

## **South Carolina Commission on Higher Education (CHE) Policies Pertaining to Higher Education Professional Development Offerings for PK-12 Educators**

The policies that follow were developed by the South Carolina Commission on Higher Education (CHE) Task Force on Graduate Teacher Education. Different data sources were used in their formulation, including a statewide study of professional development needs in the state and national standards on the professional development of educators. The policies are intended to enhance higher education's participation in the professional development of educators, primarily in two different ways: 1) graduate degree programs which may or may not lead to initial or add-on certification; and 2) graduate coursework targeted toward professional development purposes addressing specific educator needs and which emphasize the development of the professional educator in targeted areas, rather than serving degree program purposes.

1. The institutions will align those courses and activities offered for staff development and the professional development of teachers and other personnel working with schools with the South Carolina Professional Development Standards (March, 2000), as these relate to post-secondary offerings. These Standards are based on the national standards for staff development by the National Staff Development Council in collaboration with the American Association of School Administrators, the Association for Supervision and Curriculum Development, the National Education Association, the National Association of Elementary School Principals and the National Middle School Association and others.
2. The Institutions will align their graduate degree programs for classroom teachers with the core propositions of the National Board for Professional Teaching Standards (NBPTS).
3. The institutions will, where applicable, align degree programs and courses and activities offered for staff development and the professional development of teachers and other personnel working in schools with standards of the International Society for Technology in Education (ISTE) (2000) as a strategy for significantly enhancing the capacity of pre-service as well as in-service teachers to incorporate technology into teaching and learning.
4. The institutions will follow the Guidelines for Graduate Courses Offered for the Professional Development of School Personnel promulgated by the Commission on Higher Education (November 2001) and the criteria contained therein in developing and offering graduate courses whose primary focus is the professional development of school personnel.
5. The institutions will continue to identify courses offered for staff development and the professional development of teachers and other personnel by using the "PD" designator in the course name or description to distinguish these courses from those designed to support degree programs.
6. Compliance with the above policies will be verified on an ongoing basis during the accreditation site visits conducted under the auspices of the State's Partnership agreement with the National Council for Accreditation of Teacher Education (NCATE).