



Graduate Programs

The University of South Carolina Upstate offers the degree of Master of Education in Early Childhood Education, Elementary Education and in Special Education: Visual Impairment.

USC Upstate School of Education Graduate Mission Statement "Preparing Reflective Professionals"

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, sociocultural, and philosophical foundations of education. They understand and respect cultural diversity, welcome diversity of opinion and belief, and place the welfare of their students 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.

Admission

Application packets may be obtained from the USC Upstate Admissions Office or from the USC Upstate School of Education. Application for admission to graduate programs will be given consideration after receipt of all credentials. Admission to the M.Ed. in Early Childhood Education, the M.Ed. in Elementary Education and the M.Ed. in Special Education: Visual Impairment is based on the total profile of the applicant.

Proof of Citizenship

USC students must present proof of citizenship or lawful presence in the U.S. before enrolling. This policy has been adopted by the University in order to comply with section 59-101-430 of the South Carolina Code of Laws, as amended, which requires that lawful presence in the United States is verified before enrollment at any public institution of higher education. Verification of immigration status for non-citizens will be conducted by International student officials. For other students, a proof of citizenship 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 who are not verified as citizens during the Federal financial aid application (FAFSA) process must present proof of citizenship in the form of one of the following acceptable documents:

- Copy of the South Carolina driver's license if the student first became a licensed driver in the state after Jan. 1, 2002;
- A 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.
- 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);
- Unexpired U.S. Active Duty/Retiree/Reservist Military ID Card (DOD DD-2)

The University can accept photocopies of birth certificates and other citizenship documents so long as we reserve the right to demand production of the certified original in the event we have any questions about whether the copy is true and accurate, or in the event any of the information on the copy is unreadable. For more information: <http://registrar.sc.edu/html/citizenshipverification.stm>.

Degree Candidates

Individuals seeking admission to USC Upstate as a degree candidate will be considered for full admission when the USC Upstate Admissions Office receives all admissions materials. However, students are eligible to take up to twelve hours of program courses pending receipt of all materials. If the student meets all criteria, the student will be accepted as a degree candidate.

- Temporary, professional or initial teacher certificate
- Application for degree seeking graduate students. (available at www.uscupstate.edu)
- \$40 application fee¹ (Students who have previously attended the University of South Carolina Upstate Graduate School in a degree program and have paid the application fee, are not required to do so again).
- A state residency status form.
- Two letters of recommendation using forms provided in the application packet.
- Minimum *Miller Analogy Test* (MAT) score of 390 or *Graduate Records 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 GPA 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 Dec. 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.

Conditional Admission

Under two circumstances a student may apply for conditional admission as long as all other admission requirements have been fulfilled.

1. If, after two attempts, the student fails to meet the required Miller Analogies Test (MAT) score of 390 or Graduate Records Examination (GRE) score of 400 on the verbal section and 400 on the quantitative section

OR

2. The student does not have the minimum GPA on all undergraduate coursework of 2.5 on a 4.0 scale.

The student must submit a request for conditional admission in writing to the director of graduate programs. If the student fails to meet BOTH of these criteria they ARE NOT eligible for conditional admission.

¹Fees are subject to change as approved by USC Board of Trustees.

If the student is granted conditional admission, and achieves a minimum GPA of 3.25 on the initial 12 hours of USC Upstate program coursework, the student will be fully admitted as a masters candidate. If the student fails to achieve this grade point average, the student may not continue in the masters program.

Applicants Not Seeking a Degree

Students 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:

- Initial teacher certificate or a letter indicating full-time employment by a school district (i.e. PACE program or interns).
- Application for Non-Degree Seeking Graduate Students. (available at www.uscupstate.edu)
- \$10 application fee¹
- A state residency status form.

Students with No Teaching Credential

Students holding a baccalaureate degree but no teaching credential may be admitted and enroll in graduate courses as a non-degree student with the approval of the Director of Graduate Programs. However, only teachers who hold a permanent, current teaching credential are eligible for the reduced tuition rate allowed for certified teachers.

Students admitted as non-degree students may take up to twelve hours of graduate work without being admitted to a degree program. In order to enroll in more than 12 hours as a non-degree student, the applicant must complete another non-degree application form, a state residency status form, and submit a copy of a teaching credential. This procedure will allow an additional 12 hours of graduate study. However, the applicant must be aware that a maximum of six hours of professional development courses are applicable to a degree program.

Change of academic objectives. Students are admitted to a specific graduate program at the time of acceptance. Upon completion of that degree, further graduate study requires readmission to graduate studies.

Valid period of admission. Admission to graduate study at USC Upstate is valid for one year. If an applicant fails to complete any graduate course or part of the prescribed program within this period, the acceptance lapses, and the student becomes subject to any new requirements that may have been adopted. Students who do not enroll in classes within one calendar year of admission must reapply.

Students who have been admitted to graduate study at the University of South Carolina 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 admission requirements prior to attending USC Upstate for additional graduate work. Upon readmission, these students become subject to the current graduate regulations.

Disability Services

Students with disabilities are assisted through the Office of Disability Services. The staff works toward accessibility for all university programs, services, and activities in compliance with Section 504 of the Rehabilitation Act

of 1973 and the Americans with Disabilities Act. Services offered include priority registration, test proctoring, classroom adaptation, sign language interpreter, reader, braille, and note taker. If you have a disability and need assistance, contact the Office of Disability Services.

Graduate Tuition

Academic fees at the University of South Carolina Upstate are established by the University of South Carolina Board of Trustees and are subject to change.

Tuition¹

All fees are payable in full at the beginning of each term.

Graduate¹

Full-time students (12-16 semester hours)

SC residents.....	\$4,718 per semester
Non-residents	\$10,168 per semester

Part-time and summer school students

SC residents	\$467 per semester hour
Non-residents	\$992 per semester hour

Certified Teachers

SC residents.....	\$320 per semester hour
Non-residents	\$350 per semester hour

Academic Regulations

Students may obtain a degree following the requirements in force at the time they are admitted to degree candidacy, or under subsequent regulations published while they are degree candidates. However, students are restricted in the choice of requirements to one specific catalog. Students have a period of six years inclusive and continuous in which to claim the rights of a specific catalog. Students may request permission to revalidate USC/USC Upstate program courses falling outside the six-year parameter. With the approval of the director of graduate programs, the student will work under the direct supervision of a graduate faculty member to update course content and to demonstrate competency on an examination.

Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students are required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals or modification of those goals.

Advisement

Every candidate admitted for a degree is assigned a faculty advisor with whom to plan a program of study relevant to specific objectives and sufficiently intensive and sequential to assure professional competence and breadth of knowledge. Students have the privilege of requesting a particular advisor, subject to the consent of the faculty member and approval of the director of graduate programs. The advisor should be a specialist in the candidate's major area of study.

Program of Study

Immediately following admission to the program, every degree seeking student, working with an advisor, must develop and file a program of study in the office of

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graduate programs. A program of study is an agreement signed by the student, the advisor, 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 student and the University. It causes the student and the advisor to engage in early planning with a specific goal in mind; it provides useful information for the planning of course offerings; it facilitates subsequent advisement, and it protects the student in the event of unexpected curriculum or faculty changes. Although formal programs are binding, they can be modified or replaced by new programs if conditions warrant such changes.

Courses

Prerequisites. Prerequisite courses are listed to inform students about the academic background recommended for satisfactory course completion. The instructor may approve the enrollment of students who have acquired the equivalent knowledge or skills through other courses or experiences. Special permission to enroll should be requested from the instructor prior to registration.

Course loads. Nine semester hours in the fall and spring semesters and three hours during a summer session are considered full time enrollment.

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. Students wishing to audit graduate courses are advised to obtain permission from the dean of the School of Education. Arrangements for auditing are duly recorded at the time of registration. No credit may be earned for an audited course, either by examination or otherwise, and no audited course may be repeated for credit at a later date. No record of audit shall appear on a transcript unless a student attends 75 percent of the classes.

Academic Residency Requirement

Students must successfully complete a minimum of 24 semester hours of program courses offered by the University of South Carolina Upstate.

Dropping a Course

Courses dropped through the late registration period will not be recorded on the student's transcript.

A course dropped following late registration through the sixth week of a regular semester is recorded with a non-penalty grade of W. After the sixth week of the 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 student's eligibility to continue and in computing the student's grade point average. Students who stop attending class without officially withdrawing have the course recorded with a grade of F, which is included in all calculations and totals.

The academic calendar for spring and fall graduate courses gives the prescribed dates for dropping a course. In summer sessions, other shortened terms, and specially scheduled courses, the period for withdrawal with a grade

of W is 43 percent of the total number of class days. The student should consult with the Office of Graduate Programs concerning the withdrawal dates for specially scheduled courses. A course cannot be dropped after the last day of classes specified for the session in which the course is scheduled.

If a student must either drop a course or withdraw from the University for medical reasons or other acceptable major cause after the penalty date (last day to receive a W), the student 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.

Withdrawal From All Courses

All students, both full- and part-time, wishing to withdraw from the University (discontinue enrollment from all courses) must complete an Application for Withdrawal form. Withdrawal applications are available from the Records Office and from the Office of Graduate Programs. Students must obtain the required signatures before the withdrawal will be processed by the Records Office.

Grades assigned upon withdrawal are determined as described above for dropping courses. The date of withdrawal from the University will be posted on student transcripts.

Any student withdrawing within the scheduled refund period (as published in the Schedule of Classes) can expect to receive a refund through the mail in approximately six to eight weeks. If at the time of withdrawal, the student has any financial obligations to the University, these will be deducted from any refund due. Refunds for those students who received and used financial aid in payment of academic fees will be applied toward repayment of financial aid.

Students 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.

Grades and Credit

Credit values. The credit value of each course is usually equal to the number of hours the class meets each week for one term.

Grading system. The letter grades A, B, C, D and F are employed to designate excellent, good, fair, poor and failing work respectively. B+, C+ and D+ also may be recorded. Courses graded D or lower cannot be applied to degree programs. The letter grades S (satisfactory) and U (unsatisfactory) are assigned only in courses that have been approved for pass-fail grading, or in a regular course where the student, with the approval of the dean of the School of Education, has elected an individual pass-fail option (see Pass/Fail Option). Courses completed with an S may be counted toward total credits earned.

The grade of I, incomplete, is assigned at the discretion of the professor when in the professor's judgment, a student 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 student should notify the professor 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 Assignment of Incomplete Grade form must then be completed by the professor (with copy to student) and submitted to the Records Office 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 student's grade point average.

After 12 months an I, which 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 to the dean of the School of Education 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.

NR, no record, is assigned by the Records Office if a grade has not been submitted at the proper time or if any grade not approved for a particular course has been submitted. It is a temporary mark on the transcript, and must be replaced by a grade. If replacement does not occur before the last week of the spring or fall semester following the term from which the grade was recorded, a grade of F will be assigned.

Special make-up work, extra work, or examination to change a grade already recorded is not permitted.

Academic standards. Graduate courses may be passed for degree credit with a grade as low as C, but the student's average on all courses attempted for graduate credit must be at least B (3.0 on a 4 point system). Additionally, the student's average on all courses numbered 700 or above must be no less than 3.0. Grades earned on credits transferred from other universities do not count in the grade point average.

An accumulation of grades below B on 12 credits of graduate course work taken at the University within a six year period will disqualify a student for a graduate degree. This rule applies to courses taken in degree programs, non-degree programs, or in more than one degree program. These students are suspended from degree candidacy but may enroll in professional development courses with the approval of the director of graduate programs. After a grade below B is six years old, it will cease to be a disqualifying factor.

Transfer Credit. Transfer work from a regionally accredited institution applicable to a master's degree **MUST BE WITHIN THE SIX YEARS PRIOR** to USC Upstate degree completion. A maximum of twelve semester hours credit (nine if part of a master's degree at the other 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 or specifically verified by the institution's registrar or graduate dean; (c) the courses must be judged appropriate by the student's advisor, approved by the dean of the School of Education,

and listed on an approved program of study; (d) courses graded lower than B are not transferable; (e) USC Upstate provides no revalidation mechanism for courses completed at another institution.

Appeals for reinstatement. Appeals for reinstatement to degree candidacy should be reviewed by the dean of the School of Education and forwarded to the executive vice chancellor for academic affairs for review by the USC Upstate Graduate Committee.

Appellants who have maintained a B average despite their accumulation of lower grades may, if their appeals are supported by the School of Education, be allowed to proceed toward their degrees provided they receive no additional grades below B.

Appellants who have not maintained a B average should show extenuating circumstances and obtain the support of the School of Education if they wish to be considered for reinstatement by the USC Upstate graduate committee.

Pass/Fail Option

Under certain circumstances, a student may elect pass/fail grading in a course outside the major area. This option permits enrichment of the student's experience without affecting grade point average. A grade of either S (satisfactory) or U (unsatisfactory) will be awarded. Courses completed with a satisfactory grade may be counted toward total credit hours earned. Any student interested in this option should consult with the director of graduate programs and the dean of the School of Education prior to registration.

Transcripts

ALL OFFICIAL TRANSCRIPTS MUST BE REQUESTED IN WRITING FROM THE USC COLUMBIA RECORDS OFFICE.

No transcript will be issued to or for a student who is indebted to the University.

With the exception of copies made for internal university use, no copy of a student's record will be released anywhere (including the state department of education) without the student's written consent.

Undergraduate Enrollment in Graduate Courses (Senior Privilege)

A special provision 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, which includes one or more courses under senior privilege is not allowed. Courses for graduate credit under senior privilege cannot be used toward undergraduate degree requirements.

Attendance

Students are expected to attend all regular class meetings. Unsatisfactory class attendance may be considered adequate reason, by the instructor, for requesting the student to withdraw from a course.

Auditors are expected to conform to the same attendance requirements as students registered for credit, but in any case, must attend at least 75 percent of scheduled class meetings.

Change of Name

A student wishing a name change must present to the Records Office 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.

Change of Address

Students are obligated to notify the Records Office of any change of address. Failure to do so can cause serious delay in the handling of student records and notification of emergencies at home. Returned mail due to an incorrect address will result in a "hold" being placed on a student's record, preventing registration.

Appeal Policy and Procedure

The University of South Carolina Upstate is committed to judicious, fair and impartial resolution of all conflicts regarding student complaints. The following process is designed to provide an objective review of the student complaints regarding a variety of academic grievances arising out of admissions, readmissions, assessment of academic records, academic standing, a variety of academic policies and/or grading criteria.

General Guidelines

1. All submissions to all levels of appeal must be submitted in writing and applicable forms must be typewritten or word-processed.
2. All parties concerned must honor all deadlines and timelines.
3. While the appeal process may result in the recommendation of a grade change—only faculty who initiated the grade in question shall implement grade changes.
4. The student may appear before and make presentations to the committee during the appeal process.

Steps

1. Appeal to the faculty member or initial decision maker.
2. Appeal to division chair or director of Graduate Programs. Must take place within five days of Step 1 decision.
3. Appeal to the dean of appropriate school or college. Must take place within five days of Step 2 decision.
4. Appeal to the USC Upstate Graduate Committee.

Within five days of the dean's decision, the student must submit in writing to the chair of the graduate committee his/her intent to appeal. Within 10 working days of receiving the appeal, the graduate committee shall gather all relevant material, hold its hearing and make a report to the vice chancellor for academic affairs.

The decision of the USC Upstate graduate committee is final. All decisions regarding grade changes at any step are in the form of recommendations only. Only the faculty member who initiated the grade in question can change grades. Appeals must be initiated before the last day of the following major semester in which the disputed decision was made.

Applications for Degrees

All candidates for a degree must complete the degree application process. Students may obtain an application for degree from the graduate office in the School of Education. Submission deadlines are listed in the semester course schedule.

Financial Aid

College work-study and Federal Family Education Loan Programs, which includes both subsidized and unsubsidized Stafford loans, are available to students fully admitted to graduate programs at USC Upstate. To qualify, students must be admitted to a USC Upstate graduate program of study and be enrolled for no less than six hours each semester. Descriptions of these financial aid programs can be found in the undergraduate section of this catalog.

Eligibility for assistance for federal financial aid is determined by completing a Free Application for Federal Student Aid (FAFSA). The FAFSA is used to calculate the amount a graduate student 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 student's financial need. In addition to demonstrating financial need, individual federal aid programs have specific requirements. Program requirements are explained in detail in *The Student Aid Guide* published annually by the U.S. Department of Education and available in the USC Upstate Office of Financial Aid and Scholarships.

Satisfactory Academic Progress

Graduate students are required to be making satisfactory progress for receipt of federal financial aid. Graduate students are considered to be making satisfactory progress if they:

1. are admitted and enrolled as advanced degree or certificate students.
2. meet university standards for continued enrollment in an advanced degree or certificate program.
3. maintain a USC Upstate cumulative grade point average of 3.0 or higher each semester enrolled.
4. complete at least eighty percent of the total number of hours attempted each academic year.

Full-time graduate students will be allowed three academic years to complete the advanced degree. Students enrolled less than full-time will be given the equivalent of six full-time semesters to complete the advanced degree.

Full-time enrollment is defined as nine hours each semester. Half-time enrollment is defined as six semester hours each semester. The hours attempted is defined as the number of hours attempted at the end of the 100% drop period. Incompletes will not be counted as hours passed until a final grade is determined. Repeat courses will be counted as hours attempted in determining satisfactory academic progress.

Students not meeting USC Upstate's satisfactory academic progress standards may appeal to the financial aid committee using the same procedures as undergraduates.

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.*

Students should submit to the registrar, dean, head of the academic division, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(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.

The University of South Carolina will disclose information from a student's education records only with the written consent of the student, except:

- (a) To school officials with legitimate educational interests;
 - A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
 - A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- (b) To officials of other institutions in which the student seeks or intends to enroll provided that the student has previously requested a release of his/her record;
- (c) To authorized representatives of the U.S. Department of Education, the Comptroller General of the United States, state educational authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations;
- (d) In connection with a student's application for, and receipt of, financial aid;
- (e) To comply with a judicial order or lawfully issued subpoena;

- (f) To parents of dependent students as defined by the Internal Revenue Code, Section 152;
- (g) To appropriate parties in a health or safety emergency; or
- (h) To the alleged victim of any crime or violence of the results of any disciplinary proceedings conducted by the University.

The University of South Carolina has designated the following items as **directory information**: a student's name, electronic mail address, local and permanent mailing addresses and telephone numbers, semesters of attendance, enrollment status (full- or part-time), date of admission, date of graduation, school, majors and areas of concentration, whether or not currently enrolled, classification (freshman, etc.), type of degree being pursued, degrees, honors, and awards received (including scholarships and fellowships), weight and height of members of athletic teams, and whether the student has participated in officially recognized activities and sports sponsored by the University.

The University may disclose any of these items without prior written consent, unless the student has submitted a written request to the Office of the Registrar not to release directory information pertaining to them. Requests will be processed within 24 hours after receipt. Directory information will be withheld from student directories and telephone books only if notification is received prior to the publication of these documents. The electronic directory is updated each weekend; requests for non-disclosure will be honored with the next update after the request is processed by the staff of the Office of the Registrar.

(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.

The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington DC 20202-4605. Questions concerning this law and the University's procedures concerning release of academic information may be directed to the Office of the Registrar at 864-503-5220.

State Residency Requirements

The University of South Carolina Upstate assesses tuition and fees upon the basis of state residency. The rules regarding the establishment of legal residency for tuition and fee purposes for 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 Office of Admissions.

The initial resident status determination is made at the time of admission and prevails until such time that a student establishes a proper claim to residency as defined by the laws of South Carolina. Any student 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 differences in fees.

Persons having questions about residency are encouraged to secure a Residency Application Package from the Office of Admissions. Appointments with the director of admissions to discuss residency requirements are also encouraged.

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

- _____ SECH 794: Types of Early Childhood
Centers
- _____ SECH 811: Current Trends and Issues
in Early Childhood Education
- _____ SEDL 642: Teaching Mathematics to
Young Children
- _____ SLCY 722: Developing Literacy from
Kindergarten through Second Grade

III. Related Study (3-6 credits)

IV. Final Seminar (3 credits)

- _____ SECH 797: Seminar in Early
Childhood Education

V. Graduate Professional Portfolio¹

¹Refer to the USC Upstate graduate handbook for details.

Master of Education in Early Childhood Education *Fast Track Rotation¹*

Spring

SERM 700: Introduction to Research in Education	3
SEFN 744: Philosophy and Education.....	3
SECH 742: Advanced Study of Early Childhood Curricula and Program Models.....	3

Summer

SEDL 642: Teaching Mathematics to Young Children	3
SECH 744: Advanced Study of Language Development and Communication Skills in Early Childhood Education	3
SEPY 705: Children and Adolescents as Learners	3

Fall

SLCY 722: Developing Literacy from Kindergarten through Second Grade.....	3
SECH 608: Parent Involvement in Early Childhood Education	3
SECH 740: The Young Child: Applying Theory and Research	3

Spring

SECH 750: Play Theory and Early Learning.....	3
SECH 797: Seminar in Early Childhood Education.....	3

Summer

SECH 794: Types of Early Childhood Centers.....	3
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Total Hours36

¹Both 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 10 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 Elementary Education *Student Worksheet*

I. Core Required Courses (15 credits)

- _____ SERM 700: Introduction to Research in Education
- _____ SEPY 705: Children and Adolescents as Learners
- _____ SEFN 744: Philosophy and Education
- _____ SEDL 715: Elementary School Curriculum
- _____ or
- _____ SEDL 720: Middle School Curriculum and Organization
- _____ SEDL 717: Curriculum Problems in the Elementary School

II. Content Methods Courses (12-15 credits)

1. Literacy area:
 - _____ SLCY 722: Developing Literacy from Kindergarten through Second Grade (recommended for primary grade teachers)
 - _____ SLCY 723: Developing Literacy from Grades Three through Eight
 - _____ SLCY 728: Reading and Writing in the Content Areas
2. Social studies area:
 - _____ SEDL 760: Social Studies in Elementary/Middle School

3. Science area:

- _____ SEDL 615: Science in the Elementary School

4. Mathematics area:

- _____ SEDL 642: Teaching Mathematics to Young Children (recommended for primary grade teachers only)
- _____ SEDL 645: Diagnostic Teaching of Arithmetic
- _____ SEDL 745: Teaching Elementary Problem Solving, Geometry, and Measurement Topics

III. Related Study (3-6 credits)

IV. Final Seminar (3 credits)

- _____ SEDL 780: Seminar in Elementary Education

V. Graduate Professional Portfolio¹

¹Refer to the USC Upstate graduate handbook for details.

Master of Education in Elementary Education *Fast Track Rotation¹*

Spring

- SERM 700: Introduction to Research in Education3
- SEFN 744: Philosophy and Education.....3
- SECH 715: Elementary School Curriculum3

Summer

- SEDL 642: Teaching Mathematics to Young Children3
- SEDL 615: Science in the Elementary School.....3
- SEPY 705: Children and Adolescents as Learners3

Fall

- SLCY 722: Developing Literacy from Kindergarten through Second Grade.....3
- SEDL 745: Teaching Elementary Problem Solving.....3
- SECH 717: Curriculum Problems in the Elementary School3

Spring

- SLCY 723: Developing Literacy from Grades Three through Eight3
- SECH 780: Seminar in Elementary Education3

Summer

- SECH 794: Social Studies in Elementary/Middle School3

Total Hours36

¹Both 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 10 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 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 3

II. Professional Studies (6 credits)

_____ SLCY 722: Developing Literacy from Kindergarten through Second Grade 3
 _____ SEPS 725: Advanced Study of K-12 Curriculum 3

III. Visual Impairment Studies (29 credits)

_____ SVIP 610: The Nature and Needs of Learners with Visual Impairment 3
 _____ SVIP 650: Anatomy, Physiology, and Disorders of the Visual System 3

_____ SVIP 675: Functional Low Vision Assessment and Intervention 3
 _____ SVIP 705: Literary Braille Code 3
 _____ SVIP 706: Advanced Braille 3
 _____ SVIP 712: Assistive and Instructional Technology for Learners with Visual Impairment 3
 _____ SVIP 717: Orientation and Mobility for Learners with Visual Impairment 3
 _____ SVIP 724: Visual Impairment and Multiple Disabilities 3
 _____ SVIP 730: Assessment and Educational Methods for Learners with Visual Impairment 3
 _____ SVIP 735: Practicum in Special Education-Visual Impairment 3

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 6103
 SVIP 7173

Summer II

SVIP 6503

Fall (Courses offered by Distance Learning)

SVIP 6753
 SVIP 7053

Spring

SVIP 706 (course offered by Distance Learning)3
 SERM 7003

(*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 7123
 SVIP 7303

Fall (Courses offered by Distance Learning)

SVIP 7243
 SEPS 7253

Spring (Courses offered by Distance Learning)

SVIP 7353
 SLCY 7223

Total Hours39

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 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 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 as 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 the 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 the 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 the 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 experiences; 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.

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

Student Worksheet

I. Specialized Preparation (12 credits)

- _____ SSSL 708: Introduction to Linguistics
- _____ SSSL 718: Techniques for Teaching English to K-12 Second Language Learners
- _____ SSSL 728: Literacy Instruction for K-12 Second Language Learners
- _____ SSSL 760: Practicum in Teaching English to K-12 Second Language Learners*

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

II. Elective, one from the following (3 credits)

- _____ SSSL 748: Linguistic and Cultural Diversity
- _____ SSSL 758: Assessment of K-12 Second Learners*
- _____ SEPS 732: Enhancing Learning of Diverse Cultures

*Also requires one corequisite practicum hour

Suggested Sequence of Courses

Summer I

SSSL 708: Introduction to Linguistics 3

Fall

SSSL 718: Techniques for Teaching English to K-12 Second Language Learners 3
 SSSL 760: Practicum in Teaching English to K-12 Second Language Learners 1
 SEPS 732: Enhancing Learning for Diverse Cultures¹ 3

Spring

SSSL 728: Literacy Instruction for K-12 Second Language Learners 3
 SSSL 760: Practicum in Teaching English to K-12 Second Language Learners¹ 2

¹ or other elective

Additional requirements for the State of South Carolina add-on Teaching Certificate in ESOL

- Bachelor's degree
 - Temporary, initial, or professional certificate at the elementary, middle, secondary or pre-K–12 level
 - Minimum qualifying score(s) on the South Carolina content area examination(s) required by the State Board of Education
 - Second language learning experiences documented by any one of the following:
 - six semester hours in a single second language;
 - completion of intensive language training by the Peace Corps, the Foreign Service Institute or the Defense language Institute;
 - placement in a third-year-level course in the foreign language department at an accredited college or university; or
 - demonstration of second-language proficiency in a language that is unavailable at accredited institutions through verification in writing from an official designated by the State Department of Education.
- * For the purpose of the State of South Carolina add-on Teaching Certificate in ESOL the Practicum may be waived based on one year's experience teaching ESOL.

From State Dept. of Education updated July 2004,
<http://www.scteachers.org/cert/Certpdf/TeacherCertificationManual.pdf>

Graduate Course Descriptions

EARLY CHILDHOOD EDUCATION (SECH)

SECH 541. Integrated Early Childhood Curriculum I (3) Integration of content areas within the curriculum emphasizing mathematics and sciences. Learning activities, materials and equipment. Multicultural influences and needs of exceptional children are addressed.

SECH 542. Integrated Early Childhood Curriculum II (3) Integration of content areas within curriculum emphasizing language arts, reading and fine arts. Learning activities, materials, equipment. Multicultural influences and needs of exceptional children are addressed.

SECH 608. Parent Involvement in Early Childhood Education (3) Analysis of programs and practices for involving parents in early childhood educational settings. Emphasis on objectives, methods, techniques and materials for program development. Community resources for supporting programs for children in various instructional settings.

SECH 698. Topics in Early Childhood Education (1-3)

SECH 699. Independent Study (3)

SECH 712. Practicum in Parent Involvement in Early Childhood Education (3) School- and home-based experience with parents. Emphasis is upon home-school relationships and their effects upon the young child's development and learning. Participation with advisory groups, parent activities in the classroom, home visits, and parent-teacher communication. Weekly seminar sessions. Prerequisite: SECH 608.

SECH 740. The Young Child: Applying Theory and Research (3) Analysis and discussion of theory and research related to the education of young children. Intellectual, social, emotional and physical development of infants,

toddlers and young children will be examined. Special emphasis on implication for developing early childhood educational instructional programs. Prerequisite: SEPY 705.

SECH 742. Advanced Study of Early Childhood Curricula and Program Models (3) An analysis of early childhood program models and curricula with theoretical orientation, related research, societal needs, and the student's philosophy of education.

SECH 744. Advanced Study of Language Development and Communication Skills in Early Childhood Education (3) Provides classroom teachers with an overview of the development of language and communication skills in children, birth through eight.

SECH 750. Play Theory and Early Learning (3) Theory, research and practices related to the play of young children in various instructional settings.

SECH 794. Types of Early Childhood Centers (3) An overview of the function, funding, management and organization of the many varied programs for young children, including research centers, private and agency controlled schools.

SECH 797. Seminar in Early Childhood Education (3) Synthesis of development, curriculum, cognition and related issues in early childhood education. Prerequisites: 30 hours of Program of Study courses completed including SEPY 705, SERM 700, SEFN 744 and SECH 742.

SECH 811. Current Trends and Issues in Early Childhood Education (3) Early childhood education is a new, developing and rapidly changing field; this course presents an evaluation of current programming. Extensive use will be made of ERIC and similar services. An analysis of

what is taking place currently in various innovative and experimental centers.

SECH 812. Practicum in Early Childhood Education (3-6) Open only to teachers and graduate students who have had no experience or training for work with children below the first grade, especially those desiring certification. Supervised school-based experiences and related seminar participation will be required. Prerequisites: SEDE 420 and 422.

EDUCATIONAL PSYCHOLOGY (SEPY)

SEPY 705. Children and Adolescents as Learners (3) Focus on the relationship between growth and development (cognitive, social, emotional, and physical) and learning for children and adolescents. Particular attention will be given to developmentally appropriate teaching practice, learning differences, and learning difficulties.

ELEMENTARY EDUCATION (SEDL)

SEDL 544. Modern Approaches to Mathematics Teaching (3) Curriculum and pedagogy for mathematics topics taught in grades 3 through 8.

SEDL 615. Science in the Elementary School (3) Reinforces the science background of practicing elementary teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources and evaluation procedures.

SEDL 642. Teaching Mathematics to Young Children (3) Analysis of a developmental approach to teaching children under the age of nine.

SEDL 645. Diagnostic Teaching of Arithmetic (3) Analysis of the concepts and skills of arithmetic in the school mathematics curriculum; exploration of diagnostic-prescriptive teaching methods.

648. Teaching Mathematics to Students in Grades 4-6 (3) Instructional approaches and materials for teaching elementary school mathematics, grades 4-6.

SEDL 698. Topics in Elementary Education (1-3)

SEDL 699. Independent Study (3)

SEDL 715. The Elementary School Curriculum (3) Critical study of the modern elementary school curriculum.

SEDL 717. Curriculum Problems in the Elementary School (3) A careful examination of the persistent problems of elementary schools (grouping, promotions, etc.) and the best solutions in terms of research findings and expert opinion. Prerequisite: SEDL 715.

SEDL 720. Middle Organization and Curriculum (3) An overview of the development of the middle school, history, purposes and organization and an in-depth analysis of middle school organization and curriculum. The characteristics of middle school students, methods of

evaluating students, and the overall curricular program are also considered.

SEDL 745. Teaching Elementary Problem Solving, Geometry, and Measurement Topics (3) Analysis of the school curriculum and instructional methods in the designated areas of mathematics; exploration of appropriate outcomes of instruction.

SEDL 760. Implementing Social Studies in the Elementary/Middle School (3) The selection of teaching procedures and instructional materials used to teach social studies in the elementary school will be investigated.

SEDL 780. Seminar in Elementary Education (3) Students will synthesize their graduate studies for a master's degree in elementary education. Prerequisites: 30 hours of Program of Study courses which must include SEPY 705, SERM 700, SEFN 744 and SEDL 715 or SEDL 720.

SEDL 783. Advanced Study of the Teaching of Mathematics in the Middle or Junior High School (3) Historical developments and recent innovations in curricula, resources, and techniques in the teaching of mathematics in the middle or junior high school. Investigative research into the improvement of instruction is required.

FOUNDATIONS OF EDUCATION (SEFN)

SEFN 744. Philosophy and Education (3) The functional considerations governing educational theories and practices.

PROFESSIONAL STUDIES (SEPS)

SEPS 699. Directed Studies in Education (1-3) In-depth investigation of a special topic in education. Fully admitted graduate students will have opportunity to work individually with a faculty member to pursue a topic of interest. Prerequisite: Admission as a degree seeking graduate student in education.

SEPS 715. Advanced Perspectives on Educating Individuals with Disabilities (3) Advanced foundation course for understanding perspectives of special education and disability services, including historical trends and philosophical perspectives; comparative practice of service delivery; policy formulation and analysis; and advocacy roles and activities.

SEPS 725. Advanced Study of K-12 Curriculum (3) Advanced study of foundations for development, historical context, determinants, content, organization, planning, design and strategies for change of K-12 curricula. The role of teachers in the creation, evaluation and revision of K-12 curriculum is examined.

SEPS 732. Enhancing Learning Environments for Diverse Cultures (3) An exploration of the knowledge, skills, and attitudes essential for teaching children from diverse cultures. Though the course will investigate the history and characteristics diverse cultures, the focus of the course will be on promoting the academic and personal

success of these children through appropriate learning settings and effective classroom instruction.

LITERACY EDUCATION (SLCY)

SLCY 722. Developing Literacy from Kindergarten through Second Grade (3) Literacy instruction from oral language through emergent literacy. Emphasis will be placed on developing phonemic awareness and concepts about print, and on scaffolding the transition through emergent literacy into the initial stages of reading and writing. Related, developmentally appropriate assessments will be considered as tools for focusing literacy support.

SLCY 723. Developing Literacy from Grades Three through Eight (3) Literacy instruction in grades three through eight supporting the transition of learners from the initial stages of reading and writing into fluency. Emphasis will be placed on integrating literacy instruction throughout the curriculum. Developmentally appropriate literacy assessments as well as techniques for supporting struggling readers and writers will be included.

SLCY 728. Reading and Writing in the Content Areas (3) A survey of reading and writing strategies for supporting learning in the content areas. Attention will also be given to enhancing literacy skills of middle school and secondary school students.

RESEARCH AND MEASUREMENT IN EDUCATION (SERM)

SERM 700. Introduction to Research in Education (3) Emphasis on the major methods and techniques of research employed by students of education.

VISUAL IMPAIRMENT (SVIP)

SVIP 610. Nature and Needs of Learners with Visual Impairment (3) A historical perspective, legal requirements, ethics, accessibility issues, service delivery systems, prevalence, etiologies, educational interventions, adaptive aids, and resources as it relates to the education of individuals who are blind or visually impaired. The cognitive, linguistic, motor, sensory, and psychosocial development characteristics of children and youth with visual impairment are explored.

SVIP 650. Anatomy, Physiology, and Disorders of the Visual System (3) Thorough review of the structure and functioning of the eye and neurological system relating to visualization, congenital and acquired visual abnormalities and their effects on functioning, ophthalmological examination procedures, and ocular terminology. Educational relevance of course content is emphasized by interpretation of medical eye reports, visual screening, and intervention strategies used to accommodate residual vision.

SVIP 675. Functional Low Vision Assessment and Intervention (3) Provide assistance to a learner with visual impairment who has residual, useful vision by means of optic aids and other adaptive devices. Functional assessment, ophthalmic and optometric consultation, and educational intervention constitute course content. Prerequisite: SVIP 650.

SVIP 705. Literary Braille Code (3) A historical perspective, review of devices used to transcribe braille, comprehensive overview of uncontracted and contracted braille, and extensive practice in the production of literary braille by the use of the Perkins Braille and a computerized Perkins Braille emulator. Instruction begins with uncontracted braille and common contractions in a logical sequence until all contractions are covered and the student is proficient in reading and transcribing braille.

SVIP 706. Advanced Braille (3) Transcription of mathematics, science notation, music, and foreign language into braille on a Perkins Braille and a computerized Perkins Braille emulator. This course also includes instruction in using an abacus, creating tactile graphics, developing perceptual skills, using a slate and stylus, and teaching the Nemeth Braille Code to students who are visually impaired. Prerequisite: SVIP 705.

SVIP 712. Assistive and Instructional Technology for Learners with Visual Impairment (3) Adaptive aids, electronic devices, computerized Braille embossers, synthetic voice output, print reading programs and other software. Students learn about technological devices and become proficient in the use and instruction of these devices and programs. Prerequisite: SVIP 705.

SVIP 717. Orientation and Mobility for Learners with Visual Impairment (3) Instruction in cane skills, orientation, mobility, and activities of daily living for students with visual impairment. The role and responsibilities of the teacher in instruction and in relationship with a certified orientation and mobility professional are stressed.

SVIP 724. Visual Impairment and Multiple Disabilities (3) The cumulative effects of visual impairment with concomitant disabilities on cognitive, sensory, motor, psychosocial, linguistic, and educational functioning. Educational intervention strategies, service delivery models, legal implications, and the multidisciplinary team model are reviewed.

SVIP 730. Assessment and Educational Methods for Learners with Visual Impairment (3) Formal and informal approaches to evaluation for development of individualized educational programs, materials, equipment, curriculum adaptations, resources, adaptive aids, and instructional strategies. Emphasis is on knowledge of resources, methods of teaching, and how to develop and implement appropriate educational programs for learners with blindness and low vision. Prerequisite: Completion of 21 credits in visual impairment courses.

SVIP 735. Practicum in Special Education: Visual Impairment (3) Capstone field experiences and completion of a comprehensive case study and program portfolio. Candidates complete a minimum of 350 hours of supervised teaching of students with visual impairment. The program cumulative portfolio is completed, presented for committee review, and defended. Prerequisite or Corequisite: SVIP 730.

Professional Development Courses

EDUCATION (SDEU)

SDEU 632. Professional Development: Field Problems in Education I (3) Selected educational problems will be identified and explored and probable solutions developed. Emphasis will be on providing practicing school personnel

an opportunity to work cooperatively, under supervision, toward solutions to problems that are of immediate concern to them. Activities will include seminars, review of literature, observations, case studies, materials development and other applicable approaches. Emphasis will be placed on the development of a comprehensive proposal designed to alleviate or solve problems identified.

INSTRUCTION AND TEACHER EDUCATION (SETE)

SETE 610. Professional Development: Integrated Reading and Writing Instruction (3) Theoretical bases and techniques for teaching reading and writing in the elementary school, using multiple subject areas.

SETE 611. Professional Development: Concepts and Practices of Whole Language (3) Development of concepts, materials, and practices to implement a whole language philosophy. Prerequisite: An introductory course in reading or permission of the instructor.

SETE 612. Professional Development: Storytelling in the Classroom (3) Theoretical and practical applications of applying stories and storytelling to 4K-12 school curriculum.

SETE 614. Professional Development: Storytelling and Creative Writing (3) Integrate proven exercises and techniques into the process of story conceptualization, creation, and revision as a basis for teaching creative writing in the K-12 classroom.

SETE 631. Professional Development: Using Computers to Support Instruction (3) Applications of selected software in instructional management.

SETE 633. Professional Development: Internet for Educators (3) Educational applications of the Internet in the context of teaching and learning. Practical understanding of how the Internet can be used as an educational resource.

SETE 634. Professional Development: Integrating Multi-Media Technology in the K-12 Classroom (3) Utilization of technology in the classroom and for the development of information and presentation techniques by the classroom teacher.

SETE 651. Professional Development: Selected Topics in Teaching Science (3) Primarily for elementary, secondary and middle school teachers. Teachers at other levels may be accepted.

SETE 655. Professional Development: Teaching Environmental Education (3) Rationale and strategies for teaching environmental education.

SETE 660. Professional Development: Issues in Writing Instruction (K-12) (6) Issues in the teaching of writing, with emphasis on classroom applications K-12 and program development.

SETE 670. Professional Development: Career Technologies (3) Development of understanding School-to-Work issues and developing curriculum that connects schools with the workplace. Strategies for using technological resources as diagnostic tools in the career development process are included.

SETE 672. Professional Development: Educators in Industry (3) Provides educators opportunities to understand the changing world of work and the current technology of the workplace. Course includes on-site opportunities in today's worksite.

SETE 680. Professional Development: Topics in Education (3) Exploration of a current topic in education with emphasis on classroom application.

SETE 690. Professional Development: Issues and Trends in Education (1-6) Exploration of a current topic in education with emphasis on classroom application.

SECOND LANGUAGE LEARNERS (SSLL)

SSLL 708. Introduction to Linguistics (3) An overview of language and linguistics and their relationship to teaching and learning. Attention will be given to phonetics, phonology, morphology, syntax, and semantics as they relate to linguistic theory; to issues of language use; to questions of language in the social context, particularly in the K-12 classroom; and to issues of language acquisition and language learning.

SSLL 718. Techniques for Teaching English to K-12 Second Language Learners (3) Principles and strategies for developing and implementing effective instruction for K-12 second language learners. Attention will be given to a variety of philosophies and models for teaching English to second language learners, variables affecting the learning of English by second language learners, and learning strategy research. Corequisite: SSLL 760 (1 hour credit).

SSLL 728. Literacy Instruction for K-12 Second Language Learners (3) Theories of first and second language acquisition and literacy acquisition. Attention is given to strategies and techniques for guiding second language learners through the reading and writing process and for assessing progress in literacy acquisition. Corequisite: SSLL 760 (1-2 hours credit).

SSLL 748. Linguistic and Cultural Diversity in Education (3) Impact of linguistic and cultural differences characterizing US classrooms today. Attention will be given to issues, challenges, and opportunities for teaching and learning resulting from diversity. Appropriate curricula, materials, assessment, and home-school collaboration strategies will be considered.

SSLL 758. Assessment of Second Language Learners (3) Educational assessment of academic achievement K-12 second language learners. Content focuses on authentic assessment within the classroom, and includes psychometric statistics and theory, review of commonly-used standardized tests, appropriate modification of tests to achieve non-bias, and the review of legislative, legal, and ethical standards. Corequisite: SSLL 760 (1 hour credit).

SSLL 760. Practicum in Teaching English to K-12 Second Language Learners (1-3) Clinical experience to prepare teachers to provide effective teaching/learning experiences for K-12 second language learners. The focus of the practicum will be the application of principles, guidelines, strategies and techniques appropriate for K-12 second language learners. Corequisites: SSLL 718 (1 hour); SSLL 728 (1-2 hours); SSLL 758 (1 hour, may be repeated up to three times).