



PRESBYTERIAN
COLLEGE

Student Handbook



Department of Teacher Education
Join our Teaching Family

Developing Effective Educators:

Revised Fall 2020

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Presbyterian College Teacher Education Student Handbook

Philosophy and Conceptual Framework

The Teacher Education Program at Presbyterian College is a fully state and nationally accredited NCATE program. It is a high quality professional education program with a “framework” that guides professional preparation in the teacher education program. Our conceptual framework provides a basis for our program. It is knowledge and research based, and provides a basis for our coursework and field experiences. We have four guiding principles for our growth and decision-making. These include the development of educators who are:

1. **Knowledgeable practitioners (KP)** who have a well-grounded knowledge base in content and pedagogy and demonstrate effective pedagogical skills when working with all students.
 - 1a. Teacher candidate demonstrates knowledge of content and pedagogy.
 - 1b. Teacher candidate demonstrates knowledge of student history, academic, social, emotional and cultural backgrounds.
 - 1c. Teacher candidate demonstrates knowledge of current resources.
2. **Reflective educators (RE)** who possess critical, creative thinking and effective communication skills.
 - 2a. Teacher candidates continually reflect on pedagogy and teaching alignment.
 - 2b. Teacher candidates use critical and creative thinking to engage students in classroom learning.
 - 2c. Teacher candidates use effective communication skills to demonstrate responsiveness to all stakeholders.
3. **Culturally responsive educators (CRE)** who demonstrate an appreciation and understanding of all aspects of diversity in order to positively impact the learning of all students and the relationships with their families and communities.
 - 3a. Teacher candidates are trained in diverse settings.
 - 3b. Teacher candidates establish an inclusive climate and culture for learning.
 - 3c. Teacher candidates communicate student growth to all stakeholders using different modalities.
 - 3d. Teacher candidates establish an environment of respect and rapport in their classroom.
4. **Professional educators (PE)** who demonstrate civic responsibility, leadership and professionalism as evidenced in moral and ethical commitments, advocacy for all learners, interactions with families, an active involvement in the field of education and service to communities.
 - 4a. Teacher candidates participate in professional training.
 - 4b. Teacher candidates are committed to growing and developing in their profession.
 - 4c. Teacher candidates understand the dispositions necessary to demonstrate professionalism.

We believe candidates should have a thorough understanding of their chosen subject area, understand how to effectively teach their content area to all students, and demonstrate this knowledge of content and pedagogy in diverse classroom contexts. We believe candidates should think critically, creatively and reflectively about their practice as the basis for informed decision making. We believe candidates should be actively involved in the education

profession and their communities by utilizing their professional and leadership skills. (see The Presbyterian College Teacher Education Conceptual Framework in Appendix A).

Teacher Education Programs at Presbyterian College

The Department of Education at Presbyterian College offers programs leading to teacher certification in the following areas. A list of course requirements for each program are available on the Registrar's website and from the Department of Education.

Early Childhood Education: grades Pre-K – grade 3

Elementary Education: grades 2-6

English Education: grades 9-12

Mathematics Education: grades 9-12

Middle Level Education: grades 5-8

Special Education Multi/Categorical

Pre-K-12

Social Studies Education: grades 9-12 (History Major)

Specific programmatic questions may be addressed to the following faculty:

Early Childhood Education	Dr. Patricia Jones
Elementary Education	Dr. Patricia Jones
Middle Grades Education	Dr. Julia Wilkins
Secondary Education	Dr. Julia Wilkins
English	Dr. Kendra Hamilton
Math	Dr. Clint Harshaw
Social Studies	Dr. Stefan Wiecki

Declaring Education as a Major

- **Information Sessions** – an opportunity for you to meet with representatives from the Education Department during a general and then program specific session. These meetings are held twice a year, in the fall and spring. The Education Department, its programs, admission requirements and requirements for continuation in Teacher Education are discussed. This is a time for you to ask questions and find out about teacher education.
- **General Education** Advising is required throughout your studies. You will see an advisor each semester to talk about your progress and plan for future semesters. You will begin with a freshman advisor. Once you declare your major in Education, you will need to submit a Change of Advisor form (see Registrar's website). You will then be assigned an advisor in your specific field of education. In Middle Level and Secondary Education, you will have 2 advisors: one in your content area and one in Education.
- **Teacher Education** You should declare your major as soon as you decide that you want to become a teacher. In addition, you will complete an application for admission to the Teacher Education Program. This should occur by fall semester of your sophomore year, but we will accept applications until April of that year. If you have any questions before that time, please contact one of the faculty members in the education department so you can get the information you need. And remember to attend the information sessions.

Admission to Teacher Education

If you are planning on a program of studies leading to initial licensure, you first must submit a formal application to the Education Department. The application packet is available online at www.presby.edu under academics/majors/education/the specifics. Applications are to be submitted in the first semester sophomore year, but will be accepted through March of that year.

You must be admitted to the Education Department to enroll in 300/400 level Education courses (with the exception of EDMS 341 and EDUC 371).

Criteria used in determining acceptance into the Teacher Education Program include:

1. Completed Teacher Education Program application, including a successful South Carolina Law Enforcement Division (SLED) background check as required by the State Department of South Carolina (see Appendix B)
2. Completion of 45 semester hours
3. Cumulative 3.0/4.0 GPA (on all PC coursework and all coursework that counts towards graduation)
4. Declared Major form on file with the registrar
5. Passing grade of “C” or higher in Education 201 (if taken at the time of application)
6. Passing scores on all sections of the Praxis Core Series Tests, ACT or SAT (scores are to be submitted with the Teacher Education Program Application).
7. Scores required by the State of South Carolina (subject to change):
 - ACT 22
 - SAT I Verbal + Math + Writing = 1100
 - Praxis Core: Reading = 156; Writing = 158; Math = 150

After the application has been completed, the Teacher Education Committee will make the final decision on your admission to the Teacher Education Program. The Department of Education will send you a letter notifying you of the committee’s decision. Questions or concerns regarding your status may be directed to the Chair’s office in the Education Department.

Once admitted to the Teacher Education Program, you are expected to complete all required course work and on campus college requirements prior to student teaching. No other course work may be taken during the Clinical Practice semester.

However, in the event there are course-scheduling problems, no more than two courses for a maximum of 8 hours may be taken after Clinical Practice is completed, provided you have met all other graduation requirements. In these cases, graduation and recommendation for certification cannot occur until these requirements are met and the candidate has officially graduated from PC (i.e., the next PC graduation date).

Thus it is critical to complete all college required courses and other on-campus college requirements prior to the Clinical Practice semester. Clinical Practice is a full-time responsibility; you will be at your school every day from early morning until late afternoon – and often beyond. As such, you will **not** be permitted to leave your school or your school responsibilities during the day to attend daytime courses or other on-campus functions (except those outlined in the clinical practice section).

You are encouraged to check program requirements and plan carefully as you develop your plans for obtaining teacher certification. Please be aware that there will be a need for transportation to school sites, off-campus time at schools and additional fees due to field experiences, Clinical Practice and certification requirements.

Remember to contact your Education Department advisor early and often. It is your responsibility to contact the Registrar and complete the form for your senior audit during the second semester of your junior year. Remember you only have 1 semester during your senior year to complete on campus requirements.

Requirements for a Bachelors Degree

To earn the Bachelor of Science or Bachelor of Arts degree and be recommended for teacher licensure, you must meet the following requirements:

1. Complete a minimum of 122 semester hours.
2. Complete the core general education curriculum requirements.
3. Be admitted to the Teacher Education Program
4. Earn at least a 3.0 grade-point average
5. Successfully complete all requirements for the Major
6. Pass all Transition Points requirements
7. Complete all college graduation requirements as explained in the Academic Catalog.
8. Pass state required exams for certification including Praxis II and Principles of Learning and Teaching exams.

PRAXIS Core & PRAXIS II and Principles of Learning and Teaching (PLT)

Subject Assessment or Specialty Area Test is required for initial licensure. The South Carolina State Board of Education has designated Praxis II and the appropriate grade level PLT as the standard set of examinations required for initial licensure. Passing scores are set by the South Carolina Department of Education.

Praxis Core: Academic Skills Assessments (Required for admission to Teacher Education or appropriate SAT or ACT scores in lieu of Praxis Core) Praxis Core is designed to be taken early in your college career to measure your reading, writing, and mathematical skills.

It is strongly recommended you take Praxis Core during your Freshman or Sophomore year; both for advising and application to the Education Department.

The assessments are available in two formats, each measuring the same academic skills vital to all teacher candidates. The paper-based **Praxis Core: Pre-Professional Skills Tests (PPST)** in Reading, Mathematics, and Writing are each one-hour multiple-choice tests. The Writing test also includes a 30-minute essay.

The computer-based **Praxis Core: Computerized Pre-Professional Skills Tests (C-PPST)** in Reading, Mathematics, and Writing cover the same material but are tailored to each candidate's performance level. They also offer a wider range of question types, provide the candidate immediate scores in reading and mathematics, and are available on demand throughout the year by appointment, eliminating the need to register far in advance. The tests are given at a network of more than 300 sites or online.

Praxis II: Subject Assessment: This assessment measures your knowledge of the subject you will teach. It also measures your general and subject-specific pedagogical skills and knowledge. Most students take this assessment in their senior year.

Principles of Teaching and Learning: This exam assesses your ability to teach your content area and is made up of a series of case studies and other typical education situations. This assessment is usually taken in your senior year.

Teacher candidates are urged to visit the Education Testing (ETS) Website for additional information. Practice books are available at bookstores and from ETS. For further information refer to the ETS *Registration Bulletin* or the ETS website:

<http://www.ets.org/praxis>

Transition Points

Transition points are a series of gateways that provide program reliability as well as guidance for you. Each semester you will meet with your academic advisor to evaluate your progress toward completion. The requirements for admission, continuation and successful completion of the teacher education program include:

Transition Point I: Entry into the Teacher Education Program

- Completion of 45 semester hours
- Cumulative 3.0/4.0 GPA (on all PC coursework and all coursework that counts towards graduation)
- Completed Teacher Education Application, including a successful South Carolina Law Enforcement Division (SLED) background check as required by the State Department of South Carolina.
- Declared major form on file with the registrar
- Passing scores on all sections of the Praxis Core Examination, ACT or SAT South Carolina Exemption

Transition Point II: Entry into Practicum II

- Cumulative 3.0/4.0 GPA
- EDEC/EDUC 391, Grade of “C” or higher

Transition Point III: Entry into Clinical Practice

- Cumulative 3.0/4.0 GPA
- EDEC/EDUC 392 and 393, Grade of “C” or higher
- EDEC/EDEL/EDMS/EDSD 394, Grade of “C” or higher
- EDUC 201, 350 and 371, Grade of “C” or higher
- Successful FBI background check (see Appendix B)
- Cleared status from the South Carolina Department of Education
- Sufficient progress towards successful completion of all graduation requirements

Transition Point IV: Exit from Clinical Practice

- Cumulative 3.0/4.0 GPA
- Requirements for Clinical Practice successfully completed, and a grade of “C” or higher
- Successful completion of all requirements for the Major
- Exit Interview with Clinical Practice Supervisor

Transition Point IV: Program Completion

- Successful completion of all college and major program requirements
- Passing scores on PRAXIS II/PLT subject tests for area of study

Prerequisites for Clinical Practice

Evaluation of students enrolled in the Teacher Education Program is a continuous process involving assessment of knowledge of content and pedagogy, professional attitude and consistency of performance.

The following conditions are to be met **prior** to your clinical practice.

1. Admission within the required timeframe to the Teacher Education Program.
2. Completion and clearance of the FBI fingerprint check by the dates required by the South Carolina Department of Education. (see Appendix B).
3. Maintenance of positive evaluations during course and fieldwork.
4. Demonstration of the following professional attributes in your courses and fieldwork :
 - responsibility and dependability
 - flexibility and adaptability
 - punctuality
 - confidentiality
 - professional appearance
 - leadership qualities in classroom
 - appropriate interaction with colleagues
 - initiative
 - collaboration
5. Demonstration of the desire and ability to teach students of all learning styles as well as an awareness of and sensitivity to all aspects of diversity (including race, ethnicity, language, gender, exceptionalities, socio-economic status, and culture). This includes:
 - knowledge of the critical elements of diversity and their impact in a diverse learning communities
 - applying your knowledge and skill to develop supportive learning environments that respect the broad contexts of diversity
 - planning and providing educationally appropriate and culturally responsive instruction for all students
 - demonstrating behaviors and attributes that indicate fairness and equity and
 - holding all students to higher levels of learning.
6. Entrance into the clinical practice phase of the program without an academic or personal deficiency. All general education requirements, major coursework, and

program admission requirements must be completed prior to clinical practice. In the event there are course scheduling problems, no more than 8 credit hours may be taken **after** clinical practice is completed.

Clinical Practice

The culmination of your teacher education program is the clinical practice experience (student teaching). The importance of this experience in preparing you for teaching cannot be overestimated. This is the time when you will work on a daily basis with a skilled teacher who provides advice and guidance about instruction and management of a classroom.

The following information might be helpful as you plan for this exciting experience:

- Clinical practice takes place in the public schools. The Chair of the Education Department coordinates all clinical practice experiences.
- During practicum, you will be asked to complete a Clinical Practice Application and Placement Request.
- You do not self-select your clinical practice placement, but you will be asked to identify preferred areas. However, depending on the school district's available teachers, your preferences may or may not be available.
- You will be responsible for all fingerprinting and certification fees as established by the South Carolina Department of Education. (see Appendix B)
- After submitting the application for clinical practice, you will be notified of the placement selection in time for you to contact your school-based clinical faculty member and arrange for a visit in your assigned school before your clinical practice semester begins.
- You must have or be able to arrange transportation to the school site.
- Clinical practice takes place within a single academic semester and includes full participation in the program of the school for a full semester.
- Clinical Practice is a semester-long experience. Therefore, you must complete the entire 15-week experience. **Teacher candidates are expected to be in attendance each day of the experience.**
- There are no excused absences unless it is for professional development (e.g. interviewing, career day). In such cases, **you must get your classroom supervisor's and PC clinical faculty's approval at least 1 week ahead of the date of absence or the absence will need to be made up.** You are expected to send any plans for assigned lessons or classes. Days missed due to illness, athletic and/or music travel will be made up at the end of the semester.
- You will assume full teaching responsibilities on a schedule determined by the school-based clinical faculty and PC clinical faculty.
- You must teach a minimum of 15 full-time consecutive school days during clinical practice.
- You will follow the calendar of the school district rather than the calendar of the college and participate in the full, regular schedule of the supervising teacher - including all duties, meetings, in-service activities, conferences, rehearsals, and other requirements.
- You may not be a paid employee in an instructional role during clinical practice.
- PC clinical faculty will visit you weekly, give written feedback at least six times during clinical practice and document each visit. School-based clinical faculty will also collect

data from observations and conference with you. The PC clinical faculty member, school-based clinical faculty, and you will complete mid-term and final evaluations. Mid-term and final conferences are meetings that involve all three parties.

- You will be evaluated using ADEPT performance standards, professional attributes checklists, Conceptual Framework, and programmatic standards. Performance standards (ADEPT 4.0) addressed during clinical practice include:
 - Long range planning
 - Short range planning of instruction
 - Short range planning, development, and use of assessments
 - Establishing and maintaining high expectations for learners
 - Using instructional strategies to facilitate learning
 - Providing content for learners
 - Monitoring and enhancing learning
 - Maintaining an environment that promotes learning
 - Managing the classroom
 - Professional responsibilities

The final grade for clinical practice is the responsibility of the PC clinical faculty. The agreement between the school district that accepts teacher candidates and the college provides that if you perform in ways judged to be detrimental to the program of the school district or its students you may be asked to withdraw from clinical practice. Additional information is contained in the Clinical Practice Handbook that you receive at the beginning of your clinical practice experience.

Graduation Requirements

It is your responsibility to ensure that all requirements for graduation have been completed. This includes, but is not limited to, completion of required courses, appropriate cumulative GPA and required GPA in major coursework. It is required that you complete the graduation audit request form during the last semester of your junior year. In this way any deficiencies can be addressed before Clinical Practice.

Anticipated Graduates

You will be allowed to "march" at commencement if you are two courses (maximum of eight hours) short of the graduation requirements, provided that you have met all other requirements for graduation. *However, you cannot be recommended for certification and licensure to the South Carolina Department of Education until all requirements are complete and you have officially graduated from Presbyterian College.*

Notification of Concern and Improvement Process

It is goal of the education faculty to help you become the BEST teacher you can, and it is assumed that this is your goal as well. We are dedicated to supporting and assisting you as you develop into an outstanding educator.

However, if problems are identified in any area during your course work, field experiences or clinical practice, you and the faculty member will develop a professional development plan for improvement (Notification of Concern and Improvement Plan). You are then expected to

demonstrate the desired improvement as the semester progresses. If improvement is not shown, a second conference will be held. Consequences (i.e. additional required experiences, lowering your final grade, failure in the course) will be determined at that time.

Candidate Concern Process

If you have a concern or complaint concerning any aspect of your preparation, you are expected to first attempt to resolve it by consulting with the involved faculty or staff member. In the event no resolution is reached, then you should contact the Chair of the Education Department to schedule a meeting to discuss your concern. If no resolution is reached, then you should forward the concern in writing to the appropriate officer of the College (e.g., the Dean for Academic Affairs for academic matters, the Vice President for Student Life for student life matters, the Vice President for Finance for problems with fees or business matters, or the Vice President for Enrollment for financial aid concerns) who will assign it to the appropriate officer for review.

Professional Commitments and Attributes

Professional Commitments

Teacher candidates are encouraged to join the campus education organizations and content specific local, state, and national organizations. Candidates hold leadership roles and are encouraged to attend and present scholarly work at professional conferences. Candidates have presented with faculty, attended conferences, and presented student-led research. Presbyterian College also hosts an annual Research Day when candidates and other students present their research to audiences of students and faculty.

Professional Dispositions

The Education Preparation Provider regards knowledge of subject matter content, student development, effective pedagogy, reflection, responsiveness to diverse contexts and professionalism to be among the keys for a successful educator. A Professional Dispositions Evaluation is embedded into all Fieldwork and Clinical Practice Evaluations. The evaluation categories are based on standards and best practice. The development and assessment of candidates' professional attributes are currently a seamless part of the evaluation process that starts with acceptance to the teacher education program and continues through program completion.

During the junior year, fieldwork classroom teachers evaluate the teacher candidate using the evaluation tool of the Department of Education. The fieldwork faculty review the evaluations each semester and conference with candidates. Candidates needing additional support are then identified and assisted. In addition, program faculty review these evaluations semester so as to inform their own teaching and revise their courses when indicated. This process is continued through all fieldwork. During clinical practice, the candidate becomes part of the evaluation process. The candidate self evaluates performance during the Video/Self Evaluation Project, Mid-term Conference, and Final Conference. At each step of the clinical practice evaluation process, the teacher candidate discusses the forms with the classroom teacher and PC clinical faculty.

Commitment to Diversity

The Presbyterian College Teacher Education program is committed to global education through a variety of venues. Through general education courses candidates receive historical and cultural knowledge. During professional education courses, this is refined and expanded to include students' diverse contexts (including race, ethnicity, language, gender, exceptionalities, socio-economic status, and culture). Campus life and activities further engage candidates with different cultures and perspectives. Study abroad opportunities are available to students for a semester, summer, or during the College's Maymester.

Diversity is integral in professional education courses. Candidate proficiencies are identified and addressed in every course. Thus, upon program completion, candidates are expected to:

1. demonstrate knowledge of the critical elements of diversity and their impact in a diverse learning communities
2. apply the knowledge and skill to develop supportive learning environments that respect the broad contexts of diversity found in classrooms (including race, ethnicity, language, gender, exceptionalities, socio-economic status, and culture)
3. plan and provide educationally appropriate and culturally responsive instruction for all students
4. demonstrate behaviors and attributes that indicate fairness and equity and hold all students to higher levels of learning.

Commitment to Technology

Candidates and faculty at Presbyterian College are able to benefit from technological resources and opportunities for professional development. Presbyterian College is the recipient of Russell Funds for Media and Society. Through the college's endowed Russell Program, funds are available for student and faculty projects and workshops related to media and/or technology as well as for a variety of cultural events, speakers, and programs on media or technology each year.

Candidates use technology in coursework at Presbyterian College. In addition to Power Point and Smart board classrooms, the college also uses the software systems Banner Web and Moodle. Candidates use Banner Web to register for classes, declare majors, and change advisors. Moodle is linked to coursework. Professors use it to disseminate information such as power points, study guides and video clips as well as a source for general communication. The Department of Education also utilizes technology as part of fieldwork communication with advisors. In addition, candidates regularly use e-mail for assignments and communication with professors.

During clinical practice and other fieldwork, candidates use their technological skills gain from the Instructional Technology course to provide instruction, access information and differentiate learning experiences. The Professional Portfolio requires that candidates

integrate technology in at least one lesson plan or learning experience in order to demonstrates their understanding and purposeful application of technology in the classroom

Appendix A
The Presbyterian College Department of Education

CONCEPTUAL FRAMEWORK

The Presbyterian College Department of Education is committed to its Conceptual Framework within the Mission of the College. The Education Preparation Provider faculty views the institutional goals as an enhancement of the program for teacher candidates. The objectives of the Department of Education and, more generally, the Teacher Education Program serve to assist the College in its efforts to prepare students for lives of worthwhile service and satisfying careers.

Conceptual Framework, Department Goals and Institutional Goals

Conceptual Framework	Department Goals	College Goals
Knowledgeable Practitioner	To prepare teacher candidates who possess the knowledge and skills to provide appropriate instruction in content specific disciplines	“Students gain a basic knowledge of humanities, natural sciences, and social sciences...and an ability to see these studies as a part of the larger search for truth.”
Reflective Educator	To prepare reflective teacher candidates who use their knowledge of contextual and student factors to inform practice and positively affect student learning	“Students think clearly and independently, make critical judgments, and communicated effectively on both speech and writing.”
Culturally Responsive Educator	To prepare teacher candidates who demonstrate effective teaching of diverse student populations	“Students attain a sense of dignity, self worth, and appreciation of other persons with diverse backgrounds.”
Professional Educator	To prepare teacher leaders who collaborate and communicate effectively and exhibit professional demeanor and behavior.	“Students develop moral and ethical commitments, including service to others. The college encourages an appreciation for teamwork...and fosters in students an appreciation of, and concern for, the environment and natural resources.”

Appendix B

South Carolina State Board Regulation - Section 59-25-115

Notice to enrollee in teacher education program regarding effect of prior criminal record; criminal records check and fingerprinting requirements.

(A) A person enrolled in a teacher education program in South Carolina must be advised by the college or university that his prior criminal record could prevent certification as a teacher in this State in accordance with State Board of Education guidelines.

(B) Before beginning full-time clinical teaching experience in this State, a teacher education candidate shall undergo a state criminal records check by the South Carolina Law Enforcement Division and a national criminal records check supported by fingerprints by the Federal Bureau of Investigation. The cost associated with the FBI background checks are those of the applicant. Information reported relative to prior arrests or convictions will be reviewed by the State Department of Education and the State Boards of Education when warranted, according to board guidelines. A teacher education candidate with prior arrests or convictions of a serious nature that could affect his fitness to teach in the public schools of South Carolina may be denied the opportunity to complete the clinical teaching experience and qualify for initial teacher certification. An individual who is denied this opportunity, as a result of prior arrests or convictions, after one year, may request reconsideration under guidelines established by the State Board of Education.

Appendix C

SC STANDARDS OF CONDUCT

Pursuant to State Board of Regulation 43-58, the State Board of Education has the legal authority to deny, revoke, or suspend a certificate, or issue a public reprimand, for the following causes:

- incompetence,
- willful neglect of duty,
- willful violation of the rules and regulation of the State Board of Education,
- unprofessional conduct,
- drunkenness,
- cruelty,
- crime against the law of this state or the Education Preparation Provider States,
- immorality,
- any conduct involving moral turpitude,
- dishonesty,
- evident unfitness for the position for which one is employed,
- sale or possession of narcotics,
- obtaining or attempting to obtain a certificate by fraudulent means or through misrepresentation of material facts,
- failure to comply with the provisions of a contract without the written consent of the local school board,
- test security violation,
- failure to comply with a court order for child support, and
- failure for a second time to complete successfully the formal evaluation process as an annual contract teacher.

The State Board of Education may impose any one of the following disciplinary actions on an educator certificate:

- permanent revocation;
- revocation with the right to reapply after three years,
- suspension for a specified period of time;
- suspension for a specified period of time, upon satisfaction

The process for taking disciplinary action on an educator certificate:

1. The Department of Education may learn of possible grounds for disciplinary action on an educator certificate from a school district superintendent pursuant to State Board of Education Regulation 43-58.1, other states, the media, and individual complaints.
2. Once the Department of Education learns of conduct that may constitute just cause for disciplinary action, the Department will notify the educator of pending disciplinary action and of the educator's right to a hearing. The educator has fifteen days from the receipt of the notice to make a written request for a hearing.

3. If the educator fails to request a hearing within this time frame, he or she will waive the right to a hearing and the State Board may impose disciplinary action based on the information presented by the Department.
4. If the educator requests a hearing, a hearing will be conducted before the Board or a hearing officer, pursuant to State Board of Education Rule BCAF, Procedures for Educator Certification Hearings.

South Carolina educators have had disciplinary action taken on their certificates for

- pursuing a personal, inappropriate relationship
- with a student;
- touching a student inappropriately;
- engaging in a physical altercation with a student;
- supplying alcohol or drugs to a student;
- using a school computer to view or download pornography;
- sending or receiving prurient e-mails;
- violating test security;
- violating state or federal laws involving drugs or alcohol or other illegal behavior;
- embezzling public funds;
- committing breach of trust; and
- breaching a teaching contract.

Applicants for certification in South Carolina have had their applications for certification denied because they have serious criminal records and, in some cases, failed to fully disclose their criminal records. Notice of the denial, suspension or revocation of an educator's certificate is sent to all districts in South Carolina and to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse. Notice of a public reprimand is sent only to the school districts.

