



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

R. Scott Ralls, Ph.D.
President

April 1, 2014

The Honorable Jerry W. Tillman
North Carolina Senate
Room 627, Legislative Office Building
Raleigh, North Carolina 27603

The Honorable Bryan R. Holloway
North Carolina House of Representatives
Room 529, Legislative Office Building
Raleigh, North Carolina 27603

The Honorable Linda P. Johnson
North Carolina House of Representatives
Room 301D, Legislative Office Building
Raleigh, North Carolina 27603

Dear Senator Tillman and Representatives Holloway and Johnson:

Please find attached the annual 2013-14 report for the Joint Legislative Education Oversight Committee regarding the Lateral Entry Certificate program available through the North Carolina Community College System (NCCCS). The report is required per Session Law 2005-198 House Bill 563.

Sincerely,

R. Scott Ralls

RSR/le

Attachment

c: Dr. Sharon Morrissey
Mr. Wesley Beddard
Ms. Jennifer Frazelle
Ms. Dee Atkinson
Ms. Mary Shuping
Ms. Lisa Eads



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

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President

Lateral Entry Certificate Program Report

As presented to

The Honorable Jerry W. Tillman
North Carolina Senate
Room 627, Legislative Office Building
Raleigh, North Carolina 27603

The Honorable Bryan R. Holloway
North Carolina House of Representatives
Room 305, Legislative Office Building
Raleigh, North Carolina 27603

The Honorable Linda P. Johnson
North Carolina House of Representatives
Room 301D, Legislative Office Building
Raleigh, North Carolina 27603

April 1, 2014

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**Report to the Joint Legislative Education Oversight Committee
Lateral Entry Certificate Program – (Session Law 2005-198 House Bill 563)**

Overview

Lateral entry is an alternate route to becoming certified to teach for qualified individuals outside of the public education system. Lateral entry allows qualified individuals to obtain a teaching position and begin teaching immediately while obtaining a professional educator's license as they teach.

Session Law 2005-198 House Bill 563 authorizes the State Board of Community Colleges to provide a program of study for lateral entry teachers to complete the coursework necessary to earn a teaching certificate. The NC Community College System offers the Lateral Entry program through a certificate (see attachment A) which is jointly offered with an education degree granting senior institution. The certificate leads to development of the general pedagogy competencies needed to become certified to teach by the North Carolina Department of Public Instruction.

Structure of Program

There are currently nine competencies required to become a lateral entry teacher. Legislation allows community colleges to offer six of these competencies. Four of the six competencies that the legislation allows community colleges to offer can also be obtained through in-service training by the Local Education Agency (LEA). The remaining three additional courses must be completed at a senior institution.

Community colleges have offered the courses from the lateral entry certificate in a variety of ways to meet the needs of the student. Courses are face-to-face (traditional) classes, on-line classes and hybrid classes.

Enrollment

The State Board of Community Colleges approved the Lateral Entry certificate program on February 17, 2006. There are 20 community colleges currently approved to the program.

Final enrollment data is not available for 2014. The latest enrollment data (2012–13 year) reflects that 14 community colleges enrolled a total of 163 students into lateral entry certificate coursework. The remaining colleges either did not offer the program or did not have students enrolled in the program. As indicated in attachment B, enrollment has only experienced a slight increase in the past year, however, enrollment has significantly declined since 2008. Our colleges have indicated that low enrollment has often been due to the structure of the program and lack of student interest.

There has been an increased number of colleges that have terminated the program over the past few years. One college terminated the program in 2008; two colleges terminated the program in 2011; three colleges terminated the program in 2012, and four colleges terminated the program in 2013.

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Challenges

Of the 30 colleges originally approved to offer the lateral entry program, 10 colleges have terminated the program. Other colleges have reported low enrollment. In a survey response, colleges indicated the following challenges:

- the structure of program is not clear for students
- budget constraints
- lack of clear advertising
- some area school district not employing lateral entry teachers
- teacher layoffs
- cost of books and tuition
- meeting prerequisites for courses
- confusion about the general competencies
- lack of communication and expectations from the universities and local education agency.

Recommendations

Our recommendations for a stronger lateral entry program include:

- centralized location for assisting students
- clear articulation between community colleges and universities
- clear communication between all stakeholders.
- collection and analysis of data to provide data driven recommendations
- in-depth collaboration this year with DPI and senior institution to review guidelines
- review of coursework for alignment with 21st Century Teaching Standards
- examination of the structure of the program

CURRICULUM STANDARD

Effective Term
Summer 2006
*[2006*02]*

Curriculum Program Title

Lateral Entry (Certificate)

Code

C55430

Concentration

(not applicable)

Curriculum Description

The Lateral Entry curriculum provides a course of study leading to the development of the general pedagogy competencies needed to become certified to teach by the North Carolina Department of Public Instruction.

Course work includes human growth and development, learning theory, instructional technology, school policies and procedures, home, school, and community collaborations, and classroom organization and management to enhance learning. Courses offered by partnering senior institutions include instructional methods, literacy, and diversity.

Graduates should meet the general pedagogy competencies within the first three years of teaching, including a minimum of six semester hours per school year. Additional requirements, such as pre-service training and passing the PRAXIS, are required for licensure.

*Curriculum Requirements**

[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.97 (3)]

- I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. **Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit. *(See second page for additional information.)*
- III. **Other Required Hours.** A college may include courses to meet graduation or local employer requirements in a certificate, diploma, or associate in applied science program. These curriculum courses shall be selected from the Combined Course Library and must be approved by the System Office prior to implementation. Restricted, unique, or free elective courses may not be included as other required hours.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit (SHC)**	64-76	36-48	12-18

**Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.*

Attachment B

Community College	Date of Approval	Date of Termination If Applicable	Annual Totals 2006-07	Annual Totals 2007-08	Annual Totals 2008-09	Annual Totals 2009-10	Annual Totals 2010-11	Annual Totals 2011-12	Annual Totals 2012-13
Alamance	10/16/06	03/04/08							
Beaufort County	08/14/07	12/19/13	N/A	1					
Bladen	05/26/06	04/15/11							
Brunswick	12/21/07	03/05/12	N/A		2				
Carteret	06/21/07	03/14/12	N/A		2	2			
Central Piedmont	05/19/06		22	52	86	99	62	53	70
Cleveland	06/23/06				5	5	2		3
Coastal Carolina	05/08/06					1			
College of The Albemarle	04/13/07								
Davidson County	08/04/06								
Edgecombe	04/26/06			1			2	1	3
Forsyth Technical	06/15/07		N/A		1			3	3
Gaston	06/23/06			6	14	4	7	8	5
Guilford	04/26/06	09/19/11	30	43	59	11	6	1	
Halifax	05/31/06		1	1	4	3	3		1
Lenoir	06/19/06								1
Martin	04/13/07	08/27/13	N/A						
Mitchell	12/11/06		1	11	8	7	3	1	7
Montgomery	08/16/06								
Richmond	03/31/06			1	14	9	6	2	7
Roanoke-Chowan	07/19/06	05/14/12			4	2	1	1	
Robeson	05/26/06	08/14/13	6	20	15	13	21	23	16
Rockingham	07/20/06	12/09/13							
Sandhills	05/19/06			12					
Southeastern	10/16/06				4				1
Southwestern	06/20/06		1	3	1	1	2	1	
Stanly	06/23/06				4	2	2	2	1
Vance-Granville	05/24/06			26	49	31	16	15	15
Wake Tech	09/16/08		N/A	N/A	1	20	12	30	30
Wilson	12/05/07		N/A					1	
Totals			61	177	273	210	145	142	163

*N/A in annual column indicated that college was not yet approved to offer the program; therefore, no enrollment numbers were available.