



PACE

*South Carolina's Program of
Alternative Certification for Educators*

**Participant Handbook
Cohort Thirteen
2015**

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Program of Alternative Licensure for Educators (PACE)

As part of the 1984 Education Improvement Act, the South Carolina General Assembly provided for a conditional licensure program to address critical teacher shortages in the state. As originally designed, the program sought to meet the staffing needs of school districts and enabled individuals who had earned a college degree, but had not completed a traditional teacher preparation program, to gain employment in a South Carolina public school in a critical needs subject or geographic area. Now known as the Program of Alternative Certification for Educators (PACE) this teacher licensure pathway has evolved in purpose through State Board of Education guidelines from a critical needs program to become a true alternative licensure route providing an entry way into the teaching profession for degreed individuals who otherwise do not meet licensure requirements. Qualified PACE participants are able to seek employment in program-approved subject areas in public schools throughout the state.

PACE Requirements for Professional Licensure

PACE is a three-year licensure program that allows a participant to work as a teacher of record while completing all requirements to earn a professional teaching license. To advance from the alternative route teaching license to a professional teaching license PACE participants—those candidates who have completed the admission process and obtained a teaching position—must meet the following requirements:

- A. *PACE Training Program.* Candidates must successfully complete all PACE training sessions which have been designed to prepare them for the instructional environment. These program components will include, but may not be limited to, training institutes and seminars, designated course requirements, and professional development meetings.
- B. *Successful Teaching.* Candidates must complete three successful years of teaching in a South Carolina public school including successful completion of the appropriate Assisting, Developing, and Evaluating Professional Teaching (ADEPT) processes. These ADEPT system components for beginning teachers will include successful participation in the employing district's structured induction program and mentor-guided formative feedback process, successful completion of the state's summative (formal) evaluation process, and successful evaluation in the district-recommended ADEPT process during an additional year of teaching. Candidates are not eligible for a continuing contract until they have completed all PACE requirements and are eligible to advance to a professional license.
- C. *PACE Courses.* Candidates must complete three college courses with a grade of **B**, or better, from the list of core courses approved by the South Carolina Department of Education on behalf of the State Board of Education. The purpose of the PACE course requirement is to build upon the foundation of knowledge and skills provided during training institutes and seminars in order to promote each candidate's professional growth and teaching effectiveness. *Courses successfully completed to fulfill PACE requirements must be in the identified core areas. Courses must be selected from the pre-approved list in the PACE Course Book or must be formally approved by the Office of Educator*

Services / Alternative Licensure. Approved courses completed within the three years prior to the first alternative route license may also be used to meet this requirement.

- D. *Pedagogy Examination.* In addition to the requirements listed above, candidates must earn a passing score on the appropriate level of the Praxis II *Principles of Learning and Teaching (PLT)* examination in order to advance to the professional license.

Employment

Teacher of Record. A program participant must be hired as the teacher of record in the licensure area(s) for which he/she is eligible for PACE. Employment must be as a full- or half-time teacher in a South Carolina public school, and PACE participants must be assigned to teach courses that require licensure in their specific PACE content area.

Multiple Subject Areas. PACE participants who qualify academically in more than one licensure area at the time of admission can enter and complete the program in up to two licensure areas so long as the following two conditions are met: (1) they must teach 0.5 full-time equivalency in each licensure area, and (2) they must have a successful summative ADEPT evaluation in each licensure area. Any exceptions must be formally requested by the employing district.

Part-time Employment. PACE participants who are employed as a part-time teacher must be employed in at least a 0.5 full-time equivalency with 100 percent of their teaching time in one subject area.

Middle Level and Secondary. PACE participants who are qualified in both of these grade levels are permitted to move between middle level and secondary in the areas of language arts, mathematics, science and social studies. Upon program completion, however, a PACE participant will only advance to the professional license in the area in which he or she completed two years of teaching experience *and* a successful summative ADEPT evaluation. In order for a PACE participant to make such a transition, the employing school district must submit a formal request to move a participant between middle level and secondary. Again, the PACE participant must meet admission criteria in both levels and, upon moving to the other level, must teach in the licensure area at that new grade level. Please note that a change in teaching level may not be requested for an extension year.

Adding or Changing Licensure Areas. PACE participants cannot add or change licensure areas while completing their alternative licensure program. Individuals who wish to add areas of licensure upon completion of PACE should view the add-on requirements for individual licensure areas in the South Carolina Educator Licensure Manual available on-line.

Continuous Employment. PACE participants must maintain successful, continuous employment for three academic years in their original PACE licensure area. If at any point in the program the participant is no longer employed, he/she must inform the Office of Educator Services | Alternative Licensure in writing immediately. Failure to notify the Office of Educator Services | Alternative Licensure may result in program dismissal. Participants who are no longer employed are not eligible to continue in PACE.

Confirmation of Employment. A PACE participant's employment status must be verified each year through a PACE *Confirmation of Employment* (COE). This verification must include the signature of the designated school district official and the signature of the PACE educator. PACE participants must maintain successful, continuous employment in their licensure area to achieve and maintain teacher licensure. Each PACE participant is responsible for ensuring that the employing district has submitted the COE to the Office of Educator Services | Alternative Licensure.

PACE Training Program

The PACE Training Program is both rigorous and intensive, and requires an extensive time commitment over the three-year period of the program. PACE participants must successfully complete each training component to achieve and maintain teacher licensure.

The PACE Training Program includes three major components:

1. Pre-service (PACE I) Training Institute,
2. In-service (PACE II) Training Institute, and
3. six Seminars.

The PACE Training Program is designed so that participants progress in the program according to the timeline below:

Year 1: Pre-Service Training Institute, Seminars 1-4, In-Service Institute

Year 2: Seminars 5 and 6, college coursework, *PLT* exam

Year 3: Complete remaining coursework and *PLT*, if necessary

Pre-Service Training Institute

The Pre-service Training Institute is offered twice annually, once in July and once in December/January of each academic year. Applicants who meet all admission criteria and whose employing public school district has sent confirmation of employment to the Office of Educator Services | Alternative Licensure must successfully complete the next available pre-service training in order to earn the first alternative route teaching license. There is a non-refundable \$250.00 fee that must be pre-paid and covers training costs associated with Pre-Service and Seminars One through Four.

Assignments and Scoring. The pre-service training includes three components: (1) Daily Assignments, (2) Major Assignments, and (3) the Final Unit Plan. Participants must earn proficient scores on all three of these requirements—Daily Assignments, Major Assignments, and Final Unit Plan—in order to successfully complete the pre-service training.

- Participants who do not score proficient on the Daily Assignments and/or the Major Assignments will fail the pre-service training program.
- Participants who score proficient on the Daily and Major Assignments, but score in the range between proficient and failing on the Final Unit Plan will be placed on probation.
- Participants who score failing on the Final Unit Plan will fail the Pre-service Training Institute.
- Employing school districts will be notified of all probationary or failing grades.

Probationary Status. Participants who are placed on probation will be given the opportunity to edit and resubmit the Final Unit Plan for a second scoring as outlined in documentation that will be sent with the graded Final Unit Plan. Participants must pass probation to move forward.

Failing Status. Please note that following the failed Pre-service Training Institute, the participant will not be eligible for a teaching license, and continued employment with the district is in jeopardy. If a letter of district support is received, a participant who fails the Pre-service Training Institute will be given one additional opportunity to complete the next available Pre-service successfully. A participant who does not attempt the next available Pre-service after failing the initial training will be dismissed from PACE. Should this individual later apply for readmission, his or her candidacy will be reviewed using the PACE requirements in place at the time of the request for readmission. Participants who fail the Pre-service a second time will be dismissed from PACE and will not be eligible for readmission.

In-Service Training Institute

A participant's first year in PACE culminates with the In-service, or PACE II, Training Institute held during June of each academic year. Program participants who have been employed and attended the Pre-service training during the school year ending in June are required to attend and successfully complete the In-service training at the end of that school year. For example, a participant entering the program in Summer or Winter of the 2015-16 school year will attend the In-Service held during June 2016. In order to attend, the participant is not required to have a 2016-17 *Confirmation of Employment* on file prior to the training program. However, confirmation of continuous employment is required to receive the next license and to continue successful participation. There is a non-refundable \$250.00 fee that must be pre-paid and covers training costs associated with In-service and Seminars Five and Six.

Assignments and Scoring. The In-service Training Institute includes two components: (1) Daily Assignments and (2) a final Portfolio. Participants must score proficient on both the Daily Assignments and on the Portfolio to successfully complete the In-service Training Institute.

- Participants who do not score proficient on the Daily Assignments will fail the In-service Training Institute.
- Participants who score proficient on the Daily Assignments, but score between proficient and failing on the Portfolio, will be placed on probation.
- Participants who score failing on the Portfolio will fail the In-service Training Institute.
- Employing school districts will be notified of all probationary or failing grades.

Probationary Status. Participants who are placed on probation will be given the opportunity to edit and resubmit the Portfolio for a second scoring as outlined in documentation that will be sent with the graded assignment. Participants must pass probation to move forward.

Failing Status. Please note that for the academic year immediately following the failed In-service Training Institute, the participant will not be eligible for a teaching license, and continued employment with the district is in jeopardy. If a letter of district support is received, participants who fail the In-service Training Institute will be given one opportunity to successfully complete the In-service held the following June. For example, a participant who fails the June 2016 In-service will have an opportunity to repeat the training in June 2017. Pending receipt of a *Confirmation of Employment* by May 31, 2017, the participant will be allowed to attend a second In-service Training Institute. A participant who does not attempt the

next available In-service Training Institute after the initial failure will be dismissed from the program. Should this individual later apply for readmission, his or her candidacy will be reviewed using the PACE requirements in place at the time of the request for readmission. A participant who fails the In-service Training Institute a second time will be dismissed from PACE and will not be eligible for readmission.

Seminars

The training seminars are held on Saturdays and Sundays throughout the academic year and build upon the learning experiences embedded in the Pre-service and In-service training sessions. Upon successful completion of the Pre-service Training Institute, PACE participants must begin the seminar sequence for their cohort.

Assignments and scoring. The seminars include two components: (1) work completed prior to the seminar date and submitted for grading upon arrival at the seminar and (2) work completed during the seminar itself. Participants must earn a score of proficient on both components in order to successfully complete the seminar and remain in good standing.

(1) Work completed prior to the seminar date.

- Participants who submit all required homework in the required format at the beginning of the seminar and earn a score of 77 percent or higher will earn a rating of proficient.
- Participants who submit all required homework in the required format at the beginning of the seminar and earn a score of 76 percent or less of the possible points will be considered failing.
- Participants who do NOT submit all required homework in the required format at the beginning of the seminar will not be allowed to attend that seminar and will be considered failing. The participant's employing district will be notified.

(2) Work completed during the seminar.

- Participants who submit all required classwork in the required format and earn a score of 70 percent or higher will earn a rating of proficient.
- Participants who submit all required classwork in the required format and earn a score of 69 percent or less of the possible points will be considered failing. The participant's employing district will be notified.

Probationary Status. Participants who pass the classwork portion, but fail the homework portion of a seminar will be placed on probation. Participants who are placed on probation will be given the opportunity to resubmit new homework assignments and a non-refundable \$50.00 re-grade fee as outlined in documentation that will be sent with the graded assignment. Participants must pass the probation grading to move forward.

Failing Status. A letter of support must be submitted by the employing school district to continue in the PACE training sequence after any seminar failure. Without district support, the participant will be dismissed from PACE.

- Participants who fail the classwork completed during a seminar will be required to attend a make-up session. The non-refundable fee for the make-up session in Columbia is \$100.00 and is the participant's responsibility.
- Participants who fail the seminar because they did not submit all required work in the required format at the beginning of the seminar will be required to submit alternative assignments outlined in documentation that will be sent **AND** will be required to attend a make-up session. The non-refundable fee for the make-up session is \$100.00 and is the participant's responsibility.

- Participants who fail a seminar a second time will be dismissed from PACE and will not be eligible for readmission.
- Participants who fail more than one seminar will be dismissed from PACE and will not be eligible for readmission.
- Participants who do not attempt the next make-up seminar will be dismissed from PACE. If they seek readmission to PACE, their case will be reviewed using the admission criteria in place at the time of request.

Attendance

PACE is an accelerated, intensive teacher-preparation program. Attendance at all training sessions is mandatory.

Pre-service and In-service Absences

Participants may request a one-time absence for a maximum of four consecutive morning or afternoon hours during the Pre-service or In-service Training Institute. An absence request with supporting documentation must be submitted in writing to the Office of Educator Services | Alternative Licensure. The absence request must be accompanied by a letter of support from the personnel administrator of the employing district. An absence request for the Pre-service or In-service Training Institute must be submitted no later than the Monday prior to the first day of training. If approved, the participant will be responsible for all regular assignments in addition to make-up assignments.

No absences will be allowed for any reason on day ten of the Pre-service or In-service Training Institute.

In case of an emergency that leads to an absence during the Pre-service or In-service Training Institute, the participant must submit a written explanation along with documentation and a letter of support from the employing school district's personnel administrator. Again, if approved, the participant will be responsible for regular assignments in addition to any make-up assignments. Participants are expected to notify their instructors and the Office of Educator Services | Alternative Licensure immediately in the event of an emergency.

Any absence over the allowable time period outlined above during the Pre-service or In-service Training Institute, no matter the reason, will not be approved.

Absences submitted after the approval deadline for each session, whether emergency or not, may or may not be approved. Such an absence may result in the participant having to repeat the entire program, being dismissed from PACE, and/or being delayed in receiving licensure.

If a participant has a health reason, one supported by documentation from his or her attending medical practitioner, that leads to missing more than the four allowable hours of the In-service Training Institute, he/she can request to miss the entire in-service session. This request must include a letter outlining the reason for missing the session, the medical documentation, and a letter of support from the personnel administrator in the employing school district. If approved, the participant will be required to attend the next available In-service Training Institute. In addition, the PACE participant—unless unable to do so because of the medical situation—must complete one of the required courses during the summer of the missed in-service to maintain eligibility for licensure. A *Confirmation of Employment*, a PACE Course Request form, and a transcript indicating successful completion of the approved course must be on file to issue the next license.

Seminars Absences

During the entirety of the six seminar sessions, participants may request a one-time absence. The request may be for one full-day/weekend absence or for an absence of no more than four consecutive hours. A participant may request either a full day/weekend absence or the four consecutive hour absence, but not both. For example, a participant who requests a full-day or part-day absence from Seminar Two may not request a full-day or part-day absence from any subsequent seminar session. An absence request for any one of the six seminars must be submitted in writing to the Office of Educator Services | Alternative Licensure no later than the Monday prior to the specific seminar and must include the absence request, supporting documentation, and a letter of support from the employing district's personnel administrator.

In case of an emergency that leads to an absence, the participant must submit a written explanation along with documentation and a letter of support from the employing school district's personnel administrator.

A participant who misses a full-day or weekend seminar for either a planned or emergency absence must attend a weekday make-up session in Columbia and will be responsible for a non-refundable make-up fee of \$100.00 for a one-day seminar or \$150.00 for a two-day weekend seminar.

Participants who miss up to four consecutive hours will not be required to attend the make-up session *unless those missed hours do not give the participant the opportunity to pass the in-class assignments*. Due to timing of assessed activities during the seminar, a participant should check with the Office of Educator Services | Alternative Licensure to see if the time in attendance will ensure an opportunity for successful completion. Participants who do not earn a passing score on the in-class work will be responsible for attending a weekday make-up session in Columbia with a non-refundable make-up fee of \$100.00.

Any participant who misses a seminar and the required make-up session will be dismissed from the program. Any absence over the allowable time, no matter the reason, will **not** be approved and will result in dismissal from PACE.

A letter of support must be submitted by the employing school district to continue in the PACE training sequence for any absence. Without district support, the participant will be dismissed from PACE.

Professional Conduct

PACE participants are expected to uphold high standards for professional conduct. During all training components, PACE instructors and program staff from the South Carolina Department of Education will provide information regarding expectations related to professionalism and dispositions. Participants who do not demonstrate these requirements are at risk of being dismissed from PACE. Expectations include, but are not limited to:

Tardiness and Leaving Early. Participants are expected to arrive punctually and to be ready to begin each training session at the time indicated on the schedule. By extension, participants are also expected to remain in the training session until dismissed by the instructional staff. These training segments include the first session of the day, the session after lunch, and any session following a transition between the auditorium and individual classrooms. Participants who are more than five minutes late for any training segment will be considered tardy and will receive one demerit for each five-minute period they are late.

Participation and Attentiveness. Participants are expected to participate actively in all lessons of the training program. These include, but are not limited to, the class discussions, group activities, and general conversations as well as bringing required materials to class, coming to class with assignments complete, and submitting their own assignments. Participants are expected to be alert, engaged, and contributing to the learning process. They are not to use cell phones or engage in off-task conversations with other participants during the presentations. An individual who is not participating or who is not attentive in a training segment will receive one demerit for each incident.

Professionalism. Participants are expected to present themselves as teaching professionals. This professionalism should be apparent in their casual business attire and in their positive demeanor. These expectations include, but are not limited to, treating peers as professionals, recognizing the diverse backgrounds of other members in the training program, welcoming the participation of fellow participants, and refraining from the use of profane or inappropriate language. In addition, participants are expected to treat their instructors and staff members from the Office of Educator Services | Alternative Licensure with respect. Participants who do not present themselves as professionals will receive one demerit for each incident.

Demerits. If a participant accrues five demerits, a staff member from the Office of Educator Services | Alternative Licensure will contact the participant's employing school district to discuss concerns regarding the individual's program participation and standing. Upon accruing ten demerits, a participant will be dismissed from the program.

License Suspensions and Revocations. PACE participants whose licenses are suspended or revoked by the State Board of Education or who have a breach of contract will not be allowed to continue in or be readmitted to the program.

PACE Dismissal. PACE participants who are dismissed for unprofessional conduct can appeal for readmission to PACE following the completion of the dismissal period.

PACE Assignments—Moodle and Original Work

During the two training institutes and six seminars, PACE participants will access and upload information through Moodle, the course management software utilized by the South Carolina Department of Education and the Office of Virtual Education. Each PACE participant is responsible for maintaining a current access to Moodle. **It is critical that the participant's e-mail used in the Moodle profile is an account that does not change and is checked on a regular basis. Group announcements and Moodle alerts will be sent using the e-mail address listed in the profile settings.** Many questions that participants have during the program may be answered by reviewing materials readily available through Moodle.

PACE/Moodle Website: <http://scde.mrooms.org>

Username and Password:

Username = last name first name p (don't forget the **p** at the end)

Password = initial of last name last four of SSN cohort #

Example: For Cohort 13 participant John Doe with a SSN of 123-45-6789:

Username = doejohnp (Did you notice the **p** at the end? “p” for “participant”)

Password = d678913

PACE participants are expected to complete and present all assignments as directed in the PACE training materials and by their instructors. **All work must be original and completed by the individual PACE participant submitting it.** To ensure the originality of submitted assignments, PACE utilizes *Turnitin* software. Per the instructions provided during training sessions and in assignment materials, participants must upload designated assignments to Moodle for review through *Turnitin*. (Participants will also submit hard copies of these same assignments directly to instructors for grading.) Failure to upload assignments to Moodle by established deadlines will adversely affect a participant's program standing and may have consequences for his or her continued licensure and program participation. Do not include assignment directions or rubrics in your uploaded file as this will be flagged as plagiarism by *Turnitin*.

PACE participants who are suspected of submitting non-original work or sharing their work with other PACE participants are at risk of being dismissed from PACE. The Office of Educator Services | Alternative Licensure reserves the right to request additional information regarding an assignment and to conduct an investigation regarding any questionable materials presented by a PACE participant as his or her own original work.

The process for investigation of suspected non-original work will include, but will not be limited to, requesting additional materials from the PACE participant regarding the work in question, and staff in the Office of Educator Services | Alternative Licensure may also request that PACE participants answer additional questions regarding their work. If a PACE participant's work is found to be non-original, the individual will be dismissed from the program. Decisions regarding non-original work can be appealed to the PACE Advisory Committee and members of that committee will be given the opportunity to review the work in question and to meet with all individuals involved in the investigation. The decision of the PACE Advisory Committee is final.

PACE Courses—also see the PACE Course Book

In order to fulfill requirements of the Program for Alternative Licensure of Educators (PACE), candidates must successfully complete three college courses from the lists of core courses approved by the South Carolina Department of Education on behalf of the State Board of Education. Courses identified for individual teachers should be based on the educator's licensure area, experience, knowledge, and skills as well as his or her professional growth and development needs. Candidates must complete all courses while an active participant in PACE or within the three years prior to issuance of the first alternative route license.

The PACE Course Book, which is available on Moodle, outlines in detail core course requirements and provides a list of pre-approved courses by institution. All PACE participants must complete the courses listed below related to their specific licensure area.

Special Education – Emotionally Disabled. PACE participants licensed in Special Education—ED must complete the following three courses through Project CREATE. Current course offerings are under the “About” tab on their website <http://www.sccreate.org/>.

1. Characteristics of ED
2. Methods and Procedures of ED
3. Behavior Management of ED

Media Specialists. PACE participants licensed as Media Specialists must complete the following courses:

1. Information Technologies in the School Library
2. Curricular Role of the School Library Media Specialist
3. School Library Materials (Select one based on the grade level where employed.)
 - Children's Materials
 - Young Adult Materials

All Other Licensure Areas. PACE participants in all other licensure areas must take each of the following three courses:

1. Content Area Reading and Writing (http://ed.sc.gov/agency/ie/School-Transformation/Read-to-Succeed/documents/R2S_Endorsement_Overview.pdf)
2. Teaching Methods in the Content Area
3. Core Teacher Education Course (*Select **one** of the following options related to the Professional Growth and Development Plan developed for you in your district based on your evaluation results and identified areas of professional growth.*)
 - Classroom Management
 - Classroom Assessment
 - Educational Psychology (human development as related to teaching and learning)
 - Exceptional Children (broad-based; not narrow such as G/T or ESOL)

Pre-approved Courses. When taking pre-approved courses from one of the colleges or universities included in the PACE Course Book, participants must

- take each course for three semester hours (or five quarter hours) of college credit,
- earn an assigned grade of B, or better, in each course, and
- submit an official transcript for each course. If multiple courses are taken at one institution you may submit one transcript listing all courses.

The institutions or entities listed in the PACE Course Book have teacher education programs that have been approved by the State Board of Education for licensure purposes.

Other Institutions and Courses. Participants who wish to complete the required courses at an institution not listed in the course book may request approval of courses so long as the other institution is a regionally accredited college or university. Please note that any off-list courses must be for three graduate level semester hours, and approval is not guaranteed. Participants must submit the following three documents for review

- a completed PACE Course Approval Form: <http://ed.sc.gov/agency/ee/Educator-Services/Alt-Licensure/AlternativeLicensureForms.cfm>,
- the course description, and
- the detailed course syllabus.

Prior Coursework. Participants who have completed one or more of the required courses within the three-year period prior to issuance of the first alternative route license must submit official transcripts for the completed coursework along with the PACE Course Approval Form. Any remaining courses not taken prior to entering PACE must be completed as outlined in this handbook and in the course book.

Professional Development College Courses. Districts frequently offer Professional Development (PD) graduate level college courses designed to advance the professional knowledge and skills of teachers in order to positively impact student learning. These courses are typically offered at a reduced cost to educators and are aligned with district curricular needs and initiatives. For the purposes of PACE, one—and only one—PD graduate course may be used to fulfill a PACE course requirement. In order for a PD course to be used for PACE, the course must correspond directly to one of the three PACE course categories, must be approved by the Office of Educator Services | Alternative Licensure prior to enrollment, and must be taken for three semester hours of graduate credit.

Again, only **one** of the three required college courses may be designated as a PD graduate course, and it is the only course that can be completed on a pass/fail basis. Participants should check with the institution offering a particular course to see if it is designated as a professional development course.

License Endorsements

PACE participants may add the following endorsements to their license. More details can be found in the South Carolina Educator Licensure Manual located on the agency website: http://ed.sc.gov/agency/ee/Educator-Services/Licensure/documents/CertManual_Mar2015.pdf

Advanced Placement Endorsement –

- Successful completion of the Advanced Placement Institute in your licensure area.

Gifted and Talented Endorsement –

- Required courses *
 - *Nature and Needs of Gifted and Talented Students*
 - *Introduction to Curriculum and Instruction for Gifted and Talented Students*

On-Line Teaching Endorsement –

- Required courses *
 - *Teaching Online Courses Effectively*
 - *Knowledge of Utilizing Online Learning Management Systems*
- Elective Courses (select two from the topic list below) *
 - *Learning Web Tools to Enhance Online Engagement*
 - *Instructional Design and Assessment*
 - *Advanced Online Teaching Skills and Techniques*
 - *Internet Safety for Online Learners*
 - *Using Digital Portfolios to Measure Student Achievement*
 - *Differentiating Instruction and Assessment for Diverse Populations*
 - *Personalized Online Instruction and Development*
 - *Enhancing Online Course Design for Students with Disabilities*

Teaching Children of Poverty Endorsement –

- Required course *
 - *Living in Poverty*
- Elective course (select one from the topic list below)*
 - *Language, Literacy, and Poverty*
 - *Teaching and Assessing Children of Poverty*
 - *Home, Community, and Classroom Partnerships in High Poverty Areas*

*All coursework listed above will be offered online by the South Carolina Department of Education (SCDE) for graduate credit in conjunction with selected colleges or universities. Courses are listed by topics rather than specific names of courses to allow for flexibility and for current technology trends. Additional topics may be added as needed by the SCDE.

Program Completion

PACE participants must meet all program requirements within three academic years of receiving their first alternative route license. Participants in Cohort 13 who enter the pre-service training in July or December 2015 must complete all requirements for professional licensure by June 30, 2018. *Readmitted participants who have previously held a South Carolina interim or critical need license will have the number of previous certified years subtracted from their allotted program time.*

Request for Professional License. Upon completion of all program requirements listed below, **it is the responsibility of the PACE participant to submit a written request for the professional license using the PACE Request for Professional License form provided on the PACE website.** In order to be eligible for a professional license, the participant must have:

- demonstrated three years of successful teaching including completion of the district induction program for beginning teachers and a successful summative ADEPT evaluation of teaching effectiveness at the annual contract level;
- completed all PACE Training Program components successfully;
- submitted official transcripts showing completion of three PACE-approved college credit courses earning grades of B or better; and
- submitted a passing score on the appropriate level of the *Principles of Learning and Teaching (PLT)* pedagogy exam as outlined below. (Media Specialists are exempt.)
 - Middle Level Licenses: *PLT grades 5-9*
 - Secondary Licenses: *PLT grades 7-12*
 - Agriculture and Business Licenses: *PLT grades 7-12*
 - K-12 Licenses: choice of *PLT grades K-6*, *PLT grades 5-9*, or *PLT grades 7-12* (Art, Dance, Music, PE, SpEd-ED, Theater, World Languages)

Extension Year. If there are **extenuating circumstances** that prevented the individual from completing the program requirements within the three-year time limit, the PACE participant and employing school district may use the PACE Extension Request form (available on the PACE Forms page of our agency website) to request a one-year extension to complete program requirements. If approved, this extension will be for the academic year immediately following the third academic year of program participation. If all program requirements are not completed within this extension year, the individual will no longer be considered a participant in PACE and cannot be given additional opportunities to complete PACE requirements.

Extensions are only granted at the request of the employing school district. Many districts will not support this request so participants are urged to complete all program requirements within the three-year training program.

YEAR ONE: *academic year 2015-2016*

Summer before school starts

___ PACE Summer Pre-Service Institute (Cohort 13A) – July

Fall Semester

___ Complete “Darkness to Light” sexual abuse awareness training (Cohort 13A)

___ Seminars 1 & 2 (Cohort 13A) – October

___ PACE Winter Pre-Service Institute (Cohort 13B) – Dec/Jan

Spring Semester

___ Complete “Darkness to Light” sexual abuse awareness training (Cohort 13B)

___ Seminars 1 & 2 (Cohort 13B) – January

___ Seminars 3 & 4 (Cohorts 12A and 12B combined at regional sites) – March

YEAR TWO: *academic year 2016-2017*

Summer before school starts

___ PACE In-Service Institute – June

Fall Semester

___ Pass the appropriate PLT exam* (*media specialists are exempt*)

___ Seminar 5 – September

___ Seminar 6 – November

Spring Semester

___ College Course #1 - use pre-approved course, or request special approval*

___ Retake PLT (if needed)

YEAR THREE: *academic year 2017-2018*

Summer before school starts

___ College Course #2 - use pre-approved course, or request special approval*

Fall Semester

___ College Course #3 - use pre-approved course, or request special approval*

Spring Semester

___ Submit OFFICIAL transcripts for all three college courses < grades of B or better >

___ Submit Request for Professional License in early June*

* All necessary forms can be found on the PACE Forms page of our agency website
<http://ed.sc.gov/agency/se/Educator-Services/Alt-Licensure/AlternativeLicensureForms.cfm>

Program Exit and Readmission

Program exit during the first two years. PACE participants who leave the program prior to program completion may request readmission to PACE one time. This request must include a letter explaining (1) why the former participant left the program and did not meet the requirements for professional licensure and (2) why the former participant is now ready for readmission and able to complete all program requirements.

Additionally, as part of the readmission process, the former participant must request that the most recent employing PACE school district complete the program readmission form indicating that the individual left the district in good standing. Applicants for readmission must meet all PACE admission criteria in place at the time of the request for readmission to the program.

Program exit during the third year. Participants who were issued three educator licenses in PACE, but did not complete program requirements, **are not eligible for readmission.**

Did not attend Pre-service Institute. PACE applicants who received a Statement of Eligibility but who did not attend a Pre-service Institute and, therefore, did not earn the initial educator license do not need to seek readmission. These applicants may request an updated Statement of Eligibility by completing and submitting a Request for Change/Action form. They will be notified whether or not they meet current admission criteria and if they need to submit any updated application materials or fees.

Reduction in Force. Participants who are released from contract or not offered a second or third contract because of a district reduction in force (RIF) may be able to continue in PACE while seeking new employment. This will be handled case-by-case based on what year and requirements the participant has completed.

Switching to another Alternate Route Program. **Alternative licensure participants cannot switch from one alternative route program to another.** The No Child Left Behind Act (NCLB) limits participation in alternative pathways to three years to retain highly qualified (HQ) status. All South Carolina alternate route programs have a three year requirement prior to professional licensure. Because of the NCLB three-year HQ limit, a participant who is licensed in one alternate program cannot switch to another because there is no way to complete the three-year requirement in the other program.

Alternative Licensure Information and Call Center

E-mail | altlicensure@ed.sc.gov

Call Center Hours | Monday – Friday from 8:30 AM – 4:30 PM (effective June 1, 2015)

Local or out-of-state calls | (803) 896-0325

In-state toll free | (877) 885-5280

Alternative Licensure Fax | (803) 896-0368

Mailing Address

South Carolina Department of Education

Office of Educator Services

Alternative Licensure | PACE

8301 Parklane Road

Columbia, SC 29223

Website Resources

SC Department of Education - <http://ed.sc.gov/>

PACE - <http://ed.sc.gov/agency/ee/Educator-Services/Alt-Licensure/pace/>

Licensure Status - <http://ed.sc.gov/agency/se/Educator-Services/Licensure/>

Moodle - <http://scde.mrooms.org/>

ERIC - <http://eric.ed.gov/>

Financial Assistance

SC Student Loan Corporation - <http://www.scstudentloan.org/>

PACE Loan Program participants may borrow up to \$750 per year, not to exceed a total maximum of \$5,000, after successfully completing the pre-service institute and receiving the official teaching license. Under the PACE Loan Program, loan forgiveness is available for recipients who teach during the same year in which funding is received. Please contact SC Student Loan Corporation directly for all the information about this financial assistance program.