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**STATE BOARD OF EDUCATION**

CHAPTER 43

Statutory Authority: 1976 Code Sections 59-5-60(1) (2004), 59-25-110 (2004), 59-26-10 et seq. (2004 and Supp. 2010), and 20 U.S.C. 6301 et seq. (2001)

43-62. Requirements for Additional Areas of Certification

**Synopsis:**

This regulation needs to be amended to create a new optional endorsement and add-on certification in Teaching Children of Poverty. The Notice of Drafting was published in the *State Register* on July 22, 2011.

**Instructions:** The following section of Regulation 43-62 is modified as provided below. All other items and sections remain unchanged.

**Text:**

43-62. Requirements for Additional Areas of Certification

I. GENERAL INFORMATION

 A. Individuals who desire to add areas of certification to an existing certificate must complete a State Board of Education-approved program and present a passing score on the appropriate content-area examination(s) in the specific subject field, or complete the following add-on certification requirements specified by the Board.

 B. In the event that the State Board of Education should eliminate, revise, or adopt new certification areas, currently certified individuals who are affected may retain the areas of certification for which they previously qualified. However, the State Board of Education may require previously certified individuals to upgrade their certification by completing the new requirements within a specified period of time.

 C. The following designations apply to the grade spans for teacher certification in South Carolina, effective September 1, 2005.

CERTIFICATION GRADE SPANS

Early childhood = pre-Kindergarten-grade 3

Elementary = grades 2-6

Middle-level = grades 5-8

Secondary = grades 9-12

 The areas of art, music, physical education, English for Speakers of Other Languages (ESOL), foreign languages, theater, and exceptional children education (all categories) have a pre-Kindergarten (pre-K–12) grade span.

 D. Instructional areas may not be added to certificates in guidance, media specialist, or school psychologist unless the applicant has completed a teacher education program designed and approved for initial certification purposes.

 E. Certification is divided into four sections: (1) regular program, (2) exceptional children education, (3) career and technology education, and (4) other types of specialized certification.

II. REGULAR PROGRAM ADD-ON CERTIFICATION REQUIREMENTS

 The following areas are included:

 A. Art

 B. Driver Education

 C. Early Childhood Education

 D. Elementary Education

 E. English

 F. English for Speakers of Other Languages (ESOL)

 G. Gifted and Talented

 H. Health Education

 I. Literacy

 J. Mathematics

 K. Middle-level Education

 L. Music Education

 M. Physical Education

 N. Science

 O. Social Studies

 P. Theater

 Q. World Languages

 A. ART

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Art History/Appreciation 6

 Work devoted to the basic techniques of design and color 6

 Work devoted to drawing and painting (the student should 6

 use as many different media as possible)

 School art program 3

 Crafts 3

 B. Driver Education

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Evidence of at least three years of successful driving experience. Applicant must provide a copy of his or her driver's record from the applicable state transportation department. An applicant whose driver's license has six or more points against it will not be accepted for add-on certification in driver education.

 4. Valid driver's license issued by South Carolina or another state in which the teacher is a legal resident. (If a teacher holding certification in driver education has his or her driver's license revoked or suspended, the teacher must report this action to the Office of Educator Certification upon which the certification in driver education will automatically be rescinded.)

 5. Professional education

 The following twelve (12) hours are required to add the area of driver education to an existing certificate.

 Semester Hours

 Basic instructor's course in driver education 3

 Advanced instructor's course in driver education 3

 Electives (from the list below) 6

 Range and Simulation of Driver Education

 Emergency Maneuvers

 Multimedia Systems in Traffic Safety Education

 Research Methods in Traffic Safety Education

 General Safety

 Drugs in Relation to Highway Safety

 Motorcycle Safety Education

 Administration of Traffic Safety Education

 C. Early Childhood Education

 1. Bachelor's degree

 2. Initial or professional certificate at the elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 The Behavior and Development of the Young Child\* 3

 Curriculum for Early Childhood Education 3

 Methods and Materials for Early Childhood 3

 Practicum in Early Childhood Education\*\* 3

 Teaching Reading at the Elementary Level 3

 OR

 Emergent Literacy

 Content courses in math, science, and social studies 9

 (each must be represented)

 \*Credits earned in the area of child psychology are acceptable.

 \*\*The practicum requirement may be waived based on one year's successful experience teaching in pre-K to third grade.

 D. ELEMENTARY EDUCATION

 1. Bachelor's degree

 2. Initial or professional certificate in early childhood, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Teaching of Reading in the Elementary School 6

 Child Growth and Development 3

 Mathematics for the Elementary School Teacher 3

 Science for the Elementary Teacher 3

 Social Studies for the Elementary Teacher 3

 One of the following courses 3

 Literature for Children

 Art for the Elementary School Teacher

 Music for the Elementary School Teacher

 Health for the Elementary School Teacher

 E. ENGLISH

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Language Structure and Skills

 Composition and Rhetoric 6

 Advanced Composition and Rhetoric 3

 Development of Modern English 3

 Modern English Grammar 3

 Teaching of Reading (Secondary) 3

 Literature

 British Literature 3

 American Literature 3

 Adolescent Literature 3

 Literary Criticism 3

 Electives (Literature) 6

 5. Endorsement in Advanced Placement English requires certification in English and the successful completion of the requisite Advanced Placement Institute.

 F. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the South Carolina content area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Principles and Strategies for Teaching ESOL to Elementary 3

 and Secondary Learner

 Linguistics 3

 Teaching Reading and Writing to Limited English Proficient 3

 (LEP) Learners

 Two electives from the following courses 6

 Practicum in the Instruction of ESOL to Elementary and

 Secondary Learners\*

 Testing/Assessment for Language Minority Learners

 ESOL Curriculum Design and Materials Development

 Teaching English through the Content Areas

 Bilingual Special Education

 Second Language Acquisition for Teachers of Elementary

 and Secondary Learners

 English Grammar/Structure

 Cultural Diversity in Education

 \*Practicum may be waived based on one year's successful experience teaching ESOL.

 5. Second-language learning experiences documented by any one of the following:

 (a) six semester hours in a single second language;

 (b) completion of intensive language training by the Peace Corps, the Foreign Service Institute, or the Defense Language Institute;

 (c) placement in a third-year-level course in the foreign language department at an accredited college or university; or

 (d) demonstration of second-language proficiency in a language that is unavailable at accredited institutions through verification in writing from an official designated by the South Carolina Department of Education.

 G. GIFTED AND TALENTED EDUCATION

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Requirements for elementary-level

 Nature and Needs of Gifted and Talented Students 3

 Introduction to Curriculum and Instruction for Gifted and Talented 3

 Students

 Advanced Curriculum Practices for Gifted and Talented Students 3

 Identification, Current Trends, and Issues in Gifted and Talented 3

 Education

 Special Topics in Gifted and Talented Education 3

 Practicum in Gifted and Talented Education 3

 Requirements for middle-level

 Nature and Needs of Gifted and Talented Students 3

 Introduction to Curriculum and Instruction for Gifted 3

 Advanced Curriculum Practices for Gifted and Talented Student 3

 Content-area courses at the graduate level\* 9

 \*For middle school teachers, content-area courses at the graduate level must be applicable to curriculum and instruction at the middle school level.

 Requirements for secondary-level Semester Hours

 Nature and Needs of Gifted and Talented Students 3

 Introduction to Curriculum and Instruction for Gifted and 3

 Talented Students

 Advanced Curriculum Practices for Gifted and Talented Students 3

 Content-area courses at the graduate level\* 9

 \*For high school teachers, content-area courses at the graduate level must be applicable to curriculum and instruction at the high school level.

 Gifted and Talented Endorsement (only)

 In order to fulfill Regulation 43-220(II)(C), all teachers of a Gifted and Talented course or class must complete a training program that is approved by the South Carolina Department of Education. Completion of the training specified here fulfills this requirement and provides an endorsement in Gifted and Talented Education:

 A professional certificate in the teaching area

 AND

 Six (6) hours in the following courses Semester Hours

 Nature and Needs of Gifted and Talented Students 3

 Introduction to Curriculum and Instruction for Gifted and 3

 Talented Students

 H. HEALTH EDUCATION

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the required content area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Required

 Human Anatomy and Physiology (in addition to the 12 3–4

 semester hours of basic science requirements)

 School Health Program 2–3

 Emergency Preparedness and First Aid 2–3

Additional Courses (selected from a minimum of three additional areas for a total of twenty-four semester hours)

 Environmental Health 2–3

 Foods and Nutrition Education 2–3

 Contemporary Health Problems 2–3

 Drug Education and Drug-Taking Behaviors 2–3

 Family Living and Sex Education 2–3

 Mental Health 2–3

 Valuing and Decision Making in Health Education 2–3

 Consumer Health Education 2–3

 Community and Public Health Practices 2–3

 Chronic and Communicable Disease 2–3

 I. LITERACY

 1. LITERACY TEACHER

 (a) Bachelor’s degree

 (b) Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K-12 level

 (c) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 (d) Two years of successful teaching experience

 (e) Specialized preparation (graduate credit) Semester Hours

 a. Foundations of Reading 3

 b. Assessment Strategies for Reading 3

 c. Content Area Reading and Writing 3

 d. Instructional Strategies for Reading 3

 e. Optional Practicum in Literacy\* 3

 \*Practicum experiences should be included in the requirements of the courses as deemed necessary by each institution. These field experiences can be within a teacher’s classroom and should support experiences with small and large group instruction. A separate practicum experience may be offered as a stand- alone course option.

 2. LITERACY COACH

 (a) Bachelor’s degree

 (b) Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 (c) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 (d) Five years of successful teaching experience

 (e) Twelve (12) semester hours in courses required for Literacy Teacher

 (f) Specialized preparation (graduate credit) Semester Hours

 a. Reading Instruction and Assessment for Diverse Learners 3

 b. Coaching for Literacy Education 3

 c. Action Research in Literacy Coaching 3

 d. Practicum Experience\* 3

 \*Based on individual program of study established by institution

 3. LITERACY SPECIALIST

 (a) Bachelor’s degree

 (b) Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 (c) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 (d) Five years of successful teaching experience

 (e) Twenty-four (24) semester hours in courses required for Literacy Teacher and Literacy Consultant or Literacy Coach

 (f) Specialized preparation (graduate credit) Semester Hours

 a. Administration and Supervision in Literacy 3

 b. Curriculum Development 3

 c. Literacy Research 3

 d. Additional Education Leadership Course \* 3

 \*(Principalship, organizational theory for school administrators, school and community relations, school personnel, basic technology in administration, education evaluation, or public school administration)

 J. MATHEMATICS

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Algebra (abstract, matrix, and linear) 6

 Modern Geometry or Foundations of Geometry 3

 Calculus 8

 Three electives from the following subject areas 9

 Probability or Statistics

 Applied or Discrete Mathematics

 Number Theory

 Analysis

 Algebra or Geometry (advanced courses)

 5. Endorsement in Advanced Placement Mathematics requires the successful completion of the requisite Advanced Placement Institute.

 K. MIDDLE-LEVEL EDUCATION

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 Teachers who hold a professional certificate and who have three or more years of experience teaching in middle grades within the past five years on or before July 1, 2009, will be awarded middle-level certification in each subject area in which he or she has three or more years of successful experience according to the guidelines for Middle Grades Teacher Education and Certification, adopted by the State Board of Education.

 Prior to October 1, 2007, teachers who meet the experience requirement and are adding middle-level certification will be exempt from the coursework, subject area exams and the pedagogy exam required for add-on certification in specific middle-level areas.

 Between October 1, 2007, and July 1, 2009, teachers who meet the experience requirement and are adding middle-level certification must pass the subject area exam, and the pedagogy exam required by the State Board of Education in order to add subject-specific middle-level certification.

 Teachers who have a teaching certificate but do not meet the three (3) year teaching requirement by July 1, 2009, must complete all coursework and examinations required for add-on certification in middle-level areas.

 All teachers who teach in the middle grades must qualify for middle-level certification according to the phase-in plan approved by the State Board of Education.

 4. Early Childhood, Elementary, Middle, or Secondary Teachers Adding Middle-level Education

 (a) Specialized Preparation Semester Hours

 Middle-level Curriculum and Organization 3

 Early Adolescent Growth and Development and Learning 3

 Communities

 Teaching Reading and Writing in the Content Area 3

 (b) Content preparation (for secondary teachers adding the same content field at the middle

 level)

 Semester Hours

 No Additional Content

 Coursework Required

 (c) Content preparation (for early childhood, elementary, or middle-level teachers adding a

 content field at the middle-level)

 Semester Hours

 15\*

 \*All coursework must be in the particular middle-level field to be added (language arts, social studies, mathematics, or science), and, in the fields of social studies and science, at least three subject areas must be represented within the content field.

 L. MUSIC EDUCATION

 1. CHORAL

 (a) Bachelor's degree

 (b) Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 (c) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 (d) Specialized Preparation Semester Hours

 Applied Music (divided equally between piano and voice)\* 18 (or 3 full years)

 Theory (harmony, ear training, sight singing) 12

 Conducting 4

 History and/or Literature of Music\*\* 6

 Instruction in choral methods (or two semesters) 3

 Participation in ensembles (large or small) 3 full years

 \*A minimum of two half-hour lessons or one one-hour lesson per week for the full nine-month school year is accepted as one full year in any one area of Applied Music.

 \*\*The History and/or Literature of Music requirement may substitute for the Music Appreciation requirement in the General Education Program.

 (e) Endorsement in Advanced Placement Music requires certification in music and the successful completion of the requisite Advanced Placement Institute.

 2. INSTRUMENTAL

 (a) Bachelor's degree

 (b) Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 (c) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 (d) Specialized Preparation (band or orchestra) Semester Hours

 Applied music (divided equally among piano, one

 additional major instrument , and two additional

 instrument families)\* 18 (or 3 full years)

 Theory (harmony, ear training, sight singing) 12

 Conducting 4

 History and/or Literature of Music\*\* 6

 Instruction in wind, string and percussion instruments 3

 and in voice (or two semesters)

 Participation in ensembles (large or small) 3 full years

 \*A minimum of two half-hour lessons or one one-hour lesson per week for the full nine-month school year is accepted as one full year in any one area of Applied Music.

 \*\*The History and/or Literature of Music requirement may substitute for the Music Appreciation requirement in the General Education Program.

 (e) Endorsement in Advanced Placement Music requires certification in music and the successful completion of the requisite Advanced Placement Institute.

 3. PIANO, VOICE, VIOLIN

 (a) Bachelor's degree

 (b) Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K-12 level

 (c) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 (d) Specialized Preparation (band or orchestra) Semester Hours

 Applied music (piano, voice, violin, organ)\* 18

 Theory (harmony, ear training, sight singing) 12

 Conducting 4

 History and/or Literature of Music\*\* 6

 Instruction in wind, string and percussion instruments 3

 (or two semesters)

 Participation in ensembles (large or small) 3 full years

 \*A minimum of two half-hour lessons or one one-hour lesson per week for the full nine-month school year is accepted as one full year in any one area of applied music.

 \*\*The History and/or Literature of Music requirement may substitute for the Music Appreciation requirement in the General Education Program.

 M. PHYSICAL EDUCATION

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 History, Principles, or Philosophy of Physical Education 3

 Organization and Administration, Curriculum, or Evaluation of 3

 Physical Education

 Human Physiology and Anatomy (in addition to the twelve 3

 semester hours in basic science requirements)

 Materials and applied techniques 21

 (This area involves multiple courses that require an understanding and mastery of the techniques of the various activities and their presentation and adaptation to the various age levels and groups.)

 Required courses

 Games and Rhythms for the Elementary School-Aged Child

 Individual and Dual Sports

 Intramurals and Interscholastic Sports

 Movement Education

 Recreation and Outdoor Education

 Team Sports

 Elective courses

 Adapted Physical Education (exceptional or atypical children)

 Aquatics and Water Sports

 Stunts, Tumbling, and Gymnastics

 Rhythms

 Safety, First Aid, and Athletic Injuries

 Games and Activities of Low Organization

 N. SCIENCE

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation (for teaching all sciences in

 high school)\* Semester Hours

 Biology 6–8

 Chemistry 6–8

 Physics 6–8

 Marine Biology/Science 6–8

 Electives in the following subject areas: 6–12

 Biology

 Chemistry

 Physics

 Geology

 Geography

 Astronomy

 \*At least eighteen (18) semester hours of the thirty (30) semester hours must be in courses with a laboratory.

Certification will be granted in any one of the specific sciences when at least eighteen (18) semester hours of credit are presented. Six or more semester hours must be in laboratory courses.

 5. Endorsement in the Advanced Placement sciences requires certification in a science area and the successful completion of the requisite Advanced Placement Institute.

 O. SOCIAL SCIENCES

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation (for teaching all social

 studies in high school) Semester Hours

 Social studies 6

 U.S. History 6

 European History 6

 Electives from economics, government, geography, and sociology 12

 (not more than 6 hours in any one field)

 Electives from economics, geography, government, history, 6

 psychology, sociology, and the history of religion

 History

 U.S. History 6

 European History 6

 Electives from history and/or government 6

 One social studies field 18

 (Certification will be granted in any one of the specific subjects--economics, geography, government, psychology, and sociology--for which eighteen (18) semester hours are presented.)

 5. Endorsement in the Advanced Placement social sciences requires certification in a social studies area and the successful completion of the requisite Advanced Placement Institute.

 P. THEATER

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Acting 3

 Technical Theater (including stagecraft, lighting, Costuming, makeup) 6

 Directing 3

 Dramatic Literature 6

 History of the Theater 3

 Creative Drama 3

 Theater arts elective 3

 \*In meeting the above requirements, the applicant with training or experience in the professional theater may offer the following substitutions for the courses listed:

 (a) At least three (3) months full-time or twelve (12) months part-time acting training in a non-degree granting professional acting school (provided that the school employs at least three different teachers) may be substituted for the acting course.

 (b) At least six (6) months of full-time employment in technical theater may be substituted for technical theater courses.

 (c) Experience as director of at least five (5) full-length plays produced for a paying audience may be substituted for the directing course.

 Q. WORLD LANGUAGES (including American Sign Language)

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation (one world-language field)\* Semester Hours

 French 18

 German 18

 Latin 18

 Spanish 18

 Russian 18

 Japanese 18

 American Sign Language 21

 ASL coursework (12)

 ASL electives (9)\*\*

 (ASL linguistics must be included among electives)

 \*The semester hours required must be above the six-hour introductory course.

 \*\*ASL electives may include Deaf Literature and Folklore, Discourse in American Sign Language, Deaf Studies in these United States, Discourse Analysis of ASL, Deaf History, Deaf Culture, Careers in American Sign Language, or other related coursework.

 5. Endorsement in an Advanced Placement world language requires certification in the particular world language and the successful completion of the requisite Advanced Placement Institute.

III. EXCEPTIONAL CHILDREN ADD-ON CERTIFICATION

 The following areas are included:

 A. Early Childhood Special Education

 B. Education of Blind and Visually Impaired

 C. Education of Deaf and Hard of Hearing

 D. Emotional Disabilities

 E. Learning Disabilities

 F. Mental Disabilities

 G. Multi-categorical Special Education

 H. Severe Disabilities

 I. Speech Language Therapist

 A. EARLY CHILDHOOD SPECIAL EDUCATION

 1. Bachelor’s Degree

 2. Initial or professional certificate at the early childhood or elementary level, or in special education or Speech and Language

 3. Minimum qualifying score on the content area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Human Growth and Development 3

 Introduction to Early Childhood Special Education 3

 Partnerships in Early Childhood Special Education: Teaming 3

 with Parents and Professionals

 Assessment of Young Children with Disabilities 3

 Procedures for Working with Young Children with Disabilities 3

 Social/Emotional Development and Guidance for Young Children 3

 with Disabilities

 Practicum/Field Experience\* 3

 \*Practicum may be waived based on two years’ successful experience teaching young children with disabilities.

 NOTE: Individuals who have three (3) years teaching experience within the last five (5) years with young children with disabilities (birth to six years) will be granted add-on certification in Early Childhood Special Education by achieving the minimum qualifying score on the content area examination(s) required by the State Board of Education for Early Childhood Special Education within the five-year period.

Timeline: Effective July 1, 2016, all individuals working as Early Childhood Special Education teachers will be required to hold certification in Early Childhood Special Education.

 B. EDUCATION OF BLIND AND VISUALLY IMPAIRED

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Teaching of Reading 3

 Nature of Visually Impaired 3

 Educational Procedures for Visually Impaired 3

 Braille—Reading and Writing 3

 Advanced Braille (that includes Nemeth Code) 3

 Anatomy, Physiology, and Function of the Eye 3

 Low Vision 3

 Teaching Students with Multiple Handicaps 3

 Practicum in Instruction of the Visually Impaired Child\* 3

 \*Practicum may be waived based on two years' successful experience teaching visually impaired.

 C. EDUCATION OF DEAF AND HARD OF HEARING

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Introduction to Exceptional Learners/Special Education 3

 Teaching of Reading 3

 Methods/Procedures for Teaching Speech Reading 3

 Psychology of Hearing Impaired 3

 Teaching of Language to Students with Hearing Impairment 3

 Two electives from the following courses 6

 Educational Assessment

 Anatomy of the Auditory and Speech Mechanism

 History of Education and Guidance for the Hearing Impaired

 Audiology, Hearing Aids, and Auditory Training

 Methods of Teaching Elementary School Subjects

 Principles of Speech Correction

 Physical Education and Recreation for the Exceptional Child

 Nature of Emotional Disabilities

 Nature of Learning Disabilities

 Remedial Reading

 Practicum in Instruction of the Exceptional Child

 Introduction to Rehabilitation and Community Services

 Educational Psychology

 D. EMOTIONAL DISABILITIES

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K-12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Introduction to Exceptional Learners/Special Education 3

 Characteristics of Emotional Disabilities 3

 Methods/Procedures for Emotional Disabilities 3

 Behavior Management 3

 Teaching Reading in General and Special Education 3

 Assessment of Exceptional Learners 3

 Practicum in Instruction for Students with Emotional Disabilities\* 3

 \*Practicum may be waived based on two years' successful experience teaching emotional disabilities

 E. LEARNING DISABILITIES

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Introduction to Exceptional Learners/Special Education 3

 Characteristics of Learning Disabilities 3

 Methods/Procedures for Learning Disabilities 3

 Behavior Management 3

 Teaching Reading in General and Special Education 3

 Assessment of Exceptional Learners 3

 Practicum in Instruction for Students with Learning Disabilities\* 3

 \*Practicum may be waived based on two years' successful experience teaching learning disabilities.

 F. MENTAL DISABILITIES

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Characteristics of Mental Disabilities 3

 Methods/Procedures for Mental Disabilities 3

 Behavior Management 3

 Teaching Reading in General and Special Education 3

 Assessment of Exceptional Learners

 Practicum in Instruction for Students with Mental Disabilities\* 3

 \*Practicum may be waived based on two years' successful experience teaching mental disabilities.

 G. MULTI-CATEGORICAL SPECIAL EDUCATION

This area allows teachers to serve learners with mild to moderate disabilities, which include autism, emotional disabilities, learning disabilities, mental disabilities, and traumatic brain injury.

 1. Bachelor's degree

 2. Initial or professional certificate in either mental disabilities, emotional disabilities, or learning disabilities

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Introduction to Exceptional Learners/Special Education 3

 Characteristics of Learning Disabilities 3

 Characteristics of Mental Disabilities 3

 Characteristics of Emotional Disabilities 3

 Methods/Procedures for Learning Disabilities 3

 Methods/Procedures for Mental Disabilities 3

 Methods/Procedures for Emotional Disabilities 3

 Behavior Management 3

 Assessment of Exceptional Learners 3

 Practicum in Instruction for Students with Emotional 6

 Disabilities, and/or, Learning Disabilities, and/or, Mental Disabilities

 OR

 5. If certified in one area (mental disabilities, emotional disabilities, or learning disabilities) coursework is required in each of the two areas other than the teacher's certification area.

 Characteristics 3

 Methods in Procedures 3

 Practicum\* 3

 OR

 6. If certified in two areas (mental disabilities, emotional disabilities, or learning disabilities) coursework is required in the one remaining certification area.

 Characteristics 3

 Methods in Procedures 3

 Practicum\* 3

 \*Practicum (three semester hours) may be waived based on two years' successful experience teaching mental, emotional, or learning disabilities, as appropriate.

 H. SEVERE DISABILITIES

 This area allows teachers to serve learners with moderate to severe cognitive disabilities, which include mental disabilities, multiple disabilities, orthopedic impairment, autism, traumatic brain injury, and other health impairments.

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Introduction to Exceptional Learners/Special Education 3

 Characteristics of Severe Disabilities 3

 Methods/Procedures for Teaching Individuals with Moderate 3

 to Severe Disabilities

 Behavior Management 3

 Language/Communication Skills for Exceptional Children 3

 Assessment of Exceptional Learners 3

 Practicum in Instruction for Students with Severe Disabilities\* 3

 \*Practicum may be waived based on two years' successful experience teaching severe disabilities.

 I. SPEECH LANGUAGE THERAPIST

 (Included in Regulation 43-64 under Requirements for Certification at the Advanced Level)

IV. CAREER AND TECHNOLOGY ADD-ON CERTIFICATION

 The following areas are included:

 A. Agriculture

 B. Business and Marketing Technology

 C. Computer Programming

 D. Family and Consumer Science

 E. Industrial Technology

 A. AGRICULTURE

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 (a) Agriculture

 Plant sciences (including agronomy, horticulture, and/or forest) 15

 Animal sciences (including dairy or poultry) 6

 Agricultural engineering (mechanization) 6

 Agricultural economics 6

 Agricultural sciences electives 18

 (b) One specific Agricultural Education field

 Agricultural mechanics 18

 Animal science 18

 Environmental science and natural resources 18

 Forestry 18

 Horticulture 18

 Agriculture sciences electives (required for each of the five 6

 required Agricultural Education fields)

 B. BUSINESS AND MARKETING TECHNOLOGY

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Accounting 6

 Business Communications 3

 Business Law

 Computer applications and technology (to include, but not be 9

 limited to: word processing, spreadsheets, database management,

 and Web publishing//multimedia)

 Economics 3

 Entrepreneurship 3

 Hospitality, Tourism or Hotel/Motel Management 3

 International Business 3

 Management 3

 Marketing 3

 Instructional Methods for Teaching Business, Marketing, 3

 Computer Technology

 C. COMPUTER PROGRAMMING (for Career and Technology Education programming courses)

 1. Bachelor's degree

 2. Initial or professional certificate at the secondary level in any subject area.

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Computer programming (any combination of currently 9

 relevant language(s) being used in business)

 Note: Programming courses completed at the post-secondary level within the past five years may be counted toward this endorsement.

 D. FAMILY AND CONSUMER SCIENCE

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Child Development or Human Growth and Development 3

 Computer Technology or Introduction to Computer 3

 Consumer Economics and Resource Management 3

 Curriculum and Evaluation in Family and Consumer 3

 Sciences (FCS) or Instructional Strategies 3

 Food Science or Food Composition 3

 General Chemistry and Lab or Chemical Sciences and Law 4

 Housing: Design and Environment or Residential Technology 3

 Human Sexuality 3

 Introduction to the Exceptional Child or Introduction to Special 3

 Education

 Marriage and Family Relations or Education for Parenthood 3

 Professional Foundations of Family and Consumer Sciences 3

 OR

 The Professional and the Family Advanced Child Care and

 Family Relations

 One of the following courses 3

 Human Nutrition

 Meal Management

 Nutrition and Food

 Quality Food Production

 One of the following courses 3

 Clothing Design and Construction

 Contemporary Aspects of Clothing

 Creative Apparel Design

 Essentials of Textiles

 E. INDUSTRIAL TECHNOLOGY

 1. Bachelor's degree

 2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

 4. Specialized Preparation Semester Hours

 Transportation 6

 Communication 6

 Manufacturing 6

 Construction 6

 Computer Assisted Drafting (CAD) 3

 New and emerging areas of technology such as bio-related 9

 technology, computer technology, and designing and

 problem solving

V. OTHER TYPES OF SPECIALIZED CERTIFICATION

 The following areas are included:

 A. Adjunct Instructor

 B. Fine Arts

 C. Montessori

 D. Online Teaching

 E. Teaching Children of Poverty

 A. ADJUNCT INSTRUCTOR

 Eligibility Requirements

 1. The individual must have earned a bachelor’s degree or higher from a regionally accredited college or university, and

 2. A school district in the state must be willing to employ the individual as a teacher on a part-time basis in a content field at the middle or secondary school level, or in the related arts or physical education at the elementary level.

 Application Requirements

 3. The applicant must

 (a) complete the application process for South Carolina educator certification, including an all-clear fingerprint review;

 (b) have earned a bachelor’s degree or higher with a major in the field of certification, or must submit passing scores on the content certification exam(s) required for the certification area; and

 (c) submit verification of five years of occupational experience within the past ten years in, or related to, the content field of the certificate for which the individual is applying; and

 4. The school district seeking to employ the individual must provide the following documentation to the Office of Educator Certification:

 (a) a request and justification for employment of the instructor,

 (b) an assurance that the employment of this instructor will not displace a certified teacher already employed, and

 (c) an assurance that the adjunct instructor’s teaching assignment will be less than a .5 full-time equivalent position and will not exceed two credit-bearing courses in an academic year.

Stipulations

The following stipulations apply to the South Carolina Adjunct Teaching Certificate:

 5. The Adjunct Teaching Certificate is valid only in the sponsoring school district and is not transferrable to any other school district or state.

 6. The adjunct instructor must be assigned a state-certified mentor in the same general subject area(s) in which the instructor is assigned to teach.

 7. The adjunct instructor must be evaluated annually by the school district and must receive successful performance reviews for the certificate to be reissued for subsequent years at the request of the sponsoring school district.

 8. The adjunct instructor must complete a minimum of 20 contact hours of professional development approved by the employing school district each three-year period the certificate is held.

 9. The salary for the adjunct instructor will be determined by the employing school district.

 B. FINE ARTS

 1. Teachers for advanced fine arts programs who do not meet the requirements for certification in any existing area of certification will be issued an initial teaching certification if all of the following requirements are met:

 (a) The school district has in operation an advanced program in the fine arts that has been approved by the South Carolina Department of Education.

 (b) The school district superintendent requests certification for the prospective teacher in writing, describing the situation in which the teacher will work and the exact nature of the proposed duties of the teacher.

 (c) The candidate has earned an undergraduate or graduate degree in fine arts from a nationally or regionally accredited institution of higher education or an institution that has programs approved for teacher education by the State Board of Education in the area of the fine arts that the teacher is to teach.

 (d) The candidate presents evidence of at least two years of successful professional experience in the area of the fine arts that he or she is expected to teach.

 (e) The candidate presents an acceptable score(s) on the required teaching content-area examination(s).

 2. The initial certificate in Fine Arts will be issued for three years. It can be renewed in accordance with Regulation 43-53.I.A. A total of twelve (12) semester hours of credit, which includes teaching methods and psychology of learning in graduate professional education, will be required for professional certification.

 3. In addition to the graduate professional education requirement specified above, the initial certificate will be converted to the professional certificate upon successful completion of induction requirements, ADEPT, and the pedagogy examination required by the State Board of Education.

 C. MONTESSORI

 1. Levels of Montessori Certification

 Primary (3K–5K)

 Elementary I (Grades 1–3)

 Elementary II (Grades 4–6)

 Middle (Grades 6–8)

 2. Individuals who wish to add Montessori to an existing certificate must meet the following requirements.

 (a) Bachelor’s degree

 (b) Initial or professional certificate at the appropriate level (early childhood, elementary, middle, or pre-K–12 level \*)

 (c) Completion of a training program at the appropriate level accredited by the Montessori Accreditation Council for Teacher Education (MACTE)

 \*A minimum qualifying score on the content area examination(s) required by the State Board of Education for early childhood, elementary, or middle level certification is also required for individuals with a prerequisite certificate in a preK–12 field who wish to add the appropriate Montessori level.

 3. Individuals who wish to qualify for initial Montessori certification must complete a State Board of Education–approved undergraduate or graduate teacher preparation program in early childhood, elementary, or middle-level with a Montessori emphasis (i.e., includes all requirements for a MACTE training program) AND submit passing scores on the certification examinations approved by the State Board of Education at the appropriate level.

 OR

 4. Verify completion of a bachelor’s degree, a MACTE-approved training program, and passing scores on the appropriate certification examination(s) approved by the State Board of Education, including the pedagogy exam. Additional certification fields may not be added to an initial Montessori certificate under this option unless the educator completes a State Board of Education-approved teacher preparation program in the additional field.

 D. ONLINE TEACHING

 This is an optional add-on certification that is intended to enhance an educator's skills and knowledge beyond that required for traditional teaching and to prepare the individual to teach classes within an online environment.

 Individuals who wish to add Online Teaching to an existing certificate must meet the following requirements.

 1. Bachelor's degree

 2. Initial or professional certificate at the middle, secondary, or pre-K–12 level

 3. Minimum qualifying score(s) on the content area examination(s) required by the State Board of Education

 4. Specialized Preparation (required courses)\* Semester Hours

 Facilitating Online Courses Effectively 3

 Effective Online Course Management 3

 5. Elective Courses (select two courses from the list below)\*

 Approaches and Tools for Developing Web-Enhanced Lessons 2

 Classroom Assessment Enhanced by Technology 2

 Differentiating Instruction to Accommodate Learning Styles 2

 Using Digital Portfolios to Foster Student Learning 2

 Learning and Teaching with Web 2.0 Tools 2

 South Carolina Online Resources 2

Waiver Provisions

 Coursework listed above may be waived and certification in Online Teaching granted for teachers who have successfully taught three online courses through an accredited educational institution or professional development program within three years of application (URL or access to current online courses required).

 \*All coursework listed above will be offered online by the South Carolina Department of Education (SCDE) for graduate credit in conjunction with selected colleges or universities. Additional course options may be added as needed by the SCDE.

 E. TEACHING CHILDREN OF POVERTY

 This is an optional endorsement and add-on certification that is intended to enhance the skills of educators who work with children and youth who live in poverty.

 1. Endorsement

 a. Bachelor’s degree

 b. Initial or Professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

 AND

 c. Six semester hours in the following courses Semester Hours

 Living in Poverty 3

 One course from among the following: 3

 Language, Literacy, and Poverty

 Teaching and Assessing Children of Poverty

 Home, Community, and Classroom Partnerships in

 High Poverty Areas

 2. Add-on Certification

 a. Bachelor’s degree

 b. Initial or Professional certificate at the early childhood, elementary, middle, secondary or pre-K–12 level

 c. Specialized Preparation Semester Hours

 Living in Poverty 3

 Language, Literacy, and Poverty 3

 Teaching and Assessing Children of Poverty 3

 Home, Community, and Classroom Partnerships in 3

 High Poverty Areas

NOTE: All courses must include a field experience component.

**Fiscal Impact Statement:**

There will be no increased costs to the state or its political subdivisions.

**Statement of Rationale:**

The amendments to this regulation are needed to create a new optional endorsement add-on certification in Teaching Children of Poverty.