis of data, the use of technology and current research, and the application of knowledge related to students, families, and communities in field experience course work, portfolio development across all CVD's, and Teacher Work Sample

A variety of assessments are used to assess candidates' field experience, including graded course assignments, the Professional Portfolio, and Teacher Work Sample. These assessments require candidates to demonstrate their knowledge of content, pedagogical and professional knowledge aligned with program (and SPA) standards, and their application of the skills, knowledge, and professional dispositions defined by the School of Education conceptual framework. The emphasis of the TWS is for candidates to document their positive effect on P–12 student learning. The Professional Portfolio requires candidates demonstrate their skills for working with colleagues, parents and families, and communities. The culminating program assessment, the Professional Portfolio, requires evidence and reflection from field experiences.

The masters of education programs are for certified classroom teachers. The field experiences occur in their own classroom. For those candidates who have not yet secured a teaching contract, or for other reasons are not in a classroom full time, a placement for field experiences will be found through the School of Education's Field Placement Office. Additionally, for those candidates who are enrolled in a program different from their classroom employment a program appropriate placement will be found.

Advisement

Every degree-seeking candidate is assigned a faculty advisor with whom to plan a Program of Study. In addition to planning the candidate's Program of Study, including making decisions about courses accepted for transfer, the advisor is the faculty member that is the primary resource person for the candidate. The advisor monitors candidate progress on the Graduate Professional Portfolio completing a Formative Assessment after the candidate has completed six program courses.

Program of Study

After being admitted as a degree candidate in a masters program, candidates, working with their advisor or the Director of Graduate Programs, must develop and file a Program of Study in the Graduate Programs Office. A Program of Study is an agreement signed by the candidate, the Director of Graduate Programs, and the Dean of the School of Education. This formal agreement serves a number of purposes to the benefit of both the candidate and the University. It causes the candidate and the advisor to engage in early planning; it functions as a template for the candidate in the registration process; and it protects the candidate in the event of unexpected curriculum or faculty changes. Though the Program of Study is a formal agreement, the candidate may request permission from the advisor or the Director of Graduate Programs to make adjustments due to unforeseen changes in circumstance. Likewise, the University may occasionally find it necessary to make modifications in the Program of Study should some unforeseen event interfere with the scheduled offering of courses.

Registration

All fully admitted degree candidates register themselves each semester using the VIP system on the USC Upstate website. Non-degree candidates wishing to enroll in professional development courses including tuition-based professional development courses, grant funded courses, or courses purchased by a school district must complete the process for admission as a non-degree candidate. Once all materials are received by the USC Upstate Admissions Office and the candidate is identified as eligible to register, the Administrative Coordinator for the USC Upstate Graduate Programs Office will register the candidates enrolled in contract courses. However, no candidate will be registered after the date designated as the last day to register for the course. Candidates taking tuition-based professional development courses will register themselves on the University's VIP website.

Course Loads

For Graduate candidates, nine semester hours in the fall and spring semesters and six hours in the summer sessions are considered full time enrollment.

Grading

The letter grades A, B, C, D and F are employed to designate excellent, good, fair, poor and failing work respectively. B+, C+, D+ also may be recorded. Courses graded D+ or lower cannot be applied to a degree program.

The Assignment of an Incomplete

The grade of *I*, incomplete, is assigned at the discretion of the professor when, in the professor's judgment, a candidate is prevented from completion of some portion of the assigned work in a course because of an unanticipated work related responsibility, family hardship, illness, accident, or verified disability. The candidate should notify the professor **in writing** without delay that one of these conditions exists or has arisen; notification must be given prior to the end of the term. The professor will determine, according to the nature of the interruption and the uncompleted requirements, what additional period of time will be allowed for completing the

work before a permanent grade is assigned. An Incomplete Grade Form must then be completed by the professor (with copy to the candidate) and submitted to the USC Upstate Office of the Registrar specifying the justification for the *I*, conditions for make-up, and deadline for completion. Re-enrolling in a course will not make up an incomplete grade. A grade of *I* is not computed in the calculation of a candidate's grade point average.

After 12 months, an *I* that has not been replaced with a letter grade is changed permanently to a grade of F unless the *I* was erroneously recorded. If the professor believes there is academic justification for an extension beyond the one year limit, a request for extension should be submitted by the professor before the expiration of the year, specifying the justification and specific duration of the extension on the form entitled Extension of Incomplete Time Period Authorization.

Satisfactory Academic Progress

To remain a candidate for a graduate degree, candidates must maintain satisfactory academic progress. Graduate candidates are considered to be making satisfactory academic progress if they maintain a minimum 3.0 on all graduate work completed at USC Upstate. Additionally a candidate's average on all 700 level coursework must be no less than 3.0. Candidates have a maximum of six years, including courses accepted for transfer, to complete all degree requirements.

Academic Appeals

Should a candidate wish to grieve any matter of an academic nature, the candidate will follow the current USC Upstate Academic Grievance Procedures approved by the Faculty Senate. According to these procedures, the candidate should discuss the complaint with the initial decision maker in an attempt to resolve the issue. Should no acceptable resolution be made, the candidate should complete the Academic Grievance Form and submit it to the School of Education Appeals Committee. If no resolution is forthcoming within ten calendar days, the candidate proceeds to the next step as a specified in the Academic Grievance Procedures. According to these procedures, the grievance goes next the Director of Graduate Programs, the Dean of the School of Education, the USC Upstate Graduate Committee, continuing to the Senior Vice Chancellor for Academic Affairs and higher in accordance with University policies, procedures and by-laws. Copies of the USC Upstate Academic Grievance Procedures and the Academic Grievance Form are available in the Office of Graduate Programs.

Student Grievance Procedures

Below is an abbreviated version of the Grievance Procedures policy, taken from the 2008-2009 Student Handbook. Academic Grievances falls under the sixth (VI) section titled of Student Rights & Freedoms (page 125.)

A. Policy for Academic Grievances

Each school has developed its own policy for academic grievances. Any student having a grievance should start the process by first discussing the problem with the faculty member concerned. If the problem is not resolved, the student should speak with the dean of the

school. An appeal to the Senior Vice Chancellor for Academic Affairs is the next step if the problem is still unresolved. Academic grievances include, but are not limited to: grading, acceptance into programs, academic policies, and transfer credits.

B. Policy for Non-Academic Grievances

A grievance is defined as a dissatisfaction occurring when a student thinks that any condition affecting him/her is unjust, inequitable or creates an unnecessary hardship. Such grievances include, but are not limited to, the following problems: mistreatment by any University employee, wrongful assessment and processing of fees, records and registration errors, racial discrimination, sex discrimination, and discrimination based on disability, as they relate to non-academic areas of the University.

VII. Code of Student Behavior

I. Philosophy

The University of South Carolina Upstate is an academic community preserved through mutual respect and trust of the individuals who learn, teach and work within it. Students as well as all parties at the University must be protected through fair and orderly processes. These are best safeguarded when each person within the University community acts in an orderly and responsible manner.

II. Student Conduct in the Classroom

USC Upstate supports the principle of freedom of expression for both instructors and students. University policies on appropriate behavior in the classroom cannot be used to punish unreasonable classroom dissent. The lawful expression of a disagreement with the instructor or other students is not in itself inappropriate/disruptive behavior. Maintenance of these rights requires classroom conditions which do not impede their exercise. Classroom behavior that seriously interferes with either 1) the instructor's ability to conduct the class or 2) the ability of other students to profit from the instructional program will not be tolerated.

III. The Code of Academic Integrity

Under the Code of Academic Integrity, students are on their honor not to cheat, lie or steal, and if they witness another student doing so, it is their responsibility to report the individual and the circumstances to the instructor or the dean of students. The following Integrities are outlined in full in the 'University Student Handbook':

- A. Bribery
- B. Cheating
- C. Lying
- D. Plagiarism
 - 1. Paraphrasing

2. Use of Ideas
3. Use of Figures, Tables, Charts, Statistics, Images, Photographs and other similar sources

Sanction of Academic Integrity violations include, but are not limited to:

- Expulsion
- Indefinite Suspension
- Reprimand
- “X” assigned for the final grade
- “F” assigned for the final grade
- “0” assigned for the assignment, test or paper.
- additional assignments from the professor
- and community service

Infractions of the Code of Academic Integrity may result in removal from academic programs by the authority of the Dean of the School of Education. Students removed by the Academic Dean for academic integrity violations have the same rights outlined in the USC Upstate Code of Student Behavior regarding notice and an opportunity to be heard before the honor council.

Please review the USC Upstate Student Handbooks sections of Code of Student Behavior, entitled *Resolution of Alleged Infractions*, *Rights of the Charged Student*, *Resolutions of the Council* and *Appeals* for student rights and governing procedures.

Transfer Credit

Transfer work from a regionally accredited institution applicable to a master’s degree must be within the six (6) years prior to UCS degree completion. A maximum of twelve semester hours credit (nine if part of a masters degree at another institution) may be considered subject to these additional provisions: (a) the courses must be documented by an official transcript mailed to the admissions office by the awarding institution; (b) the transcript must clearly indicate that graduate credit was awarded; (c) credit may be given for professional development courses which strongly support the candidates preparation for the specific degree; (d) credit may be given for program courses which are clearly comparable to USC Upstate program courses. The acceptability of transfer courses is determined by the candidate’s advisor and/or the Director of Graduate Programs, and listed on the candidate’s approved Program of Study. Courses graded lower than a B are not transferable nor are courses graded pass/fail.

Revalidation of Courses

Outdated USC/USC Upstate graduate courses (taken more than six years prior to completion of a master’s program) on which the candidate earned a grade of B or better may be revalidated with the approval of the Director of USC Upstate Graduate Programs and the Dean of the School of Education. Revalidation of a course requires that the candidate demonstrate a contemporary knowledge of the course content by completing agreed upon assignments and by passing an examination administered by a faculty member who currently teaches the course. USC/USC Upstate

courses that have a recorded mark of *I* (Incomplete) or a letter grade of C or below cannot be revalidated nor included on a Program of Study. Permission to take a revalidation examination is secured by completing the Graduate Revalidation Request Form available in the USC Upstate Graduate Programs Office and by obtaining the approval of the Director of USC Upstate Graduate Programs and the Dean of the School of Education. A fee of \$25.00 per credit hour must be paid to the Cashier's Office before the exam is administered. The USC Upstate Graduate Programs Office will approve only one attempt to revalidate a course. A failure on the revalidation exam indicates that the candidate has not maintained a current knowledge of the course content, and the course must be repeated or removed from the candidate's Program of Study.

Correspondence Courses

The University neither offers correspondence courses for graduate credit nor accepts correspondence work as applicable toward any graduate degree.

Credit by Examination

No graduate credit is offered by examination.

Auditing

Individuals wishing to audit graduate courses must apply as a non-degree candidate, register as an audit, and pay the regular fee for the course. No credit may be earned for an audited course either by examination or by repeating the course at a later time. No record of the audit will appear on the transcript unless a candidate attends 75 percent of the classes.

Dropping a Course

Courses dropped through the late registration period will not be recorded on the candidate's transcript. **However, if a candidate wishes to drop a course after this date, a withdrawal slip must be obtained from the Office of the Registrar, and returned with the appropriate signatures.** A course dropped following late registration through the sixth week of a regular semester is recorded with a non-penalty grade of W. The academic calendar for summer sessions and other specially scheduled classes gives prescribed date for dropping a course. In summer sessions and other shortened terms, the period for withdrawal with a grade of W is 43 percent of the total number of class days. Candidates should check with the Graduate Coordinator in the Graduate Programs office concerning this date.

After the sixth week of the regular semester, any courses dropped will appear on the permanent record with a grade of WF unless documentation is offered which is acceptable to the instructor and the Dean of the School of Education. A WF is treated as an F in the evaluation of the candidate's eligibility to continue and in computing the candidate's grade point average. **Candidates who stop attending class without officially withdrawing earn a grade of F, which is included in all calculations and totals and appears on all official transcripts.**

Withdrawal from the University

All candidates, both full and part time, wishing to withdraw from the University (discontinue enrollment from all courses), must complete an Application for Withdrawal form (available in the Records Office). Candidates must obtain the required signatures before the withdrawal will be processed by the Registrar's Office. Grades assigned upon withdrawal are determined as described above for dropping courses. The date of withdrawal from the University will be posted on candidate transcripts. Refunds will be awarded as specified in the Schedule of Classes or graduate brochure. Refunds require six to eight weeks. Candidates who have received long-term loans through the University must contact the Financial Aid Office for an exit interview. Failure to participate in an exit interview may result in a hold being placed on transcripts.

Dropping a Course or Withdrawal for Medical Reasons or Extenuating Circumstances

If a candidate must either drop a course or withdraw from the University for medical reasons or for other acceptable major cause after the penalty date (last date to receive a W), the candidate must submit the form entitled Request for Assignment of W Grade for Medical Reason or Extenuating Circumstances After Penalty Date. This form must be approved by the course instructor and the Dean of the School of Education.

Notification of Student Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- 1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
- 2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

Change of Name

A candidate wishing a name change must present to the Office of the Registrar proper legal documentation such as a marriage license, a court order approving a name change, or a divorce decree in which a name change is granted **and** an official request for name change form (available on the USC Upstate Website).

Change of Address

Candidates are obligated to notify the Office of the Registrar of any change of address. Failure to do so can cause serious delay in the handling of candidate records and notification of emergencies at home. **Returned mail due to an incorrect address will result in a registration hold being placed on the candidate's file preventing them from registering for courses or receiving transcripts.**

Financial Assistance

Eligibility

Only fully admitted degree candidates are eligible for financial aid. Full time enrollment is defined as nine hours each semester and half-time enrollment is defined as six hours each semester. Six hours completed during the summer sessions is considered full time enrollment for summer.

Loans

College work-study and Federal Family Education Loan Programs, which include both subsidized and unsubsidized Stafford loans, are available to candidates pursuing graduate programs at USC Upstate. To qualify, candidates must be accepted to a degree program, be enrolled for no less than six hours each semester for fall/spring and three hours in the summer terms. Descriptions of these financial aid programs can be found in the [USC Upstate Academic Catalog](#).

Eligibility for assistance for federal financial aid is determined by completing a Free Application for Federal Candidate Aid (FAFSA). The FAFSA is used to calculate the amount a graduate candidate and family can contribute toward the cost of education from reported income and resources. The difference between the cost of education and the family contribution is the candidate's financial need. The South Carolina Teacher's Loan is not available to candidates who have already acquired initial certification and are pursuing graduate work in their same certification area. However, the South Carolina Teacher Loan is available to individuals adding a new area of certification.

Teacher Work Sample

USC Upstate Graduate Programs have integrated a Teacher Work Sample (TWS) throughout its degree and post-baccalaureate certificate programs to serve as a comprehensive activity to determine that knowledge, skills, and dispositions are applied effectively in practice by candidates. In addition to providing a description, analysis, and reflection on their teaching practices, candidates supply a literature review for establishing how their selected teaching methods are documented in research and proven practice. The TWS is also formatted using the guidelines by the American Psychological Association 5th Edition to prepare candidates for opportunities to formally contribute to the body of knowledge shaping our field.

Additionally, the Teacher Work Sample provides a written record of how candidates as a reflective professional:

- link instruction/intervention/treatment to the literature
- use information about the context and student(s) to set learning goals and plan instruction and assessment
- define, observe, and measure student progress
- use multiple assessment approaches aligned with learning goals to assess student learning before, during and after instruction
- design instruction for specific learning goals, student characteristics and needs, and learning contexts
- use on-going analysis of student learning to make instructional decisions
- analyze the relationship between instruction and student learning in order to improve teaching practice

Comprehensive Graduate Portfolio Assessment

Implementing best practice informed by theory and research is essential for high quality instruction in our K-12 classrooms. Certainly a teacher’s knowledge of content is vital, but the teacher’s ability to connect that knowledge with practice is equally important. In preparing for its initial accreditation visit from the National Council for the Accreditation of Colleges of Teacher Education (NCATE), the USC Upstate School of Education faculty worked together to identify “The Teacher as Reflective Professional” as a distinguishing metaphor for its master’s candidates. Further, the faculty sought to articulate its core values and dispositions (CVD) claiming these as the defining characteristics of graduate and undergraduate candidates in the School of Education at USC Upstate.

Consistent with NCATE expectations, USC Upstate graduate programs are also aligned with the standards of the appropriate specialized professional associations (SPA). Accordingly the Master of Education in Early Childhood Education program is aligned with the standards of the National Association for the Education of Young Children (NAEYC), the Master of Education in Elementary Education program is aligned with the standards of the Association for Childhood Education International (ACEI), and the Master of Education in Special Education – Visual Impairment program is aligned with the standards of the Council for Exceptional Children (CEC).

The USC Upstate Master of Education degree Programs in Early Childhood, Elementary, and Special Education – Visual Impairment employ Graduate Professional Portfolios as the comprehensive assessment of candidate performance in their programs and as the comprehensive assessment of the quality of their programs. The portfolios are arranged according to the core values and dispositions of the School of Education. Coordinated with the framework of core values and dispositions are the standards of the respective specialized professional associations.

The Teacher as Reflective Professional

Consistent with its vision, mission, and philosophy, faculty of the USC Upstate School of Education identified “reflective practice” as the distinguishing metaphor for its programs. Differentiating between its initial and advanced programs, “The Teacher as Reflective Practitioner” denotes its undergraduate programs while “The Teacher as Reflective Professional” identifies its graduate programs. The core values and dispositions of the School of Education (SOE) flow naturally from its distinguishing metaphors, “The Teacher as Reflective Practitioner” and “The Teacher as Reflective Professional.”

Core Values and Dispositions of the USC Upstate School of Education

- Reflective Teaching Practice
- Learner Centered Instruction
- Performance-Based Assessment
- Commitment to Diversity
- Professional Responsibility

Exploring the Core Values and Dispositions of the USC Upstate School of Education

Reflective Teaching Practice

The first core value identified by the faculty of the USC Upstate School of Education is reflective teaching practice. In seeking to define reflective practice, the faculty began with John Dewey's (1944) definition of education as “. . . that reconstruction or reorganization of experience which adds to the meaning of experience and which increases ability to direct the course of subsequent experience” (76). Dewey suggests that the teacher organizes the environment so that students undergo activities that, when reflected upon, produce experiences. As a result of reflection upon the causes and consequences of the experiences, students (and teachers) grow in their ability to shape the course of future experience.

The operational definition of “reflective teaching” used by the USC Upstate School of Education is consistent with that of Cruickshank (1987); reflective teaching is “. . . a process through which pre-service and in-service teachers become career-long students of teaching. They do so by engaging in teaching and learning that causes them to think deeply about the experience and calls on them to produce insight and wisdom that will guide their practice” (p. 23). In addition, they must be able to take into consideration other points of view, engage in perspective taking, and examine their own biases (Laboskey, 1994). Further, reflective teaching consists of reiterative cycles of planning, teaching, testing, and reflecting which lead to action and ultimately refine teaching and build professional competence (Robertson & Yiamouyiannis, 1996).

Posner (1985) describes the benefits of reflective teaching for teachers and the children they teach. He writes that:

Reflective thinking allows the [teacher] to examine critically the assumptions that schools make about what can count as acceptable goals, methods, problems, and solutions. Although we all must live within some constraints, often we accept as predetermined by authority or tradition far more than is necessary. In. . .[the classroom], reflective thinking [allows one] to act in deliberate and intentional ways, to devise new ways of teaching rather than being a slave to tradition, and to interpret new experiences from a fresh perspective (20).

Learner-Centered Instruction

A second core value identified by the SOE is learner-centered instruction. For faculty in the SOE, the learner is the heart of the teaching and learning process. Learner-centered instruction connects

directly to the philosophy of progressivism, a philosophy grounded in the twentieth century thought of John Dewey with strong historical connections to the nineteenth century and the thought of Froebel (kindergarten movement), Pestalozzi (experience-based, child-centered views of elementary school learning), and Mann (common schools movement in the United States). Modern applications of progressivism include constructivist approaches to learning, interest based/activity oriented instructional approaches, and performance-based assessment. A goal of schools according to progressivists, is preparing citizens for full participation in a democracy (Dewey, 1944[1916]; Goodman, 1992). Accordingly, a learner-centered environment is one in which freedom is a mandatory component, but for the freedom to be fruitful and meaningful, the freedom must be organized. Further, a learner-centered environment is characterized by participatory decision-making, social egalitarianism, and equality of educational opportunity (Glickman, 2003).

Learner-centered teachers find support in the work of developmental, ecological, and humanistic psychologists such as Piaget, Ausubel, Elkind, Bronfenbrenner, Vygotsky, Erikson, Rogers, Maslow, and Kohlberg. These theorists assert that humans seek to learn through interaction with others as well as their environments (LeFrancois, 1975; Vygotsky, 1978; Bronfenbrenner, 1979). Their theories depict humans as inherently inquisitive, natural learners (LeFrancois, 1995; Rogers, 1951). Educational progressivism places a premium on active learner involvement, in “hands-on, minds-on” learning experiences (Bruner, 1961a, 1961b; Piaget, 1970, 1973). Because these theories emphasize learner involvement, intrinsic motivation, and the processes in which learners engage, the role of the teacher in the progressive-oriented classroom shifts from “disseminator of facts” to “facilitator” or “guide.” In progressivism, using the scientific method and approaching learning tasks systematically are essential, with the emphasis on the process of learning. Teachers strive to offer instruction that is multifaceted and multilevel (Cunningham and Cunningham, 2002) thus acknowledging the array of human differences present in any classroom (experiences, language, culture, modality preferences, learning styles, attention spans, interests, motivation, abilities, disabilities). To this end, progressivist teachers employ the latest technologies in designing instruction that is multifaceted and multilevel. They maximize success for learners by providing stimulating learning environments that enable students to become empowered thinkers (Sullivan and Glanz, 2000).

Performance-Based Assessment

Performance-based assessment, the third core value of the SOE, is consistent with reflective practice and learner-centered instruction (Wiggins, 1998). This core value is applied both as the foundation for the assessment of the graduate and undergraduate programs of the SOE and as an essential component in its preparation of undergraduate and graduate candidates (Rudner & Schafer, 2002).

Assessment may be defined as “any method used to better understand the current knowledge that a student possesses.” (Dietel, Herman, and Knuth, 1991). Methods of assessment are driven by our beliefs about learning. Rather than defining learning simply as acquiring a series of pre-requisite skills to enable one to think critically, cognitive psychology has broadened educator perceptions about learning with the awareness that all real learning “requires that the learner think and actively construct evolving mental models. . . .meaningful learning is reflective, constructive, and self-regulated..” Cognitive psychologists have reminded educators of the diversity of learners: variety in the modes and speed of acquiring knowledge, variability in attention and memory capabilities, the significance of affective and metacognitive skills in learning, and the power of the social context in which learning occurs (Dietel, Herman, and Knuth, 1991).

If methods of assessment are to be consistent with an understanding of learning as a constructive process, alternative approaches are essential. Referred to both as authentic assessments and performance-based assessments, educators must explore methods such as open-ended questions, exhibits, demonstrations, computer simulations, projects, units, and portfolios (Airasin, 2004). Issues of equity can be addressed in performance-based assessments as educators take into account the diversity of today's student populations. Teachers must acknowledge that at-risk students (race, ethnicity, language, culture, gender, SES, special needs) bring to the learning environment background knowledge different than that of mainstream students; not only should differences be taken into consideration in the development of performance-based assessments but also differences should be considered in developing criteria for scoring (Arter & McTighe, 2001).

As noted above, reflective teaching consists of reiterative cycles of planning, teaching, testing, and reflecting which leads to action and ultimately refines teaching and builds professional competence. Likewise in a learner-centered environment, teachers are committed to hands-on learning that maximizes the success of all students. In order to maximize student success, teachers must be aware of individual differences and make accommodations in their lesson planning and implementation. This requires continuous monitoring of student progress and modification of instruction based on authentic assessment (Stiggins, 1994).

Commitment to Diversity

The fourth core value/disposition of the School of Education is its commitment to diversity. The theme, mission, and philosophy of the SOE note its affirmation of diversity. The operational definition, consistent with the thought of Nieto (1996), is an approach to education which:

. . .challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism. . .that students, their communities, and teachers represent. Multicultural education [and diversity] permeates the curriculum and instructional strategies used in schools, as well as the interactions among teachers, students and parents. . . . Because [they] focus on knowledge, reflection, and action. . .as the basis for social change, multicultural education [and diversity] promotes the democratic principles of social justice” (p. 307).

This definition is consistent with educational progressivism and is predicated upon the teacher's being a learner-centered, reflective professional. Nieto continues to be an advocate for culturally-sensitive teaching in his book, *The light in their eyes: Creating multicultural learning communities* (1999). Consistent with the thought of Nieto and the writing of Risko and Bromley (2001), the faculty of the School of Education believe that “. . .diversity is a rich resource for all involved; . . .participants are guided by respect for diverse capabilities, perspectives, and cultural practices” (p. 1).

Broadening the parameters suggested by the term “multicultural,” faculty of the School of Education embrace and affirm a broader concept of diversity to include not only racial and ethnic differences, but also language, socio-economic, gender, and learning differences (Delpit, 2002; Payne, 1996). The SOE subscribes to a set of beliefs about learners, listed below, which affirm diversity.

1. Reflective teachers believe that all children can learn.
2. Reflective teachers create a learning environment that is anti-discriminatory.
3. Reflective teachers understand and respect each student's cultural background.
4. Reflective teachers instruct for empathy and affirmation.
5. Reflective teachers instruct for altruism.

It is expected that this commitment to diversity will be evident in the design of instruction, in the choice of materials, in high expectations for all learners, in the organization of the classroom, in the classroom environment, in interactions with parents, in professional commitments, and in interactions with the community.

Professional Responsibility

In identifying its fifth core value/disposition, professional responsibility, the SOE indicates its commitment, not only to the K-12 learner, but also to the community and to the education profession. Drawing on the definition offered by the National Board for Professional Teaching Standards, “profession[al]” denotes occupations characterized by. . .a body of specialized, expert knowledge together with a code of ethics emphasizing service to clients. . . . Professionals possess expert knowledge, but often confront unique, problematic situations that do not lend themselves to formulaic solutions. Professionals must cultivate the ability to cope with the unexpected and act wisely in the face of uncertainty. Professionals deal with urgent human problems; matters of life and death, justice, hope, and opportunity. Essential to their work is the trust of clients. What warrants such trust is the obligation, upheld within the community of professionals, to pursue an ethic of service and to employ special knowledge and expertise in the interests of their clients.

Accordingly, graduate candidates are encouraged to embrace a realm of responsibility that transcends the walls of their classrooms. Learner-centered, teachers recognize that the quality of education which is available to their students is significantly influenced by the environment of the school, the community, the profession, and the government. To be responsible professionals, candidates must acknowledge their responsibility in all of these arenas—as they relate to the well-being of all students. The professional responsibility of candidates requires preparing their students to function effectively as citizens of our democratic society (Glickman, 2003).

According to Giroux and McLaren in their Forward to *Elementary Schooling for Critical Democracy* (Goodman, 1992), “Democracy is a terrain of struggles, but the struggle is not simply over restructuring power; . . .it is also part of a pedagogical struggle in which conditions can be created for students and others to invest in debates over the meaning and nature of democracy. . . .and [to develop] a common concern for the social good. . .” (xii). Dewey (1916[1944]) earlier also understood one goal of education to be preparation for citizenship in a democracy. With this goal in mind, it is appropriate that teachers model democracy as a process in their classrooms. Students learn to read and draw lessons from their teachers’ characters; hence, teachers must behave in a manner worthy of emulation.

Summary

The USC Upstate master’s programs in early childhood, elementary and special education-visual impairment are intended to prepare their graduates to meet the challenges of teaching effectively in our increasingly diverse society. Through reflection informed by theory and research, and through authentic, performance-based assessment of K-12 students, graduate candidates will be capable of providing meaningful and relevant learner-centered instruction. USC Upstate graduate programs also nurture in candidates a sense of professional responsibility—responsibility that includes working collaboratively with colleagues, parents, and individuals in the community; participating actively in professional organizations; and continuing personal and professional growth through additional graduate study and/or National Board Certification. Thinking critically and reflectively while developing and defending their USC Upstate

School of Education Graduate Professional Portfolios, candidates should come to embody these core values and dispositions.

National Board for Professional Teaching Standards

Under construction

Standards of the Specialized Professional Associations

Not only are graduate programs aligned with the core values and dispositions of the USC Upstate School of Education, but they are also aligned with the current standards of the specialized professional associations (SPA). The standards of the professional association are the benchmarks for the evaluation and modification of USC Upstate master's programs. Continuing accreditation by NCATE depends upon its programs being consistent with the standards. Further attention to the standards insures that USC Upstate master's graduates are well prepared in their respective fields and positively impact the learning of their K-12 students.

Master of Education in Early Childhood Education

National Association for the Education of Young Children (NAEYC)

Reflective Teaching Practice

NAEYC SPA Standard 5 Growing as a Professional

- Candidates will be knowledgeable of philosophical and historical aspects of early childhood education
- Candidates will be reflective about his/her practice and its impact on student learning.

Learner Centered Instruction

NAEYC SPA Standard 2 Building Family and Community Relationships

- Candidates know about, understand, and value the importance and complex characteristics for children's families and communities.
- Candidates create respectful, reciprocal relationships that support and empower families and involve all families in their children's development and learning.

NAEYC SPA Standard 4 Teaching and Learning

- Candidates are well grounded in an understanding of child development, learning theory, curriculum, and community resources and draw upon this knowledge to plan learning activities which accommodate student abilities, interests, and values.
- Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.
- Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children's development and learning.
- Candidates understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

- Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

Performance-Based Assessment

NAEYC SPA Standard 3 Observing, Documentation, and Assessing to Support Young Children and Families

- Candidates know about and understand the goals, benefits, and uses of assessment.
- Candidates know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way.
- Candidates partner with families and other professionals, to positively influence children’s development and learning.

Commitment to Diversity

NAEYC SPA Standard 2 Building Family and Community Relationships

- Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities.
- Candidates create respectful, reciprocal relationships that support and empower families and involve all families in their children’s development and learning.

NAEYC SPA Standard 1 Promoting Child Development and Learning

- Candidates use their understanding of young children’s characteristics and needs and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Professional Responsibilities

NAEYC SPA Standard 5 – Growing as a Professional

- Candidates will exhibit professional demeanor and ethical behavior.
- Candidates will create a written philosophy of teaching.
- Candidates will be an active learner and use reflection to determine areas for professional growth.

Master of Education in Elementary Education ***Association for Childhood Education International (ACEI)***

Reflective Teaching Practice

- The candidate will be reflective about his/her practice and its impact on student learning.
- The candidate will be an active learner and use reflection to determine areas for professional growth.

Learner Centered Instruction

- Candidates are well grounded in an understanding of child development, learning theory, curriculum, and community resources and draw upon this knowledge to plan learning activities which accommodate student abilities, interests, and values.
- Candidates are firmly grounded in the central concepts, tools of inquiry, and structure of the discipline.
- Candidates construct instructional programs and strategies which build upon and connect with students' prior knowledge.
- Candidates are familiar with common misunderstandings students have and use this knowledge to construct developmentally appropriate learning experiences.
- Candidates are skilled in the use of assessment through data-collection methods thereby impacting student achievement.
- Candidates create a classroom environment that encourages communication, student to student, student to teacher, and teacher to student (orally and in writing).
- Candidates utilize instruction that is engaging and provides rich, high-quality instruction demonstrated by the use of a variety of instructional strategies.
- Candidates utilize instruction that engages students across the disciplines that promote problem solving and critical thinking.
- Candidates empower students to work collaboratively, reflectively, and productively and allow students opportunities to be cognizant of how instruction is interconnected and/or related to their own lives.

Performance Based Assessment

- Candidates use a variety of formal and informal assessment techniques to determine children's needs and abilities and to design instructional programs appropriate for all learners.
- Candidates identify the nature and significance of errors and misconceptions observed in students' work and develop appropriate instructional strategies for correcting the problems.
- Candidates employ authentic assessment on a regular basis and adjust their instructional activities to address group and individual needs.
- Candidates document student learning and evaluate their instructional efforts based on student performance.

Commitment to Diversity

- Candidates recognize that when differences are accommodated and respected all children can learn.
- Accomplished teachers help students learn to respect and appreciate individual and group differences.

Professional Responsibility

- Candidates will exhibit professional demeanor and ethical behavior.

- Candidates will foster relationships with members of the educational community (including colleagues, families, and community agencies).

Master of Education in Special Education – Visual Impairment *Council for Exceptional Children (CEC)*

Reflective Teaching Practice

CEC 1 - Philosophical, Historical, and Legal Foundations of Special Education

- Candidates encourage and instruct students in reflective metacognition practices.
- Candidates have a historical perspective and foundation of educational practices of students with visual impairment.
- Candidates are knowledgeable of the incidence and prevalence rates of visual impairment as well as the epidemiology of blindness.
- Candidates have a well-formulated Philosophy of Education congruent with CEC Standards and the core values and dispositions of the SOE of USC Upstate.
- Candidates are familiar with the major components of IDEA federal regulations involving the education of students with disabilities.
- Candidates are familiar with the major components of SC State Department of Education rules & regulations governing the provision of special education.
- Candidates are familiar with current issues and trends involving the education of students with visual impairment.

Learner Centered Instruction

CEC 2 - Development and Characteristics of Learners

- Candidates demonstrate respect for their students as unique human beings.
- Candidates demonstrate familiarity with major theories of child and adolescent development.
- Candidates have the ability to adapt the general educational curriculum to accommodate students with visual impairment in the mainstream educational program.

CEC 3 - Individual Learning Differences

- Candidates demonstrate competency in the development of Individualized Educational Programs (IEP).
- Candidates are familiar with major theories of child and adolescent development
- Candidates are knowledgeable of the effects of visual impairment on the motoric, social, cognitive, conceptual, and linguistic development of students.
- Candidates have the ability to adapt the “regular” educational curriculum to accommodate students with visual impairment in the mainstream educational program.

CEC 4 - Instructional Strategies

- Candidates are competent in the reading and writing of Grade II Literary Braille including Perkins Braille Writer, slate & stylus, and refreshable braille devices such as the BrailleMate or TypeLite.

- Candidates are competent in the reading and writing of Nemeth Code Mathematical Braille including the Perkins Braille Writer, the Cranmer Abacus, the “talking calculator” and other mathematical and scientific adaptive devices.
- Candidates are competent in the use and instruction of a wide array of technological devices including Duxbury, Jaws, and refreshable braille.
- Candidates demonstrate creativity, ingenuity and skill in the creation of 3-dimensional tactile instructional aids.
- Candidates use instructional strategies and methods that foster independence, problem-solving, discovery-learning, and reflection among students with visual impairment.
- Candidates are skilled in the use of instructional scaffolding techniques in teaching students with visual impairment.
- Candidates exhibit thorough knowledge and expertise in the specialized curriculum developed by Spungin & Ferrel in teaching students with visual impairment including:
 - a. visual efficiency
 - b. keyboarding skills
 - c. handwriting
 - d. listening skills
 - e. study skills
 - f. motor development
 - g. tactile skills development
 - h. activities of daily living (adaptive behavior)
 - i. physical education
 - j. sex education
 - k. career education
 - l. leisure and recreational activities

CEC 5 - Learning Environments and Social Interactions

- Candidates have comprehensive knowledge of preK – 12th grade curriculum.
- Candidates are knowledgeable of basic orientation, sighted-guide, and protective techniques.
- Candidates are knowledgeable of low vision aids including a variety of magnifiers, CCTV, Zoom Text, and other electronic magnification programs.
- Candidates are knowledgeable of the effects of visual impairment on the family microsystem and the macrosystem of the larger community.
- Candidates are familiar with perceptions and attitudes of the general public regarding visual impairment and the possible consequences these perceptions and attitudes have on the self-concept and esteem of students with visual impairment.
- Candidates are able to set up a self-contained classroom for optimal learning and to arrange or modify a “regular” classroom to best accommodate the unique needs of each student with visual impairment.

CEC 7 - Instructional Planning

- Candidates are skilled in the development of individualized lesson plans
- Candidates are aware of the many materials, products, and resources available for use with students with visual impairment.
- Candidates are aware of a number of resources
- Candidates demonstrate competency in the development of Individualized Educational Programs (IEP).

Performance-Based Assessment

CEC 2 - Development and Characteristics of Learners

- Candidates demonstrate respect for their students as unique human beings.
- Candidates demonstrate familiarity with major theories of child and adolescent development.
- Candidates have the ability to adapt the general educational curriculum to accommodate students with visual impairment in the mainstream educational program.

CEC 8 - Assessment

- Candidates have a basic knowledge of psychometric principles.
- Candidates are highly knowledgeable regarding IDEA federal requirements regarding all aspects of the individualized assessment of exceptional students.
- Candidates are knowledgeable of the principles and procedures in effecting ecological and holistic assessment of students with visual impairment.
- Candidates are knowledgeable in the appropriate adaptation of standardized tests when used with students with visual impairment.
- Candidates are familiar with different forms of authentic assessment that can be used in measuring learning and achievement of students with visual impairment.
- Candidates are competent in conducting a comprehensive Functional Low-Vision assessment.
- Candidates are competent in conducting a comprehensive Media Assessment.
- Candidates are able to accurately interpret an Ophthalmologic report including acuity, visual fields, etiologies, eyeglass prescriptions, and prognosis.
- Candidates have the knowledge to assess the efficacy of each student's individual education program.

Commitment to Diversity

CEC 2 - Development and Characteristics of Learners with Visual Impairment

- Candidates are highly knowledgeable of eye anatomy, physiology, and the process of visualization.
- Candidates are highly knowledgeable of visual disorders and their effects on functioning.
- Candidates have an appreciation of the values and contributions of students from ethnic and cultural groups that vary from the dominant culture.
- Candidates are knowledgeable of the effects of concomitant disabilities on development and functioning of students with visual impairment including:
 - a. learning disabilities
 - b. mental deficiencies
 - c. hearing impairment & deafness
 - d. behavior and emotional disorders
 - e. orthopedic disorders
 - f. health impairments
 - g. neurological disorders
- Candidates are knowledgeable of various adaptive aids available for use with students with visual impairment and concomitant disabilities.

- Candidates use communication strategies and resources to facilitate the understanding of subject matter for English as a Second Language students
- Candidates demonstrate respect for their students as unique human beings.
- Candidates demonstrate familiarity with major theories of child and adolescent development.
- Candidates have the ability to adapt the general educational curriculum to accommodate students with visual impairment in the mainstream educational program.

Professional Responsibilities

CEC 6 – Communication

- Candidates demonstrate the ability to communicate effectively and professionally with professional colleagues, parents, and students.
- Candidates have awareness of various augmentative and Assistive communication strategies and technologies.
- Candidates are familiar with the services, networks, resources, and publications that serve students with visual impairment in order to provide information to both students and their families.

CEC 9 - Professional and Ethical Practices

- Candidates are members of a professional organization involved with the education of students with visual impairment such as DVI, CEC or AER.
- Candidates are knowledgeable of major research methodologies needed to understand and interpret articles in professional journals.
- Candidates are knowledgeable of and follow the professional Code of Ethics of CEC and AER, the professional organizations for teachers of students with visual impairment.
- Candidates recognize the importance and obligation of continuing professional development by reading professional journals and attending conferences.

CEC 10 – Collaboration

- Candidates demonstrate competency in the development and presentation of a comprehensive in-service program on visual impairment for both professionals and parents of students with visual impairment.
- Candidates are familiar with the relationship of special education to the organization and function of educational and other agencies.
- Candidates have the ability to work effectively with other professionals as members of the multidisciplinary team.
- Candidates have the ability to effectively work with and supervise para-professionals.
- Candidates collaborate with families, other educators, and personnel from community agencies in culturally responsive ways.

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Portfolio Process

I. Introduction to the Portfolio

- A. An overview of the portfolio will be provided at a Portfolio Introduction and Training Session offered at the beginning of each term.
- B. Attendance at an entire Portfolio Introduction and Training Session is required for full admission to the early childhood, the elementary, or the special education – visual impairment masters’ programs.

II. Structure of the Portfolio

- A. Organization of the Portfolio
 1. The portfolio will be organized according to the core values and dispositions (CVD) of the USC Upstate School of Education.
 2. Clustered beneath each CVD will be the current standards of the respective specialized professional association (SPA) as follows: The National Association for the Education of Young Children (early childhood); The Association for the Education of Children International (elementary); and Council for Exceptional Children (special education-visual impairment).
- B. Artifacts for the Portfolio
 1. Artifacts to represent the larger CVD as well as the respective standards must be included in each section of the portfolio;
 2. Portfolios will be developed throughout the completion of the master’s programs.

3. Possible artifacts for inclusion in the portfolios will be suggested on the syllabus for each program course.
 4. The initial artifacts in the portfolio will be the candidate's resume and the candidate's philosophy of education;
 5. One selected artifact must be an 8-12 minute videotaped lesson and a reflection of the lesson;
 6. The portfolio must document hands-on experiences with and commitment to children from diverse backgrounds;
 7. The portfolio must reflect skill with technology and an appreciation for the contributions of technology to education;
 8. Artifacts included from professional teaching experience must be developed / acquired / earned during the years the individual is a candidate in the program.
- C. Rationale Statements for the Portfolio
1. A rationale statement for each CVD must be developed to articulate: (1) how/why that particular CVD and related standards is an essential component of good teaching; (2) a description of the artifacts included; (3) an explanation of the relationship(s) between the CVD and standards and the artifacts included; and (4) reflection concerning the impact of the development of the artifact on learning and growth as a professional;
 2. All references in both the bibliography and the rationale statements must be documented using the *Publications Manual of the American Psychological Association* (5th ed.);
 3. The quality of writing must be acceptable for graduate level work with a minimum of mechanical errors. Documentation must be sufficient and accurate.
 4. Rationale statements follow standard formatting, 12 pt new Times Roman, 1 inch margins all around, pagination.
 5. The candidate must be able to articulate clearly, both in a rationale statement and orally, the connection between chosen artifacts, best practice, theory, and research.

III. Formative Assessment of the Portfolio

- A. Scheduling the Formative Assessment
1. Candidates' advisors, using the rubric provided, will complete a formative assessment of the portfolio during the candidates' completion of the sixth course in their program of study.
 2. It is the candidates' responsibility to contact their advisors for this formative assessment.
- B. Portfolio Requirements for the Formative Assessment
1. For the formative assessment, candidates' portfolios will be organized into five categories corresponding to the CVD of the USC Upstate School of Education;
 2. Clustered beneath each CVD will be the current standards of the respective specialized professional association (SPA) as follows: The National Association for the Education of Young Children (early childhood); The Association for the Education of Children International (elementary); and Council for Exceptional Children (special education-visual impairment);
 3. For the formative assessment, candidates must include an initial draft of a rationale statement for each category and one artifact demonstrating understanding of the core values and dispositions; at this point, the videotape is not mandatory.
 4. For the formative assessment, candidates must include an initial draft of their resume and their philosophy of education.
 5. Candidates may register for a seventh program course after achieving a rating of Satisfactory or higher on each category of the portfolio;
 6. Should candidates not achieve a Satisfactory or higher on each category of the portfolio, candidates must work with their advisors to revise the portfolio until all categories are rated Satisfactory or higher; at that point, candidates may register for a seventh graduate course.

V. Completion, Presentation, and Defense of the Portfolio

A. Completing the Portfolio

1. The Graduate Professional Portfolio will be completed, presented and defended in the designated course (SECH 797-early childhood, SEDL 780-elementary, or SVIP Q735-visual impairment);
2. Seminar/practicum courses may not be taken until the candidate has completed thirty hours on the program of study;
3. When submitting the final portfolio, candidates will begin the portfolio with their current resume and their revised philosophy of education;
4. When submitting the final portfolio, candidates will select high quality artifacts that represent the core values and dispositions (CVD) of the USC Upstate School of Education and the relevant standards of the respective specialized professional association;
5. One of the artifacts must be a videotaped lesson with a reflective analysis of the lesson. (candidates must secure permission forms from the parents/guardians of children in the video);
6. A rationale statement for each CVD and related standards must be developed to articulate (1) how/why that CVD is an essential component of good teaching; (2) a description of the artifacts included; (3) an explanation of the relationship(s) between the CVD and standards and the artifacts included; and (4) reflection concerning the impact of designing/implementing the artifact on learning and growth as a professional;
7. A copy of the Formative Assessment of the portfolio as well as the bibliography must be included at the back of the portfolio;
8. All references in both the bibliography and the rationale statements must be documented using the *Publications Manual of the American Psychological Association* (5th ed.).
9. The quality of writing must be acceptable for graduate level work with a minimum of mechanical errors. Documentation must be sufficient and accurate.
10. Rationale statements follow standard formatting, 12 pt new Times Roman, 1 inch margins all around, pagination.

B. Portfolio Presentation and Defense

1. The portfolio will be presented and defended before a Panel during the seminar/practicum course;
2. For elementary and early childhood majors, the panel will be comprised of two faculty members (one chosen by the instructor of the seminar and the other chosen by the candidate), one in-service teacher chosen by the instructor (preferably a recent completer of a USC Upstate graduate program or a holder of National Board Certification), and one fellow candidate chosen by the candidate;
3. For special education-visual impairment majors, the panel will be comprised of the Director of the Program in Visual Impairment (if not the instructor of the class) or the Director of USC Upstate Graduate Programs, a professional in visual impairment invited by the Director of the Program in Visual Impairment, a faculty member from professional studies, and a person knowledgeable in visual impairment selected by the candidate;
4. The instructor of the course will be responsible for scheduling the presentation sessions, distributing the schedule to all involved at least two weeks before the defense panel is scheduled, convening the panels, and serving as moderator during each defense;
5. One week prior to their presentation, candidates must distribute to the members of their panel a packet including a copy of their resume and philosophy statement, the five rationale statements, their formative portfolio evaluation, and their bibliographies;
6. During the defense, candidates will present at least one selected artifact for each CVD and explain the relationship between the artifact and the rationale statement;
7. One of the artifacts presented must be an 8-12 minute video of classroom or individualized instruction and a reflective analysis of the lesson;

8. The entire presentation may not exceed 50 minutes;
9. Members of the panel, in light of each candidate's presentation, will question the candidate to determine if the candidate demonstrates (1) knowledge and skill in reflective teaching practice, (2) knowledge and skill in preparing and implementing learner-centered instruction, (3) knowledge and skill in using performance-based assessment, (4) a commitment to diversity and (5) a sense of professional responsibility;

C. Evaluation of the Portfolio, Its Presentation and Defense

1. Using the rubric, individuals on the panel will rate each section of the portfolio as Exemplary, More Than Satisfactory, Satisfactory, Unsatisfactory;
2. The four panel members will determine by consensus if each section of the candidate's portfolio rate as Exemplary, More Than Satisfactory, Satisfactory, Unsatisfactory and add comments as appropriate;
3. In the absence of consensus, the panel members will vote;
4. In the event of a tie, the instructor of the seminar/practicum will break the tie;
5. Candidates must receive a Satisfactory or higher on each section of the portfolio in order to receive an overall Meets Expectations on the portfolio;
6. Finally, the four panel members will determine by consensus if the candidate's overall portfolio Meets Expectations, Provisionally Meets Expectations, or Fails to Meet Expectations adding comments as appropriate;
7. In the absence of consensus, the panel members will vote;
8. In the event of a tie, the instructor of the seminar/practicum will break the tie;
9. Candidates may wait while the panel discusses the rating on the portfolio; candidates will receive verbal feedback when the panel concludes its deliberations;
10. The instructor of the seminar/practicum class is responsible for submitting the rating sheets from each panel member and for preparing and submitting summary notes with all five signatures to the Director of Graduate Programs;
11. Candidates will also be notified in writing of their performance on the portfolio;
12. The successful defense of the portfolio will represent fifty percent of the grade in the respective seminar/practicum course and is required for the completion of the master's degree;
13. The instructor will determine the actual grade on the portfolio based on candidates' performance in the individual categories; this will account for 50% of the seminar grade;
14. If candidates receive an overall Meets Expectations on the portfolio and meet all other graduation requirements, candidates are then eligible for a master's degree.

D. Procedures for a Provisionally Meets Expectations

1. Should a candidate receive a Provisionally Meets Expectations, the panel must determine the nature and extent of revisions necessary for the portfolio to receive a Meets Standards;
2. The nature and extent of the revisions will be communicated to the candidate verbally immediately after the decision of the defense panel;
3. Within five days, the candidate will receive the required revisions in writing from the instructor of the seminar/practicum course;
4. The candidate who receives a Provisionally Meets Standards indicating the need for manageable revisions to the portfolio, will have until the last day of exams of the current semester to submit to the instructor of the seminar/practicum course, the revised portfolio;
5. The instructor of the seminar/practicum course will determine if the portfolio has been successfully revised according to the specifications required by the initial defense panel (consulting with the Director of Graduate Programs if additional deliberation seems necessary);

6. Once the instructor has made a decision concerning the quality of the portfolio, the candidate must meet with the instructor to discuss the portfolio;
7. The instructor is responsible for completing summary notes detailing the completion of the portfolio and for submitting those notes to the Director of Graduate Programs;
8. The candidate will be notified in writing concerning the success of the revised portfolio;
9. The successful revision of the portfolio will represent fifty percent of the grade in the respective seminar/practicum course and is required for the completion of the master's degree;
10. The instructor will determine the actual grade on the portfolio based on the candidate's performance in the individual categories and taking into consideration the need for the revision of the portfolio;
11. If the candidate now receives an overall Meets Expectations on the portfolio, meets all other seminar/practicum requirements, and meets all other graduation requirements, the candidate is eligible for a master's degree;
12. Should a candidate receive an overall Fails to Meet Expectations on the portfolio, the candidate will be assigned an Incomplete in the seminar/practicum course and will be ineligible to graduate until the portfolio is rated Meets Expectations, the seminar course is completed successfully, and all other graduation requirements are met.

V. A Second Chance

A. Remediating a Portfolio that Fails to Meet Expectations

1. Should a candidate receive an overall Fails to Meet Expectations on the portfolio, the candidate will be assigned an Incomplete in the seminar/practicum course and will be ineligible to graduate until the portfolio is rated Meets Expectations, the seminar course is completed successfully, and all other graduation requirements are met;
2. The members of the defense panel, the candidate, and the Director of Graduate Programs will develop a written individualized remediation plan (including a time line) for the candidate whose portfolio is rated Fails to Meet Expectations;
3. The individualized remediation plan may require the candidate to repeat coursework at the candidate's expense;
4. The instructor of the seminar/practicum, the candidate, and the Director of Graduate Programs will sign the individualized remediation plan;
5. The candidate will have a maximum of one year in which to complete the written individualized remediation plan and to resubmit the portfolio.

B. Resubmitting the Portfolio

1. When the stipulations of the written individualized remediation plan have been completed, the candidate will resubmit the portfolio to the instructor of the seminar/practicum course (or if the instructor is unavailable, to the Director of Graduate Programs);
2. The instructor (or the Director of Graduate Programs if the instructor is unavailable) will convene a second review panel comprised of the instructor, the candidate's faculty advisor, and the Director of Graduate Programs (or an additional graduate faculty member or in-service professional to complete a three-member panel);
3. One week prior to the defense, the candidate will distribute to each member of the panel a copy of his/her resume and philosophy statement, each of the rationale statements, the formative and initial summative assessment of the portfolio, and a revised bibliography;
4. The candidate will defend the portfolio (constructed as directed for the initial defense) for the newly constituted review panel;
5. Once again the panel will question the candidate to determine if the candidate demonstrates (1) knowledge and skill in reflective teaching practice, (2) knowledge and skill in preparing and implementing learner-centered instruction, (3) knowledge and skill in using

performance-based assessment, (4) a commitment to diversity, and (5) a sense of professional responsibility.

C. Evaluation of the Portfolio, Its Presentation and Defense

1. This second panel will seek consensus concerning the quality of the portfolio;
2. If necessary, a vote will be taken to determine the rating on the portfolio including the vote of the Director of Graduate Programs;
3. The candidate may wait while the panel discusses the rating on the portfolio and receive verbal feedback when the panel concludes its deliberations;
4. The candidates will also be notified in writing of the rating on the portfolio;
5. The instructor of the seminar/practicum class is responsible for submitting the rating sheets from each panel member and for preparing and submitting the summary notes with all three signatures to the Director of Graduate Programs;
6. If the candidate receives a Meets Expectations on the portfolio and if the candidate has completed all other requirements for the seminar/practicum course, the candidate will be assigned a grade in the course;
7. If the candidate meets all other graduation requirements, the candidate will be granted a degree;
8. If the candidate presents a portfolio that receives a Fails to Meet Expectations after completing the remedial plan, the candidate will not receive a master's degree from USC Upstate.

Artifacts for the USC Upstate Graduate Professional Portfolio

Portfolios will be divided into five categories consistent with the core values and dispositions of the USC Upstate School of Education. Clustered beneath each of these CVD will be the standards of the respective specialized professional associations—NAEYC for early childhood, ACEI for elementary majors and CEC for special education-visual impairment.

The initial documents in the portfolios will be candidates' current resumes and revised philosophies of education. Within each of the five categories, early childhood and elementary candidates should select artifacts to demonstrate the desired knowledge, skills, and dispositions of the CVD and the related standards of the specialized professional association. One artifact may be sufficient in each category though multiple artifacts are likely to be necessary. Special education-visual impairment candidates will include specific artifacts in each category—artifacts demonstrating their acquisition of the knowledge, skills, and dispositions for teaching individuals with visual impairment.

Candidates will prepare rationale statements articulating their understanding of each CVD and related standards; describing their artifact(s) selected for inclusion; articulating the connection between the artifacts selected and the CVD; and describing the learning/professional development that occurred as a result of developing the artifact. The rationale statements should reflect best practice grounded in theory and research. Candidates must be prepared to present and defend the portfolio to the satisfaction of the Defense Panel. The panel will determine if candidates demonstrate (1) knowledge and skill in reflective teaching practice, (2) knowledge and skill in preparing and implementing learner-centered instruction, (3) knowledge and skill in using performance-based assessment, (4) a commitment to diversity, and (5) a sense of professional responsibility.

Suggested Artifacts

The following are suggested artifacts for the portfolio. Candidates will be responsible for organizing selected artifacts into the categories of the portfolio. The categories reflect the core values and dispositions of the USC Upstate School of Education as well as the standards of NAEYC, ACEI and CEC.

Suggested Artifacts

- ~ data documenting impact on K-12 student learning followed by reflective analysis
- ~ videotaped lesson followed by a reflective analysis
- ~ action research project
- ~ case study with analysis
- ~ instructional plan for improvement with reflective analysis
- ~ reflective writing about curriculum development, collaborative instructional activities, or published research
- ~ classroom environment/management plan
- ~ units/projects/lessons honoring learning/cultural differences
- ~ units/projects/lessons designed for inclusion of children with exceptionalities
- ~ units/projects/lessons with a variety of instructional strategies
- ~ units/projects/lessons incorporating technology
- ~ units/projects/lessons incorporating collaborative learning
- ~ units/projects/lessons which nurture in students' curiosity, love of learning, tolerance, open-mindedness, fairness, justice, and respect for human diversity
- ~ units/projects/lessons which nurture students' ability to take multiple perspectives, and/or a willingness to take risks
- ~ units/projects/lessons aligned with state and national standards
- ~ units/projects/lessons based on authentic assessments
- ~ units/projects/lessons incorporating culturally responsive activities
- ~ evidence of participation in curriculum/unit/lesson planning in the K-12 school arena
- ~ units/projects/lessons demonstrating research-based practice
- ~ evidence of collaboration with parents and other individuals in the community;
- ~ evidence of active participation in professional organizations
- ~ evidence of participation in professional conferences and workshops
- ~ evidence of preparation for National Board Certification
- ~ evidence of community involvement and/or political activity as an advocate for education and for children
- ~ awards and other kinds of professional recognition

Assessment Rubric for Individual Categories of the Portfolio

Exemplary: The portfolio is of exemplary quality. A professionally prepared resume and a coherent superbly developed philosophy of education introduce the portfolio and set a clear context for the rationale statements and artifacts included. A strong rationale statement, deep and rich with theory and research, captures and articulates the heart of each core value and disposition (CVD) and related standards. Extraordinarily fine artifacts are included to illustrate each CVD and related standards. The portfolio contains generous and excellent data to demonstrate impact on K-12

student learning. An outstanding videotape recording of an exceptional lesson followed by an astute reflection is featured. The candidate skillfully communicates, both in writing and during the defense, the connection between each CVD, its related standards, and the artifacts included. The candidate shows keen insight and unusual sensitivity in articulating the dimensions of professional growth engendered by a study of the CVD and the development of artifacts. The bibliography is thorough and prepared in accordance with the guidelines of the *Publications Manual of the American Psychological Association* (5th ed.); the entire portfolio is professional with high quality writing throughout.

More Than Satisfactory: The portfolio is of very high quality. A professionally prepared resume and a coherent, thoughtful philosophy of education introduce the portfolio and provide a context for the rationale statements and artifacts included. A conceptually grounded rationale statement, with generous connections to theory and research, explicates each CVD and its related standards. High quality artifacts are included to illustrate the CVD and all of its related standards. The portfolio contains high quality data to document impact on K-12 student learning. An unusually good videotape recording of an excellent lesson followed by an insightful reflection is provided as an artifact. The candidate clearly articulates, both in writing and in the defense, the connection between each CVD, related standards, and the artifacts selected. The candidate demonstrates fine insight in communicating the professional growth spurred by an investigation of the CVD and the development of artifacts. The bibliography is thorough and prepared in accordance with the guidelines of the *Publications Manual of the American Psychological Association* (5th ed.); the entire portfolio is well written.

Satisfactory: The portfolio is of good quality. A neat resume and a thoughtful philosophy of education introduce the portfolio and provide a point of reference for the rationale statements and artifacts included. An acceptable rationale statement, with adequate connections to theory and research, describes each CVD and its related standards. Good artifacts are chosen to illustrate each CVD and most of the standards related to the CVD. The portfolio includes adequate data to document impact on K-12 student learning. An acceptable videotape recording of a good lesson followed by a logical reflection serves as an artifact. The candidate articulates, both in writing and in the defense, the connections between each CVD, its related elements, and the artifacts selected. The candidate can speak meaningfully about professional growth resulting from a study of the CVD and the development of artifacts. The bibliography is respectable and prepared in accordance with the guidelines of the *Publications Manual of the American Psychological Association* (5th ed.); the writing in the entire portfolio is acceptable.

Unsatisfactory: *The quality of the portfolio is unacceptable. The resume and/or philosophy statement lacks coherence and/or clarity. Rationale statements lack connections to theory and research and/or reflect an inadequate understanding of the CVD. Artifacts are of poor quality or are inappropriate for the intended CVD. Data to document impact on K-12 student learning is inadequate or is missing. A videotape recording of a lesson followed by a reflection is either not included or is of unacceptable quality. The candidate is unable to articulate the connections between artifacts and rationale statements. The candidate struggles to identify professional growth stemming from a review of the CVD and development of artifacts. The writing is of poor quality and/or references are not included.***Rubric for Rationale Statements (Early Childhood, Elementary, and Special Education-Visual Impairment)**

The following rubric may be used as a guide for teaching about, for developing, and for evaluating the graduate professional portfolio. The portfolio is organized according to the Core Values and Dispositions

(CVD) of the USC Upstate School of Education. Beneath each CVD are the related standards of the respective Specialized Professional Association.

Parts of the Rationale Essay	Exemplary	More Than Satisfactory	Satisfactory	Unsatisfactory
CVD and related standards explained.	The rationale statement indicates an exemplary understanding of the CVD, standards, theory and research.	The rationale statement indicates a strong degree of understanding of the CVD, standards, theory, and research.	The rationale statement indicates a good degree of understanding of the CVD, standards, theory, and research.	The rationale statement fails to indicate understanding of the CVD, standards, theory, and research.
Artifacts described and explained.	The description of the artifacts (including impact on student learning) indicates exemplary knowledge, skills, and/or dispositions consistent with the CVD and its related standards.	The description of the artifacts (including impact on student learning) indicates strong knowledge, skills, and/or dispositions consistent with the CVD and its related standards.	The description of the artifacts (including impact on student learning) indicates acceptable knowledge, skills, and/or dispositions consistent with the CVD and its related standards.	The artifacts are of unacceptable quality or fail to demonstrate acceptable knowledge, skills, and/or dispositions consistent with the CVD and its related standards
Explanation of the relationship between the artifacts and the CVD and its related standards.	The rationale expertly articulates the connections between the artifacts and the CVD and its related standards.	The rationale clearly articulates the connections between the artifacts and the CVD and its related standards.	The rationale adequately describes the connections between the artifacts and the CVD and its related standards.	The rationale fails to articulate the connections between the artifacts and the CVD and its related standards.
Reflection on learning and growth as a professional.	The rationale captures superb introspection and skillful articulation of how in-depth exploration of the CVD and related standards and the development of artifacts has engendered professional growth.	The rationale reflects keen insight and good articulation of how a study of the CVD and related standards and the development of artifacts has stimulated professional growth.	The rationale articulates how exposure to the CVD and related standards and the development of artifacts has resulted in some professional growth.	The rationale fails to indicate how exposure to the CVD and related standards and/or the development of artifacts has led to professional growth.
Quality of writing and documentation.	The writing is organized, coherent, and completely free of mechanical errors. Documentation is thorough and correct.	The writing is well organized with very few mechanical errors. Documentation is sufficient and accurate.	The writing is acceptable for graduate level work with a minimum of mechanical errors. Documentation is acceptable.	The writing is of poor quality. Documentation is insufficient, inaccurate, or not included.

Rubric for overall portfolio rating

Under Construction

Formative Assessment Form

When enrolled in the sixth program course, the candidate must call and make an appointment with their advisor to complete the formative assessment of the portfolio. The same rubric and categories (Exemplary, More Than Satisfactory, Satisfactory, Unsatisfactory) are used for both the formative and summative assessments; the formative assessment must indicate steady progress toward the successful completion of the portfolio.

At the time of the formative assessment, the portfolio must include a resume, a philosophy of education as well as artifacts that address each core value and disposition of the USC Upstate School of Education as well as related standards of the Specialized Professional Associations. The candidate must achieve a Satisfactory rating or higher on each category of the formative assessment in order to enroll in the seventh program course. If some revision is needed, the candidate must work with the advisor until each section of the portfolio achieves a rating of Satisfactory or higher.

CANDIDATE _____ DATE _____

Resume

Strengths:

Suggestions:

Philosophy of Education

Strengths:

Suggestions:

Category I: Reflective Teaching Practice

Exemplary _____

More Than Satisfactory _____

Satisfactory _____

Unsatisfactory _____

Strengths:

Suggestions:

Category II: Learner Centered Instruction

Exemplary _____

More Than Satisfactory _____

Satisfactory _____

Unsatisfactory _____

Strengths:

Suggestions:

Category III: Performance-Based Assessment

Exemplary _____
Satisfactory _____

More Than Satisfactory _____
Unsatisfactory _____

Strengths:

Suggestions:

Category IV: Commitment to Diversity

Exemplary _____
Satisfactory _____

More Than Satisfactory _____
Unsatisfactory _____

Strengths:

Suggestions:

Category V: Professional Responsibility

Exemplary _____
Satisfactory _____

More Than Satisfactory _____
Unsatisfactory _____

Strengths:

Suggestions:

Bibliography

Strengths:

Suggestions:

Advisor _____ **Date** _____

Candidate _____ **Date** _____

Summative Assessment and Defense of the Portfolio

Using the portfolio rubric in concert with this summative assessment and defense form, each member of the portfolio defense panel rates the candidate during the presentation of the portfolio. At the conclusion of the presentation, the four panel members discuss their ratings and attempt to achieve consensus on the rating of each category (Exemplary, More Than Satisfactory, Satisfactory, Unsatisfactory) and the overall rating of the portfolio (Meets Expectations, Provisionally Meets Expectations, or Fails to Meet Expectations). If the panel fails to reach consensus, the panel members vote, with the instructor of the course breaking a tie. The instructor of the seminar/practicum class is responsible for preparing summary notes from the defense and for submitting the rating sheets from each panel member and the summary notes with all five signatures to the Director of Graduate Programs. The candidate must receive a minimum rating of Satisfactory on each category of the portfolio as well as an overall Meets Expectations on the entire portfolio. Specifics are detailed in the USC Upstate Graduate Handbook (revised, Fall 2007).

CANDIDATE _____ DATE _____

Resume

Strengths:

Suggestions:

Philosophy of Education

Strengths:

Suggestions:

Category I: Reflective Teaching Practice

Exemplary _____

More Than Satisfactory _____

Satisfactory _____

Unsatisfactory _____

Strengths:

Suggestions:

Category II: Learner-Centered Instruction

Exemplary _____

More Than Satisfactory _____

Satisfactory _____

Unsatisfactory _____

Strengths:

Suggestions:

Category III: Performance Based Assessment

Exemplary _____
Satisfactory _____

More Than Satisfactory _____
Unsatisfactory _____

Strengths:

Suggestions:

Category IV: Commitment to Diversity

Exemplary _____
Satisfactory _____

More Than Satisfactory _____
Unsatisfactory _____

Strengths:

Suggestions:

Category V: Professional Responsibility

Exemplary _____
Satisfactory _____

More Than Satisfactory _____
Unsatisfactory _____

Strengths:

Suggestions:

Given the presentation of the Graduate Professional Portfolio this candidate:

_____ Meets Expectations for the portfolio and its defense

_____ Provisionally meets expectations for the portfolio and its defense

_____ Fails to Meet Expectations for the portfolio and its defense

Comments:

Defense Panel:
_____ Chair

Candidate _____

University Resources

Blackboard

The Blackboard instructional system allows USC Upstate faculty to easily create a course website for class communications, assignments, readings, website links, online exams, and much more.

Instructors will notify you if Blackboard is being used in conjunction with a particular course and will provide directions on how to access and use it. Most computers running Internet Explorer can access the system at <http://blackboard.sc.edu/>

After logging in successfully, you will see your classes listed. The system is easy to navigate, and the HELP icons on the screens will take you to detailed documentation on using the systems.

Blackboard requires a separate username and password from other USC Upstate systems such as network and e-mail, and that account is accessed through the VIP system. Username and password changes on Blackboard do not affect other campus systems. Students with questions or problems accessing Blackboard should contact the Help Desk at 503-5257 or HelpDesk@uscupstate.edu to request assistance.

If the class you were originally registered for can no longer be accessed, this may be a sign that you have been dropped from the course. Login to VIP and check your class schedule to determine if this is the case. During the beginning of each semester the USC Upstate Registrar's Office drops students during stated period for open/unpaid invoices. If you have been dropped for this reason, contact the Graduate Programs Office, and we will outline the steps you must take to be reinstated into the class.

If you should forget your Blackboard password, this can be easily rectified by logging into VIP, and creating a new one. Blackboard is very forgiving in that it will allow you to reset your password, even in the event you should not be able to remember your old one.

Bookstore

www.upstatebookstore.com, or www.uscupstate.edu, Current Students

The USC Upstate Bookstore is located in the Health Education Complex. The store carries a full line of textbooks, supplementary materials and supplies, clothing, and novelty items. Hours of Operation are Monday-Thursday 8:00 a.m. – 6:00 p.m. and Friday 8:00 a.m. -5:00pm.

Computer Labs

USC Upstate maintains over 20 computer labs with nearly 600 computers across campus. These labs are maintained with up-to-date, industry standard hardware and software. The labs range from instruction-only labs in academic departments to open labs for general student access. A listing of lab locations is available by visiting www.uscupstate.edu, Campus Services, Information Technology,

Information for Students. Please note to access the internet and to enable printing to local lab laser printers, you will need to know and utilize your USC Network Name and Pin.

Campus Map

As well as being provided in this handbook, an actively updated and revised one can be found by visiting www.uscupstate.edu, Visitors (gray bar under the large USC banner.)

Curriculum Resources Center

The School of Education Curriculum Resources Center, housed in the Health Education Complex, contains various educational resources/materials including college-level as well as state-adopted elementary and secondary-level textbooks, published curricula, Department of Education curriculum standards, learning kits, instructional units, multicultural curriculum resources, instructional games, learning activity books, big books, mathematics and science manipulatives, simulations, professional journals and periodicals from the field of education, and some audiovisual materials and equipment. The materials in the Center are available for use by teacher education candidates, faculty members, other interested students and faculty, as well as public school teachers. Equivalent facilities are operated for candidates in Sumter and in Greenville.

Dean of Students

The Dean of Students office is responsible for oversight of the judicial system and the Code of Student Behavior. This office also assists students in crisis who may need to notify faculty regarding extended illness or family crisis. Contact this office at (864) 503-5108.

E-mail, IT Support and Network File Space

Students have access to the best e-mail, calendaring, and network server environment available in Microsoft Server 2008 and Exchange 2007. Access to e-mail is accomplished via the web using a standard web browser. Students have a 5 GB mailbox and a 5 GB of network file space that can be used to store files, collaborate with team members on projects, and submit class assignments.

The USC Upstate network utilizes network security to protect campus computers and the e-mail system is further protected by the strongest virus protection software available. Students are required to use virus protection software on their own computers for additional security. This software is provided by the University to faculty, staff, and students. Detailed information on student user accounts and e-mail access is available by visiting: www.uscupstate.edu, Campus Services, Information Technology, Information for Students.

Emergency Notification Information

USC Upstate students can register for the Campus Emergency Notification System through VIP. The Emergency Notification System will provide students with critical information when unexpected circumstances arise that pose a threat of imminent danger. USC Upstate will also use other communication tools during emergency situations including broadcast email messages, paging

to campus telephone extensions, electronic signage, a coordinated use of public media outlets, and a 24-hour recorded Emergency Hotline, (864) 503-5599. Through VIP students are asked to provide a cell phone number, email address and work/alternate phone number in order to receive the alerts in the event of an emergency.

I.D. Cards

Official USC Upstate identification cards are made by the staff of the USC Upstate Bookstore located in the Health Education Complex. Each USC Upstate student will be issued one card at no cost that will be activated automatically when the student pays tuition. USC Upstate I.D. cards are required for admission to USC Upstate events and activities, utilize photocopying services at the library, as well as to check out books at the Library.

Inclement Weather Policy

Information also found on USC Upstate main web page, by selecting “I” under the A-Z Search Index.

Procedures:

In case of inclement weather, decisions about canceling or delaying classes at the University of South Carolina Upstate will take place by 6:00 a.m. Unless changes are posted by the following means, assume that classes will meet as scheduled.

Communication Methods:

The USC Upstate Web Site

The Winter Weather Information icon will be displayed when USC Upstate experiences a delay/closing. Click on the icon to get full details of schedule changes. In time of bad weather when the University will remain on regular schedule, the Classes on Schedule icon will appear on the website.

Instructional Media Services

Many professors encourage students to submit media-rich projects, such as DVD and videotape programs, and PowerPoint presentation, etc. for academic assignments. The staff of Instructional Media Services is always willing to assist with such projects.

The Advanced Digital Media (ADM) Lab, in Administration Building Room 117 has PC workstations.

The ADML offers video editing, photo manipulation, and music editing and mixing software, in addition to large format printing. This department is also responsible for technical oversight and maintenance of distance learning classrooms and smart (technology-enhanced) classrooms.

Instructional Media Services also offers checkout of AV equipment to students, faculty, and staff. For project consultation or technical assistance, please call (864) 503-5564 or (864) 503-5565, or visit them in Room 103 of the Administration Building.

Laptop Checkout

This popular program for students at USC Upstate offers 50 laptop computers equipped with wireless Internet access, e-mail, and Microsoft Office for checkout (up to 48 hours) on a first come first serve availability basis. The laptops are fully compatible with the USC Upstate wireless network, can access network servers for information storage and retrieval, and all on-line information resources accessible through desktop computers. Contact the IT Help Desk, located in Administration 109, at (864) 503-5257 or HelpDesk@uscupstate.edu

Student Printing

USC Upstate allocates to students 500 sheets per semester. Information technology and Services provides printing in public computer labs. Additional sheets can be purchased at a cost of \$.10 sheet (\$5 minimum purchase) from the ITS Help Desk located in Administration 109. Your technology per credit hour fee (\$9 per credit hour as of Fall 2008) enables YOU to utilize this resource as well.

Library

The USC Upstate Library services all students, faculty, and staff with its physical and virtual collections. The physical collections contain over 233,000 volumes in a variety of formats including print and electronic books and journals, microform, media, maps, and curriculum lab materials. The Library subscribes to 650 print subscriptions. It also offers over 26,000 e-books and over 30,000 electronic gull-text journals. The library to more than 160 databases, including statewide collections of databases know as DISCUS and Academic DISCUS.

For more information about the library's operating hours, resources and staff, please visit www.uscupstate.edu/library

Lost and Found

Campus Police. (864) 503-5269

Parking and Traffic Regulations

For more information, visit www.uscupstate.edu, select P for Police under the A-Z Index. University Police Officers enforce South Carolina traffic laws and issue regular Uniform Traffic Citations. Copies are sent to the S.C. department of Highways and Public Transportation for the point system. All traffic offenses will be tried at the Spartanburg County Court House.

Some general hints to help you avoid getting a ticket:

- All vehicles must be registered if they are to be driven, parked or otherwise maintained on the USC Upstate campus. A temporary permit is available for second/optional vehicles at University Police prior to parking for the day.
- Your vehicle must be pulled into space front end first with decal visible. Permits are to be displayed in the left rear window.
- Red and Yellow curbs indicate no parking.
- USC Upstate parking lots are color-coded with signs designating each parking area. You must

VI. Program Completion and Graduation

Graduation Requirements

To be eligible for graduation, candidates in the Master of Education in Early Childhood Education, Elementary Education and in Special Education – Visual Impairment at USC Upstate must complete the 36-39 hours of coursework designated on their approved Program of Study. Candidates must also successfully develop and defend their Graduate Professional Portfolio.

Graduation Procedures

All candidates must complete an Application for Graduation, available in the Graduate Programs Office, two semesters before they plan to graduate. The application must have the approval of the Dean of the School of Education contingent upon the candidate's successful completion of remaining requirements including the successful defense of the Graduate Professional Portfolio.

Securing a Transcript

Candidates wishing to secure an official transcript for any reason, including verifying course/degree completion for the State Department of Education, must complete a Transcript Request Form. Transcripts are issued from USC Columbia.

Graduation Checklist

- Full admission to USC Upstate Graduate Program
- Completion of all courses designated on the individuals' Program of Study (36 hours or more)
- GPA of 3.0 on all courses taken at USC Upstate
- Completion of all courses within the six year time frame
- Achievements of "meets standards" on the Graduate Professional Portfolio defense
- Average on all 700 level course no less than B
- 50% of courses at the 700 level

Appendix

Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages (TESOL) K-12

A Post-Baccalaureate Certificate¹ in English to Speakers of Other Languages (ESOL) K-12 is designed for K-12 school personnel who wish to advance their professional development and enhance their knowledge and expertise in teaching of English to Speakers of Other Languages (ESOL) but are not seeking a masters degree.

This is a non-degree program and it does not grant the State of South Carolina add on Teaching Certificate in ESOL. The courses included in the program do cover areas currently listed in the South Carolina Teacher Certification Manual for a K-12 ESOL Certification in the State of South Carolina. Teachers with knowledge and skill in teaching second language learners are needed at every grade level. ESOL endorsement may be added to any certificate: early childhood, elementary, middle grades, secondary, special education, or physical education. Additional courses may be needed in order to meet all certification requirements depending on a candidate's academic background. Please consult the South Carolina Department of Education Certification Office if in need of additional information. Certification regulations may be changed by the State of South Carolina.

USC Upstate Post-Baccalaureate Certificate in TESOL program is not designed for the purpose of initial teacher certification. Initial teacher certification is required for admission to the Post-Baccalaureate Certificate program.

For the Post-Baccalaureate Certificate in TESOL program, a minimum grade point average of 3.0 (B) is required on the total Post-Baccalaureate Certificate program with a minimum average of B on all 700-800 level courses. An accumulation of grades below B on any 12 hours of graduate work attempted at the university will disqualify a student for the Post-Baccalaureate Certificate. Professional development courses may be considered as part of a Post-Baccalaureate Certificate program if the coursework is consistent with the program. Questions should be directed to the Director of the Graduate Programs Office.

Every candidate admitted the Post-Baccalaureate Certificate in TESOL program will have a faculty advisor with whom to plan a program of study to assure professional competence and breadth of knowledge. Students will have the privilege of requesting a particular advisor, subject to consent of the faculty member involved and approval by the director of Graduate Programs. The advisor will be a specialist in the candidate's major area of study.

¹ Post-baccalaureate certificate is an award that requires completion of an organized program of study requiring 15 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying title of master.