

Program Proposal

for the

Master of Arts in Teaching (MAT) in Special Education – Visual Impairment Education

To be offered by the

University of South Carolina Upstate

School of Education

**Tom Moore, Chancellor
University of South Carolina Upstate**

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CLASSIFICATION

Program Title: Master of Arts in Teaching (MAT) in Special Education – Visual Impairment Education

Academic Unit: School of Education

Designation, Type, and Level of Degree: Master of Arts in Teaching, Graduate, 42 hours

Proposed date of implementation: August 2013

CIP Code: 131009

Identification of Program: New Program

Site: University of South Carolina Upstate

Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship awards:

Yes _____ No: X

Delivery mode: Blend (traditional and hybrid)

Justification

The School of Education at University of South Carolina (USC) Upstate effectively prepares individuals to be P-12 teachers. Its teacher education programs are approved by the South Carolina Department of Education (SCDE) and accredited by the National Council for the Accreditation of Teacher Education (NCATE). USC Upstate currently offers the following three graduate degrees for certified teachers: the Master of Education in Early Childhood Education, Elementary Education, and the Special Education-Visual Impairment programs. USC Upstate also offers 15 hours of specialized coursework required to obtain English for Speakers of Other Languages endorsement.

The University of South Carolina Upstate proposes a Master of Arts in Teaching: Visual Impairment Education. The proposed program reflects changes to better meet the needs of individuals who are not currently certified teachers yet seek to enter the visual impairment teaching field. This innovative program will allow individuals with bachelor's degrees to earn a master's degree and initial teacher certification in two years. Courses will align with those required by the South Carolina Department of Education for teacher certification in visual impairment.

There are four components of the Visual Impairment Education degree program: a Foundation Core; a Professional Studies Core; a Visual Impairment Studies Core; and Directed Teaching. The *Foundation Core* provides a background in the foundation of education and special education. The *Professional Studies Core* provides a study of the P-12 curriculum and a foundation in developing literacy for students who are visually impaired. The *Visual Impairment Studies Core* prepares the individual to effectively meet the unique educational needs of students with visual impairment. The *Visual Impairment Studies Core* includes braille, assistive technology, and orientation and mobility as well as assessment and methods courses. *Student Teaching* is a supervised clinical experience consisting of 14

weeks in P-12 school settings and requires the assembly of a Teacher Work Sample: Research in Practice to be presented to a Defense Panel.

Discussion for the need of the program

Over the past five years, the USC Upstate School of Education has received approximately fifteen inquiries each semester concerning the availability of a master's program which includes initial certification in visual impairment. The three master's programs in education (early childhood, elementary, and special education-visual impairment) currently available at USC Upstate are advanced master's degrees indicating that initial certification is required for admission into the degree program. Consequently when inquiries about a master's degree in education which includes initial certification are answered at USC Upstate, potential students are advised that they must come to USC Upstate as a non-degree student, earn certification by completing approximately two years of coursework including student teaching—and then apply for admission to an existing USC Upstate master's program. Not surprisingly, most potential students either elect not to become a certified teacher in visual impairment or quickly turn to a private college in the area in search of a different certification at the master's level.

According to federal quota census data gathered by the American Printing House for the Blind (APH), there are almost 59,000 students who are legally blind aged 0-22 in the United States (APH, 2010). In South Carolina, there are 749 students who are legally blind aged 0-22 (South Carolina Department of Education, 2012). Two hundred seventeen (217) additional students who are not legally blind meet the eligibility criteria as being visually impaired (South Carolina Department of Education, 2012). Thus, there is a total of 966 students with visual impairments served by school districts and the South Carolina School for the Deaf and Blind.

Because the population of students with visual impairment is heterogeneous, there is considerable variation in where and how these students are educated. In South Carolina, 681 of students with visual impairment are served by school districts; the remaining 285 students attend the South Carolina School for the Deaf and the Blind in Spartanburg or are served in their district by itinerant teachers employed by the Outreach Division of South Carolina School for the Deaf and the Blind (South Carolina Department of Education, 2012).

The 2011 CERRA Supply and Demand report indicates there were 41 positions in visual impairment in the state last year and no vacancies at the beginning of the year. It is likely that this report only accounts for the teachers of students with visual impairment directly employed by school districts. According to data from the South Carolina School for the Deaf and the Blind (2012), a total of 95 teachers are currently serving students with visual impairments across the state. Thirty-six (37.89%) of the 95 teachers are retired and working or eligible to retire (South Carolina School for the Deaf and the Blind, 2012).

Twenty-five districts currently employ 48 full-time or part-time teachers of students with visual impairment. Thus, 7 new positions have been created in districts over the last 2 years. Twenty-two (45.8%) of the teachers are either retired and working or eligible to retire (South Carolina School for the Deaf and the Blind, 2012). Two private entities (Project SHARE and the Vision Institute) employ 7 teachers that serve students with visual impairments in 12 districts. Of these 7 teachers, 2 (28.6%) are retired and working or eligible to retire (South Carolina School for the Deaf and the Blind, 2012). Four

additional teachers individually and independently contract with various districts (South Carolina School for the Deaf and the Blind, 2012). Of these 4 teachers, 3 (75%) are retired and contracting.

The South Carolina School for the Deaf and the Blind employs a total of 36 certified teachers of students with visual impairment (South Carolina School for the Deaf and the Blind, 2012). This number only includes individuals who provide direct services, consultative services, and/or prepare braille materials for students. Of these 36 teachers, nine (25%) are either retired and working or eligible to retire (South Carolina School for the Deaf and the Blind, 2012).

There continues to be a need for highly qualified and well-prepared teachers of students with visual impairment. It is very likely that many of the 36 teachers that are retired and working or eligible to retire will end their teaching careers within the next 3-5 years. Additional teachers may also be needed to address an increasing student population. The number of students aged 3-21 identified as legally blind in South Carolina has increased from 711 in 2007 to 749 in 2012. The increase in students who are visually impaired may account (at least partially) for the addition of 7 teachers in districts since 2011. At least 3 other districts have indicated that they will likely need additional teachers of students with visual impairments in the next 1-2 years due to high teacher caseloads.

Providing highly-qualified and well-prepared teachers for students with visual impairment should be a priority. There is strong local and statewide support for the Master of Arts in Teaching: Visual Impairment Education Program. Letters of support for the proposed program from school administrators and organizations serving individuals who are visually impaired are provided in Appendix A. Educational leaders in the visual impairment field throughout the state see the substantial benefits from this program being made available by USC Upstate.

The proposed program will not duplicate any other program in the state. USC Upstate currently has the only Visual Impairment Training Program in South Carolina. Initial certification is required for admission into this degree program. No public or private institution in the state currently offers a Master of Arts in Teaching: Visual Impairment Education Program.

USC Upstate anticipates a cohort of 6 candidates seeking a Master of Arts in Teaching: Visual Impairment Education in August 2012 with a similar cohort in August 2013.

Centrality of the Program to the Mission of the Institution

(The following paragraphs describing the mission of the institution and philosophy of the School of Education have been taken from the USC Upstate Graduate Faculty and Student Manual.)

The University of South Carolina Upstate aims to become one of the Southeast's leading "metropolitan" universities ... a university that acknowledges as its fundamental reason for being its relationship to expanding populations along the I-85 corridor. It aims to be recognized nationally among its peer metropolitan institutions for its excellence in education and commitment to its students, for its involvement in the Upstate, and for the clarity and integrity of its metropolitan mission.

As a senior public institution of the University of South Carolina with a comprehensive residential campus in Spartanburg and commuting and degree completion operations at the University Center of

Greenville, the University's primary responsibilities are to offer baccalaureate education to the citizens of the Upstate of South Carolina and to offer selected master's degrees in response to regional demand.

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

All programs and curricula of the School of Education are built on the philosophy of progressivism in which learners are understood most effectively to construct knowledge and skills. Practices and behaviors consistent with these approaches include:

- Application of problem-solving and scientific inquiry;
- Use of cooperative learning experiences and self-discipline;
- Emphasis on *how* to think not *what* to think with the teacher serving as a guide;
- Appreciation of the interdisciplinary nature of learning and the interconnection of knowledge;
- Preparation of *all* students for full participation in democracy.

USC Upstate Graduate Programs are built upon the School of Education's Core Dispositions. Teachers completing USC Upstate graduate programs are committed to reflective teaching practice, learner-centered instruction, and performance-based assessment. The teachers are also committed to diversity and professional responsibility. Of particular importance is the School of Education's diversity perspective. Graduates of the programs, as reflective professionals, believe that all children can learn; create a learning environment that is anti-discriminatory; understand, respect, and accommodate for group and individual differences; instruct for empathy and tolerance; instruct for altruism; and promote justice.

By offering the Master of Arts in Teaching: Visual Impairment Education, a frequently requested master's degree, the University will more completely fulfill its metropolitan mission of meeting the needs of citizens in the Upstate. Providing highly-qualified teachers for all students is a priority. Additionally, offering the Master of Arts in Teaching: Visual Impairment Education will also assist the School of Education to more completely fulfill its mission of preparing effective teachers who are reflective practitioners and professionals to serve the needs of schools in the state of South Carolina.

Relationship of the Proposed Program to Other Related Programs

The proposed program would closely align with existing programs at USC Upstate. The coursework for the proposed program would mirror the current coursework for the Master of Education: Special Education-Visual Impairment Program with two exceptions. Instead of taking SERM 700: Introduction to Research in Education and SVIP 735: Practicum in Special Education-Visual Impairment, candidates in the Master of Arts in Teaching: Visual Impairment Education Program would take SEPS 715: Advanced Perspectives on Educating Individuals with Disabilities and a new 6 semester hour course that includes student teaching. A course description for SEPS 715 is currently available in the 2012-2013 academic catalog.

Given the commitment to preparing teachers for students with visual impairment and the current and continued anticipated high demand for well-prepared teachers, it is natural that USC Upstate should seek

to extend its program to individuals holding baccalaureate degrees who are interested in entering the teaching profession as teachers of students with visual impairment.

Similarities and Differences between Proposed Program and Programs at Other Institutions

No public or private institution in South Carolina currently offers the Master of Arts in Teaching: Visual Impairment Education. Regionally, both North Carolina Central University and Florida State University offer a Master of Arts in Teaching: Visual Impairment Education Program. Furthermore, the majority of the proposed coursework is similar to the coursework offered in surrounding states.

The inter-institutional cooperation of the proposed program with programs at other institutions will be determined by the criteria specified in the 2012-2013 USC Upstate Academic Catalog. “Transfer work from a regionally accredited institution applicable to a master’s degree must be within six (6) 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 specific conditions (p. 230). This will apply to graduate level content courses and to graduate level education courses at other accredited institutions.

Admissions and Enrollment

Individuals seeking admission to USC Upstate as graduate degree candidates in the Master of Arts in Teaching: Visual Impairment Education will be considered for full admission when the USC Upstate Office of Admissions receives all of the following materials:

1. Application, application fee, residency form, and citizenship verification form with all requested information and supporting documents
2. Transcripts

Individuals seeking admission must provide official transcripts showing all post-secondary course work attempted and the award of the baccalaureate or higher degree by an accredited college or university. Official transcripts verifying all previous college-level course work are required for the University’s records. To be considered official, transcripts must be sent directly from the institution to USC Upstate or delivered in a sealed envelope bearing a registrar’s stamp.

3. Letters of Recommendation

Three letters of recommendation using forms provided in the application packet.

4. Official Test Scores

Submission of either the Miller Analogies Test or the Graduate Record Examination (GRE) is acceptable

Note: GRE and MAT test scores are valid for five years.

5. Personal Statement

Applicants are required to submit a 1-2 page personal statement that describes their academic and/ or other interests.

6. Proof of immunization for measles (rubeola) and German measles (rubella) if born after Dec. 31, 1956.

An ad hoc committee of graduate faculty members carefully reviews application materials with the use of a rubric. This allows the academic unit to make a more holistic decision instead of requiring a minimum GPA or test score.

GPA on undergraduate work	no points and automatically disqualified for full admission – under 2.5 1 point – 2.5 – 2.79 2 points – 2.8 – 2.99 3 points – 3.0 – 3.25 4 points – 3.26 – 3.49 5 points – 3.5 or higher		
Test scores	GRE Verbal Reasoning Section no points – less than 146 1 point – score between 146-152 2 points – score 153 or above	GRE Quantitative Reasoning Section no points – less than 140 1 point – score between 140-149 2 points – score 150 or above	MAT no points – less than 390 2 points – score of 390-391 4 points – score 392 or above
Letters of recommendation	3 points – all letters highly recommend candidate/high ratings of candidate's skills 2 points – 2 of the 3 letters recommend candidate/ high ratings of candidate's skills 1 point – 1 or more letters recommend with reservations and/or do not recommend candidate		
Personal statement	3 points – Personal statement is well-organized, cohesive, and provides a strong indication of motivation for continuing education. In addition, the personal statement is free of grammatical, mechanical and/or spelling errors. 2 points – Personal statement is well-written, mostly organized, somewhat cohesive, and/or provides an indication of motivation for continuing education. The paper contains few grammatical, mechanical and/or spelling errors that may or may not distract the reader. 1 point – Personal statement may or may not address the prompt. In addition, the personal statement is not well-organized, lacks cohesion, and/or lacks a clear sense of direction or purpose. Errors in spelling, grammar, mechanics and/or paragraphing distract the reader and make the text difficult to understand.		

Points possible – 15

Full admission – 12 points or more

Admission with conditions – 7-11 points

Not admitted – 6 or less points

Academic units have the option of recommending the applicant for admission with conditions. This indicates that an admissions committee has met and determined that it is not yet ready to recommend full admission for the applicant. This conditional recommendation is appropriate for applicants who:

- need to take undergraduate courses or other prerequisites;
- need to prove themselves capable of graduate course work in the program by achieving a minimum GPA of 3.25 on the initial 12 hours of USC Upstate graduate program coursework;

- need to satisfy any other valid conditions that the committee sets before full admission can be recommended

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

Within the first year of study, candidates must submit documentation of a passing score on all sections of the State-adopted entrance examination, Praxis I. This requirement may be waived for candidates with the following minimum scores:

- ACT Composite Score – 24
- Old SAT (Verbal & Math) – 1100
- New SAT (Verbal, Math, & Writing) - 1650.

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

To be eligible for graduation, candidates in the Master of Arts in Teaching: Visual Impairment Education at USC Upstate must complete the 42 hours of coursework designated on their approved Program of Study. They must have a GPA of 3.0 on all courses taken at USC Upstate; complete all courses within the six year time frame; have an average on all 700 level course no less than B; take 50% or more of courses at the 700 level. Candidates must also successfully complete and defend their USC Upstate Teacher Work Sample: Research in Practice.

Projected Total Enrollment						
Year	Fall Hours		Spring Hours		Summer Hours	
	Headcount	Credit	Headcount	Credit	Headcount	Credit
2013-2014	6	36	8	48	8	72
2014-2015	10	60	8	48	10	90
2015-2016	12	72	12	72	10	90
2016-2017	12	72	12	72	10	90
2017-2018	12	72	12	72	10	90

Projected enrollment is based on the numbers of inquiries. It is believed that all individuals enrolling in the program will be considered as new enrollment for the institution. None of the other graduate programs currently accept individuals who are not certified teachers. This proposed program will target individuals currently holding bachelor's degrees in rehabilitation, social work, and orientation and mobility. Holders of other baccalaureate degrees will also be eligible for the Master of Arts in Teaching: Visual Impairment Education program.

Anticipated Program Output (Degrees Complete):

2013-2014:	0 (first year of program)
2014-2015:	8
2015-2016:	8
2016-2017:	8
2017-2018:	8

Curriculum

Fall 2013 – First year and each year afterwards

Course	Delivery Mode
SVIP 705: Literary Braille Code	Hybrid – online with 3 live class sessions
SVIP 675: Functional Low Vision Intervention and Assessment	Hybrid – online with 3 live class sessions

Spring 2014 – First year and each year afterwards

Course	Delivery Mode
SVIP 706: Advanced Braille	Hybrid – online with 3 live class sessions
SLCY 722: Developing Literacy from Kindergarten through Second Grade	Hybrid – online with 3 live class sessions

Summer 2014 – First year and each year afterwards

Course	Delivery Mode
SVIP 610: The Nature and Needs of Learners with Visual Impairment	Traditional
SEPS 715: Advanced Perspectives on Educating Individuals with Disabilities	Traditional
SVIP 650: Anatomy, Physiology, and Disorders of the Visual System	Hybrid –online with 4 live class sessions

Fall 2014 – Second year and each year afterwards

Course	Delivery Mode
SVIP 724: Visual Impairment and Multiple Disabilities	Hybrid –online with 3 live class sessions
SEPS 725: Advanced Study of K-12 Curriculum	Hybrid –online with 3 live class sessions

Spring 2015 – Second year and each year afterwards

Course	Delivery Mode
New Course for Student Teaching SVIP 734: Internship in Visual Impairment Education (6 hours)	Hybrid --online with 3 live class sessions in addition to 350 hours in schools
SVIP 730: Assessment and Educational Methods for Learners with Visual Impairment	Hybrid –online with 3 live class sessions

Summer 2015 – Second year and each year afterwards

Course	Delivery Mode
SVIP 717: Orientation and Mobility for Learners with Visual Impairment	Traditional
SVIP 712: Assistive and Instructional Technology for Learners with Visual Impairment	Traditional

**Although the course of study has been designed for part-time students, students may elect to be full-time students and complete the program in less than two years.*

Throughout the proposed program, USC Upstate and its partner, the South Carolina School for the Deaf and the Blind, will provide rigorous, comprehensive training and supervised fieldwork that will equip the candidates in meeting the diverse needs of students with visual impairment aged 3-21. A special emphasis throughout the coursework will be placed on teaching reading and mathematics skills and concepts to students with visual impairment. This is in recognition of the fact that more than 17.5% of all school-aged children experience reading problems during the first three years of schooling (National Institute of Child Health and Human Development, 2000). Seventy-four percent of children who were unsuccessful at reading in the third grade were still unsuccessful in the ninth grade (National Institute For Child Health and Human Development, 1999). Moreover, data indicate that a greater percentage of students with visual impairment than those without disabilities do not become proficient in reading and math (National Center on Low-Incidence Disabilities, 2004).

Immersing candidates immediately in the milieu of schools is desirable, especially given the compact time-line for completion of a typical MAT certification program (24 months). A minimum of three classes each year will be taught on site at the South Carolina School for the Deaf and the Blind with candidates spending multiple hours observing, assisting, and teaching in classrooms at the South Carolina School for the Deaf and the Blind as well as school districts across the state currently serving students with visual impairment. Collaboration will provide opportunities for experienced teachers and MAT candidates to work together over an extended period of time to develop the pedagogical skills needed to effectively teach students with visual impairment.

Assessment of Student Learning Outcomes

USC Upstate Graduate Program Assessment System

Checkpoint	Data	
	Internal SOE	External
I. Admission to Program	Interview	Undergraduate or most recent degree GPA; MAT or GRE Scores; Two recommendations
II. Progress in Program (Completion of 18 hours)	Action Research Project; GPA	Praxis I exam
III. Completion of Program	Case Study; Teacher Work Sample; Research in Practice; Teaching Observation Tool; GPA; Graduate Program Survey	Praxis II Content Area Core exam and Principles of Learning and Teaching exam

IV. Graduation and follow-up	Graduation Application; Graduate Survey	Employer assessments; National Board Certification
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The Master of Arts in Teaching: Visual Impairment Program will be aligned with the core values and goals of the USC Upstate School of Education and the current standards of Council for Exceptional Children (CEC). The standards set by CEC will be the benchmarks for the evaluation and modification of USC Upstate master's programs in Visual Impairment. Attention to the standards will insure that USC Upstate master's graduates are well prepared to positively impact the learning of students with visual impairment. The components of the program—coursework, advisement, enhanced support, fieldwork, practicum, and teacher work sample—have been designed to improve practice and lead to the development of the competencies. See Appendix B for a chart that outlines the alignment of the CEC standards and the proposed coursework.

Assessment Tools

Case Study

The case study involves the development, completion, and writing of a highly detailed and comprehensive report on a single school-age student (Pre-K – 5) with visual impairment and a concomitant disability such as deafblindness or visual impairment and cerebral palsy. It is used to assess content knowledge and skills, especially in identifying individual learning differences, developing and implementing individualized instructional programs, and shaping environments that encourage independence. This case study is also used to assess content knowledge and skills related to working collaboratively with other professionals and families, serving as a resource to colleagues, and collaborating with families and others in culturally responsive ways. This is an assignment that will be completed during the second year of the program.

Classroom Observation Tool

According to the South Carolina Department of Education, ADEPT is South Carolina's system for assisting, developing, and evaluating professional teaching. Based on the ADEPT Performance Standards that are aligned with nationally recognized professional standards, the ADEPT system forms a seamless continuum for educators throughout the entirety of their careers. The classroom observation tool is aligned with the ADEPT Performance Standards; it is designed to provide the teacher with focused, constructive feedback, phrased in terms of strengths, weaknesses and specific strategies for improvement. The system relies upon open, candid, and constructive communication among the teacher, cooperating teacher and the university supervisor.

Action Research Project

The action research project requires that candidates will individually identify a learning problem in their practicum classroom and using the action research model examine possible solutions based on current research. Candidates will then design and implement an action to resolve the learning problem. Candidates will assess the outcome and then report the results in a written and presentation format.

Teacher Work Sample: Research in Practice

The Teacher Work Sample: Research in Practice is the major tool used to assess the performance of the candidates. It is presented and defended before a Panel during the practicum. A successful defense is required for graduation. In addition to providing a description, analysis, and reflection on their teaching

practices, candidates supply a literature review for establishing how their selected teaching methods are documented in research and evidence-based practice. The Teacher Work Sample: Research in Practice is also formatted using the guidelines by the American Psychological Association 6th Edition to prepare candidates for opportunities to formally contribute to the body of knowledge shaping our field.

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

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

New Courses

Only one new course will be added. *Student Teaching in Visual Impairment Education* is a supervised clinical experience consisting of 14 weeks in P-12 school settings. A catalog description for the course is the following:

SVIP 734. Internship in Visual Impairment Education (6) Supervised school-based experiences and related seminar for initial certification preparation. Prerequisites: 30 hours of MAT Program of Study coursework that must include SVIP 705, SVIP 706, SVIP 724, and SVIP 730.

Faculty

The following paragraphs describing faculty and their responsibilities have been taken from the USC Upstate Faculty Manual and the USC Upstate's School of Education Faculty, Program, & Policy Manual.

USC Upstate School of Education faculty members teach effectively, and in so doing, they prepare and deliver instruction in a manner that serves as a pedagogical model for teacher candidates. In addition, the University views effective teachers as those who are accessible to students and those who provide accurate and timely academic advisement. Faculty members engage in scholarly and creative activity including research, publication, grant writing, course and curriculum development, as well as presentations at professional meetings. They serve on state and national professional organization committees and boards. Faculty members also provide service to the School of Education in the form of curriculum and course development, program revision, and committee work; they serve the University through participation in faculty governance, committee work, involvement with student organizations, and work on special projects; and they serve the local community and its P12 schools through sharing their expertise in matters related to school curricula, teaching methodology, supervision, and school organization and management.

Faculty members teaching graduate classes carry a twelve-hour teaching load (or the equivalent) which includes teaching courses and may include supervision of student teachers and/or practicum students. For the purposes of calculation of teaching load, supervision of 4.5 student teachers is the equivalent of a three-hour course. All faculty members however engage in (directly or indirectly) the School of Education's partnerships with the public schools. Each teacher preparation program provides its candidates with continuous interactive experiences with schoolchildren. Before exiting a program, candidates will have at minimum 100 hours of fieldwork in addition to their semester-long directed student teaching experience. Subsequently, faculty members may conduct observations of candidates in these clinical/practicum settings, require candidates to implement assignments in their classroom placements, and facilitate open communication between the School of Education and the public school personnel.

Faculty members are accessible to their students; they post and keep regular office hours. A schedule of five hours a week, or one hour each class day, is considered as minimally acceptable (Faculty Manual, USC Upstate 2-16). Student advisement, curriculum and course development are additional duties. Faculty members also participate in University functions (e.g., commencement and graduation ceremonies, fall, spring, and summer student orientations, and the General Faculty Meetings) as well as School of Education events (e.g., Student Teacher Share fair/award ceremonies, the School of Education Diversity Conference, and honor society occasions for recognizing candidates' achievements). The School of Education also holds an average of two faculty meetings per month in addition to an all day retreat that occurs in the beginning of the academic year. Members also attend various monthly Program Coordination meetings, as appropriate.

In addition to teaching responsibilities, faculty members are responsible for contributing to the processes which enable the university to implement its mission. Since the faculty plays an important role in the formulation of university policies, recognition is given to faculty members who participate effectively in faculty governance and the development of institutional procedures, whether assigned or assumed voluntarily. Service by faculty to larger communities, local, state, national, and international, is valued. Public service which leads to the advancement of a profession is considered worthy of recognition.

Faculty members are also expected to provide evidence of scholarly achievement. Such evidence varies depending upon the talents and interests of individuals and their particular fields of study. In any endeavor, the quality of the work is more important than the quantity. Each of the following is valued according to the contribution to the field: application of knowledge in one's academic field of interest to special projects, publication of scholarly books, textbooks, articles in scholarly referred journals, other publications, professional reports and reviews, and participation in projects of scholarly interest. Applied research and consultation for business, industry, government, education, and service agencies are recognized as avenues of professional development and creativity and are important aspects of scholarship in the university's service to the community.

Institutional Definition of the full-time equivalents (FTE)

1 FTE = 12 credit hours per semester

1 FTE Staff/Administrator = 37.5 hours per week

Faculty in the School of Education at the University of South Carolina Upstate will teach courses offered in the proposed program.

Faculty by Rank	Highest Degree Earned	Field of Study	Teaching in Field
Assistant Professor #1	Ph.D.	Special Education	Yes
Assistant Professor #2	Ph.D.	Special Education	Yes
Instructor #1	Ed.D.	Special Education	Yes
Instructor #2	M.Ed.	Special Education	Yes
Instructor #3	M.Ed.	Special Education	Yes
Instructor #4	M.Ed.	Special Education; Reading	Yes

UNIT ADMINISTRATION/FACULTY STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2013-14	0	0	1	.5	1	.5
2014-15	0	0	1	.5	1	.5
2015-16	0	0	1	.5	1	.5
2016-17	0	0	1	.5	1	.5
2017-18	0	0	1	.5	1	.5
Faculty						
2013-14	0	0	6	1.75	6	1.75
2014-15	1	.50	2	1.25	3	1.75
2015-16	0	0	3	1.75	3	1.75
2016-17	0	0	3	1.75	3	1.75
2017-18	0	0	3	1.75	3	1.75
Staff						
2013-14	0	0	1	.5	1	.5
2014-15	0	0	1	.5	1	.5
2015-16	0	0	1	.5	1	.5
2016-17	0	0	1	.5	1	.5
2017-18	0	0	1	.5	1	.5

There will be no new administrative costs for this program; it will be administered under the current USC Upstate School of Education Office of Graduate Programs. With the exception of the new Student Teaching course and SEPS 715: Advanced Perspectives on Educating Individuals with Disabilities, all of the proposed courses are currently taught each year. Given current enrollment trends and projected enrollment for the proposed program, it is anticipated that no new sections of currently existing courses will be needed.

An additional faculty member with expertise in Visual Impairment has already been identified as a need for the School of Education as some of the courses are currently taught by adjunct faculty. Since the faculty member will teach graduate courses, a terminal degree (doctorate) will be required.

PHYSICAL PLANT

The School of Education is housed in the newly completed, state-of-art Health Education Complex, a building located on the 280 acre campus of USC Upstate. All full-time faculty members within the School of Education are provided individual offices, new computers with high-speed internet access, and phones with voice mail capacity. Excellent technology support is provided to faculty and students by the Information Technology staff and the Director of Technology within the School of Education. The Visual Impairment Program also receives support from an administrative assistant. Additionally, Disability Services works to ensure that educational programming and services are accessible to students with disabilities, including those with visual impairment.

There are several computer labs available for student use across the USC Upstate campus. All resources are accessible to persons with disabilities. Several computers offer use of a scanner with Kurzweil 1000 and Kurzweil 3000 (software that makes printed or electronic text readily available to people who are blind or visually impaired), JAWS (screen-reading software), and ZoomText (screen enlargement software). The School of Education's website complies with the Web Content Accessibility Guidelines in order to make the site available to the widest audience possible. One feature includes valid and structured coding practices that separate the site's content from the site's presentation. This allows screen readers to translate web pages more effectively. The site also provides accessible plain text navigation, resizable font sizes, and alternative text descriptions for all images. Students are encouraged to preview software and to produce final drafts of writing assignments utilizing the word processing software and the computers in the School of Education computer lab.

The majority of the courses, including the technology course, will be offered as live classes during the summer at the nearby South Carolina School for the Deaf and the Blind. Housing will be made available at a nominal cost at the school for program candidates who live outside of the Spartanburg area. Technology support is also provided to faculty and students by the South Carolina School for the Deaf and the Blind's Information Technology department during the summer. Up-to-date screen enlargement software and screen-reading software is installed on the computers at the South Carolina School for the Deaf and the Blind, and they are available for student use. Students are also allowed to check out materials from the professional library at the South Carolina School for the Deaf and the Blind throughout the year.

Other classes will be offered during the academic year as distance learning as participants will likely live throughout the state. Blackboard is the distance education technology platform used; it is fully accessible for students who use screen readers and screen magnification software. This technology permits the posting and receiving of assignments as well as weekly interactive chat sessions and discussion boards. The distance classes will meet for required live classes at least three times during each semester.

Equipment

The program has sufficient materials and technology for instruction. USC Upstate has an ongoing planning process that keeps technological resources current with the demands of the curriculum. The technology plan projects five years into the future and is reviewed annually. In addition, a grant was provided to the Vision Education Partnership approximately five years ago for the purchase of up-to-date equipment and assistive technology. Members of the Partnership purchased four braille embossers, one braille notetaker, one refresher braille display, screen-reading software, computer screen magnification software, educational tests in print and braille and various low vision aids. Much of the equipment and materials are placed on the USC Upstate campus. The remaining equipment is located at the SC School for the Deaf and the Blind where it is used by students who are visually impaired and USC Upstate graduate students. During the last three years, the program has purchased additional braillewriters and updated the notetaker and braille translation software. Grant funds have also been used to purchase an additional notetaker, screen-reading software, and an electronic braillewriter designed for use with young children.

The only anticipated additional equipment needed for the new program will be fifteen braillewriters that cost approximately \$900 each. The total for the braillewriters will be approximately \$13,500. Ten braillewriters will be purchased the first year of the program, and five additional braillewriters will be purchased the third year of the program. The useful life of a braillewriters is 8-10 years with no or minimal repairs, so no additional units will be purchased until 2020.

Library Resources

The USC Upstate Library contains over 220,000 volumes (with some 6,000 new volumes added each year), 730 journal subscriptions, and 13,141 electronic journals that include all full-text titles. Approximately 400 of the full-text journals are applicable to the field of education. The Library provides on-line searches in over 120 databases. The following full-text journals related to visual impairment and special education are available for faculty and students: Journal of Visual Impairment and Blindness, International Journal of Special Education, Exceptional Children, Journal of Special Education & Rehabilitation, Teacher Education & Special Education, and Remedial and Special Education.

The library also has a substantial collection of materials (that is expanded yearly) directly related to visual impairment education. This includes more than 700 books, assessment kits, and videos related to visual impairment education and special education topics such as learning through touch, braille, low vision, special education laws, impact of visual impairment on development, early intervention, vision tests, instructional practices, teaching children with multiple disabilities, and adapting art instruction for children who are blind. Books and periodicals not available at USC Upstate are easily obtained by means of interlibrary loan. The USC Upstate Library is a member of five different consortia for interlibrary loans, including the Association of the Southeastern Research Libraries' Kudzu.

Additionally, the Library offers library instruction/information literacy sessions to classes upon invitation of the instructor. This instruction includes information not only on using this library and its resources but also instruction on using information responsibly, finding and evaluating electronic resources available through the Internet. Students are instructed in developing information strategies

that will allow them to participate in lifelong learning. The method of delivering instruction is determined on a case-by-case evaluation of the instructor and student needs.

For books and articles not available in the online databases, students may use Inter-Library Loan (ILL) to have books and articles sent to them. For the student who does not live in the Spartanburg area, there are two options: for materials not owned by USC Upstate, they may use ILL; for materials owned by the USC Upstate Library, they may use the home delivery option. In this program, materials are sent to students via the U.S. Mail delivery system.

Ask-A-Librarian provides reference services to students via electronic mail. Public service librarians answer all questions. This is particularly helpful for students who do not live in the Spartanburg area.

Students and faculty may also participate in the Statewide Library Borrowing Agreement. This service allows students to borrow materials from participating institutions of higher education. All students and faculty must obtain a universal borrowing card from the USC Upstate Library to be eligible.

Faculty may place items on reserve for student use by taking advantage of the library's electronic reserve service or placing the physical items in the USC Upstate Library or the media center at UCG. Electronic reserve service is primarily used for journal articles. This service places the scanned image of the article on a secured website that can only be accessed with a username and password.

The Library is open a total of 82.5 hours per week, with on-site reference service available 80 of those hours. Circulation, reserves, interlibrary loan and personal instruction are offered to students, faculty and staff. The Library has a computer laboratory for general student use. This lab has electronic catalog access, full-text databases, Internet access and software for document preparation, spreadsheet applications, and data construction.

Accreditation, Approval, Licensure, or Certification

The core values and goals of the USC Upstate School of Education and the five core propositions of the National Board for Professional Teaching are closely aligned. The proposed program and all graduate programs at USC Upstate are intended to prepare graduates to meet the challenges of teaching effectively in our increasingly diverse society (Proposition 1: Teachers are committed to Students and Their Learning). Through reflection informed by theory and research (Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience), and through authentic, performance-based assessment of P-12 students (Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning), graduate candidates will be capable of providing meaningful and relevant learner-centered instruction (Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students). USC Upstate graduate programs also nurture in candidates a sense of professional responsibility (Proposition 5: Teachers are Members of Learning Communities). This responsibility includes working collaboratively with colleagues, parents, and individuals in the community; participating actively in professional organizations; and continuing personal and professional growth. Thinking critically and reflectively throughout the program, candidates should come to embody these core values and goals.

Students completing this program will be prepared to qualify and receive South Carolina Teacher Certification in Visual Impairment Education. The certification process requires that candidates pass the required South Carolina Praxis II examinations.

A tripartite agreement exists between the South Carolina Commission on Higher Education (CHE), the South Carolina Department of Education (SDE), and the National Council for the Accreditation of Teacher Education (NCATE) to collaboratively conduct accreditation reviews of teacher education programs in South Carolina. We will actively seek accreditation by SDE and NCATE. Furthermore, as required for NCATE accreditation, this program will submit a program report for the Preparation of Special Education Professionals to the CEC.

Estimated Cost

New Costs to the Institution and Sources of Financing

Estimated Costs by Year						
Category	1 st	2 nd	3 rd	4 th	5 th	Totals
Program Administration	0	0	0	0	0	0
Faculty Salaries	0	25,000	25,000	25,000	25,000	100,000
Graduate Assistants	0	10,000	10,000	10,000	10,000	40,000
Clerical/Support Personnel	0	0	0	0	0	0
Supplies and Materials (braillewriters)	9,000	0	4,500	0	0	13,500
Library Resources	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Other Funding	0	0	0	0	0	0
Totals	9,000	35,000	39,500	35,000	35,000	153,500

There will be no new administrative costs for this program; it will be administered under the current USC Upstate School of Education Office of Graduate Programs. We already have clerical personnel to provide adequate administrative support to the program. The only anticipated costs for the new program will be for faculty salaries, graduate assistant and braillewriters. The projected cost for a new faculty member each year is \$50,000. Only \$25,000 is allocated as the faculty member will dedicate 50% of their time for this program. Costs for the program will be covered by tuition for the students enrolled in the program.

The only anticipated additional equipment needed for the new program will be fifteen braillewriters that cost approximately \$900 each. The total for the braillewriters will be approximately \$13,500. Ten braillewriters will be purchased the first year of the program, and five additional braillewriters will be purchased the third year of the program.

Sources of Financing by Year						
Category	1st	2nd	3rd	4th	5th	Totals
Estimated FTE Revenue Generated from The State MRR funded at 66% (actual amount cannot be determined)	0	0	0	0	0	0
Tuition Funding General Operating	\$73,320	\$93,060	\$109,980	\$109,980	\$109,980	\$496,320
Other State Funding	0	0	0	0	0	0
Reallocation of Existing Funds – Technology Fee Budget Allocation	0	0	0	0	0	0
Federal Funding	0	0	0	0	0	0
Other Funding	0	0	0	0	0	0
Totals						

We used current graduate-resident tuition rates on a per hour basis to determine tuition funding for the next five years. The tuition rate has increased 1-3% over the 3 academic years. Any tuition increases would be added to the revenue that the program generates. It is believed that all individuals enrolling in the program will be considered as new enrollment for the institution as none of the other graduate programs currently accept individuals who are not certified teachers.

Selected References

- American Printing House for the Blind. (2010). *Distribution of federal quota based on registration of eligible students*. Louisville, KY: Author.
- National Institute for Child Health and Human Development. (1999). *Keys to successful learning* (pp. 1-3). Washington DC: Author.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
- South Carolina Department of Education. (2012). *Registration of students of students who are legally blind with American Printing House for the Blind*. Columbia, SC: Author.
- South Carolina School for the Deaf and the Blind in collaboration with South Carolina Department of Education. (2012). [Employment of teachers of students with visual impairment throughout South Carolina] Unpublished raw data.
- U.S. Department of Education (2007). *Twenty-seventh annual report to Congress on Implementation of the Individuals with Disabilities Education Act, Volume 2*. Washington, DC.



**University of South Carolina Upstate
School of Education**

**Proposed Program: Master of Arts in Teaching (MAT) in Special Education –
Visual Impairment Education**

III. Standards Related to State Laws and Regulations

A. ADEPT

The South Carolina State Standards are used to define the knowledge, skills, and dispositions USC Upstate education majors possess. First and foremost, the Program has adopted the Assistance, Development, and Evaluation of Professional Teaching (ADEPT) appraisal model, one which establishes the criteria for determining candidate competence in essential domains of teaching and learning. The system is based upon 10 ADEPT performance standards (APSs) organized into 4 Domains and tests for the knowledge, skills, and dispositions expected of teachers.

These domains and standards are:

Domain I: Planning

- APS1: Long-range / Unit Planning
- APS2: Short-range / Lesson Planning
- APS3: Planning Assessments and Using Data

Domain II: Instruction

- APS4: Establishing and Maintaining High Expectations for Learners
- APS5: Using Instructional Strategies to Facilitate Learning
- APS6: Providing Content for Learners
- APS7: Monitoring, Assessing, and Enhancing Learning

Domain III: Classroom Environment

- APS8: Maintaining a Classroom Environment that Promotes Learning
- APS9: Managing the Classroom

Domain IV: Professional Development

- APS10: Professionalism

All coursework in the proposed MAT program employs these criteria as a framework for addressing specific professional standards. Two key assessments, ADEPT teaching evaluation and the Teacher Work Sample, directly evaluate the candidates' performance outcomes in meeting our state standards. Candidates may only progress in the program if they achieve a minimal rating of 'Satisfactory' on these assessments.

ADEPT teaching evaluation. The ADEPT teaching evaluation is a three-strand process. Strand I involves continuous informal assessment of directed teaching by the cooperating teacher based on ADEPT criteria. The best mechanism for this informal assessment is a daily conference, focused on instructional strengths, weaknesses and strategies for improvement between the cooperating teacher and the candidate. In addition to the

informal assessment conferences, formal assessments by the cooperating teacher are completed at specified points of the placement(s) through the completion of the form entitled “Cooperating Teacher’s Formative Evaluation for Directed Teaching.”

Strand II includes informal and formal assessment of directed teaching by the university supervisor based on ADEPT criteria. Formal assessments by the university supervisor are completed periodically using the “ADEPT Observation Instrument” and at the end of each placement using the “ADEPT Summative Directed-Teaching (clinical) Evaluation form.”

Strand III involves continuous reflective self-assessment by the teacher candidate through dialogue with the cooperating teacher and the university supervisor as well as through keeping a structured reflective journal. This journal is to be collected, read, and commented upon by the university supervisor during each placement. Identifying and reflecting upon areas of instructional strength and weakness and developing strategies for improvement of teaching are the “heart” of the reflective journal.

Teacher Work Sample (TWS) is a comprehensive assessment composed of seven components (review of the literature and contextual factors, learning goals, lesson planning, assessment and analysis of teaching performance, analysis of student learning, evidence of impact on student learning, and self-assessment/reflection) used to measure effects on student learning. These components correlate with the ADEPT Standards. The goal of TWS is to become accountable for the impact of teacher candidates and graduates on the learning of P-12 students with visual impairment.

The TWS vision is to use information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessments (APS 1). The teacher sets significant, challenging, varied, and appropriate learning goals (APS 1, 2 & 4). The teacher employs multiple assessment modes and approaches that align with the learning goals in order to assess student learning before, during, and after instruction (APS 3). The teacher designs instruction to accomplish specific learning goals based upon student characteristics and needs and learning contexts (APS 4). The teacher uses regular and systematic evaluations of student learning to make instructional decisions (APS 4, 5, & 6). The teacher analyzes assessment data to profile student learning and communicate information about student progress and achievement (APS 3 & 7). The teacher reflects on his or her instruction and student learning in order to improve teaching practice (APS 10).

Components of the TWS are introduced in various program courses leading up to the internship. During the internship, the candidate completes an entire teacher work sample by drawing all of the pieces into a cohesive whole, which documents student learning before, during, and after instruction. Subsequently, the TWS provides substantial evidence that teacher candidates are ready to begin their professional career as an educator. The development of a TWS provides teacher candidates with an authentic experience designed to develop in them “a teacher’s way of thinking”. Compiling a TWS provides teacher candidates with professional growth experiences and documentation that reflect their ability to impact the learning of students. The program aligns the TWS criteria with the Council for Exceptional Children (CEC) professional standards in order to best match the expectations for the specific teaching fields.

B. PADEPP

Not applicable to USC Upstate

C. EEDA

On May 27, 2005, Governor Mark Sanford signed the [Education and Economic Development Act](#) (EEDA), new legislation designed to give South Carolina students the educational tools they need to build prosperous, successful futures. As a teacher training institution with a number of programs in teacher education (Learning Disabilities, Elementary Education Early Childhood Education, Art Education, Physical Education, Middle and Secondary Level Education), USC Upstate is mandated by EEDA to include in our training of teacher candidates the components of EEDA. To address these components, the School of Education has created a website that gives specific information about each standard.

To meet each of the first three performance standards, the School of Education has provided links on its webpage. A PowerPoint on the Career Guidance Process, Career Clusters and Individual Graduation Plans, and the SC Career Guidance Standards and Competencies will be available for students enrolled in MAT in Visual Impairment Education Program. We will also utilize a module currently used as part of our other education programs at USC Upstate that focuses on these three EEDA standards. Following discussion in class, the students will take and pass successfully an online quiz where data is being accumulated for our NCATE/SDE report. Additionally there are two videos available at the website that were recorded when practicing guidance counselors in the Spartanburg and Sumter schools were invited to speak to students about EEDA. Lastly, this legislation is required on all syllabi and identified Career Clusters are required on lesson plans.

EEDA Standard Correlations Chart

EEDA Standard:	Course/Program Implementation:	How it is Assessed:
1. Career Guidance 2. Clusters of Study 3. Career Guidance Model	Online module that must be completed during first year in the program	Online Quiz
4. Character Education: Teacher candidates will identify instructional strategies that promote core values, as specified in 59-17-135, in the school community.	SVP 610: Nature and Needs of Learners With Visual Impairment	Test; assignments on the Social Curriculum – knowledge, skills beliefs, and attitudes necessary for people to work productively and harmoniously together in a classroom
	Internship	Teacher Work Sample

EEDA Standard:	Course/Program Implementation:	How it is Assessed:
	Courses with Embedded Field Experience SVIP 675: Functional Low Vision Assessment and Intervention SVIP 706: Advanced Braille SVIP 724: Visual Impairment and Multiple Disability SVIP 730: Assessment and Educational Methods for Learners with Visual Impairment	ADEPT Clinical Evaluation Forms
	Initial/Pre-Student Teaching/Exit Standards of Professional Conduct Survey	Dispositions Survey
5. Contextual Teaching: Teacher candidates will use concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving.	SVIP 675: Functional Low Vision Assessment and Intervention SVIP 706: Advanced Braille	Reflection on School Observations
	SVIP 730: Assessment and Educational Methods for Learners with Visual Impairment	Researching the cultural diversity of the school assigned as practicum site Connect performance assessment to real-life experiences and students' background
	All methods courses	Lesson Planning; Unit plans; Case studies
	Internship	Teacher Work Sample
	All courses with embedded field experiences	ADEPT Clinical Evaluation Forms
6. Cooperative Learning: Teacher candidates will implement learning strategies that promote cooperation.	Methods Courses	Lesson plans and Unit plans
	All courses with embedded field experiences	ADEPT Clinical Evaluation Forms
7. Learning Styles: Teacher candidates will implement strategies to accommodate the needs of diverse learners.	SVIP 675: Functional Low Vision Assessment and Intervention SVIP 706: Advanced Braille SVIP 724: Visual Impairment and Multiple Disability SVIP 730: Assessment and Educational Methods for Learners with Visual Impairment	Create and administer traditional and performance assessments; Reflect on assessments given; writing lesson plans for diverse learners; ADEPT Evaluation Forms
	Internship	Teacher Work Sample

D. Standards of Conduct

Standards for Professional Conduct and Dispositions Self-Assessment

The USC Upstate Teacher Education Program prepares individuals for admittance into the professional field of education. This field is a profession, and as such has certain standards of conduct expected of its members. It is the SOE faculty members' responsibility as candidates prepare for a career in teaching to ensure that they are of good character and dedicated to the best interests of the students they will serve. The USC Upstate School of Education expects that candidates agree to uphold the Teacher Education Standards listed below.

These standards will also be listed on the School of Education Application for Admission into MAT Program. The candidate's signature indicates his/her agreement to act in accordance with these standards (checkpoint 1). Additionally, at pre-student teaching (checkpoint 2) and exit of student teaching (checkpoint 3), candidates complete an online self-assessment regarding their continued compliance with these standards. The advisor completes this same form to evaluate the candidate during Checkpoint III. Additionally, the candidates' Cooperating Teachers complete the same form to evaluate their student teachers during checkpoint III of the assessment system.

Teacher Education Standards for Conduct and Dispositions are as follows:

The teacher candidate:

- Shows sensitivity to all students and is committed to teaching all students.
- Demonstrates fairness to all students.
- Is committed to and believes that all students can learn.
- Recognizes and respects diversities that exist in the classroom and plans accordingly.
- Creates and maintains a safe physical and emotional learning environment.
- Shows ability to speak and write with clarity and fluency.
- Uses Standard English in writing and speaking.
- Works collaboratively with others, e.g., students, teachers, parents, administrators, and peers.
- Establishes positive rapport and appropriate relationships.
- Is able to express attitudes and feelings in a professional manner.
- Is willing to accept responsibility for his/her own actions.
- Is flexible and adaptable.
- Exhibits dress and grooming appropriate for the setting.
- Exhibits professional respect in the USC Upstate classroom and in field experiences.
- Demonstrates initiative in the classroom.
- Is confident, poised, and courteous.
- Demonstrates enthusiasm.
- Accepts constructive criticism.
- Demonstrates and supports academic integrity as specified in the guidelines stipulated in the USC Upstate Undergraduate Catalog.
- Respects the privacy of students and confidentiality of information.

The Candidate Progress Review Committee (CPR) monitors the development of these behaviors as candidates proceed through the Professional Program and hear the concerns of any faculty/staff members or clinical and student teaching personnel regarding individuals seeking certification from the School of Education. The Committee consists of 5 faculty members. The chair convenes the Committee for action within 5 working days of receiving the referral form. The faculty member who refers the student is to address the Committee in person and explain his/her concerns regarding the candidate. The candidate in question also will be asked to address the faculty members concerns with the Committee. The following outcomes may result:

- a. The candidate may continue/resume degree program progress with an understanding of the knowledge and dispositions expected of teacher education candidates;
- b. The candidate may continue in the program with a corrective action plan developed to address identified problems with knowledge and dispositions; or
- c. The candidate may be dismissed from the Professional Program.

E. Safe Schools Act

In accordance with the South Carolina Safe School Climate Act, students enrolled in SVIP 610 that are seeking initial certification will complete several modules. One module in the collection is focused on the Safe Schools Act. Students are required to view a number (1-3) of videos on Bullying and then take and successfully pass, with an 80% or higher, an online quiz about bullying in schools. These three films are professionally made and accessed through Films on Demand. The School of Education has perennial rights to the films. Students demonstrate their success in this course and this module through submission of score reports and an advisor approval form. Students receive a Pass or Fail for this course.

F. PK-12 Academic Standards

All candidates in the proposed program will take SEPS 725: Advanced Study of K-12 Curriculum. Moreover, candidates in all education programs are responsible for correlating all lesson plans, unit plans, and long range plans to the South Carolina State Curriculum Standards and Common Core State Standards. This is evident through required assignments such as lesson plans, unit plans, and long range plans. In addition, all course syllabi embed assignments requiring standards correlations.

G. Admission Requirements

Individuals seeking admission to USC Upstate as graduate degree candidates in the Master of Arts in Teaching: Visual Impairment Education will be considered for full admission when the USC Upstate Office of Admissions receives all of the following materials:

1. Application, application fee, residency form, and citizenship verification form with all requested information and supporting documents
The statement of disclosure concerning all prior convictions to include felonies and misdemeanors is included in the application.

2. Transcripts

Individuals seeking admission must provide official transcripts showing all post-secondary course work attempted and the award of the baccalaureate or higher degree by an accredited college or university. Official transcripts verifying all previous college-level course work are required for the University's records. To be considered official, transcripts must be sent directly from the institution to USC Upstate or delivered in a sealed envelope bearing a registrar's stamp.

3. Letters of Recommendation

Three letters of recommendation using forms provided in the application packet.

4. Official Test Scores

Submission of either the Miller Analogies Test or the Graduate Record Examination (GRE) is acceptable

Note: GRE and MAT test scores are valid for five years.

5. Personal Statement

Applicants are required to submit a 1-2 page personal statement that describes their academic and/ or other interests.

6. Proof of immunization for measles (rubeola) and German measles (rubella) if born after Dec. 31, 1956.

Undergraduate GPA is reviewed as part of the admissions process. In order for a student to be admitted to the MAT program, he/she must have a minimum cumulative grade point average (GPA) of 2.50 based on a 4-point scale.

Academic units have the option of recommending the applicant for admission with conditions. This indicates that an admissions committee has met and determined that it is not yet ready to recommend full admission for the applicant. This conditional recommendation is appropriate for applicants who:

- need to take undergraduate courses or other prerequisites;
- need to prove themselves capable of graduate course work in the program by achieving a minimum GPA of 3.25 on the initial 12 hours of USC Upstate graduate program coursework;
- need to satisfy any other valid conditions that the committee sets before full admission can be recommended

Within the first year of study, candidates must submit documentation of a passing score on all sections of the State-adopted entrance examination, Praxis I. This requirement may be waived for candidates with the following minimum scores:

- ACT Composite Score – 24
- Old SAT (Verbal & Math) – 1100
- Newer SAT that includes Writing (2005) – 1650

H. Field and Clinical Experience Requirements

Field experiences will be an integral component of the MAT in Special Education: Visual Impairment Education Program. Field experiences will require candidates to apply coursework in classroom settings, analyze student learning, and reflect on their practice in the context of theories on teaching and learning. Candidates will progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels

of abilities, and collaborative opportunities that are appropriate for the roles for which they are preparing.

Overview of First Year Experiences

In the introductory course, SVIP 610: The Nature and Needs of Learners with Visual Impairment, candidates observe and conduct a follow-up interview with a certified teacher. They also conduct and reflect upon a semi-structured interview of a student with visual impairment and her/his family regarding the effects of visual impairment on development and experiences in school. Candidates also observe and interact with a student with visual impairment (ranging in age from 6-14) and write a report which describes the students in terms of the four domains of development. Candidates spend approximately 10-15 hours completing the experiences.

In the following course, SVIP 650: Anatomy, Physiology, and Disorders of the Visual System, candidates interview a pediatric ophthalmologist and optometrist who specializes in clinical low vision exams to learn about medical examinations, educational implications, and collaboration between educators and the medical community. This is provided via a collaborative effort of the South Carolina Vision Education Partnership.

In SVIP 675: Functional Low Vision Assessment and Intervention, candidates observe a certified teacher conduct a functional vision assessment in a variety of settings. This experience enriches the class discussion concerning functional vision assessment and provides valuable ideas and strategies for the candidates who independently complete a functional vision assessment before the end of the semester. Toward the end of the semester, candidates develop and implement two lesson plans for a student who has low vision and is considered legally blind. Candidates spend approximately 10 hours completing the experiences.

In SVIP 706: Advanced Braille, candidates observe a student who is a braille reader in a general education math or science classroom during an academic lesson. During the observation, candidates note the level of success in the activity/assignment, curriculum adaptations, areas of concern, and use of adaptive equipment or materials. After completion of the observations, candidates develop and implement one lesson plan for a student who is learning to use the abacus and another for a student who is learning the Nemeth code. Candidates spend approximately 10 hours completing the experiences.

Candidates end the first year with SVIP 730: Assessment and Educational Methods for Learners with Visual Impairment. In this course, candidates conduct and write a functional vision and learning media assessment for a school-aged child from a diverse culture or linguistic background using a variety of procedures and in a variety of environments. In the same class, students develop and implement a variety of lesson plans related to the expanded core curriculum for a student with a visual impairment. They also collaborate with the school psychologist to review one assessment tool and discuss how it could be adapted so that it would be appropriate for a student with a visual impairment. Candidates spend approximately 35 hours completing the experiences.

Overview of Second Year

In SVIP 712: Assistive and Instructional Technology for Learners with Visual Impairment, candidates spend approximately 2 hours to use what they have learned in class to work with a visually impaired student in some aspect of access technology. This is critical as candidates will work with a variety of pre-K-12th grade students who have a wide range of skills and will use ever-changing technology such as notetakers with refreshable braille displays and screen readers.

In SVIP 724: Visual Impairment and Multiple Disabilities, candidates develop and write a highly detailed and comprehensive case study on a single school-age student with visual impairment and a concomitant disability such as deafblindness or visual impairment and cerebral palsy. 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 the parent, child (if possible), and the classroom teacher. In addition, candidates create and implement lesson plans and instructional activities for students with multiple disabilities, complete a task analysis, create a calendar system, complete informal assessment tools, develop IEP goals and objectives, and design learning environments for students with cortical visual impairment. Candidates spend approximately 35 hours completing the experiences. Thus, there is a total of 107 hours of field experiences before candidates enter the clinical practice setting.

During the internship, candidates will have two 8-week, full-time student teaching placements in two settings: early childhood, elementary, middle and/or high school for a total of 560 hours. Candidates will be governed by the USC Upstate School of Education Field Experiences Handbook. This handbook outlines all state, district, and university requirements as well as outlines the duties of all participating parties: students, faculty, and P-12 personnel.

I. Eligibility for Initial Certification

In order for candidates to be recommended for initial certification, they must meet the following criteria:

1. Awarded a diploma from USC Upstate
2. Earned at least the minimum required score on the Principle of Learning and Teaching and certification content examinations.

The award of a diploma recognizes that candidates meet the following:

1. Completed internship (including a minimum rating of “Satisfactory” on the ADEPT Summative Directed Teaching Clinical Evaluation and Teacher Work Sample)
2. Completed all coursework in their Program of Study with a grade of C or better
3. An overall GPA of 3.0
4. An average GPA of 3.0 or higher on all courses numbered 700 or above

The recommendation from the unit indicates that the candidate has successfully completed all requirements of an approved program. Responsibility for final verification

of a candidate's successful completion of an approved teacher education program rests with the Dean of the School of Education.

J. Annual Reports

The School of Education submits two annual reports to the SCDE. The reports include the annual AACTE/NCATE combined report (Forms A, B, and C) and the annual Title II report. The Associate Dean of the School of Education and the Assessment Coordinator compile the data and associated reports.

K. Commitment to Diversity

A commitment to diversity is a fundamental component of the Unit's conceptual framework. It is explicitly stated as one of the five Program goals. On an operational level, aspects of diversity (defined in terms of race, socio-economic status, religion, cultural identity, linguistic heritage, ethnicity, and differing ideas) permeate learning expectations required of candidates. Pedagogically, the Program's bodies of knowledge, skills, and dispositions are taught using a developmental, recursive model. Academic experiences lead candidates to increase their ability to perform more complex, multifaceted tasks by engaging in problem-solving based upon multiple perspectives, making assessment-based decisions that are sensitive to students' individual needs, and exhibiting behaviors that are responsive to students' multicultural and linguistic differences. Established theory and proven research-based instruction underpin all coursework activities, in which teaching and learning promote principles of an inclusive society.

In The Education Professional Program's mission, philosophy, principles and goals serve as the root of the USC Upstate School of Education's commitment to multicultural/diversity education. Graduates of Education Professional Program as reflective teachers:

- believe that all children can learn;
- create a learning environment that is anti-discriminatory;
- understand, respect, and accommodate for group and individual differences;
- instruct for empathy and tolerance;
- instruct for altruism;
- promote justice.

Education Professional Program faculty members report how each of their classes addresses diversity and infuses multicultural pedagogy by listing course objectives and assignments on the Curriculum Components Diversity Chart. In 2007, USC Upstate participated with The Diversity Leadership Academy, housed in the Riley Institute at Furman University, in creating the www.teachdiveristy.org website to provide candidates and faculty members with resources for teaching to diversity in the classroom

The Program's field experiences and clinical coursework have been purposefully designed for candidates to work in diverse settings. Classrooms expose candidates to students with different cultural, racial, socio-economic, and linguistic backgrounds as well as to students representing a wide range of academic abilities, including those who receive special education services. All candidates' field and clinical placements are recorded in a database

along with the cooperating teachers' qualifications and the settings' demographics to monitor the fulfillment of assigning diverse placements. Candidates' knowledge, skills, and dispositions necessary to help all students learn are cultivated through the University faculty members' and school-based cooperating teachers' guidance, provided via feedback on observations, class projects, group discussions, and weekly journal entries.

The University's minority enrollment exceeds 30 percent. The Unit reflects this diversity. Its population is diverse in terms of ethnicity, culture, religious affiliation, nationality, disability status, and age. In the Unit, the minority status is 10% for full-time faculty and 15% for part-time faculty members. The Sumter programs are administered by an African American female who models for all candidates effective leadership qualities as well as skills and dispositions necessary for effective teaching.

The Education Professional Program is guided by a Diversity Plan that is evaluated annually by the SOE Diversity Committee and Unit faculty members. It specifies the dimension (i.e., human, cultural intellectual, or instructional), goals, objectives or actions, and assessment for four areas as follows:

- I. Unit (SOE) Climate for Diversity.** The SOE environment will be conducive to attracting and retaining a diverse community of students, staff and faculty. The climate will be supportive, provide a sense of belonging, allow numerous opportunities for interaction across groups and programs, and be perceived as fair and equitable.
- II. Curriculum.** Develop and continuously improve a curriculum that engage all faculty members as multicultural professionals and prepare all candidates to function effectively as multicultural practitioners.
- III. Faculty.** Recruit and retain a diverse faculty in the SoE. Enhance faculty members' knowledge of multicultural education as well as their breadth of multicultural experiences.
- IV. Candidates.** Recruit and retain a diverse SoE candidate population. Enhance candidates' knowledge of the theory and methodology of multicultural education in order to increase their positive impact on the learning and development of P-12 schools.

L. Professional Development Courses

The Graduate Programs office follows rigid guidelines for facilitating professional development courses. A detailed process, as fully outlined in the Graduate Programs Contract Course Packet, is adhered to ensure compliance with university guidelines as well as the National Staff Development Council's standards regarding context, process, and content. Course proposals not meeting these guidelines will be denied.

M. Advanced Programs for the Preparation of Teachers

The core goals of the proposed program will be the same goals of the other programs offered by Graduate Programs. The table below outlines how the five core goals correlate to the NBPTS standards:

Core Goals:	Corresponding NBPTS Proposition
1. Reflective Teaching Practice	Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.
2. Learner-Centered Pedagogy	Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
3. Performance-Based Assessment	Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.
4. Committed To And Affirm Diversity	Proposition 1: Teachers are Committed to Students and Learning
5. Committed To Professional Responsibility	Proposition 5: Teachers are Members of Learning Communities.

N. Experimental or Innovative Programs

Not applicable at this time.

O. ISTE Standards for Technology in Education

Technology in USC Upstate Teacher Education Programs is guided by the standards of the International Society for Technology in Education (ISTE). USC Upstate teacher education majors at both the undergraduate and graduate levels:

- Demonstrate a sound understanding of technology operations and concepts;
- Plan and design effective learning environments supported by technology;
- Implement curriculum plans that include methods and strategies for applying technology to maximize student learning;
- Apply technology to facilitate a variety of effective assessment and evaluation strategies; and
- Understand the social, ethical, and legal implications of technology.

All candidates in the proposed program, as part of each program of study, must complete SVIP 712: Assistive and Instructional Technology for Learners with Visual Impairment (3 credit hours). This course is aligned with NETS 1-6. All distance education courses at USC Upstate interface with Blackboard, our content management system. This system employs discussion boards, chat rooms, video feed, uploading and downloading of materials, etc. Through this medium implementation, NETS 1-5 are met. All classrooms in the SoE are equipped with Promethean Boards and supplemental equipment such as student response systems, document cameras, etc. Therefore, all instructors and candidates employ these instructional technologies in their day to day teaching and learning meeting NETS 1 – 6.

IV. SPA or Other National Specialized and/or Professional Association Standards

The MAT in Special Education: Visual Impairment Education Program will be aligned with the core values and goals of the USC Upstate School of Education and the current standards of Council for Exceptional Children (CEC). The standards set by CEC will be the benchmarks for the evaluation and modification of USC Upstate master's programs in Visual Impairment. Attention to the standards will insure that USC Upstate master's graduates are well prepared to positively impact the learning of students with visual impairment. The components of the program—coursework, advisement, enhanced support, fieldwork, practicum, and teacher work sample—have been designed to improve practice and lead to the development of the competencies. Additionally, the curriculum of the proposed program is very similar to the nationally recognized Masters of Education in Visual Impairment Program at USC Upstate. Differences between the proposed program and the M.Ed. in Visual Impairment include an internship in order to meet the student teaching requirement and the addition of SEPS 715: Advanced Perspectives on Educating Individuals with Disabilities. Given the common core of coursework and the anticipated use of identical program assessments, we plan to research the possibility of addressing both programs within one program report before program reports are due for our next unit accreditation visit.

<i>CEC Performance-Based Standards</i>	<i>Where Addressed in USC Upstate Program</i>
<p><i>Standard 1: Foundations</i></p> <p>1.1 Federal entitlements that provide specialized equipment and materials.</p> <p>1.2 Educational definitions, identification criteria, labeling issues, and prevalence figures.</p> <p>1.3 Basic terminology related to the structure and function of the human visual system.</p> <p>1.4 Basic terminology related to diseases and disorders of the human visual system.</p> <p>1.5 Issues and trends in visual impairment.</p> <p>1.6 Relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education</p>	<p>SVIP 610: Nature and Needs & SVIP 730: Assessment and Methods</p> <p>SVIP 610: Nature and Needs & SVIP 650: Anatomy & Disorders of the Visual System</p> <p>SVIP 650: Anatomy and Disorders of the Visual System</p> <p>SVIP 650: Anatomy and Disorders of the Visual System</p> <p>SVIP 610: Nature and Needs</p> <p>SVIP 610: Nature and Needs</p>
<p><i>Standard 2: Development and characteristics of learners</i></p> <p>2.1 Development of the human visual system.</p> <p>2.2 Development of secondary senses when vision is impaired.</p> <p>2.3 Effects of visual impairment on</p>	<p>SVIP 650: Anatomy</p> <p>SVIP 610: Nature and Needs</p> <p>SVIP 610: Nature and Needs</p>

<p>development.</p> <p>2.4 Impact of visual impairment on learning.</p> <p>2.5 Psychosocial aspects of visual impairment.</p> <p>2.6 Effects of medications on the visual system.</p> <p>2.7 Use knowledge of similarities and differences in human development to respond to the varying abilities and behaviors of individual's with visual impairment</p>	<p>SVIP 610: Nature and Needs</p> <p>SVIP 610: Nature and Needs</p> <p>SVIP 650: Anatomy and Physiology</p> <p>SVIP 610: Nature and Needs, SVIP 724: Multiple Disabilities, & SVIP 735: Practicum in Visual Impairment</p>
<p><i>Standard 3: Individual learning differences</i></p> <p>3.1 Effects of visual impairment on the family</p> <p>3.2 Impact of additional exceptionalities</p> <p>3.3 Attitudes and actions of teachers that affect the behaviors of students.</p> <p>3.4 Effects that an exceptional condition can have on an individual's learning in school and throughout life.</p> <p>3.5 How primary language, culture, and familial backgrounds interact with the individual's exceptional condition</p>	<p>SVIP 610: Nature and Needs</p> <p>SVIP 724: Multiple Disabilities</p> <p>SVIP 610: Nature and Needs & SVIP 730: Assessment and Methods</p> <p>SVIP 610: Nature and Needs, SVIP 724: Multiple Disabilities, & SVIP 735: Practicum in VI</p> <p>SVIP 610: Nature and Needs, SVIP 724: Multiple Disabilities, & SVIP 735: Practicum in Visual Impairment</p>

<p><i>Standard 4: Instructional strategies</i></p> <p>4.1 Strategies for teaching Braille.</p> <p>4.2 Strategies for teaching handwriting.</p> <p>4.3 Strategies for teaching signature writing</p> <p>4.4 Strategies for teaching listening skills.</p> <p>4.5 Strategies for teaching keyboarding skills.</p> <p>4.6 Strategies for teaching technology skills.</p> <p>4.7 Strategies for teaching use of the abacus, talking calculator & tactile graphics.</p> <p>4.8 Strategies for teaching basic concepts.</p> <p>4.9 Strategies for teaching visual efficiency and use of print adaptations and optical devices.</p> <p>4.10 Strategies for organization and study skills.</p> <p>4.11 Strategies to prepare individuals for pre-cane O&M assessment and instruction.</p> <p>4.12 Strategies for teaching tactual perceptual skills to individuals with visual impairments.</p> <p>4.13 Strategies for teaching adapted physical and recreational skills.</p> <p>4.14 Strategies for teaching social, daily living, and functional life skills</p>	<p>SVIP 705: Braille Reading and Writing</p> <p>SVIP 730: Assessment and Methods</p> <p>SVIP 712: Instructional Technology</p> <p>SVIP 706: Nemeth Braille Code and</p> <p>SVIP 717: Orientation and Mobility</p> <p>SVIP 675: Functional Low Vision Assessment and Intervention</p> <p>SVIP 730: Assessment and Methods</p> <p>SVIP 717: Orientation and Mobility</p> <p>SVIP 730: Assessment and Methods</p> <p>SVIP 717: Orientation and Mobility & SVIP 730: Assessment and Methods</p> <p>SVIP 717: Orientation and Mobility & SVIP 730: Assessment and Methods</p>
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4.16 Strategies for teaching career-vocational.	SVIP 730: Assessment and Methods
4.17 Strategies for promoting self-advocacy.	SVIP 610: Nature and Needs
4.18 Techniques for modifying instructional methods and materials	SVIP 730: Methods and Assessment & SLCY 722: Developing Literacy
4.19 Strategies to prepare students with progressive eye conditions to achieve a positive transition to alternative skills.	SVIP 675: Low Vision Assessment and Intervention & SVIP 610: Nature and Needs
4.20 Teach individuals with visual impairments to use problem-solving strategies.	SVIP 610: Nature and Needs & SVIP 730: Assessment and Methods
4.21 Prepare adapted or modified materials in Braille, accessible print, and other formats.	SVIP 705: Braille Reading and Writing & SVIP 730: Methods and Assessment
4.22 Transcribe, proofread, and interline materials in literary and Nemeth Braille codes.	SVIP 705: Braille Reading and Writing & SVIP 706: Nemeth Braille Code
4.23 Use Braillewriter, slate and stylus, and computer technology to produce Braille materials.	SVIP 705: Braille Reading and Writing & SVIP 712: Instructional Technology
4.24 Prepare individuals to access information and services from the community.	SVIP 730: Assessment and Methods; & SVIP 735: Practicum
4.25 Enhance the learning of critical thinking and performance skills of individuals with visual impairment, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem	SVIP 675: Low Vision Assessment and Intervention , SVIP 730: Assessment and Methods, & SVIP 735: Practicum

<p><i>Standard 5: Learning environments and social interactions</i></p> <p>5.1 Roles of paraeducators who work directly with individuals with visual impairments</p> <p>5.2 Role models with visual impairments</p> <p>5.3 Enhance instruction through modification of the environment.</p> <p>5.4 Design multisensory learning environments that encourage active participation</p> <p>5.5 Create learning environments that encourage self-advocacy and independence help their general education colleagues integrate</p> <p>5.6 Assist general education colleagues integrate individuals with visual impairments in regular environments and engage them in meaningful learning activities and Interactions</p> <p>5.7 How to use direct motivational and instructional interventions with individuals with visual impairment to teach them to respond effectively to current expectations</p>	<p>SVIP 610: Nature and Needs & SVIP 724: Multiple Disabilities</p> <p>SVIP 610: Nature and Needs & SVIP 730: Assessment & Methods</p> <p>SVIP 675: Low Vision Assessment</p> <p>SVIP 730: Assessment & Methods; & SVIP 724: Multiple Disabilities</p> <p>SVIP 675: Low Vision Assessment and Intervention</p> <p>SVIP 675: Low Vision Assessment and Intervention , SVIP 730: Assessment and Methods, & SVIP 735: Practicum</p> <p>SVIP 730: Assessment and Methods, & SVIP 735: Practicum</p>
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<p><i>Standard 6: Language</i></p> <p>6.1 Strategies for teaching alternatives to nonverbal communication.</p> <p>6.2 Prepare individuals to respond constructively to societal attitudes and actions.</p> <p>6.3 Typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language.</p> <p>6.4 Individualized strategies to enhance language development and teach communication skills to individuals with visual impairment</p> <p>6.5 Augmentative, alternative, and assistive technologies to support and enhance communication of individuals</p>	<p>SVIP 724: Multiple Disabilities</p> <p>SVIP 610: Nature and Needs & SVIP 730: Assessment & Methods</p> <p>SVIP 610: Nature and Needs</p> <p>SVIP 610: Nature and Needs</p> <p>SVIP 712: Instructional Technology</p>
<p><i>Standard 7: Instructional planning</i></p> <p>7.1 Relationships among assessment, IEP development, and placement.</p> <p>7.2 Model programs for individuals with visual impairments.</p>	<p>SEPS 725: Study of K-12 Curriculum, SVIP 675 Low Vision Assessment, & SVIP 730: Assessment & Methods</p> <p>SVIP 610: Nature and Needs & SVIP 735: Practicum</p>

7.3 Select and use technologies to accomplish instructional objectives	SVIP 712: Assistive and Instructional Technology
7.4 Sequence, implement, and evaluate learning objectives based on the expanded core curriculum	SVIP 730: Assessment & Methods
7.5 Obtain and organize special materials to implement instructional goals	SVIP 610: Nature and Needs, SVIP 730: Assessment and Methods, & SVIP 735: Practicum
7.6 Develop long-range individualized instructional plans anchored in both general and special curricula	SVIP 675 Low Vision Assessment, & SVIP 730: Assessment & Methods
7.7 Modify instructional plans based on ongoing analysis of the individual's learning progress	SVIP 675 Low Vision Assessment, SVIP 735: Practicum & SVIP 730: Assessment & Methods
7.8 Include explicit modeling and efficient guided practice within instruction to assure acquisition and fluency through maintenance and generalization	SVIP 675 Low Vision Assessment, SVIP 735: Practicum & SVIP 730: Assessment & Methods
7.9 Develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts	SVIP 730: Assessment & Methods, SVIP 724: Multiple Disabilities, & SVIP 735: Practicum

<i>Standard 8: Assessment</i>	
8.1 Specialized terminology used in assessment	SVIP 675: Low Vision & SVIP 730: Assessment and Methods
8.2 Ethical considerations, laws, and policies for assessment of individuals with visual impairments	SVIP 675: Low Vision & SVIP 730: Assessment and Methods
8.3 Specialized policies on referral and placement	SVIP 730: Assessment and Methods
8.4 Specialized procedures for screening, prereferral, referral, and identification	SVIP 730: Assessment and Methods & SVIP 675: Low Vision
8.5 Alternative assessment techniques	SVIP 724: Multiple Disabilities & SVIP 730: Assessment and Methods
8.6 Interpretation and application of scores from assessments of individuals	SVIP 724: Multiple Disabilities & SVIP 730: Assessment and Methods
8.7 Interpret eye reports	SVIP 650: Anatomy and Physiology
8.8 Use disability-specific assessment instruments	SVIP 730: Assessment and Methods
8.9 Adapt and use assessment procedures when evaluating individuals with visual impairments	SVIP 675: Low Vision & SVIP 730: Assessment and Methods
8.10 Gather background information and family history related to the individual's visual status	SVIP 675: Low Vision & SVIP 730: Assessment and Methods

<p>8.11 Interpret and use assessment data</p> <p>8.12 Address issues of validity, reliability, norms, bias, and interpretation of assessment results</p> <p>8.13 Monitor the progress of individuals with visual impairment in general and special curricula</p>	<p>SVIP 675: Low Vision & SVIP 730: Assessment and Methods</p> <p>SVIP 675: Low Vision & SVIP 730: Assessment and Methods</p> <p>SVIP 675: Low Vision & SVIP 730: Assessment and Methods</p>
<p><i>Standard 9: Professional and ethical practice</i></p> <p>9.1 Organizations and publications relevant to the field of visual impairment</p> <p>9.2 Participate in the activities of professional organizations in the field of visual impairment</p> <p>9.3 Ethical and professional practice standards</p> <p>9.4 Engage in professional activities and participate in learning communities that benefit individuals with visual impairment, their families, colleagues, and their own professional growth</p> <p>9.5 Plan and engage in activities that foster professional growth and keep them current with evidence-based best practices</p>	<p>SVIP 610: Nature and Needs & SVIP 735: Practicum</p> <p>Emphasized throughout coursework, especially in SVIP 610</p> <p>SVIP 610: Nature and Needs</p> <p>Emphasized throughout coursework, especially in SVIP 610</p> <p>Emphasized throughout coursework, especially in SVIP 610 and SVIP 735</p>

<p><i>Standard 10: Collaboration</i></p> <p>10.1 Strategies for assisting families in planning appropriate transitions</p> <p>10.2 Services, networks, publications for and organizations of individuals with visual impairments</p> <p>10.3 Help families and other team members understand the impact of a visual impairment</p> <p>10.4 Structure and supervise the activities of paraeducators and tutors who work with individuals with visual impairments</p> <p>10.5 Collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways</p>	<p>SVIP 730: Assessment and Methods</p> <p>SVIP 610: Nature and Needs; SVIP 705: Braille Reading and Writing; & SVIP 730: Assessment and Methods</p> <p>SVIP 610: Nature and Needs & SVIP 730: Assessment and Methods</p> <p>SVIP 610: Nature and Needs & SVIP 730: Assessment and Methods</p> <p>SVIP 610: Nature and Needs, SVIP 724: Multiple Disabilities, & SVIP 730: Assessment and Methods</p>
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Vision Statement
*To be the statewide leader in education
 and accessibility for individuals who are
 deaf, blind or multi-sensory disabled*

March 12, 2012

Dr. Charles Love
 Dean, School of Education
 University of South Carolina Upstate
 800 University Way
 Spartanburg, SC 29303

Dear Dr. Love,

The University of South Carolina Upstate (USC Upstate) has been a strong partner with the South Carolina School for the Deaf and the Blind (SCSDB). Staff from both programs have worked together to provide excellent learning opportunities for blind and visually impaired students in South Carolina. For example, through the Braille SC grant written by Dr. Tina Herzberg, USC Upstate and SCSDB teamed together to create the first Technology Olympics where blind and visually impaired students competed to showcase their ability to use the latest technology. Additionally, the Adventures in Braille weekend has been a joint effort helping students from across the state to become excited about using braille in their daily lives. Dr. Herzberg has also provided in-service training on best practices in the field of blindness and visual impairments to our staff.

Because of the close proximity of the USC Upstate and SCSDB campuses, opportunities to work together are easy. Currently, professors from the university hold some classes on our campus and arrange for hands on experiences for their teachers in training in our campus classrooms and in school district classrooms across the state served by our itinerant teachers. Because we have a specialized school designed to meet the needs of blind and visually impaired students, USC Upstate students are able to gain experiences using the latest technology during classroom instruction. The principal, teachers and students in our School for the Blind all benefit from having new ideas introduced on our campus through the contacts with USC Upstate professors and students.

The USC Upstate teacher training program in Visual Impairments has been a great source of quality, well-trained teachers for SCSDB. Many of our teachers in our School for the Blind and Cedar Springs Academy (serving students with multiple disabilities) are graduates of this program. Through the excellent preparation that they have received, our blind students have certainly benefitted. As a former principal, I knew that when a teacher applicant's credentials

SCSDB Accreditations

South Carolina State Department of Education (SDE) • Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD)
 Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI)

A Palmetto Gold School • A Red Carpet School

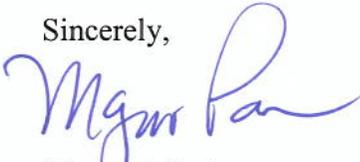
Dr. Charles Love
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March 12, 2012

reflected attending the USC Upstate Visual Impairments program, that the teacher would be well prepared to meet the needs of the blind students in his/her classroom.

The proposed program for USC Upstate to add a Master of Arts in Teaching in the area of Visual Impairments that would allow individuals without teaching certification to earn their initial certification is very exciting. At our school alone, over half of our teaching staff will be retiring within the next five years. Having a program that enables some of our talented non-teaching staff already working with our blind and visually impaired students to get a teaching degree as well as a master's degree will have a huge positive impact on our programs and our students.

I look forward to the continued partnership between USC Upstate and SCSDB. If you have any questions, do not hesitate to call me at 864-577-7500 or email me at mpark@scsdb.org.

Sincerely,



Margaret Park
President, South Carolina School for the Deaf and the Blind



South Carolina
Department of Education

Jim Rex
Superintendent of Education

Together, we can.

Dr. Charles Love, Dean
USC Upstate, School of Education
800 University Way
Spartanburg, SC 29303

January 7, 2011

Dear Dr. Love:

The South Carolina Department of Education appreciates the partnership with USC Upstate's School of Education and its role in the training of future teachers of the visually impaired for our state.

The South Carolina Department of Education is committed to the support of the University of South Carolina's proposal to create a two-year Masters of Arts in teacher education/visual impairments. This program allows individuals who have a four-year degree to enter the field of education at the master's level and become teachers of the visually impaired.

The creation of this new MAT program will increase the number of applicants who do not qualify in the current M.Ed. program. The result is that the program will impact the national and state shortage of teachers of the visually impaired.

Thank you for the opportunity to support such a wonderful proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lee Speer', written over a horizontal line.

Lee Speer, TVI, AT Specialists and
Interim Statewide Vision Consultant, S.C. Department of Education

cc: Dr. Tina Herzberg
Michelle Bishop