S.C. Public Education Guidelines

Title of Guidelines: Guidelines and Requirements for Content Area Add-on Certifications and Endorsements

Approved by: S.C. State Board of Education

Approval Date(s): October 14, 2015

Under Regulation: 43-62


SCDE Office: Office of Educator Services
Guidelines and Requirements for Content Area Add-on Certifications and Endorsements

I. GENERAL INFORMATION

This document establishes the guidelines and requirements for educators seeking to add content area certifications and endorsements to existing educator certificates and supports State Board of Education Regulation 43-62 Requirements for Additional Areas of Certification, amended effective June 26, 2015.

Pre-requisites. As stated in Regulation 43-62, to add to a teaching certificate any additional content area field, exceptional children certification field, or Career and Technology certification field, an educator must meet the following pre-requisites:

1. Bachelor’s degree or higher;
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 for the content area; and
4. Completion of all required coursework with an equivalent of a grade of “C” or better.

Add-on Options. A teaching field may be added to a valid initial or professional teaching certificate by one of the two following methods:

1. Approved Program. An educator may add a teaching field to a valid initial or professional teaching certificate by successful completion of a state-approved teacher preparation program in the new field. The program must be completed at an institution that meets at least one of the following requirements specified in R 43-51 Certification Requirements.
   a. An institution that is accredited for general collegiate purposes by one of the following regional accreditation associations:
      • New England Association of Schools and Colleges, Commission on Institutions of Higher Education
      • North Central Association of Colleges and Schools, The Higher Learning Commission
      • Middle States Commission on Higher Education
      • Southern Association of Colleges and Schools, Commission on Colleges
      • Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities
      • Northwest Commission of Colleges and Universities
   b. A South Carolina institution that has programs approved for teacher education by the State Board of Education
   c. An institution that has programs approved for teacher education by a national teacher education accrediting organization with which South Carolina has a partnership agreement or which South Carolina recognizes.

2. Course-by-Course. An educator may add a teaching field to a valid initial or professional certificate through successful completion of course-by-course requirements for the new teaching field as specified in these Guidelines.
II. ACADEMIC CONTENT AREA ADD-ON CERTIFICATION

The following academic content area fields may be added to a valid initial or professional teaching certificate.

1. Art
2. Driver Education
3. Early Childhood Education
4. Elementary Education
5. English
6. English for Speakers of Other Languages (ESOL)
7. Gifted and Talented
8. Health Education
9. Mathematics
10. Middle-level Education
11. Music Education
12. Physical Education
13. Science
14. Social Studies
15. Theater
16. World Languages
17. Literacy

COURSE-BY-COURSE REQUIREMENTS FOR ACADEMIC CONTENT AREA FIELDS

1. ART

<table>
<thead>
<tr>
<th>Course Content Requirements for Art</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History/Appreciation</td>
<td>6</td>
</tr>
<tr>
<td>Basic Techniques of Design and Color</td>
<td>6</td>
</tr>
<tr>
<td>Drawing and Painting (using as many different media as possible)</td>
<td>6</td>
</tr>
<tr>
<td>School Art Program</td>
<td>3</td>
</tr>
<tr>
<td>Crafts</td>
<td>3</td>
</tr>
</tbody>
</table>

2. DRIVER EDUCATION

<table>
<thead>
<tr>
<th>Pre-requisite Driver Credentials to Add Driver Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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.</td>
<td></td>
</tr>
<tr>
<td>2. 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 SCDE upon which the certification in driver education will automatically be rescinded.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Content Requirements for Driver Education</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Instructor’s Course in Driver Education</td>
<td>3</td>
</tr>
<tr>
<td>Course Content Requirements for Early Childhood Education</td>
<td>Semester Hours</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>The Behavior and Development of the Young Child</td>
<td>3</td>
</tr>
<tr>
<td><em>Credits earned in the area of child psychology are acceptable.</em></td>
<td></td>
</tr>
<tr>
<td>Curriculum for Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>Methods and Materials for Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Early Childhood Education <em>The practicum requirement may be waived based on one year’s successful experience teaching in pre-K to third grade.</em></td>
<td>3</td>
</tr>
<tr>
<td>Teaching Reading at the Elementary Level or Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>Content courses in each of the following subjects: math, science, and social studies</td>
<td>9</td>
</tr>
</tbody>
</table>

### 4. ELEMENTARY EDUCATION

<table>
<thead>
<tr>
<th>Course Content Requirements for Elementary Education</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching of Reading in the Elementary School</td>
<td>6</td>
</tr>
<tr>
<td>Child Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics for the Elementary School Teacher</td>
<td>3</td>
</tr>
<tr>
<td>Science for the Elementary Teacher</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies for the Elementary Teacher</td>
<td>3</td>
</tr>
<tr>
<td>One of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>Literature for Children</td>
<td></td>
</tr>
<tr>
<td>Art for the Elementary School Teacher</td>
<td></td>
</tr>
<tr>
<td>Music for the Elementary School Teacher</td>
<td></td>
</tr>
<tr>
<td>Health for the Elementary School Teacher</td>
<td></td>
</tr>
</tbody>
</table>

### 5. ENGLISH

<table>
<thead>
<tr>
<th>Course Content Requirements for English</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Language Structure and Skills</em></td>
<td></td>
</tr>
<tr>
<td>Language Structure and Skills; Composition and Rhetoric</td>
<td>6</td>
</tr>
<tr>
<td>Advanced Composition and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Development of Modern English</td>
<td>3</td>
</tr>
<tr>
<td>Modern English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>Teaching of Reading (Secondary)</td>
<td>3</td>
</tr>
<tr>
<td><em>Literature</em></td>
<td></td>
</tr>
<tr>
<td>British Literature</td>
<td>3</td>
</tr>
</tbody>
</table>
6. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

A. Second Language Learning Experiences Documenting by One of the Following Methods:

- Six semester hours of college credit in a single second language; or
- Completion of intensive language training by the Peace Corps, the Foreign Service Institute, or the Defense Language Institute; or
- Placement in a third-year-level course in the foreign language department at an accredited college or university; or
- Demonstration of second-language proficiency in a language that is unavailable at accredited institutions through verification in writing from an official designated by the South Carolina Department of Education.

B. Course Content Requirements for ESOL

<table>
<thead>
<tr>
<th>Course Content Requirements for ESOL</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles and Strategies for Teaching ESOL to Elementary and Secondary Learners</td>
<td>3</td>
</tr>
<tr>
<td>Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Reading and Writing to Limited English Proficient (LEP) Learners</td>
<td>3</td>
</tr>
<tr>
<td>Two of the following elective courses:</td>
<td>6</td>
</tr>
<tr>
<td>Practicum in the Instruction of ESOL to Elementary and Secondary Learners</td>
<td>3</td>
</tr>
<tr>
<td>Practicum may be waived based on documentation of one year of successful experience teaching ESOL.</td>
<td></td>
</tr>
<tr>
<td>Testing/Assessment for Language Minority Learners</td>
<td></td>
</tr>
<tr>
<td>ESOL Curriculum Design and Materials Development</td>
<td></td>
</tr>
<tr>
<td>Teaching English through the Content Areas</td>
<td></td>
</tr>
<tr>
<td>Bilingual Special Education</td>
<td></td>
</tr>
<tr>
<td>Second Language Acquisition for Teachers of Elementary and Secondary Learners English Grammar/Structure</td>
<td></td>
</tr>
<tr>
<td>Cultural Diversity in Education</td>
<td></td>
</tr>
</tbody>
</table>

7. GIFTED AND TALENTED EDUCATION

<table>
<thead>
<tr>
<th>Course Content Requirement for Gifted and Talented Education</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements for Elementary Level</td>
<td></td>
</tr>
<tr>
<td>Nature and Needs of Gifted and Talented Students</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Curriculum and Instruction for Gifted and Talented Students</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Curriculum Practices for Gifted and Talented</td>
<td>3</td>
</tr>
<tr>
<td>Students Identification, Current Trends, and Issues in Gifted and Talented Education</td>
<td>3</td>
</tr>
<tr>
<td>Special Topics in Gifted and Talented Education</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Gifted and Talented Education</td>
<td>3</td>
</tr>
</tbody>
</table>
### Requirements for Middle Level

<table>
<thead>
<tr>
<th>Nature and Needs of Gifted and Talented Students</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Curriculum and Instruction for Gifted and Talented Students</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Curriculum Practices for Gifted and Talented Students</td>
<td>3</td>
</tr>
</tbody>
</table>
| Content-area courses at the graduate level  
  For middle school teachers, content-area courses at the graduate level must be applicable to curriculum and instruction at the middle school level. | 9 |

### Requirements for Secondary Level

<table>
<thead>
<tr>
<th>Nature and Needs of Gifted and Talented Students</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Curriculum and Instruction for Gifted and Talented Students</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Curriculum Practices for Gifted and Talented Students</td>
<td>3</td>
</tr>
</tbody>
</table>
| Content-area courses at the graduate level*  
  *For high school teachers, content-area courses at the graduate level must be applicable to curriculum and instruction at the high school level. | 9 |

### 8. HEALTH EDUCATION

<table>
<thead>
<tr>
<th>Course Content Requirements for Health Education</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education/basic science requirements of bachelor’s degree program</td>
<td>12</td>
</tr>
<tr>
<td>Human Anatomy and Physiology (in addition to the 12 semester hours of basic science requirements)</td>
<td>3-4</td>
</tr>
<tr>
<td>School Health Program</td>
<td>3-4</td>
</tr>
<tr>
<td>Emergency Preparedness and First Aid</td>
<td>2-3</td>
</tr>
<tr>
<td>Additional courses selected from a minimum of three additional areas listed below for an overall total of twenty-four semester hours for the add-on</td>
<td></td>
</tr>
<tr>
<td>Environmental Health</td>
<td></td>
</tr>
<tr>
<td>Foods and Nutrition Education</td>
<td></td>
</tr>
<tr>
<td>Contemporary Health Problems</td>
<td></td>
</tr>
<tr>
<td>Drug Education and Drug-Taking Behaviors</td>
<td></td>
</tr>
<tr>
<td>Family Living and Sex Education</td>
<td></td>
</tr>
<tr>
<td>Mental Health</td>
<td></td>
</tr>
<tr>
<td>Valuing and Decision Making in Health Education</td>
<td></td>
</tr>
<tr>
<td>Consumer Health Education</td>
<td></td>
</tr>
<tr>
<td>Community and Public Health Practices</td>
<td></td>
</tr>
<tr>
<td>Chronic and Communicable Disease</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

### 9. MATHEMATICS

<table>
<thead>
<tr>
<th>Course Content Requirements for Mathematics</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra (abstract, matrix, and linear)</td>
<td>6</td>
</tr>
<tr>
<td>Modern Geometry or Foundations of Geometry</td>
<td>3</td>
</tr>
<tr>
<td>Calculus</td>
<td>6-8</td>
</tr>
<tr>
<td>Three electives from the following subject areas:</td>
<td></td>
</tr>
<tr>
<td>Probability or Statistics</td>
<td>9</td>
</tr>
<tr>
<td>Applied or Discrete Mathematics</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>Number Theory</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
</tr>
<tr>
<td>Algebra or Geometry (advanced courses)</td>
<td></td>
</tr>
</tbody>
</table>

10. MIDDLE-LEVEL EDUCATION

<table>
<thead>
<tr>
<th>Course Content Requirements for Middle-level Education</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle-level Curriculum and Organization</td>
<td>3</td>
</tr>
<tr>
<td>Early Adolescent Growth and Development and Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Reading and Writing in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>Content Preparation for early childhood, elementary, or middle-level teachers adding a new content field at the middle-level</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Content Preparation for high school certified teachers adding the same content field at the middle level</td>
<td>No Additional Coursework Required</td>
</tr>
</tbody>
</table>

11. MUSIC EDUCATION

1. MUSIC EDUCATION - CHORAL

<table>
<thead>
<tr>
<th>Course Content Requirements for Music Education - Choral</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music (divided equally between piano and voice)</td>
<td></td>
</tr>
<tr>
<td>*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</td>
<td></td>
</tr>
<tr>
<td>18 hours or 3 full years*</td>
<td></td>
</tr>
<tr>
<td>Theory (harmony, ear training, sight singing)</td>
<td>12</td>
</tr>
<tr>
<td>Conducting</td>
<td>4</td>
</tr>
<tr>
<td>History and/or Literature of Music</td>
<td>6</td>
</tr>
<tr>
<td><em>The History and/or Literature of Music requirement may substitute for the Music Appreciation requirement in the General Education Program.</em></td>
<td></td>
</tr>
<tr>
<td>Instruction in choral methods (or two semesters)</td>
<td>3</td>
</tr>
<tr>
<td>Participation in ensembles (large or small)</td>
<td>3 full years*</td>
</tr>
</tbody>
</table>

2. MUSIC EDUCATION – INSTRUMENTAL

<table>
<thead>
<tr>
<th>Course Content Requirements for Music Education – Instrumental (Band or Orchestra)</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music - Divided equally between Piano, one major instrument (not piano), and two additional instruments of different families.</td>
<td></td>
</tr>
<tr>
<td>*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.</td>
<td></td>
</tr>
<tr>
<td>18 hours or 3 full years*</td>
<td></td>
</tr>
</tbody>
</table>
### 3. MUSIC EDUCATION - PIANO

**Course Content Requirements for Music Education – Piano**

<table>
<thead>
<tr>
<th>Applied Music – Piano/Organ</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>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.</em></td>
<td>18 hours or 3 full years*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theory (Harmony, Ear Training, Sight Singing)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conducting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History and/or Literature of Music</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The History and/or Literature of Music requirement may substitute for the Music Appreciation requirement in the General Education Program.</em></td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction in Wind, String, and Percussion Instruments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 hours or 2 semesters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participation in Ensembles – Piano/Organ (large or small)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 full years*</td>
</tr>
</tbody>
</table>
### Theory (Harmony, Ear Training, Sight Singing)  
12

### Conducting  
4

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

### Instruction in Wind, String, and Percussion Instruments  
3 hours or 2 semesters

### Participation in Ensembles - Voice (large or small)  
3 full years

### 12. PHYSICAL EDUCATION

#### Content Course Requirements for Physical Education  
<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, Principles, or Philosophy of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Organization and Administration, Curriculum, or Evaluation of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Human Physiology and Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>Materials and Applied Techniques</td>
<td>21</td>
</tr>
</tbody>
</table>

*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 course chosen from the following:*

- 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
### 13. SCIENCE

<table>
<thead>
<tr>
<th>Content Course Requirements to add Broad-field Science (for teaching all high school science subject areas)</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>6-8*</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6-8*</td>
</tr>
<tr>
<td>Physics (not Physical Science)</td>
<td>6-8*</td>
</tr>
<tr>
<td>Electives in Science (not Biology, Chemistry, or Physics)</td>
<td>6-8*</td>
</tr>
<tr>
<td>Science courses, excluding General Biology, Chemistry, and Physics, may include but are not limited to:</td>
<td></td>
</tr>
<tr>
<td>Astronomy, Ecology, Geology, Marine Biology, Physical Geography, Physical Science, or Zoology. The courses must be taught in or accepted as a Science course by the Science Department.</td>
<td></td>
</tr>
<tr>
<td>Science Electives (any area)</td>
<td>0-6*</td>
</tr>
<tr>
<td>Total Hours Required</td>
<td>30*</td>
</tr>
<tr>
<td>*At least eighteen (18) semester hours of the thirty (30) semester hours must be in courses with a laboratory.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Course Requirements to add Single Field of Science</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification will be granted in the single field—Biology or Chemistry or Physics—for which eighteen hours are presented. A minimum of two courses or six hours must include a laboratory.</td>
<td>18 in single field</td>
</tr>
</tbody>
</table>

### 14. SOCIAL STUDIES

<table>
<thead>
<tr>
<th>Content Course Requirements for Broad-field Social Studies (for teaching all high school social studies subject areas)</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td>6</td>
</tr>
<tr>
<td>European History</td>
<td>6</td>
</tr>
<tr>
<td>Electives from Economics, Government, Geography, and Sociology (no more than 6 hours in any one field)</td>
<td>12</td>
</tr>
<tr>
<td>Electives from Economics, Geography, Government, History, Psychology, Sociology, and/or the History of Religion</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Course Requirements for History</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td>6</td>
</tr>
<tr>
<td>European History</td>
<td>6</td>
</tr>
<tr>
<td>Electives from History and/or Government</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Course Requirements for a Single Field of Social Studies</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification will be granted in any one of the specific subjects – Economics, Geography, Government, Psychology, or Sociology – for which eighteen semester hours are presented.</td>
<td>18 in single field</td>
</tr>
</tbody>
</table>
15. THEATER

<table>
<thead>
<tr>
<th>Course Content Requirements for Theater</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td>3</td>
</tr>
<tr>
<td>Technical Theater (including stagecraft, lighting, costuming, makeup)</td>
<td>6</td>
</tr>
<tr>
<td>Directing</td>
<td>3</td>
</tr>
<tr>
<td>Dramatic Literature</td>
<td>6</td>
</tr>
<tr>
<td>History of the Theater</td>
<td>3</td>
</tr>
<tr>
<td>Creative Drama</td>
<td>3</td>
</tr>
<tr>
<td>Theater Arts Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

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

- 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.
- At least six (6) months of full-time employment in technical theater may be substituted for technical theater courses.
- Experience as director of at least five (5) full-length plays produced for a paying audience may be substituted for the directing course.

16. WORLD LANGUAGES

<table>
<thead>
<tr>
<th>Content Course Requirements for Single World Language</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The semester hours required must be above the six-hour introductory course.</em></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>18</td>
</tr>
<tr>
<td>German</td>
<td>18</td>
</tr>
<tr>
<td>Latin</td>
<td>18</td>
</tr>
<tr>
<td>Spanish</td>
<td>18</td>
</tr>
<tr>
<td>Russian</td>
<td>18</td>
</tr>
<tr>
<td>Japanese</td>
<td>18</td>
</tr>
<tr>
<td>American Sign Language</td>
<td></td>
</tr>
<tr>
<td>ASL Coursework</td>
<td>12</td>
</tr>
<tr>
<td>ASL Electives</td>
<td></td>
</tr>
<tr>
<td>Linguistics must be included in the ASL elective hours. Additional hours 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.</td>
<td>9</td>
</tr>
</tbody>
</table>
17. LITERACY

LITERACY TEACHER

<table>
<thead>
<tr>
<th>Pre-Requisites for Literacy Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Years of Successful Teaching Experience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Content Requirements for Literacy Teacher</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Reading</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Strategies for Reading</td>
<td>3</td>
</tr>
<tr>
<td>Content Area Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td>Instructional Strategies for Reading</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Literacy</td>
<td></td>
</tr>
</tbody>
</table>

Practicum experiences must be embedded in the requirements of the course sequence as designed by each institution or must be offered through a separate practicum experience as a stand-alone course option. These field experiences can be within a teacher’s classroom and should support experiences with small and large group instruction.

LITERACY COACH

<table>
<thead>
<tr>
<th>Pre-Requisites for Literacy Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Five years of successful teaching experience</td>
</tr>
<tr>
<td>2. Literacy Teacher Certification</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Course Requirements for Literacy Coach</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Instruction and Assessment for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>Coaching for Literacy Education</td>
<td>3</td>
</tr>
<tr>
<td>Action Research in Literacy Coaching</td>
<td>3</td>
</tr>
<tr>
<td>Practicum Experience</td>
<td></td>
</tr>
</tbody>
</table>

Practicum experiences in literacy coaching must be embedded in the requirements of the course sequence as designed by each institution or must be offered through a separate practicum experience as a stand-alone course option.

LITERACY SPECIALIST

<table>
<thead>
<tr>
<th>Pre-Requisites for Literacy Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Five Years of Successful Teaching Experience</td>
</tr>
<tr>
<td>2. Literacy Teacher Certification</td>
</tr>
<tr>
<td>3. Literacy Coach Certification</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Content Requirements for Literacy Specialist</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration and Supervision in Literacy</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>Literacy Research</td>
<td>3</td>
</tr>
</tbody>
</table>
III. EXCEPTIONAL CHILDREN ADD-ON CERTIFICATION

The addition of content area of certification in the teaching of exceptional children allows the educator to practice and be considered in-field in the additional content area.

The following special education certification fields may be added to an existing valid certificate.

1. Early Childhood Special Education (Ages 3–6)
2. Education of Blind and Visually Impaired
3. Education of Deaf and Hard of Hearing
4. Emotional Disabilities
5. Learning Disabilities
6. Intellectual Disabilities
7. Multi-categorical Special Education
8. Severe Disabilities
9. Speech Language Therapist

1. EARLY CHILDHOOD SPECIAL EDUCATION (AGES 3 – 6)

Educators licensed in a PK-12 area of Special Education and who provide primary instruction to young children with disabilities—ages 3, 4, or 5 who are not enrolled in kindergarten (5K)—are not required to add Early Childhood Special Education as an additional area of certification but may do so to demonstrate additional expertise.

By July 1, 2020, educators licensed in Early Childhood who provide primary instruction to young children with disabilities—ages 3, 4, or 5 who are not enrolled in kindergarten (5K)—must complete requirements to add Early Childhood Special Education to their South Carolina teaching licenses.

Options and requirements for adding this area to a credential are outlined below.

Option 1: Grandfathering Deadline July 1, 2016

Educators who have three (3) years teaching experience within the last five (5) years working with young children with disabilities (birth to six (6) years) will be granted add-on certification in Early Childhood Special Education by submitting the grandfathering request form with district verification no later than July 1, 2016. No additional coursework or testing required.

Option 2: Grandfathering Deadline July 1, 2018

Educators who do not have three (3) years teaching experience within the last five (5) working with young children with disabilities (birth to six (6) years) by July 1, 2016, 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 and submitting a Request for Change/Action for the add-on area no later than July 1, 2018. *No additional coursework required.*

**Option 3: Requirements to Add Early Childhood Special Education after July 1, 2018**

Educators who do not meet the grandfathering deadlines listed in Option 1 and 2 above 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 *and* by completing the course-by-course requirements below.

<table>
<thead>
<tr>
<th>Course Content Requirements for Early Childhood Special Education</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Early Childhood Special Education: Teaming with Parents and Professionals</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of Young Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Procedures for Working with Young Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Social/Emotional Development and Guidance for Young Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Practicum/Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>Practicum may be waived with documentation of two years of successful experience teaching young children with disabilities.</td>
<td>3</td>
</tr>
</tbody>
</table>

**2. EDUCATION OF BLIND AND VISUALLY IMPAIRED**

<table>
<thead>
<tr>
<th>Course Content Requirements for Education of Blind and Visually Impaired</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td>Nature of Visually Impaired</td>
<td>3</td>
</tr>
<tr>
<td>Educational Procedures for Visually Impaired</td>
<td>3</td>
</tr>
<tr>
<td>Braille—Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Braille (that includes Nemeth Code)</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy, Physiology, and Function of the Eye</td>
<td>3</td>
</tr>
<tr>
<td>Low Vision</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Students with Multiple Handicaps</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Instruction of the Visually Impaired Child*</td>
<td>3</td>
</tr>
<tr>
<td>Practicum may be waived with documentation of two years of successful experience teaching students with visual impairments.</td>
<td>3</td>
</tr>
</tbody>
</table>
### 3. EDUCATION OF DEAF AND HARD OF HEARING

<table>
<thead>
<tr>
<th>Course Content Requirements for Education of Deaf and Hard of Hearing</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Exceptional Learners/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures for Teaching Speech Reading</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Hearing Impaired</td>
<td>3</td>
</tr>
<tr>
<td>Teaching of Language to Students with Hearing Impairment</td>
<td>3</td>
</tr>
<tr>
<td><em>Two electives from the following courses:</em></td>
<td>6</td>
</tr>
<tr>
<td>Educational Assessment</td>
<td></td>
</tr>
<tr>
<td>Anatomy of the Auditory and Speech Mechanism</td>
<td></td>
</tr>
<tr>
<td>History of Education and Guidance for the Hearing Impaired</td>
<td></td>
</tr>
<tr>
<td>Audiology, Hearing Aids, and Auditory Training</td>
<td></td>
</tr>
<tr>
<td>Methods of Teaching Elementary School Subjects</td>
<td></td>
</tr>
<tr>
<td>Principles of Speech Correction</td>
<td></td>
</tr>
<tr>
<td>Physical Education and Recreation for the Exceptional Child</td>
<td></td>
</tr>
<tr>
<td>Nature of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Nature of Learning Disabilities</td>
<td></td>
</tr>
<tr>
<td>Remedial Reading</td>
<td></td>
</tr>
<tr>
<td>Practicum in Instruction of the Exceptional Child</td>
<td></td>
</tr>
<tr>
<td>Introduction to Rehabilitation and Community Services</td>
<td></td>
</tr>
<tr>
<td>Educational Psychology</td>
<td></td>
</tr>
</tbody>
</table>

### 4. EMOTIONAL DISABILITIES

<table>
<thead>
<tr>
<th>Course Content Requirements for Emotional Disabilities</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Exceptional Learners/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Characteristics of Emotional Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures for Emotional Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Reading in General and Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Instruction for Students with Emotional Disabilities <em>Practicum may be waived with documentation of two years of successful experience teaching student with emotional disabilities.</em></td>
<td>3</td>
</tr>
</tbody>
</table>

### 5. LEARNING DISABILITIES

<table>
<thead>
<tr>
<th>Course Content Requirements for Learning Disabilities</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Exceptional Learners/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Characteristics of Learning Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>
6. INTELLECTUAL DISABILITIES

<table>
<thead>
<tr>
<th>Course Content Requirements for Intellectual Disabilities</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Exceptional Learners/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Characteristics of Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures for Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Reading in General and Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Instruction for Students with Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Practicum may be waived with documentation of two years of successful experience teaching students with learning disabilities.</td>
<td>3</td>
</tr>
</tbody>
</table>

7. MULTI-CATEGORICAL SPECIAL EDUCATION

An educator who is not certified in any of the following areas: intellectual disabilities, emotional disabilities, or learning disabilities, must present coursework in each of these three areas in order to add certification in Multi-categorical Special Education.

<table>
<thead>
<tr>
<th>Course Content Requirements for Multi-categorical Special Education</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Exceptional Learners/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Characteristics of Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Characteristics of Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Characteristic of Emotional Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures for Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures for Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures for Emotional Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Instruction for Students with Emotional Disabilities, and/or, Learning Disabilities, and/or Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>The practicum may be waived with documentation of two years of successful experience teaching students with intellectual, emotional, or learning disabilities, as appropriate.</td>
<td>3</td>
</tr>
</tbody>
</table>
An educator certified in one of the following areas: intellectual disabilities, emotional disabilities, or learning disabilities, must present coursework in each of the other two areas in order to add certification in Multi-categorical Special Education.

<table>
<thead>
<tr>
<th>Course Content Requirements for Multi-categorical Special Education</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics (courses in each of the two remaining areas)</td>
<td>6</td>
</tr>
<tr>
<td>Methods/Procedures (courses in each of the two remaining area)</td>
<td>6</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
</tr>
<tr>
<td>Practicum (three semester hours) may be waived with documentation of two years of successful experience teaching students with mental, emotional, or learning disabilities, as appropriate.</td>
<td>3</td>
</tr>
</tbody>
</table>

An educator certified in two of the following areas: intellectual disabilities, emotional disabilities, or learning disabilities, must present coursework in the third area in order to add certification in Multi-categorical Special Education.

<table>
<thead>
<tr>
<th>Course Content Requirements for Multi-categorical Special Education</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures</td>
<td>3</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
</tr>
<tr>
<td>Practicum (three semester hours) may be waived with documentation of two years of successful experience teaching students with mental, emotional, or learning disabilities, as appropriate.</td>
<td>3</td>
</tr>
</tbody>
</table>

8. SEVERE DISABILITIES

<table>
<thead>
<tr>
<th>Course Content Requirements for Severe Disabilities</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Characteristics of Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures for Teaching Individuals with Moderate to Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>Language/Communication Skills for Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Instruction for Students with Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Practicum may be waived with documentation of two years of successful experience teaching student with severe disabilities.</td>
<td>3</td>
</tr>
</tbody>
</table>
9. SPEECH LANGUAGE THERAPIST

Requirements for adding Speech-Language Therapist to a teaching certificate by an approved
program at the master’s level are included in R 43-64 Requirements for Certification at the
Advanced Level.

IV. CAREER AND TECHNOLOGY ADD-ON CERTIFICATION

The add-on of a career and technology area of certification to an existing valid certificate
allows the educator to practice and be considered in-field in the additional content area.

1. Agriculture
2. Business and Marketing Technology
3. Computer Programming
4. Family and Consumer Science
5. Industrial Technology

1. AGRICULTURE

BROAD-FIELD AGRICULTURE (51 HOURS)

<table>
<thead>
<tr>
<th>Content Course Requirements for Agriculture</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant Sciences (including Agronomy, Horticulture and/or Forestry)</td>
<td>15</td>
</tr>
<tr>
<td>Animal Sciences (including Dairy or Poultry)</td>
<td>6</td>
</tr>
<tr>
<td>Agricultural Engineering (Mechanization)</td>
<td>6</td>
</tr>
<tr>
<td>Agricultural Economics</td>
<td>6</td>
</tr>
<tr>
<td>Agricultural Science Electives</td>
<td>18</td>
</tr>
</tbody>
</table>

ONE AGRICULTURAL EDUCATION FIELD (24 HOURS)

<table>
<thead>
<tr>
<th>Content Course Requirements for One Field of Agriculture</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>The educator must present 18 semester hours in one of the single fields listed below and 6 semester hours in electives.</td>
<td></td>
</tr>
<tr>
<td>Agricultural Mechanics</td>
<td>18</td>
</tr>
<tr>
<td>Animal Sciences</td>
<td>18</td>
</tr>
<tr>
<td>Environmental Science and Natural Resources</td>
<td>18</td>
</tr>
<tr>
<td>Forestry</td>
<td>18</td>
</tr>
<tr>
<td>Horticulture</td>
<td>18</td>
</tr>
<tr>
<td>Agriculture Science Electives (required for any of the five required Agricultural Education fields)</td>
<td>6</td>
</tr>
</tbody>
</table>
### 2. BUSINESS AND MARKETING TECHNOLOGY

<table>
<thead>
<tr>
<th>Content Course Requirements for Business and Marketing Technology</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>6</td>
</tr>
<tr>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Computer Applications and Technology</td>
<td>9</td>
</tr>
<tr>
<td><em>Courses may include but are not limited to word processing, spreadsheets, database management, and web publishing/multimedia.</em></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>3</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>Hospitality, Tourism, or Hotel/Motel Management</td>
<td>3</td>
</tr>
<tr>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>Management</td>
<td>3</td>
</tr>
<tr>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Instructional Methods for Teaching Business, Marketing, Computer Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Content Requirements for Computer Programming</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Combination of Currently Relevant Language(s) Being Used in Business</td>
<td>9</td>
</tr>
<tr>
<td><em>Note: Programming courses completed at the post-secondary level within the past five years may be counted toward this add-on.</em></td>
<td></td>
</tr>
</tbody>
</table>

### 4. FAMILY AND CONSUMER SCIENCE

<table>
<thead>
<tr>
<th>Course Content Requirements for Family and Consumer Science</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development or Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>Computer Technology or Introduction to Computer</td>
<td>3</td>
</tr>
<tr>
<td>Consumer Economics and Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum and Evaluation in Family and Consumer</td>
<td>3</td>
</tr>
<tr>
<td>Science (FCS) or Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>Food Science or Food Composition</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry and Lab or Chemical Sciences and Law</td>
<td>4</td>
</tr>
<tr>
<td>Housing: Design and Environment or Residential Technology</td>
<td>3</td>
</tr>
<tr>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to the Exceptional Child or Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Marriage and Family Relations or Education for Parenthood</td>
<td>3</td>
</tr>
<tr>
<td>Professional Foundations of Family Consumer Sciences or The Professional and the Family Advances Child Care and Family Relations</td>
<td>3</td>
</tr>
</tbody>
</table>
One of the following courses: 3

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Nutrition</td>
</tr>
<tr>
<td>Meal Management</td>
</tr>
<tr>
<td>Nutrition and Food</td>
</tr>
<tr>
<td>Quantity Food Production</td>
</tr>
</tbody>
</table>

One of the following courses: 3

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing Design and Construction</td>
</tr>
<tr>
<td>Contemporary Aspects of Clothing</td>
</tr>
<tr>
<td>Creative Apparel Design</td>
</tr>
<tr>
<td>Essential of Textiles</td>
</tr>
</tbody>
</table>

### 5. INDUSTRIAL TECHNOLOGY EDUCATION

<table>
<thead>
<tr>
<th>Course Content Requirements for Industrial Technology</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation</td>
<td>6</td>
</tr>
<tr>
<td>Communication</td>
<td>6</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>6</td>
</tr>
<tr>
<td>Construction</td>
<td>6</td>
</tr>
<tr>
<td>Computer Assisted Drafting (CAD)</td>
<td>3</td>
</tr>
<tr>
<td>New and emerging areas of technology such as Bio-related Technology, Computer Technology, and Designing and Problem Solving</td>
<td>9</td>
</tr>
</tbody>
</table>

### V. SPECIALIZED ENDORSEMENTS

In addition to adding full-field areas to an existing certificate, an individual may add endorsements in specialized areas to recognize additional expertise. In some instances, an endorsement may be required to teach specific courses. In other instances, the endorsement represents additional training and study to enhance an educator’s professional practice. In order to add an endorsement, an educator must complete the specific requirements for that area as outlined in this document.

The following specialized endorsements may be added to an existing valid certificate:

1. Online Teaching
2. Teaching Children of Poverty
3. Advanced Placement
4. Gifted and Talented
5. Literacy Teacher (Read to Succeed)
6. Literacy Coach (Read to Succeed)
7. Literacy Specialist (Read to Succeed)
8. Secondary Transition Specialist
9. Project-based Learning
10. Teacher Leader
11. Computer Science

**Pre-requisites.** To add any specialized endorsement to a teaching certificate, an educator must meet the following pre-requisites:
1. Bachelor’s degree or higher*;
2. Initial or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 Level; and
3. Completion of all required coursework with an equivalent of a grade of “C” or better.

*Teachers with a CATE certificate who do not have a bachelor’s degree may add the Read to Succeed Requirement.

1. ONLINE TEACHING

The coursework and training related to this optional certification endorsement are 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. The online endorsement is only valid for educators to teach in their specific content area.

All coursework listed will be offered online by the South Carolina Department of Education (SCDE) for graduate credit in conjunction with selected colleges or universities. Courses are listed by topics rather than specific names of courses to allow for flexibility and for current technology trends. Coursework by other providers may be submitted for review and approval by the SCDE.

<table>
<thead>
<tr>
<th>Course Content Requirements for Online Teaching Endorsement</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Online Courses Effectively</td>
<td>3</td>
</tr>
<tr>
<td>Knowledge of Utilizing Online Learning Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>Elective Courses <em>(Select two topics listed below)</em></td>
<td>6</td>
</tr>
<tr>
<td>Learning Web Tools to Enhance Online Engagement</td>
<td></td>
</tr>
<tr>
<td>Instructional Design and Assessment</td>
<td></td>
</tr>
<tr>
<td>Advanced Online Teaching Skills and Techniques</td>
<td></td>
</tr>
<tr>
<td>Internet Safety for Online Learners</td>
<td></td>
</tr>
<tr>
<td>Using Digital Portfolios to Measure Student Achievement</td>
<td></td>
</tr>
<tr>
<td>Differentiating Instruction and Assessment for Diverse Populations</td>
<td></td>
</tr>
<tr>
<td>Personalized Online Instruction and Development</td>
<td></td>
</tr>
<tr>
<td>Enhancing Online Course Design for Students with Disabilities</td>
<td></td>
</tr>
</tbody>
</table>

Waiver Provision

Coursework listed above may be waived and certification endorsement 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. Verification must be provided in a form prescribed by the South Carolina Department of Education.
2. TEACHING CHILDREN OF POVERTY

This optional endorsement and add-on area of certification is intended to indicate enhanced skills of educators who work with children and youth who live in poverty.

<table>
<thead>
<tr>
<th>Course Content Requirements for Teaching Children of Poverty Endorsement</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living in Poverty</td>
<td>3</td>
</tr>
<tr>
<td>One Course from the Following:</td>
<td></td>
</tr>
<tr>
<td>Language, Literacy, and Poverty</td>
<td>3</td>
</tr>
<tr>
<td>Teaching and Assessing Children of Poverty</td>
<td></td>
</tr>
<tr>
<td>Home, Community, and Classroom Partnerships in High Poverty Areas</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Content Requirements for Teaching Children of Poverty Add-On Certification</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living in Poverty</td>
<td>3</td>
</tr>
<tr>
<td>Language, Literacy, and Poverty</td>
<td>3</td>
</tr>
<tr>
<td>Teaching and Assessing Children of Poverty</td>
<td>3</td>
</tr>
<tr>
<td>Home, Community, and Classroom Partnerships in High Poverty Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

3. ADVANCED PLACEMENT

Requirements for teachers of Advanced Placement courses are specified in R. 43-258.1 Advanced Placement.

Each teacher of an AP course shall have completed the appropriate AP three-graduate-hour training program or have successfully completed forty-five hours of training provided by College Board endorsed professional development opportunities verified by the appropriate college or university.

Exception 1: Newly assigned teachers of AP courses will have one calendar year to meet the AP course training requirements.

Exception 2: Teachers who hold a PhD. in their subject area may have the training waived upon approval by the SCDE.

4. GIFTED AND TALENTED

Requirements for teachers of Gifted and Talented courses are specified in R. 43-220 Gifted and Talented.

Each teacher of a state-funded gifted and talented course or class shall have completed a gifted and talented endorsement program approved by the SCDE. There are three levels of educator credentialing for gifted and talented: beginning endorsement, intermediate endorsement, and certification.
Exception 1: Newly assigned teachers will have one year to meet gifted and talented endorsement requirements.

Exception 2: Teachers who have a master’s degree or higher in gifted education from an accredited Institution of Higher Learning may have this requirement waived upon approval of credentials by the SCDE.

BEGINNING GIFTED AND TALENTED ENDORSEMENT

<table>
<thead>
<tr>
<th>Course Content Requirements for Beginning Gifted and Talented Endorsement</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature and Needs of Gifted and Talented Students</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Curriculum and Instruction for Gifted and Talented Students</td>
<td>3</td>
</tr>
</tbody>
</table>

INTERMEDIATE GIFTED AND TALENTED ENDORSEMENT

<table>
<thead>
<tr>
<th>Course Content Requirements for Intermediate Gifted and Talented Endorsement</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature and Needs of Gifted and Talented Students</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Curriculum and Instruction for Gifted and Talented Students</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Curriculum Practices for Gifted and Talented Students</td>
<td>3</td>
</tr>
<tr>
<td>Identification, Current Trends, and Issues in Gifted and Talented Education</td>
<td>3</td>
</tr>
</tbody>
</table>

5. READ TO SUCCEED (R2S) LITERACY TEACHER AND LITERACY REQUIREMENT: Pre-service and In-service Requirements

Requirements for the Read to Succeed endorsements in Literacy were established in Title 59 Chapter 155 of the South Carolina Code of Laws (1976). As specified in statute, an educator may earn these endorsements at the pre-service level through coursework or at the in-service level through coursework and/or professional development approved by the SCDE. Depending on an educator’s certification area, he or she must earn either the R2S Literacy Teacher endorsement or the R2S Literacy Requirement. Educators who have earned a graduate degree in reading or literacy are exempt from the Read to Succeed coursework requirements and may request a review of their transcript(s) by the SCDE so that the appropriate endorsement(s) may be added to their certificates.

R2S LITERACY TEACHER ENDORSEMENT (IN-SERVICE)

Teachers certified in Early Childhood, Elementary, Special Education (all categories), ESOL (if the primary area of assignment), and Montessori (PK-5K, Elementary I, and Elementary II) are required to earn the Read to Succeed (R2S) Literacy Teacher endorsement. Any educator earning the Literacy Teacher certification will also be issued the R2S Literacy Teacher endorsement.
Content Requirements for Read to Succeed (R2S) Teacher (In-Service) | Each Topic
--- | ---
R2S Foundations in Reading | 3 Semester Hours in Each or
R2S Instructional Practices | 60 Hours Approved Professional Development in Each
R2S Assessment of Reading | 
R2S Content Area Reading and Writing | 

**Total** | 12 Semester Hours or 240 Hours Approved Professional Development

**R2S LITERACY TEACHER (PRE-SERVICE)**

Beginning in Fall 2016, South Carolina colleges and universities with initial teacher preparation programs must have Read to Succeed coursework in their academic catalogs. Pre-service candidates in South Carolina preparation programs in Early Childhood, Elementary, and Special Education (all areas) must complete requirements for the R2S Literacy Teacher Endorsement during their preparation programs.

<table>
<thead>
<tr>
<th>Content Requirements for Read to Succeed (R2S) Teacher (Pre-service)</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations in Reading</td>
<td>Minimum 12 Semester Hour Course Sequence Approved by SCDE</td>
</tr>
<tr>
<td>Instructional Practices</td>
<td></td>
</tr>
<tr>
<td>Assessment of Reading</td>
<td></td>
</tr>
<tr>
<td>Content Area Reading and Writing</td>
<td>Practicum experiences must be embedded in the 12 Semester Hour Course Sequence.</td>
</tr>
</tbody>
</table>

**R2S LITERACY REQUIREMENT (IN-SERVICE)**

Educators certified in Middle Level (all content areas), Secondary (all content areas), all PK-12 license areas except Special Education, Career and Technology, Library Media Specialist, Principal (Elementary and Secondary), Guidance (Elementary and Secondary), Speech Language Therapist, and School Psychologist must earn the R2S Requirement at the in-service level as outlined below.

<table>
<thead>
<tr>
<th>Content Requirements for R2S Literacy Requirement (In-Service)</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area Reading and Writing</td>
<td>3 Semester Hours or 60 Hours Approved Professional Development</td>
</tr>
</tbody>
</table>

23
R2S LITERACY REQUIREMENT FOR MIDDLE LEVEL AND HIGH SCHOOL (PRE-SERVICE)

Beginning in Fall 2016, South Carolina colleges and universities with initial teacher preparation programs must have Read to Succeed coursework in place in their academic catalogs. Pre-service candidates in South Carolina preparation programs in Middle Level (all content areas) and Secondary (all content areas) must complete course for the R2S Literacy Requirement during their preparation programs.

<table>
<thead>
<tr>
<th>Content Requirements for R2S Literacy Requirement Middle Level and High School (Pre-Service)</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations in Reading</td>
<td>3</td>
</tr>
<tr>
<td>Content Area Reading and Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

R2S LITERACY REQUIREMENT FOR SPEECH-LANGUAGE THERAPISTS (PRE-SERVICE)

Beginning in Fall 2016, South Carolina colleges and universities with initial preparation programs must have Read to Succeed coursework in place in their academic catalogs. Pre-service candidates in South Carolina preparation programs in Speech-Language Pathology must complete coursework for the R2S Literacy Requirement during their preparation programs.

<table>
<thead>
<tr>
<th>Content Requirements for R2S Requirement for Speech-Language Therapists (Pre-Service)</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction including information on the six components of the reading process: 1) comprehension, 2) oral language, 3) phonological awareness, 4) phonics, 5) fluency, and 6) vocabulary.</td>
<td>Minimum 6 Credit Hour Course Sequence Approved By SCDE</td>
</tr>
</tbody>
</table>

R2S REQUIREMENT FOR SCHOOL GUIDANCE COUNSELORS—ELEMENTARY AND SECONDARY (PRE-SERVICE)

Beginning in Fall 2016, South Carolina colleges and universities with initial preparation programs must have Read to Succeed coursework in place in their academic catalogs. Pre-service candidates in South Carolina preparation programs in School Guidance Counseling must complete coursework for the R2S Literacy Requirement during their preparation programs.

<table>
<thead>
<tr>
<th>Content Requirements for R2S Requirement School Guidance—Elementary and Secondary (Pre-Service)</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum of three-credit hours of instruction on the reading and writing process that embeds some of the elements related to Standards 3, 4, and 6 primarily.</td>
<td>Minimum 3 Credit Hours of Instruction Approved By SCDE</td>
</tr>
</tbody>
</table>

R2S REQUIREMENT SCHOOL PSYCHOLOGISTS (PRE-SERVICE)

Beginning in Fall 2016, South Carolina colleges and universities with initial preparation programs must have Read to Succeed coursework in place in their academic catalogs. Pre-service candidates in South Carolina preparation programs for School Psychologists must complete coursework for the R2S Literacy Requirement during their preparation programs.
Content Requirements for R2S Requirement School Psychologists (Pre-Service) | Semester Hours
--- | ---
Instruction including information on the six components of the reading process: 1) comprehension, 2) oral language, 3) phonological awareness, 4) phonics, 5) fluency, and 6) vocabulary. | Minimum 6 Credit Hour Course Sequence (or 90 instructional hours) Approved By SCDE

**R2S LITERACY COACH**

Any educator earning the Literacy Coach certification will also be issued the R2S Literacy Coach Endorsement.

**Pre-requisites for R2S Literacy Coach Endorsement**
1. Five Years of Successful Teaching Experience
2. R2S Literacy Teacher Endorsement

<table>
<thead>
<tr>
<th>Content Requirements for R2S Literacy Coach</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Coaching</td>
<td>3 Semester Hours or 60 Hours Approved Professional Development</td>
</tr>
<tr>
<td>Action Research in Literacy Coaching</td>
<td>3 Semester Hours or 60 Hours Approved Professional Development</td>
</tr>
</tbody>
</table>

**7. R2S LITERACY SPECIALIST**

Any educator earning the Literacy Specialist certification will also be issued the R2S Literacy Specialist Endorsement.

**Pre-requisites for R2S Literacy Specialist Endorsement**
1. 5 Years of Successful Teaching Experience
2. R2S Literacy Teacher Endorsement
3. R2S Literacy Coach Endorsement

<table>
<thead>
<tr>
<th>Content Requirements for R2S Literacy Specialist</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration and Supervision in Literacy</td>
<td>3 Semester Hours or 60 Hours Approved Professional Development</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>3 Semester Hours or 60 Hours Approved Professional Development</td>
</tr>
</tbody>
</table>
8. SECONDARY TRANSITION SPECIALIST

This optional endorsement was approved by the legislature in R. 43-62, effective June 26, 2015, and prepares educators to serve as postsecondary transition specialists who plan for students to move from school to adult life. A postsecondary transition specialist focuses on preparing students for all post-school outcomes (e.g., college attendance, employment, independent living). These educators will design programs for all students, with an emphasis on students with disabilities and students at-risk for dropping out of school.

The SC Advisory Council on the Education of Students with Disabilities recommends preparing the next generation of special educators and administrators in the area of postsecondary transition. Individuals prepared with this area of expertise will lead efforts to develop effective programs in college and career readiness curricula for middle and high school students. Teaching students these skills will result in improved student graduation rates and adult outcomes.

<table>
<thead>
<tr>
<th>Content Course Requirements for Secondary Transition Specialist</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-requisite: Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Secondary Transition</td>
<td>3</td>
</tr>
<tr>
<td>Secondary Transition Assessment, Planning, and Program Development</td>
<td>3</td>
</tr>
<tr>
<td>Career Preparation and Employment</td>
<td>3</td>
</tr>
<tr>
<td>Integrating Secondary Curriculum, Instructional Strategies, and Transition Programs</td>
<td>3</td>
</tr>
<tr>
<td>Promoting Student Outcomes Through Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Secondary Transition</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practicum may be waived with documentation of two years of successful experience in secondary transition programming and service or with documentation of practicum experiences embedded in coursework.**

9. PROJECT-BASED LEARNING

Coursework related to this optional endorsement prepares educators to implement project-based learning with students in classrooms and schools and to provide mentoring, support, and professional development to other educators seeking to implement this proven methodology with students in their classrooms.
The Riley Institute at Furman University led the initiative with Claflin University, College of Charleston, Furman University, Winthrop University, and the South Carolina Department of Education to develop this three-course project-based learning endorsement approved by the legislature in R. 43-62, effective June 26, 2015. With this legislative approval, the curriculum design, coursework, syllabi and resources have become “open source” upon which any college of education may draw.

<table>
<thead>
<tr>
<th>Course Content Requirements for Project-Based Learning Endorsement</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Project-based Learning (PBL)</td>
<td>3</td>
</tr>
<tr>
<td>Applications of Project-based Learning in Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Project-based Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

10. TEACHER LEADER

This optional endorsement was approved by the legislature in R. 43-62, effective June 26, 2015, and the related coursework and training prepares educators to serve in leadership roles in schools while remaining classroom teachers. Southern Wesleyan University’s School of Education facilitated the developed of this endorsement and formed a stakeholder group charged with identifying recommended coursework, practical and observational experiences, and content delivery for options for the Teacher Leader endorsement. The committee included representation from each of the following areas: higher education faculty with expertise in curriculum, assessment, and leadership; Center for Educator Recruitment, Retention, Advancement; P-12 faculty, and P-12 administrators; Institutions of Higher Education Partners (IHE), and the South Carolina Department of Education representatives.

<table>
<thead>
<tr>
<th>Course Content Requirements for Teacher Leader Endorsement</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Leadership and Mentoring</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Assessment and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Teacher Leadership</td>
<td></td>
</tr>
</tbody>
</table>

Practicum hours (36) are required. These may be embedded in one course or divided among two or three courses.

11. COMPUTER SCIENCE

Requirements for this endorsement are currently in development.