

Finance

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Title of Regulation:

Regulation No.: R 43-171.1

**DISBURSEMENT OF FUNDS FOR
PRESSING REPAIRS, RENOVATIONS
AND CONSTRUCTION**

Effective Date: June 1985

Constitutional and Statutory Provisions:

Sections:

59-21-320. Annual grant for financing needed capital improvements.

59-21-420. Funds for renovation, capital improvement, or repair of classrooms, etc., or reduction of millage as to bonds.

59-21-430. Use of funds within specified time.

Code of Laws of South Carolina, 1976.

Descriptor Code: None

State Board Regulation:

Disbursement of Funds for Pressing Repairs, Renovations and Construction

I. ALLOCATION OF FUNDS

Funds will be allocated to the district annually on a per pupil basis, based on the districts' 135-day cumulative average daily membership for the previous fiscal year. These funds are to be kept in an account separate from all other funds allocated from the State General Fund.

II. QUALIFICATION CRITERIA

1. In order to qualify for allocation of the funds, the district board of trustees shall:
 - a. Maintain at least the level of financial effort per pupil for non-capital programs as in prior years as set forth under Division V of the Education Improvement Act; and
 - b. By June 30, 1985, adopt and file with the Division of General Services a procurement code modeled after the South Carolina Consolidated Procurement Code or the model set forth in the Report of the Local Government Task Force on procurement code or the model set forth in the Report of the Local Government Task Force on procurement as set forth under Division V, Section 6 of the Education Improvement Act.

III. PURPOSE OF FUNDS

Funds are available for two purposes pursuant to Subdivision G, Section 1:

1. For the renovation, capital improvement, or repair of school classrooms, libraries, laboratories, and other institutional facilities including music rooms as set forth in the Education Improvement Act.
2. For the reduction of millage required to pay principal and interest on bonds issued for any capital improvement programs.

IV. STIPULATIONS REGARDING EXPENDITURE OF FUNDS

1. If a school district has issued bonds or otherwise undertaken any capital improvement programs during any of the most recent five fiscal years, at least fifty percent of the funds allocated from the Education Improvement Act funds must be used to reduce the millage required to pay debt service on such outstanding bonds unless a waiver is granted by the State Board of Education. [See V. WAIVERS, and Subdivision G, Section 1(b).]

A Capital Improvement Program for purposes of this funding is defined as incurring debt for school building purposes or levying and collecting school taxes for school building purposes over the district's last five fiscal years averaged at least one half the amount of Education Improvement Act Funds the district is entitled to receive during Fiscal Year 1984-85.

If the district has fiscal autonomy to any degree, it shall provide for the manner in which the school millage must be reduced. If the district does not have fiscal autonomy, the governing body of the county wherein the district is located shall provide for the manner in which the school millage must be reduced. [Subdivision G, Section 1(c)]

2. Funds must be expended, in accordance with the rules set forth in the "South Carolina School Facilities Planning and Construction Guide."
3. The funds authorized herein for reduction in millage for debt service may not be expended in conjunction with the authorization of bonds that increase a school district's bonded indebtedness above the limit provided for in Article X of the South Carolina Constitution or expended to pay debt service on bond anticipation notes authorized which would put the total bonded indebtedness of the school district (general obligation and bond anticipation) above the constitutionally mandated limit. [Subdivision G, Section 1(d)]
4. Any funds received pursuant to the Education Improvement Act must be expended or contractually committed within forty-eight months of the appropriation provided for school buildings under this act. No school district may use the funds allocated for school building purposes for operational, instructional, or any purposes other than those enumerated in these regulations.

Any school district using these funds as herein prohibited is prohibited from receiving any other funds under this act until the school district has reimbursed the Education Improvement Act of 1984 Funds for the funds allocated for school building purposes it has received pursuant to this Act. [Subdivision G, Section 3]

V. WAIVERS

Waivers of the requirement that fifty percent of the Education Improvement Act Funds must be expended to reduce millage may be granted by the State Board of Education. A school district may request a waiver provided:

1. That the district anticipates a significant increase in need for additional classroom space or
2. In the event that a school district sold bonds or secured a loan at an interest rate less than prevailing rates and has an identified need for funds in excess of fifty percent of the funds allocated to the district from the Education Improvement Act Funds.

If a school district is eligible and wishes to request a waiver under 1. or 2. above, the school district must submit a waiver request form to the State Department of Education along with substantiating evidence for the waiver. The Department will review the waiver request, request any necessary review from the State Treasurer and make its recommendations for approval or disapproval to the State Board of Education. [Subdivision G, Section 1(b)]

If a waiver is granted, the remaining sums may be used either to reduce millage to pay debt service or to pay for capital improvements, repairs, or renovations otherwise authorized during the then current fiscal year. If, on the occasion when the annual millage would otherwise be increased to provide for capital improvements, repairs, or renovations there is on hand with the county treasurer sums from the appropriation herein authorized, sufficient to meet all or a portion of the payments of principal and interest on bonds to be outstanding in the ensuing fiscal year, such portion of the millage required to pay such debt service need not be imposed. [Subdivision G, Section 1(b)]

VI. APPLICATION PROCEDURES

1. Districts shall apply for Education Improvement Act Funds to the State Board of Education utilizing forms designed by the State Department of Education.
2. Projects must be submitted to the State Board of Education in accordance with the "South Carolina School Facilities Planning and Construction Guide."

Title of Regulation:

Regulation No.:

R 43-172

ACCOUNTING AND REPORTING

Effective Date:

04/25/97

Constitutional and Statutory Provisions:

Section(s):

30-4-10 et seq.

Freedom of Information Act.

59-13-60.

General duties of county and district superintendents.

59-13-70.

Superintendent shall keep record.

59-13-80.

Superintendent shall keep register of claims and other matters.

59-13-90.

Annual report to county treasurer of claims approved.

59-13-140.

Annual reports to State Board of Education.

59-17-100.

School districts to provide State Department of Education with copies of annual budgets and audit reports.

59-20-10, et seq.

Education Finance Act of 1977.

59-21-510, et seq.

Education of Physically and Mentally Handicapped Children.

59-25-140.

Record of teacher's certificates.

59-25-141.

Fee for duplicate certificate; use of resulting fund.

59-33-10, et seq.

Special Education for the Handicapped.

Code of Laws of South Carolina, 1976.

State Board Regulation:

Accounting and Reporting.

I. Pupil Accounting

According to Section 4, paragraph (1)(c) of the South Carolina Education Finance Act of 1977, each pupil in the state shall be counted in only one of the pupil classifications and must meet all qualifications both general and specific, before the pupil can be classified and claimed in a public school.

A. General Qualifications Criteria:

1. A pupil will be counted in membership on the first day of entrance in an instructional program either through original entry, reentry, or transfer.

2. Membership is defined as the number of pupils present plus the number of pupils absent.

3. Cumulative average daily membership is the aggregate number of days in membership divided by the total number of days the school is in session.

4. A pupil shall maintain membership in the appropriate instructional program for the minimum length of the school day.

5. To be eligible for membership a pupil must not be more than twenty-one years old (or in a graduating class and becomes twenty-one before graduation) before September 1 of the current school year.

6. A pupil shall be dropped from membership on the day when the number of unlawful days absent exceeds ten consecutive days or when the pupil leaves school because of transfer, death, expulsion, graduation, legal withdrawal, or for any other reason. Notwithstanding any other provision, students with disabilities who have been expelled and continue to receive educational services pursuant to Regulation 43-279 (Section V, Part D) shall not be dropped from membership.

7. An unlawful absence is defined in State Board of Education Regulation 43-274.

8. A class period is defined as a minimum of fifty minutes, or an accumulation of the equivalency of 120 hours required for a Carnegie Unit of Credit.

9. A pupil whose program of instruction meets the criteria for more than one category shall be classified in the highest weighted category.

B. Specific Qualifications Criteria:

1. A pupil shall be five years old or older on or before September 1 of the current school year to be admitted in a kindergarten program.

2. Specific qualifications for grades 1-12

a. A pupil shall be six years old or older on or before September 1 of the current school year to be admitted to the first grade.

b. A pupil in an ungraded class shall be classified in the grade level corresponding to the pupil's age.

c. A pupil shall maintain membership in a minimum of 200 minutes of daily instruction or its equivalency for an annual accumulation of 36,000 minutes.

3. Specific qualifications criteria for exceptional programs

a. To be counted in membership in an exceptional program, a pupil must be at least five (5) years of age by September 1 of the current school year, except for hearing disabled or visually disabled pupils who must be at least four (4) years of age by September 1 of the current school year.

b. To be counted in membership in a disabilities program, a pupil must be placed in a program in specific compliance with Procedures for Survey, Screening, Evaluation, Placement, and Dismissal of Children Into/Out of Programs for the Disabled.

c. A pupil must maintain membership in a program designed for the appropriate disability and meet the time constraints for regular programs consistent with the provisions of the Defined Program.

d. An itinerant program is one where specialized instruction, materials, and/or equipment is delivered within the framework of a regular education setting. A resource room program is one in which mildly disabled pupils are enrolled for a portion of their education program and receive direct specialized instruction. A self-contained program is one in which the pupil receives full delivery of special education from one teacher. A homebound/hospitalized program is one in which the incapacitated pupil receives his educational program in accordance with the State Board of Education regulations.

e. Minimum number of minutes of instructional time per week or its equivalent for disabled pupils in resource, itinerant, self-contained and homebound models approved by the State Department of Education are as follows:

Minutes of Instructional
Time Per Week or Its
Equivalent

(1) Educable Mentally Disabled	250
(2) Learning Disabilities	250
(3) Orthopedically Disabled	250
(4) Emotionally Disabled	250
(5) Visually Disabled	250
(6) Hearing Disabled	250
(7) Homebound	250
(8) Speech Disabilities	50
(9) Trainable Mentally Disabled	[FN*]

[FN*] Must meet time constraints consistent with the provisions of the Defined Program.

4. Specific qualifications criteria for occupational education

a. A pupil shall be assigned in grades 9-12 and maintain membership in at least 250 minutes of instructional time per week or its equivalent in an appropriate occupational education program approved by the State Department of Education.

b. A pupil shall maintain membership in a minimum of 200 minutes of daily instructional time or its equivalent.

II. Audits

An annual audit of all financial records shall be made by a certified or licensed public accountant selected by the district, county board of education, or occupational education center. A copy of the audit in the format prescribed by the State Department of Education shall be filed with the Office of School District Auditing, State Department of Education, by November 15 following the close of the fiscal year.

III. Accountability

Financial Resources are to be allocated, expended, and accounted for in accordance with accounting practices specified in the Financial Accounting Handbook, Funding Manual and the Pupil and Staff Accountability Manual.

Title of Regulation:

Regulation No.: R 43-176

**SECTION 4(1)(c) PUPILS TO BE
COUNTED IN ONLY ONE PUPIL
CLASSIFICATION**

Effective Date: January 1984

Constitutional and Statutory Provisions:

Descriptor Code: None

State Board Regulation:

Section 4(1)(c) Pupils to be Counted in Only One Pupil Classification

[Material transferred to R 43-171]

Educational Agency Relations

Title of Regulation:

Regulation No.: 43-300

ACCREDITATION CRITERIA

Effective Date: 06/27/14

Constitutional and Statutory Provisions:

Section(s):

59-5-60(1).

General powers of [State] Board.

59-25-110.

System for examination and certification of teachers.

59-26-10, *et seq.*

Training, Certification and Evaluation of Public Educators

Code of Laws of South Carolina, 1976.

20 U.S.C. 6301 *et seq.*

No Child Left Behind Act of 2001

US Code of Laws

State Board Regulation:

43-300. Accreditation Criteria.

I. Each school district shall provide the defined program approved by the State Board of Education that complies with standards prescribed for the boards of trustees; district operations; elementary grades; middle grades; secondary grades; career and technology education centers; summer school programs; and adult education. If a school district's defined program is evaluated as failing to comply with prescribed standards, it shall be considered as offering a program that is deficient in meeting local educational needs and such failure shall be indicated in the status of the accreditation classification.

II. State Board of Education Approval Procedures: To be accredited by the State Board of Education, a school district or school shall obtain approval for the school district's or school's educational program by one of the following procedures.

A. Option 1. Accreditation through the South Carolina Department of Education (SCDE). Meet the standards in the defined program and all current statutes and regulations as prescribed by the State Board of Education and General Assembly determined by the SCDE through the procedures described below. With regard to special schools, the following documents contain the full text of accreditation standards adopted by the State Board of Education. The documents are on file in the Offices of the South Carolina Department of Education and the South Carolina Legislative Council:

Defined Minimum Program for the John de la Howe School

Defined Minimum Program for the South Carolina School for the Deaf and the Blind

Defined Minimum Program for the South Carolina Wil Lou Gray Opportunity School

Defined Minimum Program for the South Carolina Department of Juvenile Justice

B. Option 2. Accreditation through an Accrediting Entity Accepted by Higher Education. Submit documentation to the State Board of Education that the district and schools meet all accreditation standards and are considered fully accredited by an accrediting entity accepted by higher education (i.e., AdvancED/Southern Association of Colleges and Schools (SACS)). Use of an accrediting entity other than AdvancED will require approval by the State Board of Education. All deficiencies identified through desk or on-site monitoring must be resolved prior to the district or school utilizing Option 2. If district's or school's accreditation rating becomes less than fully accredited when utilizing Option 2, the district or school will automatically be reviewed by the South Carolina Department of Education's Option 1 procedures. A list of schools and/or districts selecting Option 2 for accreditation will be included in the

SCDE's Annual Report of the Accreditation of School Districts in South Carolina to the State Board of Education.

III. Option 1 accreditation procedures for each school district or school not submitting documentation of Option 2 accreditation:

A. On or before October 15, data assurances documenting the compliance of standards for boards of trustees; district operations; elementary grades; middle grades; secondary grades; career and technology education; summer school programs; and adult education will be submitted to the South Carolina Department of Education.

B. The South Carolina Department of Education will process the accreditation data and identify existing deficiencies for the following educational units: (1) Boards of Trustees, (2) District Operations, (3) Elementary Grades, (4) Middle Grades, (5) Secondary Grades, (6) Summer School Programs, (7) Career and Technology Education, and (8) Adult Education. Accreditation data will also be collected annually through desk and on-site monitoring of selected schools and districts. The listings of deficiencies will be reviewed by South Carolina Department of Education staff and results of the preliminary analysis indicating existing deficiencies will be provided to districts and schools for verification.

C. The preliminary analysis data shall result in the SCDE assigning one of the following accreditation preliminary classifications no later than February 1:

Accredited/All Clear indicates that a district or school is in compliance with the standards for a defined program and with all current statutes and regulations as prescribed by the State Board of Education and General Assembly.

Accredited/Advised indicates that a district or school is not in compliance with the standards for a defined program and with all current statutes and regulations as prescribed by the State Board of Education and General Assembly, but the deficiencies may be easily corrected and/or substantial progress can be made in removing existing deficiencies.

Accredited/Warned indicates that a district or school is not in compliance with the standards for a defined program and with all current statutes and regulations as prescribed by the State Board of Education and General Assembly for a second year. Districts that have a Warned accreditation classification are required to make substantial progress toward removal of deficiencies before submitting accreditation data the subsequent school year or the district's accreditation will be placed on Probation.

Accredited/Probation indicates that a district or school is not in compliance with the standards for a defined program and with all current statutes and regulations as prescribed by the State Board of Education and General Assembly for a third year. Serious deficiencies exist and the district, school, or program will lose its accreditation unless satisfactory progress is made toward the removal of the deficiencies before the next school year.

Accreditation Denied indicates that the district or school is not in compliance with the standards for a defined program and with all current statutes and regulations as prescribed by the State Board of Education and General Assembly for a fourth year and does not merit accreditation. If the accreditation of a high school is denied, that school cannot issue State high school diplomas subsequent to the school year in which the accreditation is denied. Schools which have been classified as Accreditation Denied by the defined program accreditation procedures shall not be eligible for funding in the following fiscal year until an acceptable plan to eliminate the deficiencies is submitted and approved by the State Board of Education.

D. Each district and school is required to reply to the preliminary accreditation classification in writing to the South Carolina Department of Education, no later than February 22 and to provide written documentation to request removal of deficiencies prior to the South Carolina Department of Education assigning a final accreditation classification.

E. A copy of the final accreditation classification report for all Option 1 schools and districts will be provided to district superintendents, school principals, directors of career and technology education, directors of adult education, and members of the boards of trustees. The State Board of Education will receive the accreditation classification of all districts and schools utilizing Option 1 in the SCDE's Annual Report of the Accreditation of School Districts in South Carolina.

IV. Additional Requirement for Career and Technical Education:

In addition to the policies of the State Board of Education, programs under the jurisdiction of other state accrediting, certifying, or licensing boards shall meet requirements established by these boards.

V. On-Site Verification Visits by State Accountability Team

In addition to annual recommendation of a district's or school's accreditation classification, the SCDE's state accountability team will conduct desk audits and on-site verification visits on all districts and schools following a five-year cycle and yearly on those which have an accreditation status of accredited/ warned, accredited/probation, or those districts and schools whose previous visit violations are still unresolved for the current year. The state accountability team will facilitate and conduct on-site verification visits within thirty days to districts and schools as directed by the State Board of Education or the State Superintendent of Education. The results of the verification visit will be reported to the State Board of Education.

Title of Regulation:

Regulation No.:

R 43-302

**PALMETTO GOLD AND SILVER
AWARDS PROGRAM**

Effective Date:

03/28/03

Constitutional and Statutory Provisions:

Section(s):

59-18-1100.

Palmetto Gold and Silver Awards Program established; criteria;
eligibility of schools for academically talented.

Code of Laws of South Carolina, 1976.

State Board Regulation:

Palmetto Gold and Silver Awards Program.

A. Program Implementation

The Palmetto Gold and Silver Awards Program is established to recognize and reward schools for academic achievement. Awards will be established for schools attaining high levels of absolute performance and for schools attaining high rates of improvement. The program shall be operated by the State Department of Education in accordance with program criteria established by the Division of Accountability of the Education Oversight Committee.

B. Expenditure of Award Funds

Award funds are to be used to improve and/or maintain exceptional student academic performance according to the school's renewal plan. Funds may be utilized for professional development support. Allowable costs include equipment, materials and supplies, contractual services, substitutes, and travel. Specific guidelines for the expenditure of award funds will be provided to each school receiving an award. An expenditure report specifying the manner in which those monies were expended must be submitted to the Department of Education at the conclusion of the grant period.

Title of Policy:

Policy No.:

R 43-303

**FLEXIBILITY THROUGH
DEREGULATION PROGRAM**

Effective Date:

06/25/04

Constitutional and Statutory Provisions:

Section(s):

59-5-60.	General powers of [State] Board.
59-18-1110.	Grant of flexibility of receiving exemption from regulations; criteria; continuation of and removal from flexibility status.
59-18-1120.	Grant of flexibility of exemption from regulations and statutes to school designated as unsatisfactory while in such status; extension to other schools.

Code of Laws of South Carolina, 1976.

State Board Policy:

Flexibility Through Deregulation Program.

I. Program Implementation

The Education Accountability Act, S.C. Code Ann. Sections 59-8-1110 and 59-18-1120 (2002), provide for the recognition of schools based on student performance. Schools that continually receive recognition are rewarded by exemptions from regulations and statutes (59-18-1110). Special provisions also allow exemptions from some regulations or statutes to other schools (59-18-1120).

The State Department of Education (SDE) will operate the program in accordance with program guidelines developed by the State Board of Education (SBE) in consultation with the Education Oversight Committee (EOC). The guidelines shall include eligibility criteria, operation procedures, related monitoring activities, reporting requirements, and state statutes and regulations exempted under the program. Approved program guidelines will be made available by the SDE upon request. The SBE may revise program guidelines on an annual basis in consultation with the EOC. Current guidelines will be posted on the SDE Web site.

Schools deregulated under former flexibility through deregulation statute, S.C. Code Ann. Section 59-18-15 (repealed), and former State Board of Education Regulation 43-303 (amended) must re-qualify for flexibility status under these regulations.

II. Eligibility Criteria

A. Eligibility for flexibility begins in February 2005.

B. A school may be eligible in one of three ways. Special conditions apply to each type of eligibility.

1. Criteria for Deregulated Schools

Each of the following criteria must be met during the three-year period prior to the school year in which the school is given flexibility status.

- a. The school has twice been a recipient of either a Palmetto Gold or Silver Award.
- b. The school has met annual improvement standards for subgroups of students in reading and mathematics.
- c. The school must have exhibited no recurring accreditation deficiencies.

2. Criteria for Unsatisfactory Schools

An unsatisfactory school may be given flexibility status when each of the following conditions are met:

- a. The statutes or regulations exempted must deal with the core academic areas.
- b. The External Review Team (ERT) recommends specific regulations and statutes for flexibility to the SBE in the ERT report.
- c. If recommended by the ERT, the school plan must be amended to explain how the exemption will improve school and student performance.

3. Criteria for Schools through School Plans

Schools may receive flexibility status when each of the following conditions are met:

- a. The school has met annual improvement standards for subgroups of students in reading and mathematics.
- b. Amendments to the school renewal plan must explain why exemptions are expected to improve the academic performance of the students.
- c. The plan meets the approval by the SBE.

III. Stability of School Grade Organization

Changes in grade structure that result in less than a majority of grades being maintained from the preceding school year will cause a school to be removed from flexibility status. The flexibility status is not transferable to another school if the school that has such status is closed or consolidated with another school.

IV. Notification of Schools and School Districts

The SDE will annually determine schools that are eligible to receive flexibility status based on meeting criteria as deregulated, meeting SBE criteria through a school plan, and meeting criteria for specific exemptions recommended by the ERT. The SBE must approve flexibility status for schools meeting SBE criteria through a school plan and for schools meeting criteria for specific exemptions recommended by the ERT. Flexibility status will be in effect immediately upon determination of deregulated schools or approval by the SBE of other schools. The local boards of trustees, district superintendents, and principals of the schools will be notified by the SDE of their flexibility status.

V. Nonacceptance of Flexibility Status

A. A local board of trustees may notify the SBE of its decision not to accept the flexibility status of an deregulated school within the district. Written notification by the local board of trustees will result in the school's immediate removal from flexibility status and the restoration of all statutory and regulatory requirements. Written notification for nonacceptance must be received within sixty days of the declaration of flexibility status.

B. Subsequent monitoring by the SDE in a school that is removed from flexibility status will not include a review of program records for the exempted period.

VI. Continuation of Flexibility Status

A. A deregulated school initially given flexibility status will be eligible to continue in that status provided that annually the following conditions are met:

1. The school exhibits improvement at or above the state average as computed in the Palmetto Gold and Silver Awards Program pursuant to S.C. Code Ann. Section 59-18-1100 (2002).
2. The school must meet the gains required for subgroups of students in reading and mathematics.
3. The school must have exhibited no recurring accreditation deficiencies.

B. An unsatisfactory school initially given flexibility status through an approved ERT report will be eligible to continue in that status provided that annually the following conditions are met:

1. The ERT reviews the overall improvement as outlined in the amended plan and recommends continuation.
2. The school must meet the gains required for subgroups of students in reading and mathematics.
3. The school must have exhibited no recurring accreditation deficiencies.

C. A school initially given flexibility status through an amended school plan will be eligible to continue in that status provided that annually the following conditions are met:

1. The school must exhibit overall improvement as outlined in the amended plan.
2. The school must meet the gains required for subgroups of students in reading and mathematics.
3. The school must have exhibited no recurring accreditation deficiencies.

VII. Application for Extension of Flexibility Status

A school that does not re-qualify for flexibility status may apply to the SBE for an extension of the status for one year, provided extenuating circumstances exist that account for its inability to meet the requirements to maintain that status. The district superintendent and school principal must make the application for extension to the SBE within thirty (30) days of the receipt of notification of the school's removal from flexibility status.

A school no longer unsatisfactory may apply for a one-year extension of flexibility status for those exemptions approved in the ERT report provided the district superintendent and school principal make the application for extension to the State Board of Education within thirty days (30) of the receipt of notification of the school's removal from unsatisfactory status.

VIII. Exemptions from Requirements

Schools receiving flexibility status are exempted from those regulatory and statutory provisions governing the defined program including, but not limited to, class scheduling, class structure, and staffing. Specific standards exempted appear in an appendix of the SBE-approved guidelines.

IX. Resumption of Statutory and Regulatory Requirements

A school removed from flexibility status will be subject to regulatory and statutory provisions exempted under this program at the beginning of the school year following notification of the change in status by the SDE. Nonacceptance of flexibility status requires compliance with all regulatory and statutory provisions immediately. Subsequent monitoring by the SDE in a school that is removed from flexibility status will not include a review of program records exempted under program guidelines for the period that the school was given flexibility status.

Title of Policy:

Regulation No.:

R 43-307

**ALIGNMENT OF ASSESSMENT AND
ACCOUNTABILITY WITH THE NO CHILD
LEFT BEHIND ACT**

Effective Date

06/27/03

Constitutional and Statutory Provisions:

Section(s):

59-5-60.

General powers of [State] Board

Code of Laws of South Carolina, 1976.

20 U.S.C. §107, et seq.

No Child Left Behind Act 2002

U.S. Code of Laws

State Board Policy:

Alignment of Assessment and Accountability Elements with the No Child Left Behind Act.

I. The reauthorization of the Elementary and Secondary Education Act of 2001, Public Law 107-110, also known as the No Child Left Behind Act, requires each state to align its assessment and accountability elements with the measures mandated by federal law. The following steps are taken to align the elements of the Education Accountability Act of 1998 with those of the No Child Left Behind Act.

A. Assessment System

1. The assessment system, as mandated by the Education Accountability Act and further specified in the State Accountability Workbook, required by the No Child Left Behind Act, applies to all public schools and districts in the state and holds all students to the same academic achievement criteria and performance standards.

2. The annual school, district, and state report cards, as mandated by the Education Accountability Act and as further specified in the State Accountability Workbook, will include the data required by the No Child Left Behind Act.

B. Accountability System

1. Adequate Yearly Progress. This measure is calculated as specified in the State Accountability Workbook and is included as a measure of accountability and progress of the public schools. Adequate yearly progress will be reported on the front of the Education Accountability Act mandated report card.

2. Subgroups for Accountability. The subgroups identified for measuring the progress on adequate yearly progress are: economically disadvantaged students, major racial and ethnic groups, students with disabilities, and students with limited English proficiency. All students in the school are considered to be an additional subgroup. The definitions of the subgroups are specified in the South Carolina Department of Education Test Administration Manual and the No Child Left Behind Act.

3. Other Indicators of Performance. Attendance is the additional required indicator for elementary and middle schools. This indicator's threshold and adequate yearly progress criteria are specified in the State Accountability Workbook. For high school, the additional indicator is required to be graduation rate. This indicator's threshold and adequate yearly progress criteria are specified in the State Accountability Workbook.

II. The Elementary and Secondary Education Act of 2001, Public Law 107-110, also known as the No Child Left Behind Act, requires schools and districts not meeting adequate yearly progress for two consecutive years to move into needs improvement status and for Title I schools missing adequate yearly progress more than two consecutive years to progress through the levels of consequences specified in federal law.

III. The State Board of Education authorizes the South Carolina Department of Education to develop and amend the State Accountability Workbook as necessary to meet USDE approval.

Appendices

**Required Credentials
for Professional Staff Members
in the Instructional Programs of South
Carolina's Public Schools**



Effective for the 2014–15 School Year

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NOTICE

The activity/course codes specified in this document are generated from the coding system that is detailed in the document *South Carolina Department of Education Activity Coding System for Student Information Systems (SIS)*, issued by the Office of Technology Services. When course titles are changed, titles/codes are deactivated, or new titles/codes are created, those changes are indicated in purple type in table 3 of that coding manual. Three South Carolina Department of Education (SCDE) documents that contain course titles and codes—*Activity Coding System for SIS*, *CATE Student Reporting Procedures*, and *Required Credentials for Professional Staff Members in the Instructional Programs of South Carolina’s Public Schools*—will be updated and reissued each year. Changes will go into effect the following school year.

Modifications to the acceptable areas of certification and to the mandatory attendant training requirements that appear in this document are reviewed and approved by the SCDE.

Introduction

District and school professional staff members must hold appropriate credentials for the positions they occupy in order to meet accreditation standards mandated by State Board of Education Regulation 43-300.

All district office professional staff members who are required to hold certification must hold a master's degree and must be certified in their area of primary responsibility. All teachers must be properly certified. “Teachers of credit-bearing courses in grades seven and eight must either hold middle-level certification in the content area, secondary certification in the content area, or hold middle school certification. Additionally, ALL teachers of credit-bearing courses in grades seven and eight must have passed either the middle-level or secondary Praxis II exam in the content area or the National Teacher’s Examination in the content area.” **Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.**

Since grades 5–6 are included in both elementary and middle certification, school districts have flexibility to determine which certification is most appropriate. The South Carolina Department of Education will continue to honor elementary certification for grades 5–6 beyond 2013–14, for teachers who teach in those grade levels, but whose schools use the elementary model.

Teachers of the core academic subjects must not only be properly certified, but must also meet the “highly qualified” teacher requirements of the federal No Child Left Behind Act of 2001 (Pub. L. No. 107-110). The law requires public school elementary and secondary teachers to meet their state's definition of highly qualified teacher for each **core academic subject** they teach. According to No Child Left Behind, these subjects are **English, reading or language arts, math, science, history, civics and government, geography, economics, the arts and foreign language.** Special education teachers and teachers of English language learners must be highly qualified if they teach core academic subjects to their students.

Out-of-field permits may be issued for administrators, eligible teachers, library media specialists, and guidance counselors. Please contact the South Carolina Office of Certification to determine what subject area teachers are eligible for out-of-field permits.

What follows in this document is a tabular listing of most district office and school positions, along with the required credentials for each of those positions. Regardless of whether a specific position is listed in this document, all professional instructional staff must hold South Carolina educator certificates. If the credential requirement is an area of certification only, then the certification code for that specific area appears in a separate column. If the credential includes attendant training, as well as acceptable certification, the abbreviation NC (“no code”) appears in parentheses in the code column.

All credit-bearing courses are listed in the “Grades 9–12” section of this document. To assist districts in identifying those teaching positions for which the credential requirements include training beyond acceptable certification, instructional activity codes (course codes) are provided. Credit-bearing courses carry the same activity codes if they are taught in grades seven and eight. This document makes no recommendations with regard to course sequencing.

A credit-bearing course that is not listed in the “Grades 9–12” section of this document is either a locally designed elective course approved by the local board of trustees or a locally designed subject-area course approved by the SCDE. The required credentials for teachers of locally designed elective courses are determined by the local board of trustees. All teachers of locally designed subject-area courses must be “highly qualified” in the subject area of the particular course they are teaching.

Certificates marked with an asterisk have been discontinued by the SCDE. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

District Professional Staff

DISTRICT ADMINISTRATORS

REQUIRED CREDENTIALS: MASTER’S DEGREE <i>and</i> CERTIFICATION IN THE AREA OF PRIMARY RESPONSIBILITY		
Position	Certif. Code	Acceptable Certification
Area/County/District Superintendent	70	Superintendent
Deputy/Assistant/Associate Superintendent	71 73 72 74 7B 7D 7C 7E 70	Elementary Principal* Elementary Supervisor* Secondary Principal* Secondary Supervisor* Elementary Principal Tier I Elementary Principal Tier II Secondary Principal Tier I Secondary Principal Tier II Superintendent
Director of Instruction	71 73 72 74 7B 7D 7C 7E 70 NC	Elementary Principal* Elementary Supervisor* Secondary Principal* Secondary Supervisor* Elementary Principal Tier I Elementary Principal Tier II Secondary Principal Tier I Secondary Principal Tier II Superintendent <i>or</i> Appropriate subject area certification <i>plus</i> successful completion of the SCDE – Office of School Leadership’s Institute for District Administrators within two years of hiring.
Director, Career and Technology Education	72 74 76 7C 7E	Secondary Principal* Secondary Supervisor* Vocational Center Director Secondary Principal Tier I Secondary Principal Tier II

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

DISTRICT ADMINISTRATORS

REQUIRED CREDENTIALS: MASTER’S DEGREE <i>and</i> CERTIFICATION IN THE AREA OF PRIMARY RESPONSIBILITY		
Position	Certif. Code	Acceptable Certification
Director, Child Development Director, Early Childhood Education	85+ 71 73 7B 7D 70 NC	Early Childhood plus one of the following: Elementary Principal* <i>or</i> Elementary Supervisor* <i>or</i> Elementary Principal Tier I <i>or</i> Elementary Principal Tier II <i>or</i> Superintendent <i>or</i> Successful completion of the SCDE Office of School Leadership Institute for District Administrators within two years of hiring
Director, Special Education	71 73 7B 7D 90 84 78 72 74 7C 7E 70 NC	Elementary Principal* Elementary Supervisor* Elementary Principal Tier I Elementary Principal Tier II Guidance—Secondary Advanced* School Psychologist II School Psychologist III Secondary Principal* Secondary Supervisor* Secondary Principal Tier I Secondary Principal Tier II Superintendent <i>or</i> Any certification area plus an advanced degree in the field of Special Education

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

DISTRICT ADMINISTRATORS

REQUIRED CREDENTIALS: MASTER’S DEGREE <i>and</i> CERTIFICATION IN THE AREA OF PRIMARY RESPONSIBILITY		
Position	Certif. Code	Acceptable Certification
Director, Adult Education	71 73 72 74 7B 7D 7C 7E 70 NC	Elementary Principal* Elementary Supervisor* Secondary Principal* Secondary Supervisor* Elementary Principal Tier I Elementary Principal Tier II Secondary Principal Tier I Secondary Principal Tier II Superintendent <i>or</i> Any certification area <i>plus</i> an advanced degree in the field of Adult Education
Other Directors at District Office (except finance, human resources, and transportation)	71 73 72 74 7B 7D 7C 7E 70	Elementary Principal* Elementary Supervisor* Secondary Principal* Secondary Supervisor* Elementary Principal Tier I Elementary Principal Tier II Secondary Principal Tier I Secondary Principal Tier II Superintendent <i>or</i> Appropriate subject area certification <i>plus</i> successful completion of the SCDE – Office of School Leadership’s Institute for District Administrators within two years of hiring.
Supervisor, Elementary Education	71 73 7B 7D 70	Elementary Principal* Elementary Supervisor* Elementary Principal Tier I Elementary Principal Tier II Superintendent <i>or</i> Appropriate subject area certification <i>plus</i> successful completion of the SCDE – Office of School Leadership’s Institute for District Administrators within two years of hiring.
Supervisor, Secondary Education	72 74 7C	Secondary Principal* Secondary Supervisor* Secondary Principal Tier I

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

DISTRICT ADMINISTRATORS

REQUIRED CREDENTIALS: MASTER’S DEGREE <i>and</i> CERTIFICATION IN THE AREA OF PRIMARY RESPONSIBILITY		
Position	Certif. Code	Acceptable Certification
	7E 70	Secondary Principal Tier II Superintendent <i>or</i> Appropriate subject area certification <i>plus</i> successful completion of the SCDE – Office of School Leadership’s <i>Institute for District Administrators</i> within two years of hiring.

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

ALL DISTRICT CONSULTANTS, CURRICULUM SPECIALISTS, AND COORDINATORS

REQUIRED CREDENTIALS: MASTER'S DEGREE <i>and</i> CERTIFICATION IN THE AREA OF PRIMARY RESPONSIBILITY		
Program	Certif. Code	Acceptable Certification
Agriculture	30	Agriculture
Business, Marketing, and Computer Technology Education	43 44 48 4B 47 40 46 32 45 41 42	Accounting* Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce* Data/Information Processing* Distributive Education* Secretarial Science* Shorthand* Typing*
Driver Education	63	Driver Training
Early Childhood	85	Early Childhood
Elementary	01	Elementary
Engineering/Industrial Technology Education	36 29	Industrial Arts* Industrial Technology Education
English Language Arts	01 04 1E 1A 83	Elementary English Middle-Level Language Arts Middle School Language Arts* Reading Clinician*

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

ALL DISTRICT CONSULTANTS, CURRICULUM SPECIALISTS, AND COORDINATORS

REQUIRED CREDENTIALS: MASTER’S DEGREE <i>and</i> CERTIFICATION IN THE AREA OF PRIMARY RESPONSIBILITY		
Program	Certif. Code	Acceptable Certification
	81 82 80 5E 5G 5F	Reading Consultant* Reading Coordinator or Director* Reading Teacher* Literacy Coach Literacy Teacher Literacy Specialist
Gifted and Talented	8A GT	Gifted and Talented Certification Gifted and Talented Endorsement
Guidance	88 86 89 90	Associate Guidance—Secondary* Guidance—Elementary Guidance—Secondary Guidance—Secondary Advanced*
Health, Safety, Physical Education	64 65 67	Health Health and Physical Education* Physical Education
Health Science Technology/ Health Services	AC	Health Science Technology
Mathematics	11 10 1F 1B	General Mathematics* Mathematics Middle-Level Mathematics Middle School Mathematics*
Media Services	60 59	Media Specialist Media Supervisor*
Reading Coordinator	01 85 5E 5F 5G 83 81 82 80	Elementary Early Childhood Literacy Coach Literacy Specialist Literacy Teacher Reading Clinician* Reading Consultant* Reading Coordinator or Director* Reading Teacher*

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

ALL DISTRICT CONSULTANTS, CURRICULUM SPECIALISTS, AND COORDINATORS

REQUIRED CREDENTIALS: MASTER’S DEGREE <i>and</i> CERTIFICATION IN THE AREA OF PRIMARY RESPONSIBILITY		
Program	Certif. Code	Acceptable Certification
Science	14 15 17 13 1G 1C 16 12	Biology Chemistry Earth Science* General Science* Middle-Level Science Middle School Science* Physics Science
Social Studies	23 24 25 21 1H 1D 26 20 27	Economics Geography Government History Middle-Level Social Studies Middle School Social Studies* Psychology Social Studies Sociology
Special Education	69 84 78 2A 2D 2E 02 2G 2H 2I 2F 2J 2C 2B 03	School Psychologist I School Psychologist II School Psychologist III Special Education—Educable Mentally Disabled* Special Education—Deaf and Hard of Hearing Special Education—Emotional Disabilities Special Education—Generic Special Education* Special Education—Learning Disabilities Special Education—Mental Disabilities Special Education—Multicategorical Special Education—Orthopedically Impaired* Special Education—Severe Disabilities Special Education—Trainable Mentally Disabled* Special Education—Education of the Blind and Visually Impaired Speech-Language Therapist
Visual and Performing Arts	49 50 58 51	Advanced Fine Arts Art Dance Music Education—Choral

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

ALL DISTRICT CONSULTANTS, CURRICULUM SPECIALISTS, AND COORDINATORS

REQUIRED CREDENTIALS: MASTER’S DEGREE <i>and</i> CERTIFICATION IN THE AREA OF PRIMARY RESPONSIBILITY		
Program	Certif. Code	Acceptable Certification
	54 52 56 53 57 5C	Music Education—Instrumental Music Education—Piano Music Education—Violin Music Education—Voice Speech and Drama* Theatre
World Languages	94 5D 05 08 5B 06 09 07	American Sign language Chinese French German Japanese Latin Russian Spanish

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

SCHOOL ADMINISTRATORS AND PROFESSIONAL SUPPORT STAFF

REQUIRED CREDENTIALS: MASTER'S DEGREE <i>and</i> CERTIFICATION IN THE AREA OF PRIMARY RESPONSIBILITY		
Position	Certif. Code	Acceptable Certification
Kindergarten–Grade 6		
Principal	71	Elementary Principal*
Assistant Principal	73	Elementary Supervisor*
Curriculum Coordinator	7B	Elementary Principal Tier I
<i>Administrative Assistant</i>	7D	Elementary Principal Tier II
Guidance Counselor	86	Guidance—Elementary
Library Media Specialist, full-time	60	Media Specialist
Library Media Specialist, part-time	60 61	Media Specialist Teacher-Librarian*
<i>Instructional Coach (In effect 2014–2015)</i>	<i>01 85</i>	<i>Early Childhood Elementary Elementary Principal* Elementary Supervisor* Elementary Principal Tier I Elementary Principal Tier II Any Certification that encompasses PreK/K-12</i>
Kindergarten–Grade 8		
Principal	71	Elementary Principal*
Assistant Principal	73	Elementary Supervisor*
<i>Administrative Assistant</i>	7B 7D	Elementary Principal Tier I Elementary Principal Tier II
Grades 7–8		
Principal	71	Elementary Principal*
Assistant Principal	73	Elementary Supervisor*
Curriculum Coordinator	72	Secondary Principal*
<i>Administrative Assistant</i>	74	Secondary Supervisor*
	7B	Elementary Principal Tier I
	7D	Elementary Principal Tier II
	7C	Secondary Principal Tier I
	7E	Secondary Principal Tier II
Guidance Counselor	88	Associate Guidance—Secondary*
	86	Guidance—Elementary
	89	Guidance—Secondary
	90	Guidance—Secondary Advanced*
Library Media Specialist	60	Media Specialist

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

Instructional Coach (In effect 2014–2015)		Middle School/Level certification in appropriate subject area Elementary Principal* Elementary Supervisor* Elementary Principal Tier I Elementary Principal Tier II Secondary Principal* Secondary Supervisor* Secondary Principal Tier I Secondary Principal Tier II Any Certification that encompasses PreK/K-12
Grades 9–12		
Principal Assistant Principal Curriculum Coordinator Administrative Assistant	72 74 7C 7E	Secondary Principal* Secondary Supervisor* Secondary Principal Tier I Secondary Principal Tier II
Director, Career and Technology Education Assistant Director, Career and Technology Education	72 74 76 7C 7E	Secondary Principal* Secondary Supervisor* Vocational Center Director Secondary Principal Tier I Secondary Principal Tier II
Guidance Counselor	88 89 90	Associate Guidance—Secondary* Guidance—Secondary Guidance—Secondary Advanced*
Library Media Specialist	60	Media Specialist
Instructional Coach (In effect 2014–2015)		Secondary certification in appropriate subject area Secondary Principal* Secondary Supervisor* Secondary Principal Tier I Secondary Principal Tier II Any Certification that encompasses K-12

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

Teachers

SPECIAL EDUCATION

REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Acceptable certification for a teacher of a *self-contained* special education class is determined by the area of disability in which all or the majority of the teacher’s students are classified. Acceptable certification for a *resource or itinerant* special education teacher is determined by the area of disability in which the majority of the teacher’s students in each class are classified.

Prekindergarten—Grade 12 Program	Certif. Code	Acceptable Certification
Autism	2A 2C 2E 2H 2I 2J 2G 02	Special Education—Educable Mentally Disabled* Special Education—Trainable Mentally Disabled* Special Education—Emotional Disabilities Special Education—Mental Disabilities Special Education—Multicategorical Special Education—Severe Disabilities Special Education—Learning Disabilities Special Education—Generic Special Education*
Developmentally Delayed (Ages 3–9)	2K 85 2D 2A 2E 02 2G 2H 2I 2J 2C 03	ECE Special Education (ages 3-6 only) Early Childhood (ages 3-5 only) Special Education—Deaf and Hard of Hearing Special Education—Educable Mentally Disabled* Special Education—Emotional Disabilities Special Education—Generic Special Education* Special Education—Learning Disabilities Special Education—Mental Disabilities (See Intellectual Disabilities) Special Education—Multicategorical Special Education—Severe Disabilities Special Education—Trainable Mentally Disabled* Speech-Language Therapist
Deaf and Hard of Hearing	2D	Special Education—Education of Deaf and Hard of Hearing

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

† = For more information, please call the Office of Federal and State Accountability at 803-734-3454.

SPECIAL EDUCATION

REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Acceptable certification for a teacher of a *self-contained* special education class is determined by the area of disability in which all or the majority of the teacher’s students are classified. Acceptable certification for a *resource or itinerant* special education teacher is determined by the area of disability in which the majority of the teacher’s students in each class are classified.

Prekindergarten—Grade 12 Program	Certif. Code	Acceptable Certification
Emotional Disabilities	2E	Special Education—Emotional Disabilities
	02	Special Education—Generic Special Education*
	2I	Special Education—Multicategorical
Intellectual Disabilities	2A	Special Education—Educable Mentally Disabled*
	02	Special Education—Generic Special Education*
	2H	Special Education—Mental Disabilities
	2I	Special Education—Multicategorical
	2J	Special Education—Severe Disabilities
	2C	Special Education—Trainable Mentally Disabled*
Specific Learning Disabilities	02	Special Education—Generic Special Education*
	2G	Special Education—Learning Disabilities
	2I	Special Education—Multicategorical
Orthopedically Impaired	2F	Special Education—Orthopedically Impaired*
	2H	Special Education—Mental Disabilities
	2I	Special Education—Multicategorical
	2J	Special Education—Severe Disabilities
Speech-Language Impaired	03	Speech-Language Therapist
Visually Impaired	2B	Special Education—Blind and Visually Impaired
Other Health Impaired	2K	ECE Special Education (ages 3-6 only)
	85	Early Childhood (ages 3-5 only)
	02	Special Education—Generic Special Education*
	2E	Special Education—Emotional Disabilities
	2G	Special Education—Learning Disabilities
	2I	Special Education—Multicategorical

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

† = For more information, please call the Office of Federal and State Accountability at 803-734-3454.

SPECIAL EDUCATION

REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Acceptable certification for a teacher of a *self-contained* special education class is determined by the area of disability in which all or the majority of the teacher’s students are classified. Acceptable certification for a *resource or itinerant* special education teacher is determined by the area of disability in which the majority of the teacher’s students in each class are classified.

Prekindergarten—Grade 12 Program	Certif. Code	Acceptable Certification
Traumatic Brain Injury	2K 85 02 2A 2C 2E 2G 2H 2I 2J	ECE Special Education (ages 3-6 only) Early Childhood (ages 3-5 only) Special Education—Generic Special Education* Special Education—Educable Mentally Disabled* Special Education—Trainable Mentally Disabled* Special Education—Learning Disabilities Special Education—Mental Disabilities (See Intellectual Disabilities) Special Education—Multicategorical Special Education—Severe Disabilities
<p>Early Childhood Special Education (ages 3 -5) Until July 1, 2016, all of the listed certifications are applicable.</p> <p>Effective July 1, 2016, all individuals working as Early Childhood Special Education teachers will be required to hold certification in Early Childhood Special Education.</p> <p>If the student is not enrolled in an early childhood program, but is enrolled in a Kindergarten program, the other special education categories for certification requirements listed in this document are applicable.</p>	2K 85 2D 2A 2E 02 2G 2H 2I 2J 2C	ECE Special Education Early Childhood Special Education—Deaf and Hard of Hearing Special Education—Educable Mentally Disabled* Special Education—Emotional Disabilities Special Education—Generic Special Education* Special Education—Learning Disabilities Special Education—Mental Disabilities (See Intellectual Disabilities) Special Education—Multicategorical Special Education—Severe Disabilities Special Education—Trainable Mentally Disabled*

NOTE: Special Education teachers who provide the primary instruction in a core academic subject for which any student is earning Carnegie units toward state graduation requirements must hold appropriate South Carolina certification to teach students as outlined in this document and must demonstrate appropriate content knowledge in each core academic subject they teach. Special Education teachers who teach self-contained classes and give students their core academic subject instruction must either hold elementary certification or have passed the elementary curriculum content Praxis II.

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† = For more information, please call the Office of Federal and State Accountability at 803-734-3454.

PREKINDERGARTEN–GRADE 6

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Program Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Prekindergarten–Grade 3		
Prekindergarten, Kindergarten, and Grade 1	85	Early Childhood
Self-Contained/Departmentalized, Grades 2–3	85 01	Early Childhood Elementary
PreK to 5-K, Montessori	85 8B NC	Early Childhood (Montessori Primary Level training is encouraged by the SEA and LEAs.) <i>or</i> Montessori—Early Childhood Education <i>or</i> A Bachelor’s degree <i>plus</i> a certificate of completion from a MACTE accredited Montessori teacher training program at the Primary Level <i>and</i> minimum qualifying score(s) on examinations required by the SCDE <i>or</i> PreK-12 certification <i>plus</i> a certificate of completion from a MACTE accredited Montessori teacher training program at the Primary Level <i>and</i> minimum qualifying score(s) on examinations required by the SCDE

‡Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

Since grades 5–6 are included in both elementary and middle certification, school districts have flexibility to determine which certification is most appropriate. The South Carolina Department of Education will continue to honor elementary certification for grades 5–6 beyond 2013–14, for teachers who teach in those grade levels, but whose schools use the elementary model.

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

†= For more information, please call the Office of Federal and State Accountability at 803-734-3454.

PREKINDERGARTEN–GRADE 6

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Program Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Grades 1 –3, Montessori	85 01	Early Childhood Elementary (Montessori Lower Elementary Level training is encouraged by the SEA and LEAs.)
	8C	Montessori—Elementary I (Grades 1-3) <i>or</i>
	NC	A Bachelor’s degree plus a certificate of completion from a MACTE accredited Montessori teacher training program at the Lower Elementary Level <i>and</i> minimum qualifying score(s) on examinations required by the SCDE <i>or</i>
	NC	PreK-12 certification plus a certificate of completion from a MACTE accredited Montessori teacher training program at the Lower Elementary Level <i>and</i> minimum qualifying score(s) on examinations required by the SCDE

‡Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

Since grades 5–6 are included in both elementary and middle certification, school districts have flexibility to determine which certification is most appropriate. The South Carolina Department of Education will continue to honor elementary certification for grades 5–6 beyond 2013–14, for teachers who teach in those grade levels, but whose schools use the elementary model.

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

†= For more information, please call the Office of Federal and State Accountability at 803-734-3454.

PREKINDERGARTEN–GRADE 6

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Program Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
World Language Immersion Programs, Grades 2–3	01	Elementary certification <i>plus one of the following:</i>
	NC	<ul style="list-style-type: none"> • a passing score on the Praxis examination for a World Language area • Native Speakers with degrees earned abroad in their native language may take the American Council on the Teaching of Foreign Languages Oral Proficiency Interview (OP1) and the Writing Proficiency Test (WPT).
	NC	<p><i>or</i></p> <p>A valid SC certificate in an appropriate World Language area <i>plus a passing score on the Praxis examination Elementary Education</i></p> <p><i>or</i></p>

~~†Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.~~

Since grades 5–6 are included in both elementary and middle certification, school districts have flexibility to determine which certification is most appropriate. The South Carolina Department of Education will continue to honor elementary certification for grades 5–6 beyond 2013–14, for teachers who teach in those grade levels, but whose schools use the elementary model.

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

†= For more information, please call the Office of Federal and State Accountability at 803-734-3454.

PREKINDERGARTEN–GRADE 6

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Program Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Grades 4–6		
Self-Contained	01	Elementary

‡Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

Since grades 5–6 are included in both elementary and middle certification, school districts have flexibility to determine which certification is most appropriate. The South Carolina Department of Education will continue to honor elementary certification for grades 5–6 beyond 2013–14, for teachers who teach in those grade levels, but whose schools use the elementary model.

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

†= For more information, please call the Office of Federal and State Accountability at 803-734-3454.

PREKINDERGARTEN–GRADE 6

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Program Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Grades 4 – 6, Montessori, Self-Contained	01	Elementary (Montessori Upper Elementary Level training is encouraged by the SEA and LEAs.)
	8D	Montessori—Elementary II (Grades 4-6)
	NC	A Bachelor’s degree plus a certificate of completion from a MACTE accredited Montessori teacher training program at the Upper Elementary Level <i>and</i> minimum qualifying score(s) on examinations required by the SCDE
	NC	PreK-12 certification plus a certificate of completion from a MACTE accredited Montessori teacher training program at the Upper Elementary Level <i>and</i> minimum qualifying score(s) on examinations required by the SCDE

‡Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

Since grades 5–6 are included in both elementary and middle certification, school districts have flexibility to determine which certification is most appropriate. The South Carolina Department of Education will continue to honor elementary certification for grades 5–6 beyond 2013–14, for teachers who teach in those grade levels, but whose schools use the elementary model.

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

†= For more information, please call the Office of Federal and State Accountability at 803-734-3454.

PREKINDERGARTEN–GRADE 6

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Program Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Departmentalized Grades 2–6		
Grade 6, Montessori, Departmentalized	NC 8D NC	Certification in content area (Montessori Middle training is encouraged by the SEA and LEAs.) <i>or</i> Montessori—Elementary II (Grades 4-6) <i>or</i> A Bachelor’s degree <i>plus</i> a certificate of completion from a MACTE accredited Montessori teacher training program at the Middle Level and minimum qualifying score(s) on examinations required by the SCDE <i>or</i> PreK-12 certification <i>plus</i> a certificate of completion from a MACTE accredited Montessori teacher training program at the Middle Level and minimum qualifying score(s) on examinations required by the SCDE
English Language Arts	01 1E 1A 83 81 82 80 5E 5G 5F	Elementary Middle-Level Language Arts (Grades 5 and 6) Middle School Language Arts*(Grades 5 and 6) Reading Clinician* Reading Consultant* Reading Coordinator or Director* Reading Teacher* Literacy Coach Literacy Teacher Literacy Specialist
Mathematics Mathematics Assistance Student Support Mathematics	01 1F 1B	Elementary Middle-Level Mathematics Middle School Mathematics*

‡Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

Since grades 5–6 are included in both elementary and middle certification, school districts have flexibility to determine which certification is most appropriate. The South Carolina Department of Education will continue to honor elementary certification for grades 5–6 beyond 2013–14, for teachers who teach in those grade levels, but whose schools use the elementary model.

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

†= For more information, please call the Office of Federal and State Accountability at 803-734-3454.

PREKINDERGARTEN–GRADE 6

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Program Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Special Areas, Kindergarten-Grade 6		
English for Speakers of Other Languages (ESOL)	NC	Certification in any teaching area at the appropriate grade level (elementary). Or 5A English for Speakers of Other Languages (ESOL) add-on Certification is encouraged by the SEA and required by some LEAs.
Elementary Literacy Reading Reading Assistance Student Support Reading	01 85 5E 5F 5G 83 81 82 80	Elementary Early Childhood Literacy Coach Literacy Specialist Literacy Teacher Reading Clinician* Reading Consultant* Reading Coordinator or Director* Reading Teacher*
Gifted and Talented	8A GT	Gifted and Talented Gifted and Talented Endorsement
World Languages		
American Sign Language	94	American Sign Language
Chinese	5D	Chinese
French	05	French
German	08	German
Japanese	5B	Japanese
Latin	06	Latin
Russian	09	Russian

‡Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

Since grades 5–6 are included in both elementary and middle certification, school districts have flexibility to determine which certification is most appropriate. The South Carolina Department of Education will continue to honor elementary certification for grades 5–6 beyond 2013–14, for teachers who teach in those grade levels, but whose schools use the elementary model.

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PREKINDERGARTEN–GRADE 6

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Program Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Spanish	07	Spanish
Visual and Performing Arts		
Art	49 50	Advanced Fine Arts in course title area Art
Dance	49 58	Advanced Fine Arts in course title area Dance
Drama	49 04 57 5C	Advanced Fine Arts in course title area English Speech and Drama* Theatre
Media Arts	49+ 51+ 54+ 52+ 56+ 53+ 50+ 58+ 5C+	Advanced Fine Arts plus coursework in title area Music Education—Choral plus coursework in title area Music Education—Instrumental plus coursework in title area Music Education—Piano plus coursework in title area Music Education—Violin plus coursework in title area Music Education—Voice plus coursework in title area Art plus coursework in title area Dance plus coursework in title area Theatre plus coursework in title area

‡Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

Since grades 5–6 are included in both elementary and middle certification, school districts have flexibility to determine which certification is most appropriate. The South Carolina Department of Education will continue to honor elementary certification for grades 5–6 beyond 2013–14, for teachers who teach in those grade levels, but whose schools use the elementary model.

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PREKINDERGARTEN–GRADE 6

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Program Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
General Music	49+	Advanced Fine Arts <i>plus</i> coursework in the title area
	51	Music Education—Choral
	54	Music Education—Instrumental
	52	Music Education—Piano
	56	Music Education—Violin
	53	Music Education—Voice
Choral Music	49+	Advanced Fine Arts <i>plus</i> coursework in the title area
	51	Music Education—Choral
	54+	Music Education—Instrumental <i>plus</i> coursework in the title area
	52+	Music Education—Piano <i>plus</i> coursework in the title area
	56+	Music Education—Violin <i>plus</i> coursework in the title area
	53	Music Education—Voice
Instrumental Music: Band	49+	Advanced Fine Arts <i>plus</i> coursework in the title area
	51+	Music Education—Choral <i>plus</i> coursework in the title area
	54	Music Education—Instrumental
	52+	Music Education—Piano <i>plus</i> coursework in the title area
	56	Music Education—Violin
	53+	Music Education—Voice <i>plus</i> coursework in the title area

‡Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

Since grades 5–6 are included in both elementary and middle certification, school districts have flexibility to determine which certification is most appropriate. The South Carolina Department of Education will continue to honor elementary certification for grades 5–6 beyond 2013–14, for teachers who teach in those grade levels, but whose schools use the elementary model.

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PREKINDERGARTEN–GRADE 6

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Program Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Instrumental Music: Orchestra	49+	Advanced Fine Arts <i>plus</i> coursework in the title area
	51+	Music Education—Choral <i>plus</i> coursework in the title area
	54	Music Education—Instrumental
	52+	Music Education—Piano <i>plus</i> coursework in the title area
	56	Music Education—Violin
	53+	Music Education—Voice <i>plus</i> coursework in the title area
Health		
Health	01	Elementary
	13	General Science*
	64	Health
	65	Health and Physical Education*
	66	Health and Physical Education, Part-Time*
	1G	Middle-Level Science
	1C	Middle School Science*
	67	Physical Education
Physical Education		
Physical Education	65	Health and Physical Education*
	66	Health and Physical Education, Part-Time*
	67	Physical Education
Special Areas, Grade 6		

‡Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

Since grades 5–6 are included in both elementary and middle certification, school districts have flexibility to determine which certification is most appropriate. The South Carolina Department of Education will continue to honor elementary certification for grades 5–6 beyond 2013–14, for teachers who teach in those grade levels, but whose schools use the elementary model.

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PREKINDERGARTEN–GRADE 6

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Program Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Career Clusters, Introduction to	NC	Middle-level certification or any CATE certification <i>with guidance from the Office of Career and Technology Education (OCTE)</i> <i>Or</i> GCDF licensure (Acceptable for the school 2014–15 year only. Beginning with the 2015–16 school year, GCDF licensure as an appropriate certification will not be allowed.)
Industrial Technology Education	29	Industrial Technology Education
Exploratory Family and Consumer Sciences	35	Family and Consumer Science (Home Economics)
Keyboarding General Technology	43 44 48 47 4B 40 46 45 41 42	Accounting* Accounting and Related Business* Accounting and Related Economics* Business Education* Business/Marketing/Computer Technology (Business and Marketing Technology) Commerce* Data/Information Processing* Secretarial Science* Shorthand* Typing*

‡Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

Since grades 5–6 are included in both elementary and middle certification, school districts have flexibility to determine which certification is most appropriate. The South Carolina Department of Education will continue to honor elementary certification for grades 5–6 beyond 2013–14, for teachers who teach in those grade levels, but whose schools use the elementary model.

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GRADES 7–8

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

“Teachers of credit-bearing courses in grades seven and eight must either hold middle-level certification in the content area, secondary certification in the content area, or hold middle school certification. Additionally, ALL teachers of credit-bearing courses in grades seven and eight must have passed either the middle-level or secondary Praxis II exam in the content area or the National Teacher’s Examination in the content area.”

Subject Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Fine Arts		
Art	49+ 50	Advanced Fine Arts <i>plus</i> coursework in course title area Art
Dance	49+ 58	Advanced Fine Arts <i>plus</i> coursework in course title area Dance
Drama	49+ 04 57 5C	Advanced Fine Arts <i>plus</i> coursework in course title area English Speech and Drama* Theatre
Music	49+ 51 54 52 56 53	Advanced Fine Arts <i>plus</i> coursework in course title area Music Education—Choral Music Education—Instrumental Music Education—Piano Music Education—Violin Music Education—Voice
Musical Theatre	51 53 5C+	Music Education—Choral Music Education—Voice Theatre <i>plus</i> coursework in course title area

Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

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GRADES 7–8

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

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“Teachers of credit-bearing courses in grades seven and eight must either hold middle-level certification in the content area, secondary certification in the content area, or hold middle school certification. Additionally, ALL teachers of credit-bearing courses in grades seven and eight must have passed either the middle-level or secondary Praxis II exam in the content area or the National Teacher’s Examination in the content area.”

Subject Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Media Arts	49+ 51+ 54+ 52+ 56+ 53+ 50+ 58+ 5C+	Advanced Fine Arts <i>plus</i> coursework in course title area Music Education—Choral <i>plus</i> coursework in the title area Music Education—Instrumental <i>plus</i> coursework in the title area Music Education—Piano <i>plus</i> coursework in title area Music Education—Violin <i>plus</i> coursework in the title area Music Education—Voice <i>plus</i> coursework in the title area Art <i>plus</i> coursework in the title area Dance <i>plus</i> coursework in the title area Theatre <i>plus</i> coursework in the title area

Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

Since grades 5–6 are included in both elementary and middle certification, school districts have flexibility to determine which certification is most appropriate. The South Carolina Department of Education will continue to honor elementary certification for grades 5–6 beyond 2013–14.

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GRADES 7–8

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
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Subject Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Health		
Health	13 64 65 66 1G 1C 67	General Science* Health Health and Physical Education* Health and Physical Education, Part-Time* Middle-Level Science Middle School Science* Physical Education
Physical Education		
Physical Education	65 66 67	Health and Physical Education* Health and Physical Education, Part-Time* Physical Education
Language Arts		
English Language Arts Transitional English ELA Assistance	1E 1A 83 81 82 80 5E 5G 5F	Middle-Level Language Arts Middle School Language Arts* Reading Clinician* Reading Consultant* Reading Coordinator or Director* Reading Teacher* Literacy Coach Literacy Teacher Literacy Specialist

Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

Since grades 5–6 are included in both elementary and middle certification, school districts have flexibility to determine which certification is most appropriate. The South Carolina Department of Education will continue to honor elementary certification for grades 5–6 beyond 2013–14.

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GRADES 7–8

REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and* ALL MANDATORY ATTENDANT TRAINING

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

“Teachers of credit-bearing courses in grades seven and eight must either hold middle-level certification in the content area, secondary certification in the content area, or hold middle school certification. Additionally, ALL teachers of credit-bearing courses in grades seven and eight must have passed either the middle-level or secondary Praxis II exam in the content area or the National Teacher’s Examination in the content area.”

Subject Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Mathematics		
Mathematics <i>Transitional Mathematics</i>	1F 1B	Middle-Level Mathematics Middle School Mathematics*
Science		
Science	1G 1C	Middle-Level Science Middle School Science*
Social Studies		
Social Studies South Carolina Studies	1H 1D	Middle-Level Social Studies Middle School Social Studies*
World Languages		
American Sign Language	94	American Sign Language
Chinese	5D	Chinese
French	05	French
German	08	German
Japanese	5B	Japanese
Latin	06	Latin
Russian	09	Russian
Spanish	07	Spanish

Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

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GRADES 7–8

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

“Teachers of credit-bearing courses in grades seven and eight must either hold middle-level certification in the content area, secondary certification in the content area, or hold middle school certification. Additionally, ALL teachers of credit-bearing courses in grades seven and eight must have passed either the middle-level or secondary Praxis II exam in the content area or the National Teacher’s Examination in the content area.”

Subject Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
World Language Immersion Programs, Grades 7–8, for language arts in a world language	NC	<p>Middle-level subject area certification plus one of the following:</p> <ul style="list-style-type: none"> • a passing score on the Praxis examination for a World Language area • Native Speakers with degrees earned abroad in their native language may take the American Council on the Teaching of Foreign Languages Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT). <p><i>or</i></p> <p>A valid SC certificate in an appropriate World Language area plus a passing score on the subject area Praxis examination</p> <p><i>or</i></p>
Special Areas		
Middle Level Literacy Reading Developmental Reading Student Support Reading	01 1E 1A 5E 5G 5F 83 81 82 80	Elementary Middle-Level Language Arts Middle School Language Arts* Literacy Coach Literacy Teacher Literacy Specialist Reading Clinician* Reading Consultant* Reading Coordinator or Director* Reading Teacher*

Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

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GRADES 7–8

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Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

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Subject Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
English for Speakers of Other Languages (ESOL)	NC	Certification in any teaching area in the appropriate grade level (middle). Or 5A English for Speakers of Other Languages (ESOL) add-on Certification is encouraged by the SEA and required by some LEAs.

Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

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GRADES 7–8

REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and* ALL MANDATORY ATTENDANT TRAINING

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

“Teachers of credit-bearing courses in grades seven and eight must either hold middle-level certification in the content area, secondary certification in the content area, or hold middle school certification. Additionally, ALL teachers of credit-bearing courses in grades seven and eight must have passed either the middle-level or secondary Praxis II exam in the content area or the National Teacher’s Examination in the content area.”

Subject Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Grade 7-8, Montessori, Departmentalized	NC	Certification in content area (Montessori Middle training is encouraged by the SEA and LEAs.) <i>or</i> Montessori—Middle Level (Grades 7-8) or a Bachelor’s degree <i>plus</i> a certificate of completion from a MACTE accredited Montessori teacher training program at the Middle Level <i>and</i> minimum qualifying score(s) on examinations required by the SCDE <i>or</i> NC PreK-12 certification <i>plus</i> a certificate of completion from a MACTE accredited Montessori teacher training program at the Middle Level <i>and</i> minimum qualifying score(s) on examinations required by the SCDE

Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

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GRADES 7–8

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

“Teachers of credit-bearing courses in grades seven and eight must either hold middle-level certification in the content area, secondary certification in the content area, or hold middle school certification. Additionally, ALL teachers of credit-bearing courses in grades seven and eight must have passed either the middle-level or secondary Praxis II exam in the content area or the National Teacher’s Examination in the content area.”

Subject Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Special Areas, Exploratory Programs		
Agriculture, Introduction to	30	Agriculture
Career Clusters, Introduction to	NC	Middle-level certification or any CATE certification with guidance from the Office of Career and Technology Education (OCTE) <i>Or</i> GCDF licensure (Acceptable for the school 2014–15 year only. Beginning with the 2015–16 school year, GCDF licensure as an appropriate certification will not be allowed.)
Gateway to Technology	NC	Certification in any area plus Project Lead the Way certification . Special approval by the State Department of Education’s Office of Career and Technology Education is required for certified teachers without a bachelor’s degree.
Industrial Technology Education	29	Industrial Technology Education
Introduction to FACS 1 Introduction to FACS 2	35	Family and Consumer Science (Home Economics)

Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

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GRADES 7–8

**REQUIRED CREDENTIAL: ACCEPTABLE CERTIFICATION *and*
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Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

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Subject Area	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Keyboarding (not for HS credit)	43 44 48 47 4B 40 46 45 41 42	Accounting* Accounting and Related Business* Accounting and Related Economics* Business Education* Business/Marketing/Computer Technology (Business and Marketing Technology) Commerce* Data/Information Processing* Secretarial Science* Shorthand* Typing*
General Technology (not for HS credit)	43 44 48 47 4B 40 46 NC 45 41 42	Accounting* Accounting and Related Business* Accounting and Related Economics* Business Education* Business/Marketing/Computer Technology (Business and Marketing Technology) Commerce* Data/Information Processing* Middle School/Level certification in any area Secretarial Science* Shorthand* Typing*

Effective July 1, 2013, the appropriate middle level certificate will be required for all teaching core content areas in grades 7–8.

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GRADES 9–12

**REQUIRED CREDENTIALS: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Computer Science			
4771	AP Computer Science A	43+ 44+ 48+ 47+ 4B+ 40+ 46+ 10+ 45+ 41+ 42+	Accounting* Accounting and Related Business* Accounting and Related Economics* Business Education* Business/Marketing/Computer Technology (Business and Marketing Technology) Commerce* Data/Information Processing* Mathematics Secretarial Science* Shorthand* Typing* plus AP endorsement in the particular course
473A	Information Technology in a Global Society	NC+	Certification in any secondary-level subject area plus IB training in the specific subject
Driver Training			
3701	Driver Education	63	Driver Training
English Language Arts			
3030	Advanced Composition	04	English
3071 3070 3029	AP English Language and Composition AP English Literature and Composition AP Prep Lab (Honors credit)	04+	English plus AP endorsement in the particular course

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GRADES 9–12

**REQUIRED CREDENTIALS: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
3032 3024 3025 3026 3027	Creative Writing SCCC English 1 SCCC English 2 SCCC English 3 SCCC English 4	04	English
301A 301B 301C 301D 301E 301F 301J 301K 301L	English A1 SL English A1 HL-1 English A1 HL-2 English A2 SL English A2 HL-1 English A2 HL-2 IB Seminars (Honors credit) IB Seminars (Honors credit) IB Seminars (Honors credit)	04+	English <i>plus IB training in the specific subject</i>
3050 3051	Journalism 1 Journalism 2	04	English
3053 3054 3055 3056	Newspaper Production 1 Newspaper Production 2 Yearbook Production 1 Yearbook Production 2	04	English
4011	SAT Preparation Verbal	04	English
3040	Speech	04 57	English Speech and Drama*
3060	Vocabulary	04	English
Special Areas 9–12			
3090	Secondary Literacy	01 1E 1A 04 83 81 82 80 5E	Elementary Middle-Level Language Arts Middle School Language Arts* English Reading Clinician* Reading Consultant* Reading Coordinator or Director* Reading Teacher* Literacy Coach

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GRADES 9–12

**REQUIRED CREDENTIALS: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
		5G 5F	Literacy Teacher Literacy Specialist
3084 4080 4081 4082	English for Speakers of Other Languages 1(ESOL) ESOL 2 ESOL 3 ESOL 4	NC	Certification in any teaching area in the appropriate grade level (secondary). Or 5A. English for Speakers of Other Languages (ESOL add-on Certification is encouraged by the SEA and required by some LEAs.)
(NC)	Gifted and Talented	8A GT	Gifted and Talented Gifted and Talented Endorsement
World Languages			
4615	AP Chinese Language and Culture	5-D+	Chinese <i>plus AP endorsement in the particular course</i>
3671 3672	AP French Language AP French Literature	05+	French <i>plus AP endorsement in the particular course</i>
366J	AP Japanese Language and Culture	5-B+	Japanese <i>plus AP endorsement in the particular course</i>
3673	AP German Language	08+	German <i>plus AP endorsement in the particular course</i>
3674	AP Latin—Vergil	06+	Latin <i>plus AP endorsement in the particular course</i>
3675 3676	AP Spanish Language AP Spanish Literature	07+	Spanish <i>plus AP endorsement in the particular course</i>

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GRADES 9–12

**REQUIRED CREDENTIALS: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
3681 3682 3683 3684	American Sign Language 1 American Sign Language 2 American Sign Language 3 American Sign Language 4	94	American Sign Language
461A 461B 461C	Chinese A1 SL Chinese A1 HL-1 Chinese A1 HL-2	5-D+	Chinese <i>plus IB training in the specific subject</i>
3611 3612 3613 3614 3615	French 1 French 2 French 3 French 4 French 5	05	French
361A 361B 361C 361D 361E 361F 361G 361H 361I	French A1 SL French A1 HL-1 French A1 HL-2 French A2 HL-1 French A2 HL-2 French Ab initio SL French B SL French B HL-1 French B HL-2	05+	French <i>plus IB training in the specific subject</i>
3621 3622 3623 3624 3625	German 1 German 2 German 3 German 4 German 5	08	German

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GRADES 9–12

**REQUIRED CREDENTIALS: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
362A 362B 362C 362D 362E 362F 362G 362H 362I	German A1 SL German A1 HL-1 German A1 HL-2 German A2 HL-1 German A2 HL-2 German Ab initio SL German B SL German B HL-1 German B HL-2	08+	German <i>plus IB training in the specific subject</i>
3661 3662 3663 3664 3667	Japanese 1 Japanese 2 Japanese 3 Japanese 4 Japanese 5	5B	Japanese
366A 366B 366C 366D 366E 366F 366G 366H 366I	Japanese A1 SL Japanese A1 HL-1 Japanese A1 HL-2 Japanese A2 HL-1 Japanese A2 HL-2 Japanese Ab initio SL Japanese B SL Japanese B HL-1 Japanese B HL-2	5B+	Japanese <i>plus IB training in the specific subject</i>
3631 3632 3633 3634 3636	Latin 1 Latin 2 Latin 3 Latin 4 Latin 5	06	Latin

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GRADES 9–12

**REQUIRED CREDENTIALS: ACCEPTABLE CERTIFICATION *and*
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Note: Teachers of core academic subjects must also meet No Child Left Behind requirements. †

Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
363A 363B 363C	Latin SL Latin HL-1 Latin HL-2	06+	Latin <i>plus IB training in the specific subject</i>
365A 365B 365C 365D 365E 365F 365G 365H 365I	Spanish A1 SL Spanish A1 HL-1 Spanish A1 HL-2 Spanish A2 HL-1 Spanish A2 HL-2 Spanish Ab initio SL Spanish B SL Spanish B HL-1 Spanish B HL-2	07+	Spanish <i>plus IB training in the specific subject</i>
3641 3642 3643 3644 3647	Russian 1 Russian 2 Russian 3 Russian 4 Russian 5	09	Russian
3651 3652 3653 3654 3655	Spanish 1 Spanish 2 Spanish 3 Spanish 4 Spanish 5	07	Spanish
	World Language Immersion Programs Grades 9 – 12, for all content areas except language arts in a world language		A valid SC certificate in an appropriate World Language area plus one of the following: <ul style="list-style-type: none"> • a passing score on the subject area Praxis examination

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GRADES 9–12

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
	World Language Immersion Programs Grades 9-12, for language arts in a world language	NC	<p>Interview (OP1) and the Writing Proficiency Test (WPT).</p> <p><i>or</i></p> <p>Secondary subject area certification plus one of the following:</p> <ul style="list-style-type: none"> • a passing score on the Praxis examination for a World Language area • Native Speakers with degrees earned abroad in their native language may take the American Council on the Teaching of Foreign Languages Oral Proficiency Interview (OP1) and the Writing Proficiency Test (WPT).
Health			
3401	Family and Community Health	13 64 65 66 12 67	General Science* Health Health and Physical Education* Health and Physical Education, Part-Time* Science Physical Education
3403	Human Growth and Development	14 35 64 65 66	Biology Family and Consumer Science (Home Economics) Health Health and Physical Education* Health and Physical Education, Part-

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
		67	Time* Physical Education
3402	Personal Health and Wellness	13 64 65 66 12 67	General Science* Health Health and Physical Education* Health and Physical Education, Part-Time* Science Physical Education

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GRADES 9–12

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Physical Education			
3445	Adaptive Physical Education	65 66 67	Health and Physical Education* Health and Physical Education, Part-Time* Physical Education
3441 3442 3443 3444	Physical Education 1 Physical Education 2 Physical Education 3 Physical Education 4	65 66 67	Health and Physical Education* Health and Physical Education, Part-Time* Physical Education
Junior ROTC			
3751 3752 3753 3754	Junior ROTC 1 Junior ROTC 2 Junior ROTC 3 Junior ROTC 4	NC	Endorsement by service branch (state teacher certification <i>not</i> required)
Mathematics			
4114 4115 4113	SCCC Algebra 1 SCCC Algebra 2 Algebra 3	10	Mathematics
4170 4172 4171	AP Calculus AB AP Calculus BC AP Statistics	10+	Mathematics plus AP endorsement in the particular course
4135 4142	Calculus Discrete Mathematics	10	Mathematics
3155 3156 3157	Accelerated Mathematics 1 Accelerated Mathematics 2 Accelerated Mathematics 3	10	Mathematics
3149 3150 3152 3153 3154	Fundamentals of Mathematics 1 Fundamentals of Mathematics 2 Fundamentals of Mathematics 3 Fundamentals of Mathematics 1A Fundamentals of Mathematics 1B	10	Mathematics

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GRADES 9–12

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
311C 311J 311K 311H	Further Mathematics SL Further Mathematics HL-1 Further Mathematics HL-2 Further Mathematics Seminar SC	10+	Mathematics <i>plus IB training in the specific subject</i>
4122	SCCC Geometry	10	Mathematics
311B 311D 311E 311F 311G 311I	Mathematical Studies SL Mathematics HL-1 Mathematics HL-2 Mathematics SL Mathematics Studies Seminar Mathematics SL Seminar	10+	Mathematics <i>plus IB training in the specific subject</i>
3141 3142 3143 3144	Mathematics for the Technologies 1 Mathematics for the Technologies 2 Mathematics for the Technologies 3 Mathematics for the Technologies 4	10+	Mathematics <i>plus contextual methodology training in the subject area</i>
4141 4131	Probability and Statistics Precalculus	10	Mathematics
Natural Sciences			
3263	Anatomy and Physiology	14 12	Biology Science
3272	AP Biology	14+ 12+	Biology Science <i>plus AP endorsement in the particular course</i>
3273	AP Chemistry	15 12+	Chemistry Science <i>plus AP endorsement in the particular course</i>

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
3277	AP Environmental Science	30+ 14+ 37+ 13+ 12+	Agriculture Biology Environmental Science and Natural Resources General Science* Science plus AP endorsement in the particular course
3274 3276 3275	AP Physics B AP Physics C: Electricity and Magnetism AP Physics C: Mechanics	16+ 12+	Physics Science plus AP endorsement in the particular course
3226 3227	Applied Biology 1 Applied Biology 2	14+ 15+ 12+	Biology Chemistry Science plus contextual methodology training in the subject area
3251	Astronomy	17 13 16 12	Earth Science* General Science* Physics Science
3221	Biology 1	14 3A 12	Biology Marine Biology* Science
3222	Biology 2	14 12	Biology Science
322A 322B 322C	Biology SL Biology HL-1 Biology HL-2	14+ 12+	Biology Science plus IB training in the specific subject

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
3231 3232	Chemistry 1 Chemistry 2	15 12	Chemistry Science
323A 323B 323C	Chemistry SL Chemistry HL-1 Chemistry HL-2	15+ 12+	Chemistry Science plus IB training in the specific subject
3236	Chemistry for the Technologies	15+ 12+	Chemistry Science plus contextual methodology training in the subject area
3265	Earth Science	17 13 12	Earth Science* General Science* Science
3261	Environmental Studies	30 14 37 13 12	Agriculture Biology Environmental Science and Natural Resources General Science* Science
326A 326B	Environmental Systems SL Environmental Systems SL Seminar	37+ 12+	Environmental Science and Natural Resources Science plus IB training in the specific subject
3210	Integrated Science	14 15 13 16 12	Biology Chemistry General Science* Physics Science
3225	Marine Science	14 3A 12	Biology Marine Biology* Science

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
3211	Physical Science	15 13 16 12	Chemistry General Science* Physics Science
3241 3242	Physics Physics SERC	16 12	Physics Science
324A 324B 324C	Physics SL Physics HL-1 Physics HL-2	16+ 12+	Physics Science <i>plus IB training in the specific subject</i>
3243 3244	Physics for the Technologies 1 Physics for the Technologies 2	16+ 12+	16 Physics 12 Science <i>plus contextual methodology training in the subject area</i>
322E	Sports, Exercise, and Health	12+	12 Science <i>plus IB training in the specific subject</i>

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Social Studies			
3378	AP Comparative Government	25+ 20+	Government Social Studies plus AP endorsement in the particular course
3376	AP European History	21+ 20+	History Social Studies plus AP endorsement in the particular course
3379	AP Human Geography	24+ 21+ 20+	Geography History Social Studies plus AP endorsement in the particular course
3374 3375	AP Macroeconomics AP Microeconomics	23+ 20+ 44+ 48+ 4B+ 47+ 40+	Economics Social Studies Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce* plus AP endorsement in the particular course
4371	AP Psychology	26+ 20+	Psychology Social Studies plus AP endorsement in the particular course

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
3373	AP U.S. Government	25+ 20+	Government Social Studies <i>plus AP endorsement in the particular course</i>
3372 3377	AP U.S. History AP World History	21+ 20+	History Social Studies <i>plus AP endorsement in the particular course</i>
3335 3337	Civics Current Events/Foreign Policy	25 21 20	Government History Social Studies
3350 3355 3356	Economics Macroeconomics Microeconomics	23 20 44 48 4B 47 40	Economics Social Studies Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce*
335A 335B 335C	Economics SL Economics HL-1 Economics HL-2	23+ 20+ 44+ 48+ 4B+ 47+ 40+	Economics Social Studies Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce* <i>plus IB training in the specific subject</i>
3349	Environmental Studies	20	Social Studies

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
331A 331B 331C	Geography SL Geography HL-1 Geography HL-2	24+ 20+	Geography Social Studies plus IB training in the specific subject
3310 3360	Global Studies—World Geography Global Studies—World History	24 21 20	Geography History Social Studies
336A 336B 336C 336D 336E 336F 336G 336H 336I 336J 336K	History: Africa HL-1 History: Africa HL-2 History of Americas HL-1 History of Americas HL-2 History: S Asian and the Middle East HL-1 History: S Asian and the Middle East HL-2 History: E and SE Asia and Oceania HL-1 History: E and SE Asia and Oceania HL-2 History of Europe HL-1 History of Europe HL-2 History SL	24+ 21+ 20+	Geography History Social Studies plus IB training in the specific subject
3336	Law Education	25 20	Government Social Studies
338A 338B 338C 338G	Philosophy SL Philosophy HL-1 Philosophy HL-2 Philosophy SL Seminar	20	Social Studies plus IB training in the specific subject

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
3340	Psychology	26 20	Psychology Social Studies
334A 334B 334C	Psychology SL Psychology HL-1 Psychology HL-2	26+ 20+	Psychology Social Studies plus IB training in the specific subject
338D 338E 338F	Social Anthropology SL Social Anthropology HL-1 Social Anthropology HL-2	20+	Social Studies plus IB training in the specific subject
3345	Sociology	20 27	Social Studies Sociology
3330	U.S. Government	25 20	Government Social Studies
3320	U.S. History and Constitution	21 20	History Social Studies
3365	Western Civilization	24 21 20	Geography History Social Studies
Visual and Performing Arts			
3571	AP Art History	49+ 50+ 21+ 20+	Advanced Fine Arts plus coursework in course title area Art History Social Studies plus AP endorsement in the particular course
3575 3574 3572	AP Studio Art: Three-Dimensional Design AP Studio Art: Two-Dimensional Design AP Studio Art: Drawing	50+	Art plus AP endorsement in the particular course

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
3576	AP Music Theory	49+ 51+ 54+ 52+ 56+ 53+	Advanced Fine Arts <i>plus</i> coursework in course title area Music Education—Choral Music Education—Instrumental Music Education—Piano Music Education—Violin Music Education—Voice <i>plus</i> AP endorsement in the particular course
3501 3502 3503 3504 3511 3512 3513 3514	Art 1 Art 2 Art 3 Art 4 Art Appreciation 1 Art Appreciation 2 Art Appreciation 3 Art Appreciation 4	49+ 50	Advanced Fine Arts <i>plus</i> coursework in course title area Art
3505 3506 3507 3508	Art:3-D Design 1 Art 3-D Design 2 Art 3-D Design 3 Art 3-D Design 4	49+ 50	Advanced Fine Arts <i>plus</i> coursework in course title area Art
3521 3522 3523 3524	Art: Drawing 1 Art: Drawing 2 Art: Drawing 3 Art: Drawing 4	49+ 50	Advanced Fine Arts <i>plus</i> coursework in course title area Art
3525 3526 3527 3528	Art: Painting 1 Art: Painting 2 Art: Painting 3 Art: Painting 4	49+ 50	Advanced Fine Arts <i>plus</i> coursework in course title area Art

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
4561 4562 4563 4564	Ceramics 1 Ceramics 2 Ceramics 3 Ceramics 4	49+ 50	Advanced Fine Arts <i>plus</i> coursework in course title area Art
4566 4567 4568 4569	Photography 1 Photography 2 Photography 3 Photography 4	49+ 50	Advanced Fine <i>plus</i> coursework in course title area Art
4571 4572 4573 4574	Printmaking 1 Printmaking 2 Printmaking 3 Printmaking 4	49+ 50	Advanced Fine Arts <i>plus</i> coursework in course title area Art
4576 4577 4578 4579	Stained Glass 1 Stained Glass 2 Stained Glass 3 Stained Glass 4	49+ 50	Advanced Fine <i>plus</i> coursework in course title area Art
4506 4508 4509 4510	Ballet 1 Ballet 2 Ballet 3 Ballet 4	49+ 58	Advanced Fine Arts <i>plus</i> coursework in course title area Dance
453A 453B 453C	Film SL Film HL 1 Film HL2	49+	Advanced Fine Arts <i>plus</i> IB training in the specific subject

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
3531 3532 3533 3534 3530	Band 1 Band 2 Band 3 Band 4 Band Rehearsal	49+ 54 51+ 52+ 56 53+	Advanced Fine Arts <i>plus</i> coursework in course title area Music Education—Instrumental Music Education—Choral <i>plus</i> coursework in course title area Music Education—Piano <i>plus</i> coursework in course title area Music Education—Violin <i>plus</i> coursework in course title area Music Education—Voice <i>plus</i> coursework in course title area
3541 3542 3543 3544 3540	Chorus 1 Chorus 2 Chorus 3 Chorus 4 Chorus Rehearsal	49+ 51 54+ 52+ 56+ 53	Advanced Fine Arts <i>plus</i> coursework in course title area Music Education—Choral Music Education—Instrumental <i>plus</i> coursework in title area Music Education—Piano <i>plus</i> coursework in title area Music Education—Violin <i>plus</i> coursework in title area Music Education—Voice
3594	Musical Theatre	51 53 5C+	Music Education—Choral Music Education—Voice Theatre

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
4501 4502 4503 4504 4505	Dance 1 Dance 2 Dance 3 Dance 4 Dance (modern)	49+ 58	Advanced Fine Arts <i>plus</i> coursework in course title area Dance
450A	Dance SL	49+ 58+	Advanced Fine Arts <i>plus</i> coursework in course title area Dance <i>plus</i> IB training in the specific subject
4521	Theatre 1 Theatre 2 Theatre 2 Theatre 4	49+ 04 57 5C	Advanced Fine Arts <i>plus</i> coursework in course title area English Speech and Drama* Theatre
4507	Dance with Physical Education (Does not count as PE)	49+ 58+	Advanced Fine Arts plus coursework in course title area Dance

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
3515 3516 3517 3518	Media Arts 1 Media Arts 2 Media Arts 3 Media Arts 4	49+ 51+ 54+ 52+ 56+ 53+ 50+ 58+ 5C+	Advanced Fine Arts <i>plus</i> coursework in title area Music Education—Choral <i>plus</i> coursework in title area Music Education—Instrumental <i>plus</i> coursework in title area Music Education—Piano <i>plus</i> coursework in title area Music Education—Violin <i>plus</i> coursework in title area Music Education—Voice <i>plus</i> coursework in title area Art <i>plus</i> coursework in title area Dance <i>plus</i> coursework in title area Theatre <i>plus</i> coursework in title area

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
3560	General Music	49+ 51 54 52 56 53	Advanced Fine Arts <i>plus</i> coursework in title area Music Education—Choral Music Education—Instrumental Music Education—Piano Music Education—Violin Music Education—Voice
3568	Instrumental Music: Guitar	49+ 51+ 54+ 52+ 56+ 53+	Advanced Fine Arts <i>plus</i> coursework in title area Music Education—Choral <i>plus</i> coursework in title area Music Education—Instrumental <i>plus</i> coursework in title area Music Education—Piano <i>plus</i> coursework in title area Music Education—Violin <i>plus</i> coursework in title area Music Education—Voice <i>plus</i> coursework in title area

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
3569	Instrumental Music: Marching Band	49+	Advanced Fine Arts <i>plus coursework in title area</i>
		51+	Music Education—Choral <i>plus coursework in title area</i>
		54	Music Education—Instrumental
		52+	Music Education—Piano <i>plus coursework in title area</i>
		56+	Music Education—Violin <i>plus coursework in title area</i>
		53+	Music Education—Voice <i>plus coursework in title area</i>
3570	Instrumental Music: Jazz Band	49+	Advanced Fine Arts <i>plus coursework in title area</i>
		51+	Music Education—Choral <i>plus coursework in title area</i>
		54	Music Education—Instrumental
		52+	Music Education—Piano <i>plus coursework in title area</i>
		56+	Music Education—Violin <i>plus coursework in title area</i>
		53+	Music Education—Voice <i>plus coursework in title area</i>

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
3551	Instrumental Music: Orchestra—Strings 1	49+	Advanced Fine Arts <i>plus coursework in title area</i>
3552	Instrumental Music: Orchestra—Strings 2	51+	Music Education—Choral <i>plus coursework in title area</i>
3553	Instrumental Music: Orchestra—Strings 3		
3554	Instrumental Music: Orchestra—Strings 4	52+	Music Education—Piano <i>plus coursework in title area</i>
3550	Instrumental Music: Orchestra—Strings Rehearsal	54	Music Education—Instrumental
		56	Music Education—Violin
		53+	Music Education—Voice <i>plus coursework in title area</i>
356A	Music SL	49+	Advanced Fine Arts <i>plus coursework in title area</i>
356B	Music HL-1	51+	Music Education—Choral
356C	Music HL-2	54+	Music Education—Instrumental
		52+	Music Education—Piano
		56+	Music Education—Violin
		53+	Music Education—Voice
			<i>plus IB training in the specific subject</i>
3561	Music Appreciation 1	49+	Advanced Fine Arts <i>plus coursework in title area</i>
3562	Music Appreciation 2	51	Music Education—Choral
3563	Music Appreciation 3	54	Music Education—Instrumental
3564	Music Appreciation 4	52	Music Education—Piano
		56	Music Education—Violin
		53	Music Education—Voice

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
4511 4512 4513 4514	Music Composition 1 Music Composition 2 Music Composition 3 Music Composition 4	49 51 54 52 56 53	Advanced Fine Arts <i>plus coursework in title area</i> Music Education—Choral Music Education—Instrumental Music Education—Piano Music Education—Violin Music Education—Voice
452A 452B 452C	Theatre Arts SL Theatre Arts HL-1 Theatre Arts HL-2	49+ 5C+	Advanced Fine Arts <i>plus coursework in title area</i> Theatre <i>plus IB training in the specific subject</i>
351A 351B 351C 351D	Visual Arts A SL Visual Arts B SL Visual Arts HL-1 Visual Arts HL-2	49+ 50+	Advanced Fine Arts <i>plus coursework in course title area</i> Art <i>plus IB training in the specific subject</i>
Other Academic Electives			
373A 373B 373C 373D	IB Theory of Knowledge (TOK) I IB TOK II IB Extended Essay IB Creativity, Action, Service	NC	Any High School Certification <i>plus IB training in the specific subject</i>

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CAREER AND TECHNOLOGY EDUCATION

**REQUIRED CREDENTIALS: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Agriculture, Food and Natural Resources			
5691 5600 5614 5660 5604 5605 5620 5663 5603 5608 5609 5692 5695 5696 5693 5694 5628 5629 5621 5657 5652 5653 5602 5630	Agricultural and Biosystems Science Agribusiness and Marketing Agricultural Crop Production and Management Agricultural Mechanics and Technology Agricultural Mechanics and Technology for the Workplace 1 Agricultural Mechanics and Technology for the Workplace 2 Agricultural Science and Technology for the Workplace Aquaculture Animal Science Animal Science for the Workplace 1 Animal Science for the Workplace 2 Biosystems Mechanics and Engineering Biosystems Technology 1 Biosystems Technology 2 Biosystems Technology Career Development 1 Biosystems Technology Career Development 2 Environmental and Natural Resources Management for the Workplace 1 Environmental and Natural Resources Management for the Workplace 2 Equipment Operation and Maintenance Food Processing Horticulture for the Workplace 1 Horticulture for the Workplace 2 Outdoor Recreation Soils and Soilless Research	30	Agriculture
5610 5611	Agricultural Power Mechanics Agricultural Structural Mechanics	AA 30 31	Agricultural Mechanics* Agriculture Agriculture Mechanics
5624 5626 5627	Agricultural Science and Technology Environmental and Natural Resources Management Soil and Water Conservation	30 37	Agriculture Environmental Science and Natural Resources

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
5690	Agriculture, Food and Natural Resources, work-based credit	AA 30 31 34 37 38 39	Agricultural Mechanics* Agriculture Agriculture Mechanics Animal Science Environmental Science and Natural Resources Forestry Horticulture
5646 5679 5647 5612 5613	Cattle Production Equine Science Farm Animal Production Small Animal Care Veterinary Science, Introduction to	30 34	Agriculture Animal Science
5634 5667 5650 5670 5672 5655 5654 5674	Floriculture Golf Course Technology Horticulture, Introduction to Landscape Technology Nursery, Greenhouse, and Garden Center Technology Sports Turf Management Turf and Lawn Management Wildlife Management	30 39	Agriculture Horticulture
5642	Forestry	30 38	Agriculture Forestry
Architecture and Construction			
6003 6004 6005 6006	HVAC Technology 1 HVAC Technology 2 HVAC Technology 3 HVAC Technology 4	AG	Environmental Control Systems (HVAC)

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
6690	Architecture and Construction, work-based credit	AL AP AM AV AG BC	Brick Masonry Cabinetmaking Carpentry Electricity Environmental Control Systems (HVAC) Plumbing
6060 6061 6062 6063 6091 6092 6093 6094	Building Construction Cluster 1 Building Construction Cluster 2 Building Construction Cluster 3 Building Construction Cluster 4 Carpentry 1 Carpentry 2 Carpentry 3 Carpentry 4	AM	Carpentry
6080 6081 6082 6083	Cabinetmaking 1 Cabinetmaking 2 Cabinetmaking 3 Cabinetmaking 4	AM AP	Carpentry Cabinetmaking*
6001	Construction, Introduction to	AL AP AM AV AG 29 BC	Brick Masonry Cabinetmaking Carpentry Electricity Environmental Control Systems (HVAC) Industrial Technology Education Plumbing
6287 6288 6289 6290	Electricity 1 Electricity 2 Electricity 3 Electricity 4	AV	Electricity
6250 6251 6252 6253	Masonry 1 Masonry 2 Masonry 3 Masonry 4	AL	Brick Masonry

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
6280 6281 6282 6283	Plumbing 1 Plumbing 2 Plumbing 3 Plumbing 4	BC	Plumbing
5330	Digital Home Integrated Technology	AV AW EE	Electricity Electronics Information Technology—Networking
Arts, Audio-Video Technology and Communications			
6120 6121 6122 6123	Digital Art and Design 1 Digital Art and Design 2 Digital Art and Design 3 Digital Art and Design 4	BN AX	Digital Art and Design Graphic Communications
6170 6171	Architectural Design 1 Architectural Design 2	AU	Drafting
6124 6125	Media Technology 1 Media Technology 2	DC	Media Technology
5290	Arts, Audio-Video Technology and Communications, work-based credit	BN AU AX	Digital Art and Design Drafting Graphic Communications
6200 6201 6202 6203	Graphic Communications 1 Graphic Communications 2 Graphic Communications 3 Graphic Communications 4	AX	Graphic Communications
5205	Graphic Communications, Introduction to	BN AU AX 29	Digital Art and Design Drafting Graphic Communications Industrial Technology Education
5710 5711	Fashion Design and Apparel Construction 1 Fashion Design and Apparel Construction 2	35 50+	Family and Consumer Science (Home Economics) Art <i>plus additional courses or training approved by the Office of Career and Technology Education.</i>

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
5455 5456 5290	Interior Design 1 Interior Design 2 Arts, Audio-Video Technology and Communications, work-based credit	35 50+ AF+ 32+	Family and Consumer Science (Home Economics) Art Mechanical Drawing* Distributive Education* plus additional courses or training approved by the Office of Career and Technology Education
6172 6173	Mechanical Design 1 Mechanical Design 2	AU	Drafting
Business Management and Administration			
5122 5044 5490 5092 5008 5180 5181 5030 5041 5090 5480 5007 5011 5093 5020 5021 5032 5100 5482 5131	Administrative Support Technology Business Law Business, Management, and Administration, work-based credit Business Principles and Management Computer Applications Digital Input Technologies Digital Literacy Digital Multimedia Essential Communications Fundamentals of Business, Marketing and Finance Fundamentals of Project Management Google Applications Google Basics Human Resource Management Integrated Business Applications 1 Integrated Business Applications 2 International Business and Marketing Keyboarding Logistics and Business Processes Personal Finance	43 44 48 4B 47 40 46 32 45 41 42	Accounting* Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce* Data/Information Processing* Distributive Education* Secretarial Science* Shorthand* Typing*

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
5010 5178 5034 5150 5151 5152 5153	Multimedia Basics Professional and Leadership Development Social Media in Business Virtual Enterprise 1 Virtual Enterprise 2 Virtual Enterprise 3 Virtual Enterprise 4	43 44 48 4B 47 40 46 32 45 41 42	Accounting* Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce* Data/Information Processing* Distributive Education* Secretarial Science* Shorthand* Typing*
5400	Entrepreneurship	43 44 48 47 4B 40 46 32 45 41 42 NC+	Accounting* Accounting and Related Business* Accounting and Related Economics* Business Education* Business/Marketing/Computer Technology (Business and Marketing Technology) Commerce* Data/Information Processing* Distributive Education* Secretarial Science* Shorthand* Typing* <i>or</i> Certification in any content area plus Network for Teaching Entrepreneurship (NFTE) certification

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
5031 5033	Web Page Design and Development 1 Web Page Design and Development 2	43 44 48 4B 47 40 46 32 45 41 42 ED+ NC+	Accounting* Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce* Data/Information Processing* Distributive Education* Secretarial Science* Shorthand* Typing* <i>or</i> Information Technology <i>plus</i> industry certification (e.g., CIW [Certified Internet Webmaster]) or ACA (Adobe Certified Associate-Educator) Certification in any content area <i>plus</i> industry certification (e.g., CIW [Certified Internet Webmaster]) or ACA (Adobe Certified Associate-Educator)

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Education and Training			
5800 5801 5702 5700 5701 6390	Child Development 1 Child Development 2 Early Childhood Education, Introduction to Early Childhood Education 1 Early Childhood Education 2 Education and Training, work-based credit	35 85+	Family and Consumer Science (Home Economics) Early Childhood plus 12 additional semester hours approved by the Office of Career and Technology Education
5703 5704 6390	Introduction to Teaching 1 Introduction to Teaching 2 Education and Training, work-based credit	4B 35 47 29+ 30+	Business/Marketing/Computer Technology (Business and Marketing Technology) Family and Consumer Science (Home Economics) Business Education* Industrial Technology Education plus additional courses or training approved by the Office of Career and Technology Education. Agriculture plus additional courses or training approved by the Office of Career and Technology Education.
5705	Teacher Cadet – CATE	NC+	Certification in any secondary-level subject area plus Center for Educator Recruitment Retention and Advancement (CERRA) requirements

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REQUIRED CREDENTIALS: ACCEPTABLE CERTIFICATION *and*

ALL MANDATORY ATTENDANT TRAINING

Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Finance			
5001 5005 5271 5273 5282 5281 6190 5275 5277	Accounting 1 Accounting 2 Banking Services Business Finance Financial Literacy Financial Math Finance, work-based credit Insurance Securities and Investments	43 44 48 4B 47 40 46 32 45 41 42	Accounting* Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce* Data/Information Processing* Distributive Education* Secretarial Science* Shorthand* Typing*
Health Science			
5530 5531 5532 5550 5551	Introduction to Emergency Medical Services Emergency Medical Services 1 Emergency Medical Services 2 Health Science 1 Health Science 2	AC	Health Science Technology
5533	Emergency Medical Services 3	AC+	Health Science Technology plus DHEC paramedic certification
5552	Health Science 3	AC 12+ 13+	Health Science Technology Science Biology Plus training or mentoring approved by the Office of Career and Technology
5560	Health Science Clinical Study	AC+	Health Science Technology plus S.C. Board of Nursing registered nurse (RN) licensure if teaching the Nurse Aide Program

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
5590	Health Science, work-based credit	AC NC+	Health Science Technology <i>or</i> Certification in any area <i>plus either state athletic trainer certification or any American Red Cross instructor certification</i>
5554	Health Science, Introduction to (Phasing out 2014-15)	AC 12+ 14+ 15+	Health Science Technology <i>or</i> Science Biology Chemistry <i>plus training and/or mentoring approved by the Office of Career and Technology Education</i>
5580 5581 5582 5583	Principles of Biomedical Sciences Human Body Systems Medical Interventions Biomedical Innovation	AC 12+ 14+ 15+	Health Science Technology <i>or</i> Science Biology Chemistry <i>plus satisfactory completion of required Summer Training Institute by Project Lead the Way Biomedical Sciences program.</i>
5540	Medical Terminology	AC 12+	Health Science Technology <i>or</i> Science <i>plus training and/or mentoring approved by the Office of Career and Technology Education</i>
5570	Pharmacy for Medical Careers	AC NC+	Health Science Technology <i>or</i> Secondary certification in any area <i>plus PassAssured pharmacy technician teacher training</i>
5520	Practical Nursing, Phase 1	AC NC+	Health Science Technology <i>plus S.C. Board of Nursing registered nurse (RN) licensure</i>

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
5555 5556 5591	Sports Medicine 1 Sports Medicine 2 Sports Medicine, work-based credit	AC NC+	Health Science Technology <i>or</i> Secondary certification in any area <i>plus state athletic trainer certification</i>
Hospitality and Tourism			
5723 5720 5721 5722 5190	Baking and Pastry Culinary Arts 1 Culinary Arts 2 Culinary Arts, Introduction to Hospitality and Tourism, work-based credit	AQ 35+	Culinary Arts <i>or</i> Family and Consumer Science (Home Economics) <i>plus additional courses or training approved by the Office of Career and Technology Education.</i>
5190 5476 5477 5478	Hospitality and Tourism, work-based credit Hospitality Management and Operations 1 Hospitality Management and Operations 2 Hospitality Management and Operations, Introduction to	43 44 48 4B 47 40 AQ 46 32 35 EC 45 41 42	Accounting* Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce* Culinary Arts Data/Information Processing* Distributive Education* Family and Consumer Science (Home Economics) Hospitality and Tourism* Secretarial Science* Shorthand* Typing*
Human Services/Family and Consumer Sciences			
6150 6151 6152 6153	Cosmetology 1 Cosmetology 2 Cosmetology 3 Cosmetology 4	AT BP+	Cosmetology Barbering <i>plus</i> Cosmetology License

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
6158 6159 6160 6161	Barber/Master Hair Care 1 Barber/Master Hair Care 2 Barber/Master Hair Care 3 Barber/Master Hair Care 4	BP AT+	Barbering Cosmetology plus Barbering License
5808 5809 5890 5820 5821 5804 5805 5812 5813 5824 5825 5830 5831 5834 5835 5816 5817 5759 5760	Family and Consumer Sciences 1 Family and Consumer Sciences 2 Family and Consumer Sciences, work-based credit Family Life Education 1 Family Life Education 2 Fashion, Fabric, and Design 1 Fashion, Fabric, and Design 2 Financial Fitness 1 Financial Fitness 2 Foods and Nutrition 1 Foods and Nutrition 2 Housing and Interiors 1 Housing and Interiors 2 Human Development: Responsible Life Choices 1 Human Development: Responsible Life Choices 2 Parenting Education 1 Parenting Education 2 Sports Nutrition 1 Sports Nutrition 2	35	Family and Consumer Science (Home Economics)
5790	Human Services, work-based credit	AT BP EG	Cosmetology Barbering Nail Technology
6154 6155 6156 6157	Nail Technology 1 Nail Technology 2 Nail Technology 3 Nail Technology 4	EG AT BP+	Nail Technology Cosmetology Barbering plus Nail Technology License

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
6162	Esthetics 1	AT	Cosmetology
6163	Esthetics 2	BP+	Barbering plus Cosmetology License
6164	Esthetics 3		
6165	Esthetics 4		
Information Technology			
5350	Advanced Animation	43	Accounting*
5176	Digital Desktop Publishing	44	Accounting and Related Business*
5422	Digital Media Marketing	48	Accounting and Related Economics*
5350	Foundations of Animation	4B	Business/Marketing/Computer Technology (Business and Marketing Technology)
5340	Image Editing 1	47	Business Education*
5341	Image Editing 2	40	Commerce*
		46	Data/Information Processing*
		32	Distributive Education*
		45	Secretarial Science*
		41	Shorthand*
		42	Typing*
			<i>or</i>
		ED+	Information Technology <i>plus</i> industry certification (e.g., ACA (Adobe Certified Associate-Educator))
		NC+	Certification in any content area <i>plus</i> industry certification (e.g., ACA (Adobe Certified Associate-Educator))

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
5023	Exploring Computer Science	43 44 48 4B 47 40 46 32 45 41 42 11 10 AW EE+ ED+ NC+	Accounting* Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce* Data/Information Processing* Distributive Education* Secretarial Science* Shorthand* Typing* General Mathematics* Mathematics Electronics Information Technology-Networking plus appropriate training as approved by the Office of Career and Technology Education Information Technology plus appropriate training as approved by the Office of Career and Technology Education Certification in any area plus appropriate training as approved by the Office of Career and Technology Education

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5025	IT Fundamentals	AW ED+ NC+	Electronics <i>or</i> Information Technology plus appropriate training as approved by the Office of Career and Technology Education <i>or</i> Certification in any area plus appropriate training approved by the Office of Career and Technology Education
5050 5051 5052 5053 5054 5055 5056 5057	Computer Programming 1 Computer Programming 2 Computer Programming with Java 1 Computer Programming with Java 2 Computer Programming with Visual Basics 1 Computer Programming with Visual Basics 2 Computer Programming with C++ 1 Computer Programming with C++ 2	43 44 48 47 4B 40 46 32 ED+ 10 45 41 42 NC+	Accounting* Accounting and Related Business* Accounting and Related Economics* Business Education* Business/Marketing/Computer Technology (Business and Marketing Technology) Commerce* Data/Information Processing* Distributive Education* Information Technology plus appropriate training as approved by the Office of Career and Technology Education Mathematics Secretarial Science* Shorthand* Typing* <i>or</i> Certification in any area plus appropriate training approved by the Office of Career and Technology Education.

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
5320 5321 5322 5323	Computer Service Technology 1 Computer Service Technology 2 Computer Service Technology 3 Computer Service Technology 4	AW ED+ NC+	Electronics Information Technology <i>plus</i> appropriate training approved by the Office of Career and Technology Education <i>or</i> Certification in any area <i>plus</i> appropriate training approved by the Office of Career and Technology Education
5327 5328	SAS Programming 1 SAS Programming 2	43 44 48 4B 47 40 46 32 ED+ 45 41 42 NC+	Accounting* Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce* Data/Information Processing* Distributive Education* Information Technology <i>plus</i> appropriate training approved by the Office of Career and Technology Education and/or training by SAS Secretarial Science* Shorthand* Typing* <i>or</i> Certification in any area <i>plus</i> appropriate training approved by the Office of Career and Technology Education <i>or</i> Certification in any area <i>plus</i> training by SAS

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
5270	Information Technology Foundations	43 44 48 4B 47 40 46 32 AW EE+ ED+ 45 41 42	Accounting* Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce* Data/Information Processing* Distributive Education* Electronics Information Technology—Networking plus appropriate training as approved by the Office of Career and Technology Education Information Technology plus appropriate training as approved by the Office of Career and Technology Education Secretarial Science* Shorthand* Typing*

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
5361 5362	GIS Technology 1 GIS Technology 2	43 44 48 4B 47 40 46 32 ED+ 45 41 42 NC	Accounting* Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce* Data/Information Processing* Distributive Education* Information Technology –plus appropriate training approved by the Office of Career and Technology Education Secretarial Science* Shorthand* Typing* <i>or</i> Certification in any area <i>plus</i> appropriate training approved by the Office of Career and Technology Education

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
5390	Information Technology, work-based credit	43 44 48 4B 47 40 46 32 AW EE ED 10 45 41 42	Accounting* Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce* Data/Information Processing* Distributive Education Electronics Information Technology—Networking Information Technology Mathematics Secretarial Science* Shorthand* Typing*
5310 5311 5312 5313	Networking 1 Networking 2 Networking 3 Networking 4	EE+ NC+	Information Technology—Networking <i>plus appropriate training as approved by the Office of Career and Technology Education</i> <i>or</i> Certification in any area <i>plus appropriate training approved by the Office of Career and Technology Education</i>
5324 5326 5058	Database Design and Programming with SQL Database Programming with PL/SQL Java Fundamentals and Java Programming	ED+ NC+	Information Technology <i>plus training through Oracle Academy</i> <i>or</i> Certification in any area <i>plus training thru Oracle Academy</i>

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<p>5370 5372</p>	<p>Cyber Security Fundamentals Advanced Cyber Security</p>	<p>ED+ EE+ NC+</p>	<p>Information Technology <i>plus</i> appropriate training approved by the Office of Career and Technology Education Information Technology—Networking <i>plus</i> appropriate training as approved by the Office of Career and Technology Education <i>or</i> Certification in any area <i>plus</i> appropriate training approved by the Office of Career and Technology Education</p>
<p>5374</p>	<p>Computer Forensics</p>	<p>AW ED+ NC+</p>	<p>Electronics <i>or</i> Information Technology area <i>plus</i> appropriate training approved by the Office of Career and Technology Education <i>or</i> Certification in any area plus appropriate training approved by the Office of Career and Technology Education</p>
<p>5352</p>	<p>Game Design and Development</p>	<p>43 44 48 4B 47 40 46 32 45 41 42 ED+ NC+</p>	<p>Accounting* Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce* Data/Information Processing* Distributive Education* Secretarial Science* Shorthand* Typing* <i>or</i> Information Technology <i>plus</i> appropriate training as approved by the Office of Career and Technology Education <i>or</i> Certification in any area plus appropriate training as approved by the Office of Career and Technology Education</p>

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
Law, Public Safety, Corrections and Security			
6512 6513 6510 6511 6505 6590	Emergency and Fire Management Services 1 Emergency and Fire Management Services 2 Law Enforcement Services 1 Law Enforcement Services 2 Law, Public Safety, Corrections and Security, Introduction to Law, Public Safety, Corrections and Security, work-based credit	DA DB DD	Criminal Justice* Law Enforcement Services Emergency and Fire Management Services
Manufacturing			
6133 6134 6135 6136	Electronics Technology 1 Electronics Technology 2 Electronics Technology 3 Electronics Technology 4	AW	Electronics
6045	Manufacturing Technology, Introduction to	AW CB 29 BA BE BK	Electronics Industrial Maintenance Mechanics Industrial Technology Education Machine Tool Technology Sheet Metal Welding
6230 6231 6232 6233	Machine Technology 1 Machine Technology 2 Machine Technology 3 Machine Technology 4	BA	Machine Tool Technology
6490	Manufacturing, work-based credit	AW BA CB BE BK	Electronics Machine Tool Technology Industrial Maintenance Mechanics Sheet Metal Welding

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Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
6210 6211 6212 6213	Mechatronics 1-Industrial Safety Mechatronics 2-Hand & Power Tool Op. Mechatronics 3-Hydraulics & Pneumatics Mechatronics 4-AC-DC Circuits	CB NC	Industrial Maintenance Mechanics <i>or</i> Certification in any secondary level subject area, plus (1) approval by the Office of Career and Technology Education, (2) Mechatronics summer training (two summer sessions required), (3) Mechatronics teacher industry certification
6260 6261 6262 6263	Metal Fabrication 1 Metal Fabrication 2 Metal Fabrication 3 Metal Fabrication 4	BE BK	Sheet Metal Welding
6340 6341 6342 6343	Welding Technology 1 Welding Technology 2 Welding Technology 3 Welding Technology 4	BK	Welding
Marketing			
5470 5410 5440 5421 5431 5423 5430 5471 5426 5427	Advertising Fashion Merchandising Global Business Marketing Marketing Management Marketing Research Merchandising Professional Sales Sports and Entertainment Marketing 1 Sports and Entertainment Management	43 44 48 4B 47 40 46 32 45 41 42	Accounting* Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce* Data/Information Processing* Distributive Education* Secretarial Science* Shorthand* Typing*

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

† = For more information, please call the Office of Federal and State Accountability at 803-734-3454.

CAREER AND TECHNOLOGY EDUCATION

**REQUIRED CREDENTIALS: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
5091	Marketing work-based credit	43 44 48 4B 47 40 46 32 45 41 42	Accounting* Accounting and Related Business* Accounting and Related Economics* Business/Marketing/Computer Technology (Business and Marketing Technology) Business Education* Commerce* Data/Information Processing* Distributive Education* Secretarial Science* Shorthand* Typing*
Science, Technology, Engineering and Mathematics			
5757 5758 6090	Food Science and Dietetics 1 Food Science and Dietetics 2 Pre-Engineering/Engineering & Industrial Technology Education, work-based credit	35	Family and Consumer Science (Home Economics)

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

† = For more information, please call the Office of Federal and State Accountability at 803-734-3454.

CAREER AND TECHNOLOGY EDUCATION

REQUIRED CREDENTIALS: ACCEPTABLE CERTIFICATION *and* ALL MANDATORY ATTENDANT TRAINING

Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
6056 6057 6058 6053 6052 6054 6051 6050 6095 6090	Aerospace Engineering Biotechnical Engineering Civil Engineering and Architecture Computer Integrated Manufacturing Digital Electronics Engineering Design and Development Engineering Design, Introduction to Principles of Engineering Pre-Engineering Technology, Introduction to Pre-Engineering/Engineering & Industrial Technology Education, work-based credit	NC+	Baccalaureate and certification in any area, plus Project Lead the Way certification. Special approval by the Office of Career and Technology Education is required for certified teachers without a bachelor's degree.
6040 6041	Industrial Technology Education (Exploratory) 1 Industrial Technology Education (Exploratory) 2	29	Industrial Technology Education
Transportation, Distribution and Logistics			
6020 6021 6022 6023	Automotive Collision Repair Technology 1 Automotive Collision Repair Technology 2 Automotive Collision Repair Technology 3 Automotive Collision Repair Technology 4	AJ	Automotive Collision Repair
6030 6031 6032 6033	Automotive Technology 1 Automotive Technology 2 Automotive Technology 3 Automotive Technology 4	AK	Automotive Technology
6310 6311 6312 6313	Diesel Engine Technology 1 Diesel Engine Technology 2 Diesel Engine Technology 3 Diesel Engine Technology 4	AK CA	Automotive Technology Diesel Technology
6300 6301 6302 6303	Power Equipment Technology 1 Power Equipment Technology 2 Power Equipment Technology 3 Power Equipment Technology 4	AA AK BF	Agricultural Mechanics* Automotive Technology Power Equipment

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

† = For more information, please call the Office of Federal and State Accountability at 803-734-3454.

CAREER AND TECHNOLOGY EDUCATION**REQUIRED CREDENTIALS: ACCEPTABLE CERTIFICATION *and*
ALL MANDATORY ATTENDANT TRAINING**

Activity Code	Course Title	Certif. Code	Acceptable Certification and Mandatory Attendant Training
6015	Transportation, Distribution and Logistics, Introduction to	AJ AK CA 29 BF	Automotive Collision Repair Automotive Technology Diesel Engine Mechanics Industrial Technology Education Small Engine Repair
6790	Transportation, Distribution and Logistics, work-based credit	AA 31 AJ AK CA BF	Agricultural Mechanics* Agriculture Mechanics Automotive Collision Repair Automotive Technology Diesel Engine Mechanics Small Engine Repair

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

† = For more information, please call the Office of Federal and State Accountability at 803-734-3454.

ADULT EDUCATION

REQUIRED CREDENTIALS: ACCEPTABLE CERTIFICATION <i>and</i> ALL MANDATORY ATTENDANT TRAINING	
Course Title	Acceptable Certification and Mandatory Attendant Training
High school credit bearing courses	Appropriate certification in area in which credit will be awarded
GED Basic Skills English as a Second Language Literacy	Must hold valid South Carolina teaching certificate

The South Carolina Department of Education does not discriminate on the basis of race, color, national origin, sex, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the director of the Office of Human Resources, 1429 Senate Street, Columbia, South Carolina 29201, 803-734-8505.

* =This certification is no longer issued. Teachers holding these certificates with current effective dates may continue to serve or teach in the positions as listed.

† = For more information, please call the Office of Federal and State Accountability at 803-734-3454.

DISTRICT STRATEGIC PLAN COVER PAGE

(Mandated Component)

DISTRICT INFORMATION AND REQUIRED SIGNATURES

_____ SCHOOL DISTRICT

DISTRICT STRATEGIC PLAN FOR YEARS _____ (*five years*)

DISTRICT STRATEGIC ANNUAL UPDATE FOR _____ (*one year*)

Assurances

The district strategic plan, or annual update of the district strategic plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

PRINTED NAME	SIGNATURE	DATE

TITLE II COORDINATOR

PRINTED NAME	SIGNATURE	DATE

DISTRICT STRATEGIC PLANNING COORDINATOR

PRINTED NAME	SIGNATURE	DATE

SCHOOL _____

ADDRESS: _____

SCHOOL'S TELEPHONE: () _____

SUPERINTENDENT'S E-MAIL ADDRESS: _____

STAKEHOLDER INVOLVEMENT FOR DISTRICT PLAN

(Mandated Component)

List the name of persons who were involved in the development of the district strategic plan. A participant for each numbered category is required.

POSITION

NAME

1. Superintendent _____
2. Principal _____
3. Teacher _____
4. Parent/Guardian _____
5. Community Member _____
6. Private School Representative(s) _____
(Title II Requirement)
7. District Level Administrators(s) _____
(Title II Requirement)
8. Paraprofessional(s) _____
(Title II Requirement)
9. **OTHERS*** (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION

NAME

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/district complies with all applicable Act 135 requirements.

Academic Assistance, PreK–3

The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

Academic Assistance, Grades 4–12

The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

Parent Involvement

The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

Staff Development

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

Technology

The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

Innovation

The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

Collaboration

The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Developmental Screening

The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development

The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3

The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Parenting and Family Literacy

The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Chapter 59 of Title 59:

Education and Economic Development Act Assurances for Districts

1. Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
2. All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
3. Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. Suspended as pursuant to R14.3352.
4. Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
5. All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
6. All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
7. All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
8. All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
9. Each high school in the district is organized around a minimum of three of the 16 national career clusters.
10. Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at risk of dropping out actually graduate from high school with a state diploma.
11. Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
12. Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
13. Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

Superintendent's Printed Name
(for district and school plans)

Superintendent's Signature

Date

General Grant Assurances for Districts

As the duly authorized representative of _____,
(Please print or type name of District)

I certify that this applicant

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the non-state share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives. The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. The applicant will also comply with the Office of Management and Budget 2 CFR Part 230 "Cost Principles for Non-Profit Organizations," 2 CFR Part 225 "Cost Principles for State, Local, and Indian Tribal Governments," or 2 CFR Part 220 "Cost Principals for Educational Institutions" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- C. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- D. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- E. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2009)).
- F. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44- 107-10 *et seq.* (Supp. 2009)) if the amount of this award is \$50,000 or more.
- G. Ensures that all policies, procedures, programs and the administration of programs in the school district are consistent with the No Child Left Behind Act of 2001, *EDGAR* (1999), and other applicable statues, regulations, program plans, and applications.

- H. Will submit reports as necessary to enable the SDE to meet its responsibilities under the program and will maintain such records, provide such information, and afford access to the records as the SDE may find necessary to carry out its duties. The school district will cooperate in carrying out any evaluation conducted by state or federal agencies.
- I. Affirms that the needs assessment was conducted in consultation and collaboration with the teachers of the school district, including those teachers in schools receiving assistance under Title I, school administrators, and charter school and private school representatives (where applicable) in the development of the needs assessment.
- J. Will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- K. Will target Title II-A teacher quality funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under the specification in Title I, section 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA): "A local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2)."
- L. Will comply with Title IX, Section 9501 of the ESEA regarding participation by private school children and teachers.
- M. Will comply with Title V, Section 5206(a) of the ESEA regarding participation by charter schools.
- N. Will use the grant funds received in order to supplement, and not supplant, nonfederal funds that would otherwise be used for activities authorized under Section 2123 of the ESEA, "Local Use of Funds."

Superintendent's Printed Name
(for district and school plans)

Superintendent's Signature

Date

Terms and Conditions for SCDE Grant Programs

(Page 1 of 2)

- A. **Completeness of Proposal** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations.
- D. **Honoraria** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
- ❖ Applicant and/or any of its principals, subgrantees, or subcontractors
 - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
 - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft,

Terms and Conditions for SCDE Grant Programs continued

(Page 2 of 2)

- forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
- Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- ❖ Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

K. Audits

- ❖ Entities expending \$500,000 or more in federal awards:
Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
- ❖ Entities expending less than \$500,000 in federal awards:
Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

M. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

N. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

N. **Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Superintendent's Printed Name
(for district and school plans)

Superintendent's Signature

Date

TABLE OF CONTENTS

(Mandated Component)

Include a table of contents to ensure inclusion of all required elements.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

MISSION, VISION, VALUES, AND BELIEFS

(Optional)

DISTRICT STRATEGIC PLAN FOR _____

DATE: _____

Performance Goal Area: Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:
 (Statement of desired progress or result over five years)

INTERIM PERFORMANCE GOAL: (One year goal)

DATA SOURCES(S):
 (List types of data that will be collected or examined to measure progress.)

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

AVERAGE BASELINE		2013-14	2014-15	2015-16	2016-17	2017-18
	Projected Data	*	*	*	*	*
	Actual Data					

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR STRATEGY #2:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

To add a row, go to the last box and press the tab button.

DISTRICT STRATEGIC PLAN FOR _____ **DATE: _____**

Performance Goal Area: Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:
 (Statement of desired progress or result over five years)

INTERIM PERFORMANCE GOAL: (One year goal)

DATA SOURCES(S):
 (List types of data that will be collected or examined to measure progress.)

OVERALL MEASURES:

 SOURCE:

 * Represents projections of improvement

AVERAGE BASELINE		2013-14	2014-15	2015-16	2016-17	2017-18
	Projected Data	*	*	*	*	*
	Actual Data					

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR STRATEGY #2:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

To add a row, go to the last box and press the tab button.

DISTRICT STRATEGIC PLAN FOR _____

DATE: _____

Performance Goal Area: Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:
 (Statement of desired progress or result over five years)

INTERIM PERFORMANCE GOAL: (One year goal)

DATA SOURCES(S):
 (List types of data that will be collected or examined to measure progress.)

OVERALL MEASURES:

SOURCE:

AVERAGE BASELINE		2013-14	2014-15	2015-16	2016-17	2017-18
	Projected Data	*	*	*	*	*
	Actual Data					

* Represents projections of improvement

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR STRATEGY #2:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
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10.					

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SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

SCHOOL INFORMATION AND REQUIRED SIGNATURES

_____ SCHOOL

_____ SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS _____ (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR _____ (*one year*)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: _____

SCHOOL'S TELEPHONE: () _____

PRINCIPAL'S E-MAIL ADDRESS: _____

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION

NAME

1. PRINCIPAL _____

2. TEACHER _____

3. PARENT/GUARDIAN _____

4. COMMUNITY MEMBER _____

5. SCHOOL IMPROVEMENT COUNCIL _____

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION

NAME

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

Academic Assistance, PreK–3

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

Academic Assistance, Grades 4–12

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

Parent Involvement

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

Staff Development

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

Technology

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

Innovation

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

Collaboration

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

TABLE OF CONTENTS

(Mandated Component)

Include a table of contents to ensure inclusion of all required elements.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

(Mandated Component)

MISSION, VISION, VALUES, AND BELIEFS

(Optional)

SCHOOL RENEWAL PLAN FOR _____

DATE: _____

Performance Goal Area: Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:
 (Statement of desired progress or result over five years)

INTERIM PERFORMANCE GOAL: (One year goal)

DATA SOURCES(S):
 (List types of data that will be collected or examined to measure progress.)

OVERALL MEASURES:

SOURCE:

AVERAGE BASELINE		2013-14	2014-15	2015-16	2016-17	2017-18
	Projected Data	*	*	*	*	*
	Actual Data					

* Represents projections of improvement

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					
4.					
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6.					
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8.					
9.					
10.					

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ACTION PLAN FOR STRATEGY #2:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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3.					
4.					
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SCHOOL RENEWAL PLAN FOR _____ **DATE: _____**

Performance Goal Area: Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:
 (Statement of desired progress or result over five years)

INTERIM PERFORMANCE GOAL: (One year goal)

DATA SOURCES(S):
 (List types of data that will be collected or examined to measure progress.)

OVERALL MEASURES:

 SOURCE:

 * Represents projections of improvement

AVERAGE BASELINE		2013-14	2014-15	2015-16	2016-17	2017-18
	Projected Data	*	*	*	*	*
	Actual Data					

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
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ACTION PLAN FOR STRATEGY #2:					EVALUATION
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SCHOOL RENEWAL PLAN FOR _____

DATE: _____

Performance Goal Area: Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:
 (Statement of desired progress or result over five years)

INTERIM PERFORMANCE GOAL: (One year goal)

DATA SOURCES(S):
 (List types of data that will be collected or examined to measure progress.)

OVERALL MEASURES:

SOURCE:

** Represents projections of improvement*

AVERAGE BASELINE		2013-14	2014-15	2015-16	2016-17	2017-18
	Projected Data	*	*	*	*	*
	Actual Data					

To add a row, go to the last box and press the tab button.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
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ACTION PLAN FOR STRATEGY #2:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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South Carolina Department of Education Proficiency-Based District-Wide Application for 2015–2016

With the approval of the revised State Board of Education Regulation 43-234, districts may submit a Proficiency-Based System application to the South Carolina Department of Education (SCDE). Career and Technical Education (CATE) proficiency courses must be reviewed and approved separately by the Office of Career and Technology Education due to funding and work experience attached to this course type. The application submitted for approval will provide an overview of the district Proficiency-Based System and will be signed by both the district superintendent and the local board of education chairperson.

Any district having schools using proficiency-based courses for **initial credit, credit recovery** or **credit through prior knowledge** during the 2015–16 school year should complete this application and submit it by June 19, 2015. Questions or clarification needed? Call 803-734-3749.

Applications should be e-mailed to Darlene Prevatt at dprevatt@ed.sc.gov or mailed to the following address:

Ms. Darlene Prevatt
South Carolina Department of Education
Room 501-A
Rutledge Building
1429 Senate Street
Columbia, S.C. 29201

The Division of Accountability staff will review the application and will approve the application by August 1, 2014, or request additional information. The approved application will be valid for the 2015–16 school year, or if the district chooses, it may be submitted as part of the district strategic plan and be renewed on the same 5 year cycle. If changes are made in the Proficiency-Based System during the 5 year cycle, an amendment must be filed.

The Proficiency-Based System will be part of the annual district accreditation review.

Please Complete the Following:

District:	
Date Submitted:	
School Year:	
Person Submitting the Application:	
Position:	
Mailing Address:	
Phone Number, including area code:	
E-mail Address:	
Contact for Day to Day Operation of District Proficiency-Based System:	
E-mail Address:	
Phone Number:	

This application contains **two sections**, both of which must be completed. **Section I** contains a list of assurances with which the district is required to comply. Check these and have both the superintendent and the local board of education chairperson sign and date the Assurances page. **Section II** contains three comprehensive questions, each part of which must be answered.

SECTION I

ASSURANCES

Assurances, checked by the district superintendent, attest that the district has or will comply with the following requirements:

1. The local school board will annually approve the district's Proficiency-Based System. The documentation for submission to the local school board should include, but not be limited to, the following criteria. Documentation of the local board approval will be housed at the district level and available for review.
- An explanation of how the needs assessment conducted substantiates the need for the district Proficiency-Based System or changes within the system.
 - A description of the subject area course procedures for the high school proficiency-based credits the district will implement.
 - A complete syllabus for each course, or the URL(s) where a syllabus may be found and the method in which the course will be taught.
 - Documentation that demonstrates each course and all proficiency assessments for direct instruction are aligned to the State adopted subject area academic standards for the current year.
 - A list of the prerequisite courses used for selecting students for each proficiency-based course where prerequisites are required.
 - An explanation of how the proficiency-based assessments will be standardized across the district if the courses are offered in multiple schools.
2. The Proficiency-Based System will be evaluated annually, and districts will report the results back to the local board of education.
3. The district will communicate NCAA eligibility requirements and higher education guidelines regarding proficiency-based courses with parents and students.
4. Proficiency-based courses meet all relevant state statutes and regulations unless a State Board of Education (SBE) waiver has been granted to the district.
5. Teachers of all proficiency courses must hold South Carolina certification and be appropriately certified for the proficiency subjects taught unless a SBE waiver has been granted.

Signature of District Superintendent

Date

Signature of Chairperson of Board of Education

Date

SECTION II

Description of District Plan for Proficiency-Based System

1. Describe your rationale and justification for using a Proficiency-Based System, including any pertinent needs assessment data. This answer must include the following:
 - Discuss, in detail the district goals/needs that precipitated the decision to use proficiency-based instruction or the decision to make changes within the established plan.

 - How will this plan address the individual needs of students as they work toward receiving a diploma, moving into the workforce, and/or attending college?

 - Describe evidence of stakeholder support for a proficiency-based program. Include students, parents, staff, and the community as stakeholders.

 - How will the district policy on proficiency be communicated to stakeholders?

 - Please paste, attach or record the URL for district policy on the Proficiency-Based System.

2. Provide a description of the structure and scope of the Proficiency-Based System in your district. This answer must include the following:

- What content/vendor will be used for initial credit, credit recovery, and/or blended learning within the proficiency-based system? (If you wish to change or add vendors/providers during the year, please send an amended application at such time.)
- Will proficiency-based courses be used to award initial credit? Credit recovery?
- Will the district offer a comprehensive curriculum or target particular areas such as: remediation, advanced course work, homebound, alternative learning, adult learning or another area?
- What criteria will be used for student eligibility for these types of proficiency-based credit: initial credit, credit recovery, credit through prior knowledge or credit through blended learning opportunities? Is there an appeal process?
- Explain how credit recovery will function: participation requirements, cost to students, interaction with teachers, and grade reporting.
- Explain how initial credit acquisition will function: participation requirements, cost to students, interaction with teachers, and grade reporting.

- Describe district proficiency-based education implementation to include the following:
 - ❖ schools/school levels involved (If you wish to change or add schools/school levels during the year, please send an amended application.)

 - ❖ delivery of instruction

 - ❖ system for awarding credit

 - ❖ time frame: rolling enrollment or following district calendar

 - ❖ implementation of the Uniform Grading Policy with the proficiency-based system (dropping or retaking a course; recording grades, etc.)

 - ❖ physical location of the students completing the work (Only at school or both in and outside of the school)

 - ❖ method and position or person recording proficiency-based courses in PowerSchool

- Will the hosting (district server or vendor) learning management system (LMS), if necessary, allow modification of courses to reflect all South Carolina State Standards?

- All proficiency courses must be taught by a South Carolina Certified teacher. Please explain how the district will assure all proficiency-based course teachers have the required credentials for the course he or she is teaching? Is there required teacher interaction with students and required teacher interaction with parents?

- What staff development or training for using a proficiency-based system is required for teachers, administrators, and students?

- Will locally-used content be reviewed course by course or on the vender level?

- How will the district address challenges special needs or 504 plan students might face to be successful in proficiency-based courses?

3. Describe the methods the district will annually use to evaluate the overall proficiency-based process and the program outcomes.

- When and how will the plan implementation be analyzed and evaluated? At what stages will data gathered from students participating in the proficiency-based system be analyzed and evaluated?
- Who will do the analysis and evaluation, and what methods and measures will be used?
- How will students who have gained success through proficiency be tracked in their next steps?
- What methods will the district use to check that students earning credit through this process have the skills and knowledge they need for subsequent work in the specific course content area?

(Add pages as needed.)

Guideline for Extenuating Circumstances R 43-274

Local school boards or their designee may extend the number of days allowed for a student's completion of academic and time requirements for a course to more than thirty days due to extenuating circumstances. Extenuating circumstances include but are not limited to the student's medical condition, family emergencies, and other student academic requirements that are considered to be a maximum load. Extending make-up requirements beyond thirty days because of extenuating circumstances must be completed prior to the beginning of the subsequent school year.