<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Reflective teaching practice</th>
<th>Learner-centered pedagogy</th>
<th>performance-based assessment</th>
<th>commitment to and affirm diversity</th>
<th>commitment to prof responsibilit</th>
<th>assignments completed in Clinical</th>
<th>impact on student learning (document of)</th>
<th>analysis of student assessment data</th>
<th>understanding of major concepts and theories of student learning</th>
<th>awareness of current research and policies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✔</td>
<td></td>
<td>✔</td>
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<tr>
<td>SVIP 610: Nature and Needs of Learners with Visual Impairment</td>
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<tr>
<td>Philosophy of Education Paper</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td>Students include goals, beliefs about the learner and learning, approach to curriculum, role of the teacher, methods of instruction, decision-making, school’s relationship to society, sources of truth and values, and vision of education for young children. Finally students articulate their personal professional vision and goals.</td>
<td></td>
</tr>
<tr>
<td>Effects of Disability on Development and Learning – Child Study Project (ages 3-11)</td>
<td>✔</td>
<td>✔</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td>Each student will study a child between 3 and 11 years of age. Candidates will then write a report which describes their observations in terms of the four domains of development and make connections and interpretations based on class and textbook information.</td>
<td>Each student will study a child between 3 and 11 years of age. Candidates will then write a report which describes their observations in terms of the four domains of development and make connections and interpretations based on class and textbook information. This includes how the disability has affected development and learning for the child. Additionally, student must accurately and appropriately identify the supporting theory or research for their conclusions.</td>
<td>Each student will study a child between 3 and 11 years of age. Candidates will then write a report which describes their observations in terms of the four domains of development and make connections and interpretations based on class and textbook information. This includes how the disability has affected development and learning for the child. Additionally, student must accurately and appropriately identify the supporting theory or research for their conclusions.</td>
<td></td>
</tr>
</tbody>
</table>
**Effects of Disability on Development and Learning—Child Study Project (ages 12-18)**

- Each student will study a child between 12 and 18 years of age. Candidates will then write a report which describes their observations in terms of the four domains of development and make connections and interpretations based on class and textbook information.

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**SERM 700: Introduction to Research in Education**

- CITI Training Modules
- Research Methodology Presentation
- Literature Review
- Two Article Reviews
- APA Exercises
- Student Workbook

---

**SVIP 650: Anatomy, Physiology, and Disorders of the Visual System**

- Research Paper on Eye Disorder

---

**CITI Training Modules**

- Research Methodology Presentation
- Literature Review
- Article Review

---

**Research Paper on Eye Disorder**

- The research paper must include the following information: define the disorder/condition thoroughly including physical characteristics and other
<table>
<thead>
<tr>
<th>Activity</th>
<th>Complete</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview of Eye Doctor and Tour of Clinic/Doctor Office</td>
<td>✓</td>
<td>Interview a pediatric ophthalmologist and /or optometrist and tour their office in order to learn about medical examinations, educational implications, and collaboration between educators and the medical community.</td>
</tr>
<tr>
<td>Research Presentation on Syndrome Related to Vision Loss or Deafblindness</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
SVIP 675: Functional Low Vision Assessment and Intervention

| Conduct functional vision assessment | ✓ | ✓ | ✓ | Conduct a functional vision assessment in a variety of settings to determine how student with low vision uses his/her vision. Afterwards, candidates write a report that addresses accommodations, environmental modifications, and appropriate recommendations including agency collaboration and other recommended assessments. The recommendations should establish a safe environment that facilitates learning, emotional well-being, positive interactions, independence, and active engagement of the student. | The candidate must analyze assessment data in order to make recommendations regarding accommodations and environmental modifications. | Conduct a functional vision assessment in a variety of settings to determine how student with low vision uses his/her vision. Afterwards, candidates write a report that must meet state and federal legal requirements. The report must address needed accommodations, environmental modifications, and appropriate recommendations including agency collaboration and other recommended assessments. The recommendations should establish a safe environment that facilitates learning, emotional well-being, positive interactions, independence, and active engagement of the student. |

| Reflective journal writing based on course content and field experiences | ✓ | ✓ | ✓ | | | | Conduct a functional vision assessment in a variety of settings to determine how student with low vision uses his/her vision. Afterwards, candidates write a report that must meet state and federal legal requirements. The report must address needed accommodations, environmental modifications, and appropriate recommendations including agency collaboration and other recommended assessments. The recommendations should establish a safe environment that facilitates learning, emotional well-being, positive interactions, independence, and active engagement of the student. | Conduct a functional vision assessment in a variety of settings to determine how student with low vision uses his/her vision. Afterwards, candidates write a report that must meet state and federal legal requirements. The report must address needed accommodations, environmental modifications, and appropriate recommendations including agency collaboration and other recommended assessments. The recommendations should establish a safe environment that facilitates learning, emotional well-being, positive interactions, independence, and active engagement of the student. |

related to the eye condition; and describe educational considerations and implications.

explain what is the resulting vision level or functional visual level; describe current research related to the eye condition; and describe educational considerations and implications.
<table>
<thead>
<tr>
<th>Observe a student who has low vision and is considered legally blind in the general education classroom during an academic lesson and then during physical education</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
<th>Observe a student who has low vision and is considered legally blind in the general education classroom during an academic lesson and then during physical education. During the observation, candidates should note how the student use their vision, level of success in the activity/assignment, curriculum adaptations, areas of concern, and use of low vision aids. Afterwards, candidates should write a 1-2 page reflection about what they saw in the different settings, recommendations for environmental and/or curriculum adaptations if needed, and what they learned from the experience.</th>
<th>Observe a student who has low vision and is considered legally blind in the general education classroom during an academic lesson and then during physical education. During the observation, candidates should note how the student use their vision, level of success in the activity/assignment, curriculum adaptations, areas of concern, and use of low vision aids. Afterwards, candidates should write a 1-2 page reflection about what they saw in the different settings, recommendations for environmental and/or curriculum adaptations if needed, and what they learned from the experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and implement a lesson plan for a student with low vision</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
SVIP 705: Literary Braille

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptation of a Product or Material</td>
<td>✓</td>
<td></td>
<td>It is important that candidates learn how to adapt materials for students who are braille readers. For this assignment, candidates choose an instructional material that needs to be altered and that is currently not available in alternate formats. Examples may include an instructional game, a recreational reading book, tactile book, experience book, or map. They present the adaptation of the product and briefly describe how they adapted the material to the class.</td>
</tr>
<tr>
<td>Braille Transcription Exercises</td>
<td>✓</td>
<td>✓</td>
<td>The major emphasis of the course is to learn the literary braille code and how to write or transcribe braille on a Perkins Brailler. Consequently, a significant portion of the course grade is based on the student’s knowledge of braille. A new lesson is studied each week. Following each chapter review, the student will transcribe into braille an assignment comprised of sentences and/or paragraphs involving the reviewed material.</td>
</tr>
<tr>
<td>Braille Reading Exercises</td>
<td>✓</td>
<td>✓</td>
<td>Another major emphasis of the course is learning to read literary braille. Therefore, a significant portion of the course grade is based on students’ ability to read and to transcribe braille into print. Each week, a braille</td>
</tr>
<tr>
<td>Proficiency Exam</td>
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<tr>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
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</tbody>
</table>

The proficiency exam covers all chapters of the text reviewed during the semester. It includes two major sections: one section is the transcription of print into braille and the other section is the reading and transcription of braille into print. The exam also includes answering questions regarding the rules of braille and the identification of various contractions.

<table>
<thead>
<tr>
<th>SVIP 724: Visual Impairment and Multiple Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned Reading and Daily Assignments</td>
</tr>
<tr>
<td>✓</td>
</tr>
</tbody>
</table>

Ten (10) daily assignments are completed throughout the semester. The format of the daily assignment will vary and may include creating lesson plans and activities for students with multiple disabilities, critique an assessment tool, complete informal assessment tools, and short answer questions over the readings.

<table>
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<tr>
<th>Comprehensive Case Study</th>
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<tr>
<td>✓</td>
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</table>

This assignment involves the development, completion, and writing of a highly detailed and comprehensive report on a single school-age student (Pre-K – 12) with visual impairment and a concomitant disability such as

This assignment includes the completion of a functional vision and learning media assessment that should provide a detailed description of how a student uses his/her

The case study demonstrates that each candidate understands how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.
deafness & blindness or visual impairment and cerebral palsy that is a pre-reader or reads below the first grade level. Part of the requirement for the development of the case study is the observing the student, assessing how child uses his/her vision, collaborating with other team members, and interviewing parent, child (if possible), and the classroom teacher. The case study includes educational recommendations regarding illumination, environmental changes/supports needed, curriculum adaptations, adapted techniques and materials required for distant, intermediate, and near tasks, need for additional evaluation information, and support services needed to provide the student with an appropriate educational program.

sensory channels and is accessing media in his/her environment. This data is used to determine goals, objectives, and educational recommendations for support services, accommodations, environmental changes, and adapted materials.

SVIP 706: Advanced Braille

<table>
<thead>
<tr>
<th>Braille Reading and Proofreading Exercises (Math Materials)</th>
<th>✓</th>
<th>✓</th>
</tr>
</thead>
</table>

Another major emphasis of the course is learning to read and proofread mathematical and scientific materials in braille. In addition, candidates locate transcription errors in order to
| Adaptation of a Material Requiring the Use of Tables, Tactile Graphics, Braille Music Code or Nemeth Code | ✔ | ✔ | ✔ | ✔ | ✔ | It is important that candidates learn how to adapt materials for students who are braille readers. For this assignment, candidates choose an instructional material that needs to be altered and that is currently not available in alternate formats. Examples may include an instructional game, a recreational reading book, tactile book, experience book, or map. They present the adaptation of the product and briefly describe how they adapted the material to the class. |
| Develop and implement two lesson plans for a student who reads braille | ✔ | ✔ | ✔ | ✔ | ✔ | For the this field experience, candidates must develop and implement two lesson plans for a student who reads braille. One lesson must be related to the Nemeth Code and the other must be related to the abacus. Candidates will submit their lesson plan and a 1-2 page reflection about what they learned from the experience. Candidates displayed use of strategies in their lesson plans to address the learning needs of this diverse population of students. |
| Observe a student who reads braille in the general education secondary math or science classroom | ✔ | ✔ | ✔ | | | Observe a student who reads braille in the general education secondary classroom during an academic math and/or science lesson. During the observation, candidates should note how the student use their vision, level of success in the activity/assignment, curriculum |
| SVIP 730: | Assigned Reading and Daily Assignments | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ |

Fifteen (15) daily assignments are completed throughout the semester. The format of the daily assignment will vary and may include: a) creating and implementing lesson plans that incorporate APH materials, b) transcribing materials using a slate and stylus, c) collaborating with a school psychologist to review assessment tools and discuss how it could be adapted so that it would be appropriate for a student with a visual impairment, d) completing a reading inventory, e) administering an informal assessment tool from the Transition Tote System available from American Printing House for the Blind, and f) designing activities/materials for students with visual impairments. In addition, some of the adaptations, areas of concern, and use of low vision aids. Afterwards, candidates should write a 1-2 page reflection about what they saw in the different settings, recommendations for environmental and/or curriculum adaptations if needed, and what they learned from the experience.
Assignments will be quizzes regarding the course content; they may include fill in the blank questions, short answer questions, essay questions, and multiple choice questions.

<p>| Critique of an assessment instrument | ✓ | ✓ | ✓ | ✓ | Identify one topic area for assessment (braille skills, reading, math, listening, compensatory skill instruction, etc.) Then contact the instructor to brainstorm appropriate assessment tools. Once an assessment instrument has been selected and approved by the instructor, become familiar with the test content, format, age-span of examinees, the method of administration, the time required to administer the test, and the approximate cost of each instrument. Write a summary that addresses each of the above topics. Afterwards, discuss the strengths and weaknesses of the instrument. |
| Conduct a functional vision assessment | ✓ | ✓ | ✓ | ✓ | Conduct a functional vision assessment in a variety of settings to determine how student with low vision uses his/her vision. Afterwards, candidates write a report that addresses accommodations, environmental modifications, and appropriate recommendations including agency collaboration and other. The candidate must analyze assessment data in order to make recommendations regarding accommodations and environmental modifications. Conduct a functional vision assessment in a variety of settings to determine how student with low vision uses his/her vision. Afterwards, candidates write a report that must meet state and federal legal requirements. The report must address needed accommodations, environmental modifications, and appropriate recommendations including agency collaboration and other recommended assessments. The recommendations should |
| Conduct a learning media assessment and expanded core curriculum screening. Then, develop goals and objectives for the Individualized Education Plan. | ✓ | ✓ | ✓ | ✓ | Candidates use the information provided in class and in the readings to determine the child's initial literacy media and the need for braille instruction. In addition, they use the South Carolina Assessment for Determining Appropriate Literacy Media booklet and an informal reading inventory. Then, conduct an expanded core curriculum screening and write a report detailing your findings. | The candidate must analyze assessment data in order to make recommendations regarding literacy media. | Candidates use the information provided in class and in the readings to determine the child's initial literacy media and the need for braille instruction. In addition, they use the South Carolina Assessment for Determining Appropriate Literacy Media booklet and an informal reading inventory. Then, conduct an expanded core curriculum screening and write a report detailing your findings. | Candidates use the information provided in class and in the readings to determine the child's initial literacy media and the need for braille instruction. In addition, they use the South Carolina Assessment for Determining Appropriate Literacy Media booklet and an informal reading inventory. Then, conduct an expanded core curriculum screening and write a report detailing your findings. |
| Literature Review | ✓ | ✓ | ✓ | ✓ | Each student will research a topic related to the expanded core curriculum. | Each student will research a topic related to the expanded core curriculum. | Each student will research a topic related to the expanded core curriculum. | Each student will research a topic related to the expanded core curriculum. |
| SLCY722: Developing Literacy from K-2nd |  |  |  |  |  |  |  |  |
| Recent Research and Literature Review | ✓ | ✓ | ✓ | ✓ | Recent research and literature review related to visual impairment and early reading instruction | Recent research and literature review related to visual impairment and early reading instruction | Recent research and literature review related to visual impairment and early reading instruction | Recent research and literature review related to visual impairment and early reading instruction |</p>
<table>
<thead>
<tr>
<th>Integrated Literacy Unit</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
<th>Ten (10) daily assignments are completed throughout the semester. The format of the daily assignment will vary and may include literacy related activities to be conducted with students with visual impairment. In addition, some of the assignments will be quizzes regarding the reading assignments and course content; they may include fill in the blank questions, short answer questions, essay questions, and multiple choice questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and implement a lesson plan for a young student with a visual impairment who is learning to read</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>For the this field experience, candidates must develop and implement a lesson plan for a young student with a visual impairment who is learning to read. Candidates will submit their lesson plan and a 1-2 page reflection about what they learned from the experience.</td>
</tr>
<tr>
<td>SVIP 712: Assistive and Instructional Technology for Learners with Visual Impairment</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Candidates displayed use of strategies in their lesson plans to address the learning needs of this diverse population of students.</td>
</tr>
<tr>
<td>Recent Research and Literature Review</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>For the this field experience, candidates must develop and implement a lesson plan for a young student with a visual impairment who is learning to read. Candidates will submit their lesson plan and a 1-2 page reflection about what they learned from the experience.</td>
</tr>
<tr>
<td>Develop and implement a lesson plan regarding the use of assistive technology</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Recent research and literature review related to visual impairment and assistive technology</td>
</tr>
<tr>
<td>Recent research and literature review related to visual impairment and assistive technology</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Recent research and literature review related to visual impairment and assistive technology</td>
</tr>
<tr>
<td>Portfolio CVD 1: Reflective teaching practice.</td>
<td>✓</td>
<td>CVD 2 Section 2 (Artifacts described and explained.)</td>
<td>CVD 2 Sections 3 (Explanation of the relationship between the artifacts and the CVD and its related standards) and 4 (Reflection on learning and growth as a professional)</td>
<td>CVD 1 Section 1 (CVD and related standards explained/ The rationale statement must indicate an understanding of the CVD, standards, theory and research.)</td>
<td>CVD 1 Section 1 (CVD and related standards explained/ The rationale statement must indicate an understanding of the CVD, standards, theory and research.)</td>
<td></td>
</tr>
<tr>
<td>Portfolio CVD 2: Learner-centered pedagogy.</td>
<td>✓</td>
<td>CVD 3 Section 2 (Artifacts described and explained.)</td>
<td>CVD 3 Sections 3 (Explanation of the relationship between the artifacts and the CVD and its related standards) and 4 (Reflection on learning and growth as a professional)</td>
<td>CVD 3 Section 1 (CVD and related standards explained/ The rationale statement must indicate an understanding of the CVD, standards, theory and research.)</td>
<td>CVD 3 Section 1 (CVD and related standards explained/ The rationale statement must indicate an understanding of the CVD, standards, theory and research.)</td>
<td></td>
</tr>
<tr>
<td>Portfolio CVD 3: Performance-based assessment</td>
<td>✓</td>
<td>CVD 3 Section 2 (Artifacts described and explained.)</td>
<td>CVD 3 Sections 3 (Explanation of the relationship between the artifacts and the CVD and its related standards) and 4 (Reflection on learning and growth as a professional)</td>
<td>CVD 3 Section 1 (CVD and related standards explained/ The rationale statement must indicate an understanding of the CVD, standards, theory and research.)</td>
<td>CVD 3 Section 1 (CVD and related standards explained/ The rationale statement must indicate an understanding of the CVD, standards, theory and research.)</td>
<td></td>
</tr>
<tr>
<td>Portfolio CVD 4: Commitment to and affirm diversity</td>
<td>✓</td>
<td>CVD 4 Section 1 (CVD and related standards explained/ The rationale statement must indicate an understanding of the CVD, standards, theory and research.)</td>
<td>CVD 4 Section 1 (CVD and related standards explained/ The rationale statement must indicate an understanding of the CVD, standards, theory and research.)</td>
<td>CVD 4 Section 1 (CVD and related standards explained/ The rationale statement must indicate an understanding of the CVD, standards, theory and research.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio CVD 5: commitment to professional responsibilities</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>CVD 5 Section 1 (CVD and related standards explained/ The rationale statement must indicate an understanding of the CVD, standards, theory and research.)</td>
</tr>
<tr>
<td>Video</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Video One selected artifact must be an 8-12 minute videotaped lesson and a reflection of the lesson</td>
</tr>
<tr>
<td>Clinical Field Work and Observations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Participants complete approximately 180 hours of field experience with teachers/students with visual impairments for observations, lesson planning, and supervised lesson delivery. This supplemental instrument was revised in 2009 to ensure that students in the Visual Impairment Program have the variety of experiences during the practicum necessary to be an effective teacher of students with visual impairment upon graduation and to document and assess candidates’ content knowledge associated with special education not adequately addressed by other assessments. Broad categories of activities include: student assessment, IEP development, instruction, transition, and collaboration with families, teachers, agencies, and other service providers. At the end of</td>
</tr>
</tbody>
</table>
the practicum, students submit a form with official signatures, a notebook with supporting documentation, and a detailed reflection about their experiences related to the activities.

| Teacher Work Sample | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | This project provides a written record of how the candidates plan instruction, link instruction to current research and the literature, teach lessons within a unit, and learn from the experience. The TWS includes include: a) Literature review; b) Narrative that includes problem statement, description of subjects and methods used, overview of intervention, measurement procedures, internal validity, and results; c) Interpretation of the results and reflection of what was learned; d) Six lesson plans; e) Videotape of one lesson; f) Graph(s) of results.

Over the last three years, every TWS has documented impact on student learning. Candidates must analyze data in order to determine if the student is making adequate progress throughout intervention. Interpretation of data is expected to be meaningful so that appropriate conclusions can be drawn.

This project provides a written record of how the candidates plan instruction, link instruction to current research and the literature, teach lessons within a unit, and learn from the experience. The TWS includes include: a) Literature review; b) Narrative that includes problem statement, description of subjects and methods used, overview of intervention, measurement procedures, internal validity, and results; c) Interpretation of the results and reflection of what was learned; d) Six lesson plans; e) Videotape of one lesson; f) Graph(s) of results.