



## STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN  
*STATE SUPERINTENDENT OF EDUCATION*

August 27, 2015

Dear Deans and Directors of Teacher Education:

This past spring the Office of Educator Services notified all educator preparation programs (EPPs) of pending changes to Read to Succeed pre-service requirements for some areas. EPPs were advised to wait on submitting the pre-service verification forms for the following areas: special education, PK-12 certifications (all areas), library media specialists, speech-language therapists, guidance (elementary and secondary), and school psychologists. This decision was made based on feedback the Office of Educator Services received from our higher education partners and faculty in the disciplines identified above. After extensive work with faculty from multiple programs across the state, the revised requirements have received final approval from the Office of Educator Services and the newly formed Office of Early Learning and Literacy.

Attached to this memo is a chart summarizing the changes made to the pre-service requirements. Please note that the requirements have not changed for early childhood, elementary, middle level (all content areas) and secondary (all content areas). Following is a description of the changes made in other pre-service program areas.

- **Special Education:** the requirement for special education will stay the same. Teacher candidates will complete a 12-credit hour course sequence, including a school-based practicum experience which may be included in the total practicum hours of the program. EPPs that offer a special education program in severe disabilities may find that not all elements within each standard apply to their work. These programs will be given flexibility to embed the appropriate elements within each standard that best apply to teachers working with students with severe disabilities.
- **PK-12 (all areas):** the requirement has changed from a 6-credit hour course sequence to a 3-credit hour course requirement. Teacher candidates will be required to take a 3-credit hour course in content area reading and writing. Teacher candidates have the option to take a content area reading and writing course with an early childhood/elementary emphasis OR a middle/secondary emphasis. Because the requirement is only a 3-credit hour course, it is reasonable to expect that one course will not embed all standards and elements. Only the standards and elements that best align with content area reading and writing should be included in the course.

- Library Media Specialists: the requirement has changed from a 6-credit hour course sequence to a 3-credit hour course requirement. Candidates will be required to take a 3-credit hour course in content area reading and writing. Candidates have the option to take a content area reading and writing course with an early childhood/elementary emphasis OR a middle/secondary emphasis. Because the requirement is only a 3-credit hour course it is reasonable to expect that one course will not embed all standards and elements. Only the standards and elements that best align with content area reading and writing should be included in the course.
- Speech Language Therapists: the 6-credit hour requirement will remain the same; however, current coursework may be used to embed the standards and elements. Programs do not need to create new courses in the foundations of reading and content area reading and writing for inclusion in the program of study for speech language therapist candidates.
- Guidance (Elementary and Secondary): the requirement has changed from a 6 credit-hour requirement to a 3 credit hour requirement. Programs do not need to create specific courses in foundations of reading and content area reading and writing for inclusion in the program of study. Instead, preexisting coursework may be used to embed some of the standards and elements. Standards 3, 4, and 6 should be the primary standards emphasized in the coursework.
- School Psychologists: the 6-credit hour (or 90 instructional hours) will remain the same; however, current coursework may be used to embed the standards and elements. Programs do not need to create new courses in the foundations of reading and content area reading and writing for inclusion in the program of study for school psychology candidates.

The Office of Educator Services would like to extend our sincere thanks to the faculty who devoted their time and expertise to the revision of the pre-service requirements. In addition, we thank our EPPs for their patience during this time of revision and transition. It is our hope and intent that the work done reduces the burden some programs were experiencing.

Sincerely,

Rachel L. Harvey, Ph.D.  
Education Associate, Office of Educator Services