Graduate Programs
Master of Education Degree in Early Childhood or Elementary Education

Programs of study leading to the degree of Master of Education are offered in early childhood education and elementary education. Orientation, including a portfolio information training session, is provided prior to the beginning of each academic term. Information about graduate programs is available from the USC Upstate Office of Graduate Programs at 864-503-5573 and at www.uscupstate.edu.

USC Upstate Master of Education degrees are not designed for the purpose of initial teacher certification. Initial teacher certification is required for admission to the M.Ed. degree program.

The Master of Education degree requires:

1. Successful completion of an approved program of study providing 36 hours of graduate credit, of which at least 50 percent must be earned in courses numbered 700 or above (the remainder may be in courses numbered 500-699).

2. Successful defense of a Graduate Professional Portfolio. The Graduate Professional Portfolio is introduced during the initial orientation to graduate programs for degree candidates. During program courses and continuing professional experience, candidates accumulate artifacts for the portfolio. Candidates select for the portfolio those artifacts which most clearly document their professional development, prepare a rationale for the inclusion of items in each section of the portfolio, and defend the portfolio before a panel of faculty and peers. Full details for the Graduate Professional Portfolio are included in the USC Upstate Graduate Handbook.

For either degree, a minimum grade point average of 3.0 (B) is required on the total graduate 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 a graduate degree. Professional development courses may be considered as part of a degree program if the coursework is consistent with the program. Questions should be directed to the Director of the Office of Graduate Programs.

Every candidate admitted for the degree of Master of Education 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.

No academic program of study can be approved until the student has been fully admitted to the graduate program as a qualified degree candidate. Students are cautioned that graduate credit earned prior to full admission to degree candidacy may not be applicable toward the degree requirements. No more than 6 hours of professional development courses may be used in a degree program. A maximum of 6 hours of reduced tuition rate courses (standard graduate-level contract courses) may be presented on a graduate student's program of study. Each academic unit must approve the inclusion of reduced tuition rate graduate-level course work on the program of study. The program of study should be established immediately after full admission to the program; the program of study is completed with a student’s assigned advisor or the director of graduate programs.

Both the early childhood and the elementary master's programs are now offered in a Fast Track arrangement, enabling students to complete the entire degree in 18 consecutive months. Though the rotation of courses will remain constant, graduate candidates may elect to complete their degrees at a slower pace, as long as the degree is completed within six years.

Master of Education in Early Childhood Education

Student Worksheet

I. Core Required Courses (18 credits)

SECH 608: Parent Involvement in Early Childhood Education

SERM 700: Introduction to Research in Education

SEPY 705: Children and Adolescents as Learners

SECH 740: The Young Child: Applying Theory and Research

SECH 742: Advanced Study of Early Childhood Curricula and Program Models

SEFN 744: Philosophy and Education

II. Specialized Early Childhood Requirements (9-12 credits) selected from

SECH 744: Advanced Study of Language Development and Communication Skills in Early Childhood Education

SECH 750: Play Theory and Early Learning

III. Related Study (3-6 credits)

IV. Final Seminar (3 credits)

V. Graduate Professional Portfolio

1Refer to the USC Upstate graduate handbook for details.

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Master of Education in Special Education: Visual Impairment

The Master of Education degree in Special Education: Visual Impairment is a degree offered collaboratively by USC Upstate and the South Carolina School for the Deaf and the Blind. Orientation sessions for potential candidates are offered prior to the beginning of the summer sessions and at the beginning of the fall semester. More information about this program is available from the USC Upstate Graduate Programs Office at 864-503-5573.

The masters in Special Education-Visual Impairment requires:

1. Successful completion of an approved program of study providing 39 hours of graduate credit.
2. Successful completion of a case study demonstrating competency in working with individuals with visual impairment. The portfolio will be a requirement in SVIP 735: Practicum in Special Education.

For the degree, a minimum grade point average of 3.0 (B) is required on the total graduate program. An accumulation of grades below B on 12 hours of graduate work attempted at the university will disqualify a student for a graduate degree.

Every candidate admitted for the degree of Master of Education in Special Education - Visual Impairment will have a faculty advisor assigned to monitor the program of study. The program is a Cohort model intended to be completed in two calendar years; however, the program may be extended over four years. Embedded in degree requirements are courses required for an endorsement in vision education.

Master of Education in Special Education: Visual Impairment

Student Worksheet

I. Research Competencies (3 credits)
   SERM 700: Introduction to Research in Education

II. Professional Studies (6 credits)
   SLCY 722: Developing Literacy from Kindergarten through Second Grade
   SEPS 725: Advanced Study of K-12 Curriculum

III. Visual Impairment Studies (29 credits)
   SVIP 610: The Nature and Needs of Learners with Visual Impairment
   SVIP 650: Anatomy, Physiology, and Disorders of the Visual System
   SVIP 675: Functional Low Vision Assessment and Intervention
   SVIP 705: Literary Braille Code
   SVIP 706: Advanced Braille
   SVIP 712: Assistive and Instructional Technology for Learners with Visual Impairment
   SVIP 717: Orientation and Mobility for Learners with Visual Impairment
   SVIP 724: Visual Impairment and Multiple Disabilities
   SVIP 730: Assessment and Educational Methods for Learners with Visual Impairment
   SVIP 735: Practicum in Special Education-Visual Impairment

Master of Education in Special Education: Visual Impairment

Suggested Sequence of Courses

First Year

Summer I
(Courses offered on the campus of the South Carolina School for the Deaf and the Blind)
SVIP 610
SVIP 717

Summer II
SVIP 650

Fall (Courses offered by Distance Learning)
SVIP 675
SVIP 705

Spring (Courses offered by Distance Learning)
SVIP 706 (course offered by Distance Learning)
SERM 700

(*course offered on campus in Spring for regional candidates. Candidates may also elect to take SERM 700 in DVD format from Columbia in the Summer.)

Second Year

Summer I
(Courses offered on the campus of the South Carolina School for the Deaf and the Blind)
SVIP 712
SVIP 730

Fall (Courses offered by Distance Learning)
SVIP 724
SEPS 725

Spring (Courses offered by Distance Learning)
SVIP 735
SLCY 722

Total Hours
39
Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages (ESOL) K-12

A Post-Baccalaureate Certificate in Teaching 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 native 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 Certificate 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 SDE 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 ESOL program is not designed for the purpose of initial teacher certification. Initial teacher certification is required for admission to the Post-Baccalaureate Certificate program.

The Post-Baccalaureate Certificate in ESOL program requires:

1. Successful completion of an approved program of study providing 15 hours of graduate credit, of which at least 80 percent must be earned in courses numbered 700 or above (the remainder may be in courses numbered 500-699)

For the Post-Baccalaureate Certificate in ESOL 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 part of a Post-Baccalaureate Certificate program if the coursework is consistent with the program. Questions should be directed to the Director of Graduate Programs.

Every candidate admitted to the Post-Baccalaureate Certificate in ESOL 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.

No academic program of study can be approved until the student has been admitted to the Post-Baccalaureate Certificate program. Students are cautioned that graduate credit earned prior to full admission to degree candidacy may not be applicable toward the certificate requirements. No more than 3 hours may be transferred into the Post-Baccalaureate Certificate in ESOL program. A maximum of 6 hours of reduced tuition rate courses (standard graduate-level contract courses) may be accepted. Each academic unit must approve the inclusion of reduced tuition rate graduate-level course work on the program of study. The program of study should be established immediately after admission to the program; the program of study is completed with a student's assigned advisor or the Director of Graduate Programs.

The Post-Baccalaureate Certificate in ESOL program is offered in a 12 consecutive month sequence. These graduate level courses will be offered in the day during the first summer session and late in the afternoon during fall and spring semesters, making the program accessible to individuals who are in-service teachers. The fall and spring courses require practicum experience; students must work directly with speakers of other languages either in after-school or weekend programs to meet course expectations. Though the rotation of courses will remain constant, graduate candidates may elect to complete their program at a slower pace, as long as the program is completed within three years.

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

**Student Worksheet**

1. Specialized Preparation (12 credits)
   - SSLL 708: Introduction to Linguistics
   - SSLL 718: Techniques for Teaching English to K-12 Second Language Learners
   - SSLL 728: Literacy Instruction for K-12 Second Language Learners
   - SSLL 760: Practicum in Teaching English to K-12 Second Language Learners*  

   *Practicum hours are split and are corequisites for SSLL 718 and SSLL 728.

2. Elective, one from the following (3 credits)
   - SSLL 748: Linguistic and Cultural Diversity
   - SSLL 758: Assessment of K-12 Second Learners*
   - SEPS 732: Enhancing Learning of Diverse Cultures

*Also requires one prerequisite practicum hour

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**Suggested Sequence of Courses**

**Summer I**

SSLL 708: Introduction to Linguistics  
SSLL 718: Techniques for Teaching English to K-12 Second Language Learners

**Fall**

SSLL 760: Practicum in Teaching English to K-12 Second Language Learners

SEPS 732: Enhancing Learning for Diverse Cultures*

**Spring**

SSLL 728: Literacy Instruction for K-12 Second Language Learners

SSLL 760: Practicum in Teaching English to K-12 Second Language Learners

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