



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Mr. George Fouts

Interim President

April 1, 2016

The Honorable Dan Soucek
North Carolina Senate
Room 310, Legislative Office Building
Raleigh, North Carolina 27603

The Honorable Rob Bryan
North Carolina House of Representatives
Room 419A, Legislative Office Building
Raleigh, North Carolina 27603

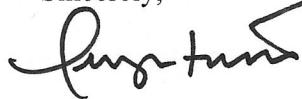
The Honorable Linda P. Johnson
North Carolina House of Representatives
Room 301D, Legislative Office Building
Raleigh, North Carolina 27603

Dear Senator Soucek and Representatives Bryan and Johnson:

Please find attached the annual 2015-16 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.

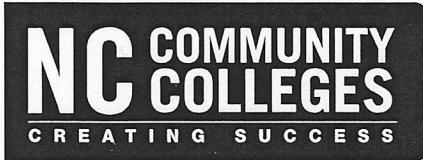
With kindest regards, I am

Sincerely,



George Fouts

GF/le
Attachment
c: Dr. Lisa Chapman
Mr. Wesley Beddard
Ms. Jennifer Frazelle
Ms. Dee Atkinson
Ms. Mary Shuping
Dr. Lisa Eads



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

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Lateral Entry Certificate Program Report

As presented to

The Honorable Dan Soucek
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Room 310, Legislative Office Building
Raleigh, North Carolina 27603

The Honorable Rob Bryan
North Carolina House of Representatives
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Raleigh, North Carolina 27603

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April 1, 2016

**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 12 community colleges currently approved to the program.

Final enrollment data is not available for 2016. The latest enrollment data (2014-2015 year) reflects that 9 community colleges enrolled a total of 140 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 experienced a slight decrease 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 due to lack of enrollment. One college terminated the program in 2008; two colleges terminated the program in 2011; three colleges terminated the program in 2012, four colleges terminated the program in 2013; two colleges terminated the program in 2014; and six colleges terminated the program in 2015.

Reasons provided for the termination of the programs over the last several years were:

- No Enrollment: Students are able to meet requirements through other means.
- No Enrollment: Public school teachers have other options to obtain lateral entry requirements, which are less expensive and shorter in duration.
- Low enrollment: Students are choosing to complete lateral entry requirements through the NC Regional Alternative Licensure Centers.
- No Enrollment: The lack of student interest and difficulty in establishment of agreements to jointly offer the program resulted in the decision to terminate the program.
- No Enrollment: Data suggests it is not a viable program to continue.
- No Enrollment: Specific eligibility requirements have limited the number of students enrolled in the Lateral Entry program. The local county school system does not anticipate a specific need for Lateral Entry teachers.
- No Enrollment: Students are not interested in meeting the requirements for completing the program.
- No Enrollment: Students have not identified the Lateral Entry program as one that addresses their educational goals. Students are pursuing the Early Childhood or Infant/Toddler Care programs.
- Low Enrollment: Potential students are provided more flexibility in completing the requirements of local county school system and senior institutions under the current guidelines.
- No enrollment for two or more years. There was not a need for the program in our region. Courses are offered in other programs of study at the college.
- No enrollment for two or more years. Students needing lateral entry courses generally need 1-3 courses to meet the teacher certification requirements for the state. Therefore, they do not need all the courses in the certificate and do not enroll in the program. These students take the courses they need as special credit students.

Regional Alternative Licensing Centers (RALCs)

Individuals seeking lateral entry certification work with the North Carolina Regional Alternative Licensing Centers (RALCs) to meet certification requirements. “There are four Regional Alternative Licensing Centers (RALCs) in North Carolina, created by the State Board of Education and the Department of Public Instruction. They were designed to assist lateral entry teachers in NC to achieve a full professional educator’s license” (Regional Alternative Licensing Centers, n.d., para. 1).

North Carolina community colleges will continue to partner with the Regional Alternative Licensing Centers to meet the needs of individuals seeking their lateral entry certification.

Reference:

Regional Alternative Licensing Centers. (n.d.). *What is the RALC?* Retrieved March 9, 2015 from: <http://www.ralc.us/what-is/>

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.*

Major Hours

[ref. 1D SBCCC 400.97 (3)]

- A. **Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. **Concentration** (*if applicable*). A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. **Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. 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.

Lateral Entry (Certificate) C55430

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE			18 SHC
Required Courses: EDU 131 Child, Family, & Community EDU 163 Classroom Mgt & Instruct EDU 243 Learning Theory EDU 245 Policies and Procedures EDU 271 Educational Technology	3 SHC 3 SHC 3 SHC 3 SHC 3 SHC		
Required Subject Area: Human Development. Select One: EDU 244 Human Growth/ Development PSY 241 Developmental Psych	3 SHC or 3 SHC		(9 SHC)++
Required Subject Areas: Courses must be offered by partnering senior institution: Literacy/Reading Methods Instructional Methods Meeting Special Learning Needs, Exceptionalities, and Diversity	3 SHC 3 SHC 3 SHC		
B. CONCENTRATION (<i>Not applicable</i>)			
C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i> None			

++This certificate program is offered jointly between the NC Community College System and Education Degree Granting Senior Institutions

Attachment B

Community College	Date of Approval	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	Annual Totals 2013-14	Annual Totals 2014-15
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	88	89
Cleveland	06/23/06			5	5	2		3	4	4
Coastal Carolina	05/08/06	03/06/15		1						
College of The Albemarle	04/13/07	10/14/15								
Davidson County	08/04/06	03/16/15								
Edgecombe	04/26/06		1			2	1	3	3	2
Forsyth Technical	06/15/07		N/A	1			3	3	3	3
Gaston	06/23/06			6	14	4	7	8	5	10
Guilford Technical	04/26/06	09/19/11	30	43	59	11	6	1		
Halifax	05/31/06	06/20/14	1	1	4	3	3			
Lenoir	06/19/06	07/14/14						1		
Martin	04/13/07	08/27/13	N/A							
Mitchell	12/11/06	1	11	8	7	3	1	7	1	2
Montgomery	08/16/06									
Richmond	03/31/06		1	14	9	6	2	7	5	13
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	13
Rockingham	07/20/06	12/09/13								
Sandhills	05/19/06	03/12/15		12						
Southeastern	10/16/06			4				1	1	
Southwestern	06/20/06	03/06/15	1	3	1	1	2	1		
Stanly	06/23/06				4	2	2	1		
Vance-Granville	05/24/06			26	49	31	16	15	15	13
Wake Technical	09/16/08		N/A	1	20	12	30	30	12	4
Wilson	12/05/07	11/23/15	N/A				1			
Totals			61	177	273	210	145	142	163	151

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