

South Carolina Educator Preparation Guidelines: Standards, Policies, and Procedures

South Carolina Provider Requirements

In addition to meeting the national accreditation standards adopted by the State Board of Education (SBE), an educator preparation provider (EPP) must also meet specific South Carolina requirements established in state statute, SBE regulations and guidelines, other agency regulations, and South Carolina Department of Education (SCDE) policy.

The National and State Accreditation Decisions policy of the South Carolina Educator Preparation Guidelines: Standards, Policies, and Procedures, effective March 9, 2021, establishes that providers must demonstrate evidence of meeting all South Carolina Requirements during the accreditation process and through any required reporting. The policy also stipulates improvement timelines and reporting requirements if any state requirements are deemed not met as part of the findings of an accreditation review. The SBE may impose sanctions for failure to correct deficiencies relative to state requirements.

Requirements Related to State Statutes and Regulations

Pursuant to South Carolina statute and SBE regulations, the EPP must meet the requirements listed below.

1.1 National Provider Standards

Pursuant to SBE [Regulation 43-90](#), the EPP must ensure that it meets all national provider standards adopted by the SBE.

1.2 Criminal Records Check and Fingerprinting Requirements

Pursuant to [S.C. Code Ann. § 59-25-115](#), the EPP must ensure that each educator candidate completes the fingerprint-based criminal history review process and is approved by the SCDE prior to beginning the clinical or student teaching experience. The provider must advise each candidate that prior arrests or convictions of a serious nature could affect the individual's opportunity to complete the clinical experience and qualify for teacher certification.

Note: An individual seeking to enroll in a clinical experience who holds a current, valid South Carolina educator certificate is not required to repeat the clearance process but is subject to disciplinary action pursuant to [S.C. Code Ann. § 59-25-160](#) and SBE [Regulation 43-58](#), Disciplinary Action on Educator Certificates.

1.3 Read to Succeed

Pursuant to [S.C. Code Ann. § 59-155-180](#), the EPP must ensure that all candidates enrolled in pre-service teacher education programs, including MAT degree programs, complete a sequence in literacy that must be approved prior to implementation and aligned with relevant literacy competencies and SCDE policies. The provider must verify on the recommendation for certification that each candidate has completed the appropriate Read to Succeed course sequence as part of the institution's approved program.

1.4 Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

Pursuant to [S.C. Code Ann. § 59-26-30\(B\)](#), the EPP must ensure through coursework and field and clinical experiences that candidates know and apply the qualities of effective educators as articulated in the ADEPT performance standards for classroom teachers and service professionals. During field and clinical experiences, candidates must be evaluated relative to these standards and provided with formative and summative feedback. As supplemented by SBE [Regulation 43-205.1](#), the provider must have an ADEPT implementation plan approved by the SCDE and submit annual assurances and candidate performance data according to published deadlines. The EPP must ensure that each candidate recommended for certification has successfully completed all requirements of the appropriate pre-service ADEPT evaluation process and maintain evidence of candidate performance during the pre-service evaluation process.

1.5 Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)

Pursuant to [S.C. Code Ann. § 59-24-40](#) and [Regulation 43-165.1](#), the EPP offering preparation programs for school and district leaders must ensure through coursework and field and clinical experiences that candidates know and apply the qualities of effective leaders as articulated in the PADEPP performance standards. All leadership candidates must demonstrate a knowledge and understanding of the standards and the performance criteria and the translation of these into everyday practice. Candidates must also demonstrate the ability to design a personal professional development plan on the basis of the state performance standards and the school strategic plan.

1.6 Family, School, and Community Engagement

Pursuant to [SC Code Ann. § 59-28-140](#), the EPP must ensure that all candidates in teacher and principal preparation programs know, understand, and are able to apply best practices in family, school, and community engagement.

1.7 Safe Schools Climate Act

Pursuant to [S.C. Code Ann. § 59-63-110 et seq.](#), the EPP must ensure that all certification programs, initial and advanced, include instruction as it relates to the Safe Schools Climate Act and the identification and prevention of harassment, intimidation, and bullying.

1.8 Education and Economic Development Act (EEDA)

Pursuant to [S.C. Code Ann. § 59-59-10 et seq.](#), the EPP must provide candidates in programs preparing teachers, school counselors, and school leaders with training in career exploration as appropriate to their roles and professional responsibilities.

1.9 Student Health and Fitness Act

Pursuant to [SC Code Ann. § 59-10-10 et seq.](#), the EPP must ensure that candidates in Early Childhood and Elementary Education programs receive instruction in the importance of physical activity for young children and the relationship of activity and good nutrition to academic performance and healthy lifestyles as part of the Student Health and Fitness Act of 2005.

1.10 Admission to Undergraduate Teacher Preparation Programs

Pursuant to [S.C. Code Ann. § 59-26-30](#), the EPP must ensure that candidates meet the basic skills assessment requirement or a qualifying exemption adopted by the SBE for full admission to an undergraduate teacher preparation program.

1.11 PK-12 Academic Standards

In support of [S.C. Code Ann. § 59-18-300](#), the EPP must ensure that candidates are prepared to plan and implement instruction aligned with [South Carolina PK–12 academic standards](#) for the subject area and grade span of their certification program.

1.12 Tuberculosis Screening and Evaluation

Pursuant to [S.C. Code Ann. § 44-29-150](#) and Department of Health and Environmental Control (DHEC) [Regulation 61-22](#), the EPP must ensure that candidates, as defined in DHEC regulation, are screened prior to field placement and that prescribed documentation is maintained. Regulation 61-22 (II)(E) includes student teachers in the definition of “employee,” and Section (III)(C)(2) addresses required documentation.

Requirements Related to SBE Guidelines and SCDE Policy

Pursuant to [South Carolina Educator Preparation Guidelines: Standards, Policies, and Procedures](#), the EPP must meet the requirements listed below.

2.1 Field and Clinical Experiences

The EPP must ensure that all field and clinical experiences meet the requirements established by the SBE. In this context, field experiences refer to school-based opportunities and activities prior to the full student-teaching or clinical experience. The clinical experience refers to the full-time, culminating experience of a program preparing candidates for certification in teaching, service, or leadership fields.

2.2 Professional Ethics and Decision-making

The EPP must ensure through coursework and field and clinical experiences that candidates are provided with instruction in professional ethics as well as ethical principles and decision-making aligned with the standards of the [Model Code of Ethics for Educators](#).

2.3 Initial Program Approval

The EPP must ensure that initial program proposals meet the specialty area program approval standards adopted by the SBE for the specific certification field. All new program proposals must gain SBE approval prior to implementation, recruitment, and admission of candidates.

2.4 Continuing Program Recognition

The EPP must demonstrate that each continuing program is fully recognized by a specialized accrediting agency, specialized professional association, or the state. Providers must achieve and maintain full recognition for all SBE-approved educator preparation programs and submit program reports for each approved program, regardless of enrollment. The provider must include state and national recognition reports for each program as evidence during all CAEP or SCDE accreditation reviews. If the provider fails to submit a program report or does not

achieve a program recognition report of “Recognized without Conditions” or “State Recognized” by the time of the CAEP or SCDE accreditation review, the PRC will initiate an evaluation of the specific program and submit a recommendation to the State Board concerning the approval status of the program. Recommendations may include probation, suspension, or termination of the program. The SCDE will refer any program with zero enrollment throughout a full accreditation cycle to the PRC for evaluation and subsequent recommendation to the State Board concerning the approval status.

2.5 Verification of Candidate Program Completion for Educator Certification

The EPP must submit the verification of program completion for certification for each candidate seeking South Carolina educator certification. The verification signifies that a candidate has successfully completed all requirements of the provider's approved program for educator certification. The provider must also indicate if, at the time of program completion, the candidate has earned qualifying scores on required subject area and pedagogy exam assessments for certification purposes.

2.6 Annual Reporting

The EPP must ensure that it meets annual reporting requirements and deadlines related to Title II, accreditation, program recognition, ADEPT, and any other assurances that may be required by the SBE.

2.7 Technology for the Enhancement of PK–12 Student Learning

The EPP must ensure that candidates are prepared to model and apply technology standards to enhance the learning of all PK–12 students. Candidates should be able to design instruction, implement lessons and activities, and assess learning using varied technology platforms, tools, and digital resources. Because South Carolina school districts must have approved instructional technology plans aligned with the standards of the International Society for Technology in Education (ISTE), EPPs must utilize the ISTE standards in preparing candidates for field and clinical experiences and classroom practice.