



**State Evaluation Committee on Teacher Education**

**Program Approval Recommendations**

<b>Institution</b>	<b>Type of Review</b>	<b>Program(s) Reviewed</b>	<b>Recommendation(s)</b>
Appalachian State University	Continuing	All (except Instructional Technology and Speech-Language Pathology)	Full Approval through 2012-2013.
East Carolina University	Continuing	All (except Speech-Language Pathology)	Full Approval through 2012-2013.
Pfeiffer University	Continuing	All	Full Approval through 2012-2013
UNC Asheville	Continuing	All (except Birth-Kindergarten which does not yet have program completers)	Full Approval through 2012-2013 with the stipulation that UNC-A submit a written report to the Committee on the implementation of the diversity plan in June 2007. The report should include goals, activities, results, and next steps in the areas of candidate and faculty diversity. The SEC will review the report at its August 2007 meeting and determine whether to ask for subsequent reports.
UNC Wilmington	Continuing	All	Full Approval through 2012-2013.

**EXECUTIVE SUMMARY**

**Title:** State Evaluation Committee Program Approval Recommendations

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # QP-B-003
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Dr. Kathy Sullivan (Director, Human Resource Management Division)

**Description:**

The State Evaluation Committee (SEC) on Teacher Education is charged with reviewing reports of on-site program approval visits and recommending program approval actions to the State Board of Education. Program approval recommendations for Appalachian State University, East Carolina University, Pfeiffer University, UNC Asheville, and UNC Wilmington were presented for discussion last month and are presented for action this month.

**Resources:**

Approval does not involve resources.

**Input Process:**

Members of the State Evaluation Committee considered reports by the institution, reports by on-site reviewers, and discussions with institutional representatives at the SEC meeting.

**Stakeholders:**

Teacher Education Programs

**Timeline For Action:**

The recommendations were presented for discussion last month and are presented for approval this month.

**Recommendations:**

It is requested that the program approval recommendations of the State Evaluation Committee on Teacher Education be approved as presented.

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Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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 Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
 Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
 Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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\*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3355

**State Evaluation Committee on Teacher Education**

**Program Approval Recommendations**

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UNC Asheville	Continuing	All (except Birth-Kindergarten which does not yet have program completers)	Full Approval through 2012-2013 with the stipulation that UNC-A submit a written report to the Committee on the implementation of the diversity plan in June 2007. The report should include goals, activities, results, and next steps in the areas of candidate and faculty diversity. The SEC will review the report at its August 2007 meeting and determine whether to ask for subsequent reports.
UNC Wilmington	Continuing	All	Full Approval through 2012-2013.

**APPALACHIAN STATE UNIVERSITY**

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**I. Previous Actions**

Initial approval of teacher education programs at Appalachian State University was granted by the State Board of Education in 1965. Subsequent five-year approvals were granted in 1969, 1974, and 1979. In 1985, full approval was granted to all programs through 1991-92, except Mental Retardation (G), which received a one-year provisional approval with the stipulation that a report be submitted by August 1, 1986 that addressed all the standards found to be deficient in the Visitation Team Report and that an on-site team verify the report specifically related to (a) Standard B-8, Supervision of Professional Laboratory Experience Program, (b) Standard C-7, Faculty Preparation, and (c) the graduate program in Mental Retardation. After an on-site visit in May 1986, in which all previously cited standards were satisfactorily addressed, full approval was restored to the program to coincide with the 1991-92 approval cycle. As a result of the 1990 NCATE/DPI review, full approval was recommended for all programs for five years (1991-92 through 1995-96). In 1993, temporary authorization was granted for Reading as an add-on program at the undergraduate level. Subsequent temporary authorizations included Birth-Kindergarten (U) in 1994, School Administrator at the doctoral level in 1994, and Home Economics (G) and Cross-Categorical (G) in 1995. In August 1997, the State Board granted full approval for all undergraduate and graduate programs for five years (1996-97 through 2000-2001) with results of the annual assessment of the professional studies program component to be presented to the State Evaluation Committee. In May 1998, temporary authorization was granted to add English as a Second Language (U). In 1999-2000, all master's program were revised to comply with the Excellent School Act, and Birth-Kindergarten (G) was granted temporary authorization. Prior to the April 2001 NCATE/DPI on-site visit, the certificate of advanced study (CAS) program in Curriculum Instruction Specialist was discontinued due to low enrollment. As a result of the NCATE/DPI review April 2001 all programs were granted full approval through 2005-2006. The undergraduate programs in Special Education were aligned with the new standards for General and Adapted Curriculum in 2004. Prior to the Spring 2006 NCATE/DPI visit the ESL add-on program and the graduate program in Social Studies Education were dropped. At the time of the visit, the program in Instructional Technology was withdrawn from review. It will be reviewed in January 2007.

**II. Program Areas Offered**

	Add-On	Level(s)			
		A	M	S	D
Birth - Kindergarten		X	X		
Preschool	X				
Elementary Education		X	X		
Middle Grades Education (6-9)					
Language Arts		X	X		
Mathematics		X	X		
Science		X	X		
Social Studies		X	X		
Secondary Education (9-12)					
English		X	X		
Mathematics		X	X		
Biology		X			
Chemistry		X			
Earth Science		X			
Physics		X			
Comprehensive Social Studies		X			
History		X	X		

## II. Program Areas Offered

	Add-On	Level(s)			
		A	M	S	D
Special Subject Areas (K-12)					
Art Education		X			
Music Education		X	X		
Theatre Arts Education		X			
Physical Education		X			
Health Education		X			
Reading	X		X		
Second Language:					
Spanish		X	X*		
French		X	X*		
Exceptional Children (K-12)					
General Curriculum *		X			
Adapted Curriculum*		X			
Workforce Development (7-12)					
Family and Consumer Science		X	X		
Marketing Education		X			
Business Education		X			
Technology Education		X	X		
Trade Preparatory Programs		X			
Special Service Personnel (K-12)					
School Counselor			X		
Educational Administration			X	X	X
Curriculum and Instruction			X		
Instructional Technology			X		
Media Coordinator			X		
School Psychologist				X	

\* *Temporary Authorization*

## III. Candidates for Professional Licensure

The numbers reflect the students formally admitted to and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only	Graduate
Birth-Kindergarten	30	2	5
Elementary Education	378	19	102
Middle Grades Education	69	21	60
English (9-12)	40	2	1
Mathematics (9-12)	34	7	10
Biology (9-12)	6	2	NA
Chemistry (9-12)	1	1	NA
Earth Science/Geology (9-12)	1	0	NA
Physics (9-12)	2	0	NA
Comprehensive Social Studies (9-12)	7	3	NA
History (9-12)	80	2	8
Art (K-12)	19	1	NA
Music (K-12)	44	1	7

<b>Program Area</b>	<b>Undergraduate</b>	<b>Licensure-Only</b>	<b>Graduate</b>
Theater Arts (K-12)	4	0	NA
Physical Education (K-12)	45	2	NA
Health Education	12	1	NA
Reading	NA	1	92
Spanish	10	2	3
French	1	0	0
Special Ed: General Curriculum	29	9	NA
Special Ed. Adapted Curriculum	9	0	NA
Family and Consumer Science	4	0	4
Marketing Education (with Business)	1	6	NA
Business Education	9	13	NA
Technology Education	2	0	2
Trade Preparatory	1	0	0
School Counselor	NA	7	24
School Administration	NA	NA	173
Curriculum Instructional Specialist	NA	0	21
Instructional Technology Specialist	NA	0	112
Media Coordinator	NA	0	71
School Psychologist	NA	0	23
<b>Total</b>	<b>838</b>	<b>95</b>	<b>718</b>

#### **IV. Praxis Performance of Program Completers**

Across five years, since the last visit, the aggregated Praxis II pass rate across each specialty area exceeds 70%. The pass rate of each specialty area is included in the report. As reflected in the IHE Performance Report, for the specialty areas which had sufficient numbers of test takers to report, the institution exceeded the required pass rate of 70% in all areas except those noted below:

<b>Area</b>	<b>Year</b>	<b># Taking exam</b>	<b>Pass Rate</b>
Spanish	2000-2001	6	67%

#### **V. Performance of Program Completers in the Initial Licensure Program**

No program completers from Appalachian State University (ASU) have been denied a continuing license in the review period. Thus ASU has met the requirement for 95% conversion rate in the Initial Licensure Program.

#### **VI. Methods Faculty Licensure**

The institution identified one hundred seventy (170) faculty who teach methods courses and supervise candidates. At the time of the visit, all except seven (7) faculty held current North Carolina licenses in the area(s) of assignment. The seven have submitted licensure requests; one (1) faculty now has a clear license; the remaining six (6) are in process.

## **VII. NCATE Accreditation Action**

NCATE has granted Appalachian State University Continuing Accreditation at the initial (undergraduate) and advanced levels.

## **VIII. Recommendation of the State Evaluation Committee on Teacher Education**

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

Full Approval for the teacher education programs reviewed through 2012-2013.

**EAST CAROLINA UNIVERSITY**

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**I. Previous Actions**

Initial approval for teacher education was granted to East Carolina University by the State Board of Education in 1962. Subsequent reviews yielded approval of programs in 1968, 1973, and 1979. In 1980, full approval was granted for a graduate program in School Psychology. In 1981, full approval for an undergraduate program in Theatre Arts was granted. Teacher education programs were reevaluated in 1982, resulting in a two-year provisional approval for all programs through 1984-85. In 1985, the provisional status for all programs was removed and full approval was granted to all programs, including new programs in Middle Grades Education (U and G), Home Economics (CAS) and Media Supervision (G). In December 1991, the State Board of Education granted full approval for all programs submitted for review for five years through 1995-96. An undergraduate exceptional children's program offering certification in Mentally Handicapped, Learning Disabilities, and Behaviorally-Emotionally Handicapped was reviewed in April 1993, and given approval to coincide with the previously approved cycle governing all programs. In April 1994, the State Board of Education granted full approval to the doctoral program in School Administration to coincide with the 1991-92 through 1995-96 approval cycle. Subsequent temporary authorizations were granted to add the following programs: English as a Second Language (U, G) in December 1994, Birth-Kindergarten (U) in December 1994, and Theatre Arts (U) in January 1995. In May 1997 the State Board granted full approval for all undergraduate and graduate programs for five years (through 2000-2001). In January 1999, the Board granted full approval for the graduate program in Severely/Profoundly Handicapped. A program in Birth-Kindergarten (U) was granted temporary authorization in February 1999, and a preschool add-on program was approved for temporary authorization in May 2001. In 1999-2000, all master's programs were revised to comply with the Excellent Schools Act. MAT programs were granted temporary authorization in 2000. In 2003, ECU aligned their initial special education programs with the general curriculum and adapted curriculum licenses, and continued to offer categorical advanced degrees. At the time of the March 2006 NCATE/SDPI on-site visit add-on ESL and add-on Instructional Technology - Telecommunications (074) were discontinued.

**III. Program Areas Offered**

	Add-On	Level(s)			
		A	M	S	D
<b>Birth - Kindergarten</b>		X			
Preschool	X				
<b>Elementary Education (K-6)</b>		X	X		
<b>Middle Grades Education</b>					
Language Arts		X	X		
Mathematics		X	X		
Science		X	X		
Social Studies		X	X		
<b>Secondary Education (9-12)</b>					
English		X	X		
Mathematics		X	X		
Science		X	X		
Social Studies		X			
History			X		
<b>Special Subjects (K-12)</b>					
Art Education		X	X		
Music Education		X	X	X	
Dance Education		X			
Theatre Education		X			
Physical Education		X	X		
Health Education		X	X		
Safety and Driver Education	X				

**II. Program Areas Offered (Continued)**

	Level(s)				
	Add-On	A	M	S	D
<b>Special Subjects (K-12) Continued</b>					
Reading	X		X		
Second Language					
Spanish		X			
French		X			
German		X			
<b>Exceptional Children (K-12)</b>					
AIG	X				
General Curriculum *		X			
Adapted Curriculum*		X			
Specific Learning Disabilities			X		
Behavior and Emotionally Disabled			X		
Mentally Disabled			X		
Severely and Profoundly Disabled			X		
<b>Vocational Education (7-12)</b>					
Family and Consumer Sciences		X	X		
Business Education		X	X		
Marketing Education		X	X		
<b>Special Services (K-12)</b>					
School Counselor			X	X	
School Psychologist				X	
School Social Worker		X	X	X	
School Administrator			X	X	X
Curriculum and Instruction			X	X	X
Instructional Technology			X		
Media					
Coordinator			X		
Supervisor			X	X	

\* *Temporary Authorization*

**III. Candidates for Professional Licensure**

The numbers reflect the students formally admitted to and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only	Graduate
Birth-Kindergarten	35	25	
Elementary Education	493	71	130
Middle Grades Language Arts	22	18	15
Middle Grades Math	17	16	9
Middle Grades Science	8	19	5
Middle Grades Social Studies	5	23	2
English (9-12)	33	16	11
Mathematics (9-12)	16	14	3
Science (9-12)	18	28	24
Social Studies/History (9-12)	24	22	2
Art (K-12)	24	20	11

<b>Program Area</b>	<b>Undergraduate</b>	<b>Licensure-Only</b>	<b>Graduate</b>
Music (K-12)	48	7	21
Dance (K-12)	18	1	
Theater Arts (K-12)	6	4	
Physical Education (K-12)	51	18	4
Health Education (K-12)	15	3	15
Safety and Driver Ed		11	
Reading			89
Spanish	8	2	
French	1		
German	1		
Academically Gifted		41	
Special Ed: General Curriculum	60	62	
Special Ed. Adapted Curriculum	15	10	
Specific Learning Disabilities	3	16	32
Behaviorally/Emotionally Disabled	1	8	1
Mentally Disabled	2	21	23
Severely/Profoundly Disabled		0	17
Family and Consumer Science	11	12	
Business Education	7	67	22
Marketing Education	0	3	2
School Counselor			82
School Psychologist			7
School Social Work	4		2
School Administration			124
Curriculum Instructional Specialist		0	0
Instructional Technology Specialist			72
Media Coordinator			201
Media Supervisor			1
<b>Total</b>	<b>946</b>	<b>558</b>	<b>927</b>

#### **IV. Praxis Performance of Program Completers**

Across five years, since the last visit, the aggregated Praxis II pass rate across each specialty area exceeds 70%. The pass rate of each specialty area is included in the report for each program area. As reflected in the IHE Performance Report, for the specialty areas which had sufficient numbers of test takers to report, the institution exceeded the required pass rate of 70% in all areas except those noted below:

<b>Area</b>	<b>Year</b>	<b># Taking exam</b>	<b>Pass Rate</b>
Art Education	2000-2001	7	57%
Science Education	2000-2001	8	63%
Marketing Education	2001-2002	2	50%
Physical Education	2001-2002	18	56%
Math Education	2004-2005	4	50%
Physical Education	2004-2005	22	68%

#### **V. Performance of Program Completers in the Initial Licensure Program**

No program completers from ECU have been denied a continuing license in the review period. Thus, ECU has met the requirement for 95% conversion rate in the Initial Licensure Program.

#### **VI. Methods Faculty Licensure**

The institution identified one hundred ninety-six (196) faculty who teach methods courses and supervise candidates. All hold current North Carolina licenses in the area(s) of assignment.

#### **VII. NCATE Accreditation Action**

NCATE has granted East Carolina University Continuing Accreditation at the initial (undergraduate) and advanced levels.

#### **VIII. Recommendation of the State Evaluation Committee on Teacher Education**

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

Full Approval for the teacher education programs reviewed through 2012-2013.

**PFEIFFER UNIVERSITY**

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**I. Previous Actions**

The initial program approval visit was conducted in September 1965. Following the report of the visiting committee and the recommendations of the State Evaluation Committee, the State Board of Education granted full approval for all programs, 1966-67 through 1970-71, except Music and Speech which were granted provisional approval. Following a revisit in 1966, the State Board of Education gave full approval to the Music program to coincide with the College's program approval cycle. The Speech program was discontinued. In 1971, all programs were reviewed and approved for a five-year period, 1971-72 through 1975-76. In 1976, the State Evaluation Committee recommended full approval for a five year period for all programs except Music which was granted a three-year provisional approval. This program was reviewed again in 1979 and full approval was granted through 1981. All programs were reviewed in 1981 and full approval was granted for five years for all programs except Health Education. All programs were reviewed again in November 1986. Full approval was granted for the Mathematics and Music Programs through 1992-93 and all other programs were placed on provisional status for one year. A revisit occurred in 1988 and resulted in full approval for all programs through 1992-93. Programs in Specific Learning Disabilities and Mentally Handicapped were approved in 1988 and the Middle Grades Education program was dropped in 1988.

The institution hosted its first joint NCATE/DPI program review in Fall 1992 and the College was denied NCATE initial accreditation. As a result, in 1993 the State Board of Education granted provisional approval for all programs for three years, 1993-94 through 1995-96. In 1993, the Behaviorally-Emotionally Handicapped program was granted temporary authorization and the Chemistry and Biology programs were dropped. In April 1994, a joint NCATE/DPI review was conducted and NCATE accreditation was granted for five years. The State Board of Education granted full approval for all programs for 1994-95 through 1998-99. In 1996, Pfeiffer College officially became Pfeiffer University. Also in 1996, the Mentally Handicapped program was dropped. In June 1998, the State Board of Education granted full approval for a new program in Behaviorally-Handicapped for 1998-99 through 2003-04 to coincide with the University's NCATE/DPI approval cycle. Pfeiffer University hosted an on-site visit of NCATE and DPI in March 1999. Full approval was granted by the State Board for all programs January 2000. Temporary authorization was granted for Biology, Chemistry, and Comprehensive Science in August of 2001. A graduate program in Elementary Education was given temporary authorization in 2002. In July 2003 temporary authorization was granted for a MAT program in Elementary Education. Also in 2003, Pfeiffer aligned their special education program with the General Curriculum license. Like all institutions in the state, Pfeiffer University was given a one-year extension. They were given an additional year extension through Spring 2006.

**II. Programs Offered Area**

	<b>Level(s)</b>	
	<b>A</b>	<b>M</b>
<b>Elementary Education (K-6)</b>	X	X*
<b>Secondary Education (9-12)</b>		
English	X	
Mathematics	X	
Comprehensive Science*	X	
Biology *	X	
Chemistry*	X	
Social Studies	X	
<b>Special Subject Areas (K-12)</b>		
Music Education	X	
Physical Education	X	
<b>Exceptional Children (K-12)</b>		
General Curriculum *	X	

\* *Under Temporary Authorization*

### III. Candidates for Professional Licensure

The numbers reflect the students formally admitted to and enrolled in programs leading to licensure at the time of the visit.

<b>Program Area</b>	<b>Undergraduate</b>	<b>Licensure-Only</b>	<b>Graduate</b>
Elementary Education (K-6)	32	1	39
English (9-12)	1		
Mathematics (9-12)	1		
Science (9-12)	0		
Social Studies (9-12)	6		
Music (K-12)	1		
Physical Education (K-12)	7		
EC: General Curriculum	4	1	
<b>Total</b>	<b>52</b>	<b>2</b>	<b>39</b>

### IV. Praxis Performance of Program Completers

Across five years, since the last visit, the aggregated Praxis II pass rate across each specialty area exceeds 70%. The pass rate of each specialty area is included in the report for each program area. As reflected in the IHE Performance Report, for the specialty areas which had sufficient numbers of test takers to report, the institution exceeded the required pass rate of 70% in all areas except those noted below:

<b>Area</b>	<b>Year</b>	<b># Taking exam</b>	<b>Pass Rate</b>
Physical Education	2001	5	40%

### V. Performance of Program Completers in the Initial Licensure Program

As reported in the IHE Performance Reports, no program completers from Pfeiffer University have been denied a continuing license in the review period. Thus Pfeiffer University has met the requirement for 95% conversion rate in the Initial Licensure Program.

### VI. Methods Faculty Licensure

The institution identified 20 (twenty) faculty who teach methods courses and supervise candidates. All hold current North Carolina licenses in the area(s) of assignment.

### VII. NCATE Accreditation Action

NCATE has granted Pfeiffer University Continuing Accreditation at the initial (undergraduate) level and Accreditation at the advanced (master's) level.

### VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

Full Approval for the teacher education programs reviewed through 2012-2013.

## I. Previous Actions

The State Board of Education granted an initial full five-year approval for intermediate and secondary education programs in 1969. Programs in Art, Early Childhood Education and Foreign Languages were granted three-year provisional approvals at that time. These programs were subsequently granted full approval through 1974. In 1974, the State Board of Education granted a full five-year approval for all teacher education programs with the exceptions of Early Childhood and professional education programs, which were granted provisional approvals. In 1977, the State Board removed the provisional approvals and granted full approval to the programs in Early Childhood and professional education concurrent with other programs through 1979-1980. In 1980 the State Board granted a full five-year approval through 1984-1985 for all teacher education programs with the exception of Art Education, which was granted a one-year provisional approval. Full approval through 1984-1985 was subsequently granted for Art Education in July 1981. In 1985 full approval of all programs was granted through 1990-1991 with the exception of Foreign Languages and Theatre Arts, which were granted provisional approval for a two-year period (1985-1987) with the stipulation that a report be submitted to the Division of Teacher Education by August 1, 1987 on all standards found to be deficient in the Visitation Team Report. In September 1987, the State Board of Education restored full approval to the undergraduate programs in Foreign Languages (Latin, French, German and Spanish) and Theatre Arts to coincide with other programs through 1990-1991. All remaining deficient standards were to be satisfactorily addressed and verified by the State Visitation Team during spring, 1988. An on-site visit in March 1988 cleared previous citations. Based on the successful joint NCATE/DPI visit in 1990, accreditation was granted by NCATE and full approval was granted by the SBE for all programs for five years (1990-1991 through 1994-1995), with the stipulation that the Division of Teacher Education Services monitor the institution's efforts to address all standards cited as NOT MET and that written documentation of such efforts be submitted to the Division not later than June 30, 1992. The appropriate documentation was submitted, reviewed and filed. A joint NCATE/DPI visit in October 1995 resulted in full approval being granted for all programs. As a result of the joint NCATE/DPI visit in November 2000, full approval was granted to all programs through 2005-2006, with the exception of middle grades education. A one-year provisional approval until 2001-2002 was granted to the middle grades program. Full approval was subsequently restored to the middle grades education program to coincide with the institution's approval cycle.

## II. Programs Offered

UNC-Asheville offers the following programs at the undergraduate (A) level:

- Birth-Kindergarten\*
- Elementary Education
- Middle Grades
  - Language Arts
  - Mathematics
  - Science
  - Social Studies
- Secondary (9-12)
  - English (9-12)
  - Mathematics (9-12)
  - Comprehensive Science (9-12)
  - Biology (9-12)
  - Chemistry (9-12)
  - Earth Science (9-12)
  - Physics (9-12)
  - Comprehensive Social Studies (9-12)
- Special Subjects (K-12)
  - Reading (K-12)
  - Art (K-12)
  - Theatre Arts (K-12)

Second Language Studies  
 Latin (9-12)  
 French (K-12)  
 German (K-12)  
 Spanish (K-12)

*\* Under Temporary Authorization - program not reviewed.*

**III. Candidates for Professional Licensure**

The numbers reflect the students formally admitted to and enrolled in programs leading to licensure at the time of the visit.

<b>Program Area</b>	<b>Undergraduate</b>	<b>Licensure-Only</b>
Elementary Education	21	17
Middle Grades Education	7	14
English (9-12)	10	7
Mathematics (9-12)	6	2
Comprehensive Science (9-12)	3	4
Comprehensive Social Studies (9-12)	9	11
Reading (K-12)	1	1
Art Education (K-12)	1	3
Theatre Arts (K-12)	3	1
Second Language Studies:	3	0
<b>Total</b>	<b>64</b>	<b>60</b>

**IV. Praxis Performance of Program Completers**

Since the last visit in fall of 2000, the aggregated Praxis II pass rate across all specialty areas exceeds 70%. The pass rates for individual program areas are included in each program review. The pass rate for each program with sufficient numbers of test takers to report in the annual IHE Performance Report exceeded 70%.

**V. Performance of Program Completers in the Initial Licensure Program**

No program completers from UNC-Asheville have been denied a continuing license during the review period, thus the institution has exceeded the 95% conversion requirement in the Initial Licensure Program.

**VI. Methods Faculty Licensure**

The institution identified 14 methods faculty. All have current licenses except the recently employed Theatre Arts faculty member who will assume the responsibility of Program Coordinator. Her license is in the process of being renewed.

**VII. NCATE Accreditation Action**

NCATE has granted UNC-Asheville Continuing Accreditation with Conditions.

**VIII. Recommendation of the State Evaluation Committee on Teacher Education**

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

Full Approval through 2012-2013 with the stipulation that UNC-A submit a written report to the Committee on the implementation of the diversity plan in June 2007. The report should include goals, activities, results, and next steps in the areas of candidate and faculty diversity. The SEC will review the report at its August 2007 meeting and determine whether to ask for subsequent reports.

**UNIVERSITY OF NORTH CAROLINA WILMINGTON**

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**I. Previous Actions**

The institution underwent its first program approval visit and was granted approval by the State Board of Education in 1964. Subsequent visits in 1968, 1973, and 1978 resulted in full approval of all existing programs. In 1982, full approval for all programs was granted through 1987-88 with the exception of (a) one-year provisional approval for Curriculum and Instruction and Administration and (b) denial of approval for Health Education. In 1983, the program in Health Education was revisited and fully approved to coincide with other approved programs through 1987-88. In September, 1986, a newly developed Cross Categorical program in Special Education was placed on provisional approval for a two-year period (1986-87 through 1987-88) with the stipulation that a supervised field experience or internship for candidates be provided and verified by a State Visitation Team during the next full visit in 1987-88. In November 1986, the institution requested and received an extension of its 1987-88 approval term to coincide with a 1990 scheduled review by the National Council for Accreditation of Teacher Education (NCATE). In 1988, the Cross Categorical program was revisited to verify compliance with the requirement that a supervised field experience/internship be implemented. Full approval was restored to coincide with the established approval cycle for other programs. In November of 1990, the Board granted full approval for all undergraduate and graduate teacher education programs for a five year cycle (1989-90 through 1994-95) with the stipulation that all citations by the visiting team be adequately addressed not later than August 1, 1991. In July 1993, the Board granted full approval for MAT programs in English, History, Mathematics, Biology and Chemistry. In July 1995, full approval was granted to the undergraduate and graduate teacher education programs for a five year cycle (1996-97 through 2000-01). Temporary authorization was granted to the undergraduate Birth-Kindergarten program in February 1999. In 1999-2000, all master's programs were revised to comply with the Excellent Schools Act. In July 2000, full approval was granted to the undergraduate Birth-Kindergarten program. Temporary Authorization was granted for pre-school add-on program in May 2001. Full approval was granted to all programs for five years (2000-2001 through 2005-2006) after an April 2001 joint NCDPI/DPI visit.

**II. Programs Offered**

Area	Add-On	Level(s)		
		A	M	D
Birth-Kindergarten		X		
Preschool Add-On *	X			
Elementary Education		X	X	
Middle Grades				
Language Arts		X	X	
Mathematics		X	X	
Science		X	X	
Social Studies		X	X	
English (9-12)		X	X	
Mathematics (9-12)		X	X	
Comprehensive Science (9-12)		X	X	
Biology		X		
Chemistry		X		
Earth Science		X		
Physics		X		
Comprehensive Social Studies (9-12)		X		
History		X	X	
Reading			X	
Music		X		
Physical Education		X		
Health Specialist	X			

## II. Programs Offered (Continued)

Area	Add-On	Level(s)		
		A	M	D
Second Language Studies				
French		X		
Spanish		X		
Special Education				
General Curriculum *		X		
Adapted Curriculum *		X		
Curriculum and Instructional Specialist			X	
School Administrator			X	
Instructional Technology Specialist – Computers			X	

\* Temporary Authorization

## III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted to and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only	Graduate
Birth-Kindergarten	14	12	
Preschool Add-On		2	
Elementary Education	244	96	27
Middle Grades Education	40	74	4
Secondary Education			
English	62	16	15
Mathematics	34	5	5
Comprehensive Science	15	9	13
Biology	6		
Chemistry	4		
Earth Science	1		
Physics	1		
Comprehensive Social Studies	63	18	10
History	13		
Special Subject Areas			
Reading			31
Music	10		
Physical Education	83	7	
Health Specialist		3	
Second Languages French	2	1	
Second Languages Spanish	20	1	
Special Education			
General Curriculum	17		
Adapted Curriculum	13		
Special Service Personnel			
Curriculum Instructional Specialist			22
School Administrator			53
Instructional Technology-Computers			28
<b>TOTAL</b>	<b>642</b>	<b>244</b>	<b>208</b>

## IV. Praxis Performance of Program Completers

As reflected in the IHE Performance Reports over the last five years, the institution has met or exceeded a pass rate of 70% on Praxis exams in all areas with sufficient numbers to report.

**V. Performance of Program Completers in the Initial Licensure Program**

Since the inception of the Initial Licensure Program, UNC Wilmington has maintained at least a 95% conversion rate.

**VI. Methods Faculty Licensure**

The institution has identified 115 methods faculty. Of these, 105 have current licenses and 10 had applications for licensure being processed at the time of the visit.

**VII. NCATE Accreditation Action**

NCATE has granted UNC Wilmington Continuing Accreditation at the initial (undergraduate) and advanced levels.

**VIII. Recommendation of the State Evaluation Committee on Teacher Education**

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

Full Approval for the teacher education programs reviewed through 2012-2013.

**EXECUTIVE SUMMARY**

**Title:** Appointment of Individuals to the State Evaluation Committee on Teacher Education

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy #EEO-B-004
- SBE Policy Amendment
- SBE Policy (New)
- APA #16NCAC6C.0201
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Dr. Kathy Sullivan (Director, Human Resource Management Division)

**Description:**

The State Evaluation Committee on Teacher Education reviews findings related to compliance of colleges and universities with teacher education program approval standards and makes recommendations to the SBE regarding program approval. Members serve three-year staggered terms. The recommendation for the reappointment of two members and the appointment of three new members was presented for discussion last month and is presented for action this month.

**Resources:**

No additional resources are required.

**Input Process:**

Nominations of appointees were solicited from Board members.

**Stakeholders:**

Teacher Education Programs

**Timeline For Action:**

The recommendation was presented for discussion last month and is presented for action this month.

**Recommendations:**

That the two members eligible for reappointment be reappointed and that the three nominees for vacant positions be appointed.

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)  
Specify: \_\_\_\_\_

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**Motion By:** \_\_\_\_\_ **Seconded By:** \_\_\_\_\_  
**Vote:** Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
**Approved** \_\_\_\_\_ **Disapproved** \_\_\_\_\_ **Postponed** \_\_\_\_\_ **Revised** \_\_\_\_\_

\*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan (807-3355)

## State Evaluation Committee on Teacher Education

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The State Evaluation Committee on Teacher Education meets three times annually to review the reports of on-site teacher education program approval visitation teams and to make recommendations to the State Board of Education concerning program approval. The recommendations are based on a program's demonstrated compliance with state standards for teacher education programs. The Committee also assesses the involvement of institutions with public schools as part of the IHE Performance Report.

The committee consists of 18 members representing higher education and public school practitioners. Members are appointed for three-year staggered terms. No one can serve more than two consecutive terms. Members are named by the State Board of Education from recommendations submitted by the State Superintendent of Public Instruction.

The following individuals are recommended for reappointment:

- Dr. Barbara Johnson, Professor, Elizabeth City State University
- Dr. James Stringfield, Chair, Department of Teacher Education, Catawba College

*Note: These individuals have been active members of the Committee.*

The following individuals are recommended for initial appointment:

- Dr. Vivian Covington, Director of Teacher Education, East Carolina University
- Dr. Walter Hart, Associate Superintendent for Personnel, Lincoln County Schools
- Dr. Micha Jeffries, Director of Teacher Education, Salem College

### State Evaluation Committee on Teacher Education

(Current Membership)

Individual	Region	Affiliation	Term
Ms. Carol Burton**	8	Director of Special Programs, School of Education, Western Carolina University	2006 (2)
Dr. Jewell Cooper	5	Assistant Professor, School of Education, UNC-Greensboro	2008 (1)
Dr. Kelly Costner***	6	Dean, School of Education, Wingate University	2007 (1)
Dr. John Fischetti	2	Chair, Department of Specialty Studies, School of Education, UNC-Wilmington	2008 (2)
Ms. Tona Jacobs	4	Principal, South Hoke Elementary School, Hoke County Schools	2008 (2)
Ms. Mamie Jay	3	Principal, Hillsborough Elementary School, Orange County Schools	2008 (2)
Dr. Doris Jenkins	7	Associate Dean, Reich College of Education, Appalachian State University	2008 (2)
Dr. Barbara Johnson*	1	Professor, Elizabeth City State University	2006 (1)
Ms. Brenda Jones	3	Associate Superintendent, Durham Public Schools	2007 (2)
Dr. Dan Lunsford	8	President, Mars Hill College	2007 (2)
Dr. Carolyn Morrison	4	Associate Professor, School of Education, Campbell University	2007 (2)
Dr. Wetonah Rice Parker	3	Professor, School of Education, Meredith College	2008 (2)
Dr. Patrice Petroff	6	Chair, Education Department, Queens University of Charlotte	2007 (1)
Dr. Barry Redmond	7	Superintendent, Newton Conover Schools	2007 (1)
Mr. Lonnie Sechrist**	5	Assistant Superintendent for Human Resources, Rockingham County Schools	2006 (2)
Dr. Mark Sidelnick	8	Associate Professor, Department of Education, UNC-Asheville	2008 (2)
Dr. James Stringfield*	7	Chair, Department of Teacher Education, Catawba College	2006 (1)
Dr. Audrey Toney	2	Assistant Superintendent, Pender County (Retired)	2007 (1)

\* Has served only 1 term and is recommended for reappointment.

\*\* Has served 2 terms and is not eligible for reappointment.

\*\*\* Has moved from the State and therefore is no longer eligible to serve.

**State Evaluation Committee on Teacher Education**  
(Proposed Membership)

<b>Individual</b>	<b>Region</b>	<b>Affiliation</b>	<b>Term</b>
Dr. Jewell Cooper	5	Assistant Professor, School of Education, UNC-Greensboro	2008 (1)
Dr. Vivian Covington	1	Director of Teacher Education, East Carolina University	2009 (1)
Dr. John Fischetti	2	Chair, Department of Specialty Studies, School of Education, UNC-Wilmington	2008 (2)
Ms. Tona Jacobs	4	Principal, South Hoke Elementary School, Hoke County Schools	2008 (2)
Dr. Walter Hart	6	Associate Superintendent for Personnel, Lincoln County Schools	2009 (1)
Ms. Mamie Jay	3	Principal, Hillsborough Elementary School, Orange County Schools	2008 (2)
Dr. Micha Jeffries	5	Director of Teacher Education, Salem College	2009 (1)
Dr. Doris Jenkins	7	Associate Dean, Reich College of Education, Appalachian State University	2008 (2)
Dr. Barbara Johnson	1	Professor, Elizabeth City State University	2009 (2)
Ms. Brenda Jones	3	Associate Superintendent, Durham Public Schools	2007 (2)
Dr. Dan Lunsford	8	President, Mars Hill College	2007 (2)
Dr. Carolyn Morrison	4	Associate Professor, School of Education, Campbell University	2007 (2)
Dr. Wetonah Rice Parker	3	Professor, School of Education, Meredith College	2008 (2)
Dr. Patrice Petroff	6	Assistant Professor, Queens University of Charlotte	2007 (1)
Dr. Barry Redmond	7	Superintendent, Newton-Conover Schools	2007 (1)
Dr. Mark Sidelnick	8	Associate Professor, Department of Education, UNC-Asheville	2008 (2)
Dr. James Stringfield	7	Chair, Department of Teacher Education, Catawba College	2009 (2)
Dr. Audrey Toney	2	Assistant Superintendent, Pender County (Retired)	2007 (1)

## Composition of the State Evaluation Committee on Teacher Education

public school practitioners	6
private higher education	6
public higher education	6
Region 1	2
Region 2	2
Region 3	3
Region 4	2
Region 5	2
Region 6	2
Region 7	3
Region 8	2
female	12
male	6
minority	8
white	10

**EXECUTIVE SUMMARY**

**Title:** Proposed Revisions to the Requirements for an International Faculty License

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # QP-A-001
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other

**Presenter(s):** Ms. Melissa Bartlett (Member, State Board of Education and Chair of the SBE ad hoc committee on International Faculty)

**Description:**

The State Board of Education convened an ad hoc committee to review the requirements for the Visiting International Faculty license to ensure their alignment with other teacher license requirements. The committee's recommended revisions to the policy were presented for discussion last month and are presented for action this month.

**Resources:**

No additional resources are requested.

**Input Process:**

The proposal reflects the discussion and consensus of the ad hoc committee.

**Stakeholders:**

LEAs, prospective visiting international teachers

**Timeline For Action:**

The proposal was presented for discussion last month and is presented for approval this month. It will become effective upon SBE approval.

**Recommendations:**

It is recommended that the proposed revision to Board policy be approved.

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Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify:
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify:
- Document Camera (for transparencies or paper documents – white paper preferred)

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 Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
 Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
 Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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\*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3355

# NORTH CAROLINA STATE BOARD OF EDUCATION

## Policy Manual

### Policy Identification

**Priority:** Quality Teachers, Administrators, and Staff

**Category:** Licensure

**Policy ID Number:** QP-A-001

**Policy Title:** Policies on General Licensure Requirements

**Current Policy Date:** ~~07/06/2006~~ 01/04/2007

### Other Historical Information:

Previous Board Dates: 01/05/1997, 07/09/1998, 01/13/1999, 07/01/1999, 07/13/2000, 09/14/2000, 10/04/2001, 01/09/2003, 2/6/2003, 06/05/2003, 08/07/2003, 9/11/03, 11/22/2004, 5/05/2005, 6/30/2005, 8/04/2005, 10/06/2005, 11/03/2005, 12/01/2005, 01/05/2006, 05/04/2006, 07/06/2006

### Statutory Reference:

PL 107-110, the No Child Left Behind Act of 2001

### Administrative Procedures Act (APA) Reference Number and Category:

**Note: Only the relevant sections of the policy have been included here.**

## POLICIES ON GENERAL LICENSURE REQUIREMENTS

### 1.85 International Faculty License

Individuals on a cultural exchange visa who hold at least a baccalaureate degree earned at the equivalent of a regionally accredited institution, meet their countries' requirements for qualified teachers, and have at least two years of actual classroom teaching experience may be issued an International Faculty license for a maximum of three years. The International Faculty license is not renewable. To be eligible for this license, the teacher must complete the equivalent of North Carolina's *High Objective State Standard of Evaluation* administered by an evaluator authorized by the North Carolina Department of Public Instruction. For purposes of PL 107-110 (No Child Left Behind) this constitutes a full license.

Individuals on a cultural exchange visa who hold at least a baccalaureate degree earned at the equivalent of a regionally accredited institution and meet their countries' requirements for qualified teachers, but with less than two years of actual classroom teaching experience, may be issued an International Faculty license to participate in a federally approved pilot program for teachers from

other countries provided they otherwise meet the “highly qualified” requirements of No Child Left Behind. The International Faculty license will be issued for a maximum of three years and is not renewable.

Teachers issued the International Faculty license may have their native language added to their license by earning a rating of at least “Intermediate High” proficiency on the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Test.

**EXECUTIVE SUMMARY****Title:** Proposal to Facilitate the Licensing of More at Four Teachers through the Office of School Readiness**Type of Executive Summary:**

- Action       Action on First Reading       Discussion       Information

**Policy Implications:**

- Constitution \_\_\_\_\_  
 General Statute # \_\_\_\_\_  
 SBE Policy # QP-A-002  
 SBE Policy Amendment  
 SBE Policy (New)  
 APA # \_\_\_\_\_  
 APA Amendment  
 APA (New)  
 Other

**Presenter(s):** Dr. Kathy Sullivan (Director, Human Resource Management Division) and Dr. Carolyn Cobb  
 (Executive Director, Office of School Readiness)

**Description:**

More at Four Pre-Kindergarten Programs serve a targeted population of at-risk four year olds in a variety of service delivery settings, including public schools, child care centers, and Head Start Programs. More at Four teachers working in public school settings work through the employing LEA to obtain and maintain a license. More at Four teachers working in the non-public school settings do not have this opportunity to become licensed. A proposal to allow More At Four teachers in non-public school settings to work through the Office of School Readiness to obtain and maintain their licenses was presented for discussion last month and is presented for approval this month.

**Resources:**

No additional resources are requested. The Office of School Readiness has the resources to implement the proposed programs.

**Input Process:**

The proposal reflects discussions with Office of School Readiness staff and plans submitted by the Office of School Readiness.

**Stakeholders:**

More at Four teachers and prospective More at Four teachers

**Timeline For Action:**

The proposal was presented for discussion last month and is presented for approval this month. The Office of School Readiness will implement the proposal upon State Board approval.

**Recommendations:**

It is recommended that the proposed revisions to Board policy be approved to allow the Office of School Readiness to work with More at Four teachers in non-public settings to obtain and maintain licenses.

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 Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
 Specify:
- Audio Requirements (computer or other, except for PA system which is provided)  
 Specify:
- Document Camera (for transparencies or paper documents – white paper preferred)

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Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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\*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3355

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority: Quality Teachers, Administrators, and Staff**

**Category: Licensure**

**Policy ID Number: QP-A-002**

**Policy Title: Policies on Routes to Licensure**

**Current Policy Date: ~~8/07/03~~ ~~12/07/2006~~ ~~01/04/2007~~**

**Other Historical Information:**

Previous Board dates: 07/12/2001, 6/5/2003, ~~08/07/03~~, ~~12/07/2006~~

**Statutory Reference:**

PL 107-110, the No Child Left Behind Act of 2001; Session Law 2003-284

**Administrative Procedures Act (APA) Reference Number and Category:**

**POLICIES ON ROUTES TO LICENSURE**

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: **Note: Only the relevant sections of the policy have been included here.** :  
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**2.00 Approved Program Basis for Licensure**

**2.10 Reciprocity**

**2.20 Regional Alternative Licensing Centers**

**2.30 Direct Licensure**

**2.35 More At Four Teachers in Non-Public Settings**

More at Four teachers in non-public settings may work through the Office of School Readiness to obtain and maintain their licenses. The Office of School Readiness may request a lateral entry license from the Licensure Section for individuals who meet the requirements for a lateral entry license. The Office of School Readiness may also administer a Beginning Teacher Support Program and License Renewal Program through the Licensure Section.

## **Background Information**

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More at Four Pre-Kindergarten Programs serve a targeted population of at-risk four year olds in a variety of service delivery settings, including public school, child care centers, and Head Start programs. The Office of School Readiness (OSR) serves as the central office for all More at Four Pre-K programs in child care and Head Start. More at Four teachers working in sites within the public school system have access to services that assist them through the licensure and renewal process. In contrast, More at Four teachers working in non-public school settings do not have an infrastructure to assist them in their efforts toward licensure. In an effort to provide comparable support services for these More at Four teachers, the Office of School Readiness has created the Teacher Licensure Unit. The unit is staffed by a manager and a licensing specialist. The unit will be responsible for maintaining the records of all More at Four teachers in non-public settings who are working through the Office of School Readiness to obtain and maintain a license. The unit will work through the DPI Licensure Section to secure licenses for More at Four teachers.

## **What is Proposed**

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### *Lateral Entry*

More at Four teachers who work in non-public settings and meet the requirements for a lateral entry license in birth-kindergarten (BA/BS in Early Childhood Education or related degree with at least a 2.5 G.P.A.) may enroll in the Office of School Readiness Lateral Entry Teacher Program (LETP) and the Office of School Readiness Beginning Teacher Support Program (BTSP) concurrently. The Office of School Readiness will submit an application for a lateral entry license to the Licensure Section for qualified teachers. Upon completion of prescribed course work based on transcript review and successful performance evaluations in the classroom, the teacher will be eligible for the Standard Professional 1 (SP1) or Standard Professional 2 (SP2) license.

Through the Office of School Readiness, each lateral entry teacher will be provided a qualified mentor to support him/her throughout his/her involvement in the LETP. Mentor teachers will be paired with LETP teachers according to LEA or region. If a qualified licensed mentor cannot be found in the same facility, the More at Four Program will seek a mentor from another school or center in close proximity. There will be one mentor per teacher. If a qualified licensed mentor is unable to be found locally, an experienced B-K licensed professional will be placed under independent contract to mentor the lateral entry teacher.

The Office of School Readiness and its county/region contractors will use mentor training developed by the Department of Public Instruction or the Teacher Academy, augmented with necessary More at Four Program information and requirements. This training will ensure that the standards for mentor training are addressed. In addition, the More at Four program consultants, who are assigned to regions across the state, will provide additional support to mentors and lateral entry teachers. Each of these consultants has considerable experience in pre-k teaching and, in some cases, administration.

A formal orientation will be provided for each More at Four teacher in the LETP prior to the arrival of students. If the teacher is employed during the school year, the orientation will be conducted within the first ten days of employment. This orientation will be facilitated by the Teacher Licensing Unit in the Office of School Readiness. Depending on the county and location, the orientation may differ slightly across the state.

At the minimum, the orientation will provide the LETP teacher with the following;

- the LETP goals, policies, and procedures
- a description of available services and training opportunities
- the Initial Licensure Process (Standard Professional 1)
- the Continuing Licensure Process (Standard Professional 2)
- introduction to the Birth-Kindergarten Teacher Standards adopted by the State Board of Education
- the State Board of Education's Strategic Priorities (for schools)
- Foundations: Early Childhood Standards for North Carolina Preschoolers and Strategies for Guiding Their Success (Foundations)
- instructional planning
- classroom and behavior management
- teacher evaluation process

Each LETP teacher shall be observed four times spaced throughout the year. The PreK/K Teacher Performance Appraisal Instrument (PreK/K TPAI) will be utilized for the observations. Three observations will be conducted by the program director, or qualified designee, and at least one by the mentor teacher. All observations must be followed by a post-conference.

All persons who observe teachers must be appropriately trained in the proper use of the evaluation instrument (PreK/K TPAI). The required four observations must be conducted quarterly during the year and be incorporated into a summative assessment conference before April 15<sup>th</sup>.

An Individual Growth Plan (IGP) for the LETP teacher will be developed in conjunction with the program director by the teacher with his/her mentor. In developing the plan, the beginning teacher, program director, and mentor teacher should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. The IGP will be reviewed by the program director prior to implementation. At least one formative assessment conference will be held between December 1 and February 1 to reflect on the progress of the LETP teacher in meeting the goals established for professional growth. Teachers are required to share evidence and artifacts that demonstrate progress toward their goals at this mid-year review. However, the IGP may be reviewed and revised more frequently, if necessary, based on the input of the teacher and/or mentor. At the end of the school year, evidence is shared in the summative assessment conference. The program director and the teacher both sign the IGP at the summative assessment conference and agree on any areas of focus for the coming year. Throughout the school year, the mentor will monitor the LEPT teacher's performance in conjunction with the IGP and provide necessary feedback.

The LETP teachers will receive technical assistance in several ways. The mentor provided will be the first line of assistance, along with the site director. The More at Four Pre-K state-level program consultants will also be available to assist with special problems or areas of concern.

The Office of School Readiness/More at Four provides training opportunities throughout the year in various content areas through workshops, guided observations at demonstration classroom sites across the state, as well as support to attend state-level early childhood conferences (the joint NC Association for the Education of Young Children Conference/More at Four Conference). If special areas of concern are noted, other opportunities will be sought for training. There are numerous early childhood/pre-k training opportunities throughout the state offered by universities, institutions such as Partnerships for Inclusions, and other professional groups. Courses at community colleges and through approved Birth-Kindergarten teacher education programs also provide training opportunities. Financial assistance will be provided for these opportunities as needed and available.

A cumulative file for each participant in the LETP will be maintained in the Office of School Readiness Teacher Licensure Unit. The following documentation will be included in this file:

- LETP application
- IGP
- Mentor Timelines
- Log of Professional Development
- Conversion records
- Teacher evaluations
- Official transcripts citing progress toward B-K licensure.

The Office of School Readiness will develop assessments (written surveys and/or interviews) for lateral entry teachers, mentor teachers, and administrators to determine how well the program is operating at the local and state levels and where improvements may be needed.

#### *Beginning Teacher Support Program and License Renewal Program*

The Office of School Readiness is also requesting permission to implement a Beginning Teacher Support Program and a License Renewal Program. The plans for these programs have been submitted to the DPI Licensure Section and reviewed by staff. The plans satisfactorily address the required components.

**EXECUTIVE SUMMARY**

**Title:** Revision of Board Policy to Reflect Changes in the Provisional Licensing Requirements for Career and Technical Education Teachers

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute \_\_\_\_\_
- SBE Policy QP-A-001, QP-A-002
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Dr. Kathy Sullivan (Director, Human Resource Management Division) and Ms. Rebecca Payne (Assistant Director, Secondary Education Division)

**Description:**

In September the Board approved changes to the provisional licensing requirements for Career and Technical Education teachers. Revisions to Board policies to reflect these changes were presented for discussion last month. They are presented for approval this month.

**Resources:**

NA

**Input Process:**

The proposed revisions reflect the changes approved by the Board at the September 2006 meeting.

**Stakeholders:**

LEAs, Prospective Career and Technical Education Teachers

**Timeline For Action:**

The proposed policy revisions were presented for discussion last month and are presented for action this month. They reflect changes approved by the Board at the September 2006 meeting. The proposed revisions would become effective July 1, 2007.

**Recommendations:**

That the proposed revisions to Board policy be approved.

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)

Specify: \_\_\_\_\_

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: \_\_\_\_\_

- Document Camera (for transparencies or paper documents – white paper preferred)

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Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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\*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3355

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority: Quality Teachers, Administrators, and Staff**

**Category: Licensure**

**Policy ID Number: QP-A-001**

**Policy Title:** Policies on General Licensure Requirements

**Current Policy Date:** ~~05/04/2006~~ 01/04/2007

**Other Historical Information:**

Previous Board Dates: 01/05/1997, 07/09/1998, 01/13/1999, 07/01/1999, 07/13/2000, 09/14/2000, 10/04/2001, 01/09/2003, 2/6/2003, 06/05/2003, 08/07/2003, 9/11/03, 11/22/2004, 5/05/2005, 6/30/2005, 8/04/2005, 10/06/2005, 11/03/2005, 12/01/2005, 01/05/2006, 05/04/2006

**Statutory Reference:**

PL 107-110, the No Child Left Behind Act of 2001

**Administrative Procedures Act (APA) Reference Number and Category:**

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**Only relevant sections of the policy have been included here.**  
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**POLICIES ON GENERAL LICENSURE REQUIREMENTS**

**1.10 Designation of Appropriate Licensure Prior to Establishment of Staffing New Programs/Positions in Public Schools**

Appropriate licensure area(s) required for service must be established prior to presentation of new programs/positions to the SBE for approval. Formal documentation indicating agreement by the Licensure Section to the licensure area(s) appropriate for the proposed program/employment shall be presented.

Current license areas issued by the Department are:

**Administrative**

Superintendent  
Principal  
Curriculum Instructional Specialist  
Instructional Technology Specialist-Computers  
Media Supervisor  
Career and Technical Education Director  
Exceptional Children's Program Administrator

**Student Services**

Counselor  
School Social Worker  
School Psychologist  
Instructional Technology Specialist- Telecommunications  
Media Coordinator  
Audiologist  
Speech-Language Pathologist

## Teaching Areas

### **Elementary**

Birth-Kindergarten (B-K)  
Preschool Add-on\*  
Elementary (K-6)  
Elementary Second Language++

\* Available only to teachers with current licenses in elementary education, special education, or family and consumer sciences.

### **Middle Grades**

Middle Grades Language Arts  
Middle Grades Mathematics  
Middle Grades Science  
Middle Grades Social Studies  
~~Middle Grades Agriculture~~  
~~Middle Grades Family and Consumer Sciences~~  
~~Middle Grades Health Occupations~~  
~~Middle Grades Marketing~~  
~~Middle Grades Business~~  
~~Middle Grades Technology~~

### **Secondary (9-12)**

English (9-12)  
Mathematics (9-12)  
Science (9-12)  
Earth Science (9-12)  
Biology (9-12)  
Physics (9-12)  
Chemistry (9-12)  
Social Studies (9-12)  
Political Science (9-12)  
Geography (9-12)  
History (9-12)  
Economics (9-12)  
Sociology (9-12)  
Anthropology (9-12)  
French (9-12)  
Spanish (9-12)  
German (9-12)  
Japanese (9-12)  
Russian (9-12)  
Latin (9-12)  
Bible (9-12)  
Journalism ++ (9-12)  
Psychology ++ (9-12)  
Italian ++ (9-12)  
Chinese ++ (9-12)

### **Special Subjects (K-12)**

Art (K-12)  
Music (K-12)  
Dance (K-12)  
Theater Arts (K-12)  
Health Specialist (K-12)  
Physical Education (K-12)  
Safety and Driver Education  
Speech Communication (K-12)  
ESL (K-12)  
Reading (K-12)  
French (K-12)  
Spanish (K-12)  
German (K-12)  
Japanese (K-12)  
Russian (K-12)  
Computer Education++ (K-12)  
Junior ROTC

## **Career-Technical Education**

Agricultural Education  
Business [and Information Technology](#) Education  
[Network Administration](#)  
Career Development Coordinator  
Career and Technical Education Director  
Family and Consumer Sciences  
[Apparel Design](#)  
[Child Development, Family Studies](#)  
[Food and Nutrition, Culinary Arts](#)  
[Interior Design, Housing](#)  
Health Occupations  
Registered Nurse  
Allied Health/Medical Professional  
Biotechnology  
Marketing Education  
(Handicapped/Disadvantaged)[Special Populations](#)  
[Coordinator](#)  
Technology Education  
Principles of Technology++  
[Scientific and Technical Visualization++](#)  
[Project Lead the Way \(PLTW\)++](#)  
Trade and Industrial Education  
Automotive Service  
Cabinetmaking/Furniture  
Carpentry  
Collision Repair  
[Computer Engineering Technology](#)  
Cosmetology  
Drafting  
[Digital Media/Programming Broadcasting](#)  
Electrical Trades  
Electronics  
Electro-Mechanical Maintenance  
Masonry  
Mechanical Systems (HVAC or Plumbing)  
Metals Manufacturing  
[Network Engineering Technology](#)  
Printing and Graphics  
[Public Safety](#)  
Textiles^  
Welding  
Work Development (formerly Industrial Cooperative Training)  
Specialized  
[VoCATS](#)

## **Exceptional Children**

Cross Categorical (mildly/moderately disabled)  
Severely/Profoundly Disabled  
Mentally Disabled  
Visually Impaired  
Behaviorally/Emotionally Disabled  
Learning Disabled  
Academically Gifted  
Hearing Impaired  
Special Education: General Curriculum  
Special Education: Adapted Curriculum

++ endorsements

^ no longer issued

## **1.50 Provisional Licenses**

Individuals licensed at the class A (bachelor's) level or higher may have other areas added on a provisional basis to their license as needed and requested by the employing LEA. Effective June 30,

2006, provisional licenses will no longer be issued for the elementary grades level or at the middle and high school levels in license areas required for teaching the core academic subjects.

The Licensure Section shall issue the provisional license and inform the individual and LEA personnel officer of requirements to clear the provisional status. These requirements may include course work and/or testing.

All course credit earned toward fulfilling these requirements must be directly applicable to the provisional license and must be met at the rate of not less than six semester hours per school year. Credit to extend a provisional license for an additional year must be earned before the beginning of the school year that follows the expiration date on the license. All requirements to clear a provisional license must be completed within five years of the first effective date of the provisional license.

In the area of exceptional children, teachers must hold the appropriate license for each area of exceptionality to which they are assigned. Effective July 1, 1998, if 50% or more of a class qualifies as an exceptional area, the teacher must be licensed in that area.

### **1.55 Eligibility for Provisional Licensing**

Provisional licenses are issued only on the request of the employing LEA. To be eligible for a provisional license, the individual must be assigned in the license area. Specific eligibility requirements for provisional licensing follow:

Area	Requirements
Counselor	Completion of a minimum of 18 graduate semester hours applicable toward a school counselor program.
School Social Work	Completion of a bachelor's degree in sociology or social work.
Media Coordinator	"A" level teaching license or bachelor's degree in media or 18 graduate semester hours applicable toward a school media coordinator program.
School Psychology	Completion of all program requirements at the advanced (6 <sup>th</sup> year level), except for the thesis or internship. Written confirmation from the college/university at which the individual has matriculated concurring with the individual's employment
Speech-Language Pathology	Provisional licenses are no longer issued in this area. However, individuals holding non-provisional "A" level licenses must complete requirements for the "M" license by July 1, 2005.
Assistant Principals	Effective July 1999, all persons employed as assistant principals in state allotted positions, or as assistant principals in full-time positions regardless of funding source, in the public schools of the state or in schools receiving public school funds, shall, in addition to other applicable requirements, be required either to hold or be qualified to hold a principal's license or a provisional principal's license.

Area	Requirements
	<p>A one-year provisional principal's license can be issued to individuals selected by local boards of education for employment as assistant principals if:</p> <ol style="list-style-type: none"> <li>1) the local board has determined there is a shortage of persons who hold or are qualified to hold a principal's license and the employee enrolls in an approved program leading to a master's degree in school administration before the provisional license expires; or</li> <li>2) the employee is enrolled in an approved master's in school administration program and is participating in the required internship under the master's program.</li> </ol> <p>The Department shall extend the provisional license on an annual basis for a total of no more than two additional years while the employee is completing the program.</p>
Supervisor	M level teaching license and a minimum of five years of successful teaching experience in that license area.
Exceptional Children Program Administrator	Master's level license in an exceptional children's area, curriculum instruction, or school administration, or advanced level license in school psychology.
<del>Workforce Development Director</del>	<del>Bachelor's level workforce development license, master's degree from an approved education program, and a minimum of five years teaching, supervisory, or administrative experience within the preceding eight years (of which a minimum of two years must be in workforce development programs).</del>
<del>Health Occupations Education</del>	<p><del>I. For a one teacher department</del>  <del>—Registered Nursing Degree (BSN or ADN)</del></p> <ul style="list-style-type: none"> <li><del>•Graduation from a nationally accredited institution in nursing</del></li> <li><del>•Bachelor's degree or an associate degree in Nursing from state or nationally accredited institution</del></li> <li><del>•An active North Carolina license as a registered nurse; license must be clear of restrictions</del></li> <li><del>•A minimum of two years (BSN) or four years (ADN) work experience in a healthcare setting and/or education in the last five years</del></li> </ul> <p><del>May teach all Health Occupations Education courses</del>  <del>May teach Certified Nursing Assistant/Feeding Assistant option</del></p> <p><del>II. For a multi-teacher department, in addition to the Registered Nurse.</del></p> <p><del>—Non-RN, Allied Health Professional Degree (bachelor or</del></p>

Area	Requirements
	<p><del>associate)</del></p> <ul style="list-style-type: none"> <li><del>• Graduation from a state/nationally accredited institution in allied health area</del></li> <li><del>• Bachelor's degree or an associate degree from state/nationally accredited institution</del></li> <li><del>• An active NC and/or national license, registration or certification in allied health area; license must be clear of any restrictions</del></li> <li><del>• A minimum of two years (BS degree) or four years (Associate Degree) work experience in allied health area and/or education in the last five years</del></li> </ul> <p><del>May not teach Certified Nursing Assistant/Feeding Assistant option</del></p> <p><del>May teach Allied Health Sciences II if an RN is supervising students in the clinical agencies where required, such as in hospitals and long term care facilities</del></p> <p style="text-align: center;"><del><b>OR</b></del></p> <p><del>— <b>Biotechnology-related Degree</b></del></p> <ul style="list-style-type: none"> <li><del>• Graduation from a nationally accredited college or university</del></li> <li><del>• Bachelor's degree in biology or in one of the following biology related degrees: biochemistry, genetics, immunology, microbiology, molecular biology, toxicology, structural biology, cellular biology, OR</del></li> <li><del>• Bachelor's degree in marine biology, chemistry, pathology, pharmacology AND a minimum of six semester hours in the following courses: microbiology, genetics, immunology, biochemistry, molecular biology, cell biology</del></li> </ul> <p><del>May teach courses in Health Science Biotechnology</del></p> <p><del>May not teach Certified Nursing Assisting/Feeding Assistant option</del></p> <p style="text-align: center;"><del><b>OR</b></del></p> <p><del><b>Non-degree Registered Nurse (Diploma Graduate) may be employed in a school as second teacher only</b></del></p> <ul style="list-style-type: none"> <li><del>• Graduation from a nationally accredited institution in nursing</del></li> <li><del>• Diploma in Nursing from state or nationally accredited institution</del></li> <li><del>• An active North Carolina license as a registered nurse; license must be clear of restrictions</del></li> <li><del>• A minimum of five years of work experience in a healthcare setting and/or education in the last seven years</del></li> </ul>

Area	Requirements																		
	<p><del>•Evidence of completed educational workshops/classes and/or documented experience in teaching children and/or adults while employed in healthcare</del>  <del>May teach all Health Occupations Education courses</del>  <del>May teach Certified Nursing Assistant/Feeding Assistant option</del></p>																		
<p><b><u>Agricultural Education</u></b></p>	<p><b><u>Degree</u></b>  <u>Bachelor’s Degree in Related Field</u>  <u>Examples: Agricultural Business Management, Agricultural Development, Agricultural Engineering, Agricultural Studies, Agronomy (Crops/Soils), Animal Science, Equine Science, Forestry, General Agriculture, Horticulture, Natural Resource Management, Poultry Science, Range Management</u></p> <p><b><u>Work Experience</u></b>  <u>Two Years Related Work Experience within past five years</u></p> <p><b><u>Credential</u></b>  <u>None</u></p>																		
<p><b><u>Business and Information Technology Education</u></b></p>	<p><b><u>Degree</u></b>  <u>Bachelor’s Degree in Related Field</u>  <u>Examples: Accounting, Administrative Systems, Business Administration, Computer Science, Finance, Information Technologies, Management/MIS, Marketing</u></p> <p><b><u>Work Experience</u></b>  <u>Two Years Related Work Experience within past five years</u></p> <p><b><u>Credential/Training</u></b>  <u>Industry Certification/Credential: Training in the certification is required before employment to teach courses as follows:</u></p> <table border="1" data-bbox="609 1291 1396 1564"> <thead> <tr> <th><u>IT Course</u></th> <th><u>Credential/Training</u></th> </tr> </thead> <tbody> <tr> <td><u>Computer Programming I &amp; II</u></td> <td><u>6 SH - VB.Net Coursework</u></td> </tr> <tr> <td><u>Database Programming I</u></td> <td><u>Oracle 1Z0-007 SQL</u></td> </tr> <tr> <td><u>Database Programming II</u></td> <td><u>Oracle 1Z0-147 PL/SQL</u></td> </tr> <tr> <td><u>e-Commerce I &amp; II</u></td> <td><u>CIW, WOW OR eBiz+</u></td> </tr> <tr> <td><u>Networking I</u></td> <td><u>Net+ or CCNA</u></td> </tr> <tr> <td><u>Network Administration II—MS</u></td> <td><u>MCP for MS Operating Sys</u></td> </tr> <tr> <td><u>Network Administration II—Novell</u></td> <td><u>CNA</u></td> </tr> <tr> <td><u>Network Administration II—Linux</u></td> <td><u>Linux RHCT</u></td> </tr> </tbody> </table>	<u>IT Course</u>	<u>Credential/Training</u>	<u>Computer Programming I &amp; II</u>	<u>6 SH - VB.Net Coursework</u>	<u>Database Programming I</u>	<u>Oracle 1Z0-007 SQL</u>	<u>Database Programming II</u>	<u>Oracle 1Z0-147 PL/SQL</u>	<u>e-Commerce I &amp; II</u>	<u>CIW, WOW OR eBiz+</u>	<u>Networking I</u>	<u>Net+ or CCNA</u>	<u>Network Administration II—MS</u>	<u>MCP for MS Operating Sys</u>	<u>Network Administration II—Novell</u>	<u>CNA</u>	<u>Network Administration II—Linux</u>	<u>Linux RHCT</u>
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<p><b><u>Business and Information Technology Education</u></b></p> <p><b><u>Network Administration</u></b></p> <p><i><u>Network Administration may only teach Networking I and Network Administration</u></i></p>	<p><b><u>Degree</u></b>  <u>Associate’s Degree in:</u></p> <ul style="list-style-type: none"> <li>➤ <u>IT Related Majors</u></li> <li>➤ <u>Computer Science</u></li> <li>➤ <u>Information Technologies</u></li> <li>➤ <u>Network Administration</u></li> </ul> <p><b><u>Work Experience</u></b>  <u>Four years related work experience within past eight years</u></p> <p><u>For pay purposes, two years work experience is held in escrow and released if a four year degree is completed.</u></p> <p><b><u>Credential/Training</u></b>  <u>Industry Certification/Credential: Training in the certification is required before employment to teach courses as follows:</u></p> <table border="1" data-bbox="613 806 1398 957"> <thead> <tr> <th><u>IT Course</u></th> <th><u>Credential/Training</u></th> </tr> </thead> <tbody> <tr> <td><u>Networking I</u></td> <td><u>Net+ or CCNA</u></td> </tr> <tr> <td><u>Network Administration II—MS</u></td> <td><u>MCP for MS Operating Sys</u></td> </tr> <tr> <td><u>Network Administration II—Novell</u></td> <td><u>CNA</u></td> </tr> <tr> <td><u>Network Administration II—Linux</u></td> <td><u>Linux RHCT</u></td> </tr> </tbody> </table>	<u>IT Course</u>	<u>Credential/Training</u>	<u>Networking I</u>	<u>Net+ or CCNA</u>	<u>Network Administration II—MS</u>	<u>MCP for MS Operating Sys</u>	<u>Network Administration II—Novell</u>	<u>CNA</u>	<u>Network Administration II—Linux</u>	<u>Linux RHCT</u>
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<p><b><u>Career Development Coordinator</u></b></p>	<p><b><u>Degree</u></b>  <u>Bachelor’s Degree and current license in any Career and Technical Education Program Area <b>OR</b></u>  <u>Master’s degree in School Counseling or Career Counseling and a clear teaching license as a school counselor.</u></p> <p><b><u>Work Experience</u></b></p> <ul style="list-style-type: none"> <li>• <u>One year of work experience related to business, industry, or labor within the past five years <b>OR</b></u></li> <li>• <u>One year as a coordinator of work-based learning in a Career and Technical Education program area. <b>OR</b></u></li> <li>• <u>One year work experience in school counseling</u></li> </ul>										
<p><b><u>Career and Technical Education Director</u></b></p>	<p><b><u>Degree</u></b>  <u>Master’s Degree and a current license in a Career and Technical Education program area are required</u></p> <p><b><u>Work Experience</u></b>  <u>Five years of teaching, CTE Support Services, supervisory, or administrative experience within the preceding eight years. A minimum of two years must be in Career and Technical Education programs</u></p>										

Area	Requirements
<p><b><u>Family and Consumer Sciences Education</u></b> <i>(May teach all FACS courses)</i></p>	<p><b><u>Degree</u></b> <u>Bachelor’s Degree: General Family and Consumer Sciences</u></p> <p><b><u>Work Experience</u></b> <u>Two Years Related Work Experience within past five years</u></p> <p><b><u>Credential</u></b>  <ul style="list-style-type: none"> <li>• <u>ServSafe® Credential for Foods II – Advanced; Culinary Arts and Hospitality I, II – Required before can teach students</u></li> </ul> </p>
<p><b><u>Family and Consumer Sciences Education</u></b> <b><u>Apparel Design</u></b> <i>(May only teach Apparel Design FACS courses)</i></p>	<p><b><u>Degree</u></b> <u>A bachelor’s degree in a relevant area is required.</u></p> <p><b><u>Work Experience</u></b>  <ul style="list-style-type: none"> <li>• <u>Two years related work experience within the past five years</u></li> </ul> </p>
<p><b><u>Family and Consumer Sciences Education</u></b> <b><u>Child Development/ Family Studies</u></b> <i>(May only teach Parenting and Child Development FACS courses)</i></p>	<p><b><u>Degree</u></b> <u>Bachelor’s degree in a relevant area is required.</u></p> <p><b><u>Work Experience</u></b>  <ul style="list-style-type: none"> <li>• <u>Two years related work experience within the past five years</u></li> </ul> </p>
<p><b><u>Family and Consumer Sciences Education</u></b> <b><u>Foods and Nutrition/ Culinary Arts</u></b> <i>(May only teach Foods and Nutrition/Culinary Arts FACS courses)</i></p>	<p><b><u>Degree</u></b> <u>Bachelor’s degree in a relevant area or an associate’s degree in culinary arts</u></p> <p><b><u>Work Experience</u></b>  <ul style="list-style-type: none"> <li>• <u>Two years related work experience for four year degree within the past five years</u></li> <li>• <u>Four years of work experience within the past eight years for the Culinary Arts Associate Degree. For pay purposes, two years work experience is held in escrow and released if a four year degree is completed.</u></li> </ul> <p><b><u>Credential</u></b> <u>ServSafe® for Foods II – Advanced; Culinary Arts and Hospitality I, II – Required before can teach students</u></p> </p>
<p><b><u>Family and Consumer Sciences Education</u></b> <b><u>Interior Design/Housing</u></b> <i>(May only teach Interior Design/Housing FACS courses)</i></p>	<p><b><u>Degree</u></b> <u>Bachelor’s degree in a relevant area is required</u></p> <p><b><u>Work Experience</u></b>  <ul style="list-style-type: none"> <li>• <u>Two years related work experience for four year degree within the past five years</u></li> </ul> </p>

Area	Requirements
<p><b><u>Health Occupations Education</u></b></p> <p><b><u>Registered Nurse (May teach all Health Occupations Education courses and Nursing Assistant I/Feeding Assistant)</u></b></p>	<p><b><u>Degree</u></b>  <u>Bachelor’s degree in Nursing OR Associate’s degree in Nursing OR non-degree Registered Nurse (diploma graduate) from a state or nationally accredited institution</u></p> <p><b><u>Work Experience</u></b>  <u>BS Nursing--two years within past five years; AD Nursing--four years within past eight years; Diploma Nursing – five years within past eight years.</u></p> <p><u>Two years work experience for AD Nurse and three years for Diploma Nurse is held in escrow and released for pay purposes if a four year nursing degree is completed.</u></p> <p><b><u>Credential</u></b>  <u>An active North Carolina license as a registered nurse; license must be clear of restrictions.</u></p>
<p><b><u>Health Occupations Education</u></b></p> <p><b><u>Non-RN, Allied Health/Medical Professional (May teach all Health Occupations courses unless RN is required by affiliating agency)</u></b></p>	<p><b><u>Degree</u></b>  <u>Bachelor’s degree or Associate’s degree in non-RN, allied health or medical field from a state or nationally accredited institution is required. An active North Carolina license, registration, or certification which must be clear of restrictions in same field as educational degree.</u></p> <p><b><u>Work Experience</u></b>  <u>Two years related work experience within past five years for four year degree; Four years related work experience within past eight years for associate degree.</u></p> <p><u>For pay purposes, two years will be held in escrow and released if four year degree is completed</u></p> <p><b><u>Credential</u></b>  <u>An active North Carolina license in an Allied Health/Medical Professional – See NC- AHEC Health Careers Manuel for examples of two to four year credentials.</u></p>
<p><b><u>Health Occupations Education</u></b></p> <p><b><u>Biotechnology Professional (May only teach courses in Health Sciences Biotechnology)</u></b></p>	<p><b><u>Degree</u></b>  <u>Bachelor’s degree in biology or in one of the following biology-related degrees: biochemistry, genetics, immunology, microbiology, molecular biology, toxicology, structural biology, cellular biology</u></p> <p style="text-align: center;"><b><u>OR</u></b></p> <p><u>Bachelor’s degree in marine biology, chemistry, pathology, pharmacology AND a minimum of six semester hours in the following courses: microbiology, genetics, immunology, biochemistry, molecular biology, cell biology</u></p> <p><b><u>Work Experience</u></b>  <u>Two years related work experience within past five years</u></p>

Area	Requirements
<p><b><u>Marketing Education</u></b></p>	<p><b><u>Degree</u></b>  <u>Bachelor’s Degree in a related field</u>  <u>Examples: Accounting, Administrative Systems, Business Administration, Computer Science, Entrepreneurship, Finance, Information Technologies, Management, Management Information Systems, Marketing, Personal Finance</u></p> <p><b><u>Work Experience</u></b>  <u>Two Years Related Work Experience within the past five years</u></p>
<p><b><u>Special Populations based on CTE license</u></b></p>	<p><b><u>Degree</u></b>  <u>Bachelor’s degree and current License in Career and Technical Education Program Area</u></p> <p><b><u>Work Experience</u></b>  <u>One year related work experience</u></p>
<p><b><u>Special Populations based on EC license</u></b></p>	<p><b><u>Degree</u></b>  <u>Current license in Exceptional Children’s Education</u></p> <p><b><u>Work Experience</u></b>  <u>One year related work experience</u></p>
<p><b><u>Special Populations based on master’s degree in school counseling</u></b></p>	<p><b><u>Degree</u></b>  <u>Master’s Degree in School Counseling</u></p> <p><b><u>Work Experience</u></b>  <u>One year related work experience</u></p>
<p><b><u>Technology Education</u></b></p>	<p><b><u>Degree</u></b>  <u>Bachelor’s Degree in Related Field</u>  <u>Examples: Architecture, Communications, Construction, Engineering, Industrial Technology, Manufacturing, Transportation, Mathematics, Science, Trade and Industrial Education (“A” level License)</u></p> <p><b><u>Work Experience</u></b>  <u>Two years related work experience within the past five years</u></p>
<p><b><u>Technology Education</u></b>  <b><u>Principles of Technology</u></b></p>	<p><b><u>Teaching License</u></b>  <u>A teaching license is required in technology education, mathematics, science, or trade and industrial education (“A” level license)</u></p>
<p><b><u>Technology Education</u></b>  <b><u>Scientific and Technical Visualization</u></b></p>	<p><b><u>Teaching License</u></b>  <u>A teaching license is required in technology education, mathematics, science, or trade and industrial education (“A” level license)</u></p>

Area	Requirements														
<p><b><u>Trade and Industrial Education based on a bachelor's degree</u></b></p>	<p><b><u>Degree</u></b>  <u>Bachelor's Degree in field of licensure</u></p> <p><b><u>Work Experience</u></b>  <u>Two years related work experience within the past five years</u></p> <p><b><u>Credential</u></b>  <u>Industry Certification/Credential</u>  <u>For the following courses, the listed credential is required before employment:</u></p> <table border="1" data-bbox="609 562 1331 651"> <thead> <tr> <th><u>Course</u></th> <th><u>Credential</u></th> </tr> </thead> <tbody> <tr> <td><u>Auto Service Tech</u></td> <td><u>ASE Brakes &amp; Electrical/Electronics</u></td> </tr> <tr> <td><u>Cosmetology</u></td> <td><u>Cosmetic Arts Board Instructor License</u></td> </tr> </tbody> </table> <p><u>For the following courses training in the certification area is required before employment:</u></p> <table border="1" data-bbox="609 745 1104 863"> <thead> <tr> <th><u>Course</u></th> <th><u>Credential</u></th> </tr> </thead> <tbody> <tr> <td><u>Networking I</u></td> <td><u>NET + OR CCNA</u></td> </tr> <tr> <td><u>NET II,III</u></td> <td><u>CCNA</u></td> </tr> <tr> <td><u>CET I, II</u></td> <td><u>A+</u></td> </tr> </tbody> </table>	<u>Course</u>	<u>Credential</u>	<u>Auto Service Tech</u>	<u>ASE Brakes &amp; Electrical/Electronics</u>	<u>Cosmetology</u>	<u>Cosmetic Arts Board Instructor License</u>	<u>Course</u>	<u>Credential</u>	<u>Networking I</u>	<u>NET + OR CCNA</u>	<u>NET II,III</u>	<u>CCNA</u>	<u>CET I, II</u>	<u>A+</u>
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<p><b><u>Trade and Industrial Education based on an associate's degree</u></b></p>	<p><b><u>Degree</u></b>  <u>Associate's Degree in field of licensure</u></p> <p><b><u>Work Experience</u></b>  <u>Four years related work experience within the past eight years. Two years experience is held in escrow and released for pay purposes if four year degree is completed.</u></p> <p><b><u>Credential</u></b>  <u>Industry Certification/Credential</u>  <u>For the following courses, the listed credential is required before employment:</u></p> <table border="1" data-bbox="609 1255 1331 1344"> <thead> <tr> <th><u>Course</u></th> <th><u>Credential</u></th> </tr> </thead> <tbody> <tr> <td><u>Auto Service Tech</u></td> <td><u>ASE Brakes &amp; Electrical/Electronics</u></td> </tr> <tr> <td><u>Cosmetology</u></td> <td><u>Cosmetic Arts Board Instructor License</u></td> </tr> </tbody> </table> <p><u>For the following courses training in the certification area is required before employment:</u></p> <table border="1" data-bbox="609 1438 1104 1556"> <thead> <tr> <th><u>Course</u></th> <th><u>Credential</u></th> </tr> </thead> <tbody> <tr> <td><u>Networking I</u></td> <td><u>NET + OR CCNA</u></td> </tr> <tr> <td><u>NET II,III</u></td> <td><u>CCNA</u></td> </tr> <tr> <td><u>CET I, II</u></td> <td><u>A+</u></td> </tr> </tbody> </table>	<u>Course</u>	<u>Credential</u>	<u>Auto Service Tech</u>	<u>ASE Brakes &amp; Electrical/Electronics</u>	<u>Cosmetology</u>	<u>Cosmetic Arts Board Instructor License</u>	<u>Course</u>	<u>Credential</u>	<u>Networking I</u>	<u>NET + OR CCNA</u>	<u>NET II,III</u>	<u>CCNA</u>	<u>CET I, II</u>	<u>A+</u>
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<p><b><u>Trade and Industrial Education based on a high school diploma</u></b></p>	<p><b><u>Degree</u></b>  <u>High School Diploma</u></p> <p><b><u>Work Experience</u></b>  <u>Six years related work experience within the past ten years is required. Four years experience is held in escrow. Two years of the work experience being held in escrow will be released for pay purposes when the individual completes the associate's degree and the additional two years will be released if the individual completes the bachelor's degree.</u></p> <p><b><u>Credential</u></b>  <u>Industry Certification/Credential</u></p>														

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<u>VoCATS</u>	<p><u>Degree</u>  <u>A Bachelor's Degree and current license in any Career and Technical Program Area</u>  <u>OR</u>  <u>A current license in Curriculum Instructional Specialist or Instructional Technology</u></p> <p><u>Work experience</u>  <u>Five years work experience within the past eight years in one of the following:</u></p> <ul style="list-style-type: none"> <li><u>• Classroom teacher in a Career and Technical Education program area</u>  <u>OR</u></li> <li><u>• Professional support position in an educational setting : Career Development Coordinator, Special Populations Coordinator, Curriculum Instructional Specialist, or Instructional Technology Specialist</u></li> </ul>														

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** Quality Teachers, Administrators, and Staff

**Category:** Licensure

**Policy ID Number:** QP-A-002

**Policy Title:** Policies on Routes to Licensure

**Current Policy Date:** ~~8/07/03~~ 01/04/2007

**Other Historical Information:**

Previous Board dates: 07/12/2001, 06/5/2003, 08/07/2003

**Statutory Reference:**

PL 107-110, the No Child Left Behind Act of 2001; Session Law 2003-284

**Administrative Procedures Act (APA) Reference Number and Category:**

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**Only relevant sections of the policy have been included here.**  
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**POLICIES ON ROUTES TO LICENSURE**

**2.30 Direct Licensure**

In the case of applicants for career and technical education licenses, international faculty licenses, and on a case-by-case basis at the request of the employing LEA for other licenses, the Licensure Section may evaluate individual records for the purpose of establishing eligibility for licensing without the involvement of an IHE or other authorized recommending agency. Direct licensure may be used when there are unique employment qualifications for a license area (e.g., career and technical education, international faculty), a limited number of approved teacher education programs in the license area, and in the case of extenuating circumstances which prohibit a fair and equitable evaluation through other established routes to licensure. Employees earning a license through the direct process must comply with all current provisional, ILP, and testing requirements, as well as any experience requirements for the area of licensure sought.

Individuals seeking career and technical education licenses through direct licensure shall be required to complete the coursework and requirements detailed below.

<b>Area</b>	<b>Requirements</b>
<b><u>Agricultural Education</u></b>	<p><b><u>Coursework (18 semester hours --- 6 hours per year)</u></b>  The following are required courses; 15 hours are required:</p> <ul style="list-style-type: none"> <li>• <u>Curriculum, Instructional Planning, and Assessments in Agricultural Education</u></li> <li>• <u>Instructional Methods in Agricultural Education (this requirement can be met by the 80 hour induction program)</u></li> <li>• <u>Reading in the Content Area Methods</u></li> <li>• <u>Meeting Special Learning Needs; Exceptionalities; Diversity</u></li> <li>• <u>Classroom Management OR Learning Theory; Learning Styles; Motivation; How Adolescents Learn</u></li> </ul> <p>The following are electives courses; 3 hours are required:</p> <ul style="list-style-type: none"> <li>• <u>Career and Technical Student Organization Management</u></li> <li>• <u>Educational/Instructional Technology</u></li> <li>• <u>Supervised Agricultural Experience</u></li> </ul> <p><b><u>Credential</u></b></p> <ul style="list-style-type: none"> <li>• <u>Praxis II is not required</u></li> </ul> <p><b><u>Induction</u></b>  <u>80 hour Agricultural Education Teacher Induction Program sponsored by Agricultural Education State Staff, North Carolina State University (not required if instructional methods has been completed)</u></p>

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<b><u>Business and Information Technology Education</u></b>	<p><b><u>Coursework (18 hours --- 6 hours per year)</u></b>  The following are required courses; 15 hours are required:</p> <ul style="list-style-type: none"> <li>• <u>Curriculum, Instructional Planning, and Assessments in Business and Information Technology Education</u></li> <li>• <u>Instructional Methods in Business and Information Technology Education (this requirement can be met by the 80 hour induction program)</u></li> <li>• <u>Reading in the Content Area Methods</u></li> <li>• <u>Meeting Special Learning Needs; Exceptionalities; Diversity</u></li> <li>• <u>Classroom Management OR Learning Theory; Learning Styles; Motivation; How Adolescents Learn</u></li> </ul> <p>The following are elective courses; 3 hours are required:</p> <ul style="list-style-type: none"> <li>• <u>Advanced computer courses such as HTML, Business Computer Programming, Database Programming</u></li> <li>• <u>Business Information Systems</u></li> <li>• <u>Digital Communications Systems</u></li> <li>• <u>Personal Finance</u></li> </ul> <p><b><u>Induction</u></b>  <u>80 hour Business and Information Technology Education Teacher Induction Program sponsored by Career and Technical Education State Department of Public Instruction is required. (not required if instructional methods has been completed)</u></p> <p><b><u>Credential</u></b>  <u>Industry Certification/Credentials:</u>  For the following courses, the listed exams are required:</p> <table border="1" data-bbox="378 1087 1218 1455"> <thead> <tr> <th><b><u>Course</u></b></th> <th><b><u>Credential</u></b></th> </tr> </thead> <tbody> <tr> <td><u>All Courses (not Specialized License)</u></td> <td><u>Praxis II Specialty Area</u></td> </tr> <tr> <td><u>All Courses</u></td> <td><u>IC<sup>3</sup> OR MOS</u></td> </tr> <tr> <td><u>IT Courses</u></td> <td><u>IT Credentials</u></td> </tr> <tr> <td><u>Computer Programming I &amp; II</u></td> <td><u>3 SH - VB.Net Coursework</u></td> </tr> <tr> <td><u>Database Programming I</u></td> <td><u>Oracle 1Z0-007 SQL</u></td> </tr> <tr> <td><u>Database Programming II</u></td> <td><u>Oracle 1Z0-147 PL/SQL</u></td> </tr> <tr> <td><u>e-Commerce I &amp; II</u></td> <td><u>CIW, WOW OR eBiz+</u></td> </tr> <tr> <td><u>Networking I</u></td> <td><u>Net+ or CCNA</u></td> </tr> <tr> <td><u>Network Administration II—MS</u></td> <td><u>MCP for MS Operating Sys</u></td> </tr> <tr> <td><u>Network Administration II—Novell</u></td> <td><u>CNA</u></td> </tr> <tr> <td><u>Network Administration II—Linux</u></td> <td><u>Linux RHCT</u></td> </tr> </tbody> </table>	<b><u>Course</u></b>	<b><u>Credential</u></b>	<u>All Courses (not Specialized License)</u>	<u>Praxis II Specialty Area</u>	<u>All Courses</u>	<u>IC<sup>3</sup> OR MOS</u>	<u>IT Courses</u>	<u>IT Credentials</u>	<u>Computer Programming I &amp; II</u>	<u>3 SH - VB.Net Coursework</u>	<u>Database Programming I</u>	<u>Oracle 1Z0-007 SQL</u>	<u>Database Programming II</u>	<u>Oracle 1Z0-147 PL/SQL</u>	<u>e-Commerce I &amp; II</u>	<u>CIW, WOW OR eBiz+</u>	<u>Networking I</u>	<u>Net+ or CCNA</u>	<u>Network Administration II—MS</u>	<u>MCP for MS Operating Sys</u>	<u>Network Administration II—Novell</u>	<u>CNA</u>	<u>Network Administration II—Linux</u>	<u>Linux RHCT</u>
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<p><b><u>Business and Information Technology Education</u></b> <b><u>Network Administration</u></b></p> <p><i>(May teach only Networking and Network Administration)</i></p>	<p><b><u>Coursework (18 hours --- 6 hours per year)</u></b> The following are required courses; 15 hours are required:</p> <ul style="list-style-type: none"> <li>• <u>Curriculum, Instructional Planning, and Assessments in Business and Information Technology Education</u></li> <li>• <u>Instructional Methods in Business and Information Technology Education (this requirement can be met by the 80 hour induction program)</u></li> <li>• <u>Reading in the Content Area Methods</u></li> <li>• <u>Meeting Special Learning Needs; Exceptionalities; Diversity</u></li> <li>• <u>Classroom Management OR Learning Theory; Learning Styles; Motivation; How Adolescents Learn</u></li> </ul> <p>The following are elective courses; 3 hours are required:</p> <ul style="list-style-type: none"> <li>• <u>Advanced computer courses such as HTML, Business Computer Programming, Database Programming</u></li> <li>• <u>Business Information Systems</u></li> <li>• <u>Digital Communications Systems</u></li> <li>• <u>Personal Finance</u></li> </ul> <p><b><u>Induction</u></b> 80 hour <u>Business and Information Technology Education Teacher Induction Program sponsored by Career and Technical Education State Department of Public Instruction is required. (not required if instructional methods has been completed)</u></p> <p><b><u>Credential</u></b> <u>Industry Certification/Credentials:</u> For the following courses, the listed exams are required:</p> <table border="1" data-bbox="386 1045 1182 1192"> <thead> <tr> <th><u>Course</u></th> <th><u>Credential</u></th> </tr> </thead> <tbody> <tr> <td><u>Networking I</u></td> <td><u>Net+ or CCNA</u></td> </tr> <tr> <td><u>Network Administration II—MS</u></td> <td><u>MCP for MS Operating Sys</u></td> </tr> <tr> <td><u>Network Administration II—Novell</u></td> <td><u>CNA</u></td> </tr> <tr> <td><u>Network Administration II—Linux</u></td> <td><u>Linux RHCT</u></td> </tr> </tbody> </table>	<u>Course</u>	<u>Credential</u>	<u>Networking I</u>	<u>Net+ or CCNA</u>	<u>Network Administration II—MS</u>	<u>MCP for MS Operating Sys</u>	<u>Network Administration II—Novell</u>	<u>CNA</u>	<u>Network Administration II—Linux</u>	<u>Linux RHCT</u>
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<p><b><u>Career Development Coordinator</u></b></p>	<p><b><u>Coursework (6 hours)</u></b></p> <p>For those who hold a CTE license:</p> <ul style="list-style-type: none"> <li>• <u>Counseling theory (required)</u></li> </ul> <p>Plus: Three additional hours from among:</p> <ul style="list-style-type: none"> <li>• <u>Career development and counseling</u></li> <li>• <u>Career and life planning</u></li> <li>• <u>Career development and occupational information</u></li> </ul> <p>_____ OR _____</p> <p>For those who hold a school counseling license: Six hours in:</p> <ul style="list-style-type: none"> <li>• <u>Program planning and organization in Career and Technical Education</u></li> <li>• <u>Work-based learning organization</u></li> </ul> <p>_____ OR _____</p> <p><u>Completion of the Career Development Facilitator course available through the NC Workforce Development Training Center (in cooperation with NC DPI and NC SOICC) to satisfy all course requirements.</u></p>										

<b><u>Area</u></b>	<b><u>Requirements</u></b>
<p><b><u>Career and Technical Education Director</u></b></p>	<p><b><u>Coursework</u></b> (9 semester hours --- 6 hours per year)  <u>The following are elective courses:</u></p> <ul style="list-style-type: none"> <li>• <u>Career and Technical Education Program Planning and Organization</u></li> <li>• <u>Evaluation and Supervision in Career and Technical Education</u></li> <li>• <u>Philosophy and Administration of Career and Technical Education</u></li> <li>• <u>School Finance</u></li> <li>• <u>School Law</u></li> <li>• <u>Work-based Learning</u></li> </ul> <p><b><u>Induction</u></b>  <u>80 hour Career and Technical Education Director induction program sponsored by Career and Technical Education State Department of Public Instruction</u></p> <p><b><u>Credential</u></b></p> <ul style="list-style-type: none"> <li>• <u>Praxis II – Educational Leadership: Administration and Supervision (10410)</u></li> </ul>
<p><b><u>Family and Consumer Sciences Education</u></b></p> <p><b><u>General Family and Consumer Sciences</u></b></p> <p><i><u>May teach all FACS courses.</u></i></p>	<p><b><u>General Family and Consumer Sciences</u></b></p> <p><b><u>Coursework</u></b> (18 hours --- 6 hours per year)  <u>The following are required courses; 15 hours are required.</u></p> <ul style="list-style-type: none"> <li>• <u>Curriculum, Instructional Planning, and Assessments in Family and Consumer Sciences Education</u></li> <li>• <u>Instructional Methods in Family and Consumer Sciences Education (this requirement can be met by the 80 hour induction program)</u></li> <li>• <u>Reading in the Content Area Methods</u></li> <li>• <u>Meeting Special Learning Needs; Exceptionalities; Diversity</u></li> <li>• <u>Classroom Management OR Learning Theory; Learning Styles; Motivation; How Adolescents Learn</u></li> </ul> <p><u>The following are elective courses; three hours are required.</u></p> <ul style="list-style-type: none"> <li>• <u>Career and Technical Student Organization Management</u></li> <li>• <u>Educational/Instructional Technology</u></li> <li>• <u>Consumer Education and Financial Literacy</u></li> <li>• <u>Human Development Lifespan</u></li> <li>• <u>Management of Work-based Learning</u></li> </ul> <p><b><u>Credential</u></b></p> <ul style="list-style-type: none"> <li>• <u>Praxis II Specialty Area exam is required.</u></li> </ul> <p><b><u>Induction</u></b>  <u>80 Hour Family and Consumer Sciences Education Teacher Induction Program sponsored by Career and Technical Education, State Department of Public Instruction (not required if instructional methods has been completed)</u></p>

<b><u>Area</u></b>	<b><u>Requirements</u></b>
<p data-bbox="175 247 310 369"><b><u>Family and Consumer Sciences Education</u></b></p> <p data-bbox="175 436 358 464"><b><u>Apparel Design</u></b></p> <p data-bbox="175 527 350 615"><i>May teach only Apparel Design FACS courses.</i></p>	<p data-bbox="383 247 566 275"><b><u>Apparel Design</u></b></p> <p data-bbox="383 296 883 323"><b><u>Coursework (18 hours --- 6 hours per year)</u></b></p> <p data-bbox="383 323 1008 350">The following are required courses; 15 hours are required.</p> <ul data-bbox="440 359 1443 606" style="list-style-type: none"> <li data-bbox="440 359 1443 417">• <u>Curriculum, Instructional Planning, and Assessments in Family and Consumer Sciences Education</u></li> <li data-bbox="440 422 1443 480">• <u>Instructional Methods in Family and Consumer Sciences Education (this requirement can be met by the 80 hour induction program)</u></li> <li data-bbox="440 485 894 512">• <u>Reading in the Content Area Methods</u></li> <li data-bbox="440 516 1138 543">• <u>Meeting Special Learning Needs; Exceptionalities; Diversity</u></li> <li data-bbox="440 548 1362 606">• <u>Classroom Management OR Learning Theory; Learning Styles; Motivation; How Adolescents Learn</u></li> </ul> <p data-bbox="383 611 1027 638">The following are elective courses; three hours are required.</p> <ul data-bbox="440 642 1097 800" style="list-style-type: none"> <li data-bbox="440 642 1097 669">• <u>Career and Technical Student Organization Management</u></li> <li data-bbox="440 674 894 701">• <u>Educational/Instructional Technology</u></li> <li data-bbox="440 705 959 732">• <u>Consumer Education and Financial Literacy</u></li> <li data-bbox="440 737 821 764">• <u>Human Development Lifespan</u></li> <li data-bbox="440 768 899 795">• <u>Management of Work-based Learning</u></li> </ul> <p data-bbox="383 831 509 858"><b><u>Credential</u></b></p> <ul data-bbox="440 863 911 890" style="list-style-type: none"> <li data-bbox="440 863 911 890">• <u>Praxis II is not required for this license.</u></li> </ul> <p data-bbox="383 926 501 953"><b><u>Induction</u></b></p> <p data-bbox="383 968 1459 1056"><u>80 Hour Family and Consumer Sciences Education Teacher Induction Program sponsored by Career and Technical Education, State Department of Public Instruction (not required if instructional methods has been completed)</u></p>
<p data-bbox="175 1077 310 1199"><b><u>Family and Consumer Sciences Education</u></b></p> <p data-bbox="175 1266 350 1354"><b><u>Child Development/Family Studies</u></b></p> <p data-bbox="175 1417 350 1568"><i>May teach only parenting and child development FACS courses.</i></p>	<p data-bbox="383 1077 786 1104"><b><u>Child Development/Family Studies</u></b></p> <p data-bbox="383 1125 883 1152"><b><u>Coursework (18 hours --- 6 hours per year)</u></b></p> <p data-bbox="383 1152 1008 1180">The following are required courses; 15 hours are required.</p> <ul data-bbox="440 1188 1443 1436" style="list-style-type: none"> <li data-bbox="440 1188 1443 1247">• <u>Curriculum, Instructional Planning, and Assessments in Family and Consumer Sciences Education</u></li> <li data-bbox="440 1251 1443 1310">• <u>Instructional Methods in Family and Consumer Sciences Education (this requirement can be met by the 80 hour induction program)</u></li> <li data-bbox="440 1314 894 1341">• <u>Reading in the Content Area Methods</u></li> <li data-bbox="440 1346 1138 1373">• <u>Meeting Special Learning Needs; Exceptionalities; Diversity</u></li> <li data-bbox="440 1377 1362 1436">• <u>Classroom Management OR Learning Theory; Learning Styles; Motivation; How Adolescents Learn</u></li> </ul> <p data-bbox="383 1440 1027 1467">The following are elective courses; three hours are required.</p> <ul data-bbox="440 1472 1097 1629" style="list-style-type: none"> <li data-bbox="440 1472 1097 1499">• <u>Career and Technical Student Organization Management</u></li> <li data-bbox="440 1503 894 1530">• <u>Educational/Instructional Technology</u></li> <li data-bbox="440 1535 959 1562">• <u>Consumer Education and Financial Literacy</u></li> <li data-bbox="440 1566 821 1593">• <u>Human Development Lifespan</u></li> <li data-bbox="440 1598 899 1625">• <u>Management of Work-based Learning</u></li> </ul> <p data-bbox="383 1661 509 1688"><b><u>Credential</u></b></p> <ul data-bbox="440 1692 911 1719" style="list-style-type: none"> <li data-bbox="440 1692 911 1719">• <u>Praxis II is not required for this license.</u></li> </ul> <p data-bbox="383 1755 501 1782"><b><u>Induction</u></b></p> <p data-bbox="383 1797 1459 1885"><u>80 Hour Family and Consumer Sciences Education Teacher Induction Program sponsored by Career and Technical Education, State Department of Public Instruction (not required if instructional methods has been completed)</u></p>

<b><u>Area</u></b>	<b><u>Requirements</u></b>
<p data-bbox="180 254 310 369"><b><u>Family and Consumer Sciences Education</u></b></p> <p data-bbox="180 436 342 527"><b><u>Foods and Nutrition/Culinary Arts</u></b></p> <p data-bbox="180 590 342 705"><i>May teach only foods and culinary courses.</i></p>	<p data-bbox="388 254 786 279"><b><u>Foods and Nutrition/Culinary Arts</u></b></p> <p data-bbox="388 300 883 325"><b><u>Coursework (18 hours --- 6 hours per year)</u></b></p> <p data-bbox="388 327 1005 352">The following are required courses; 15 hours are required.</p> <ul data-bbox="444 363 1443 606" style="list-style-type: none"> <li data-bbox="444 363 1443 417">• <u>Curriculum, Instructional Planning, and Assessments in Family and Consumer Sciences Education</u></li> <li data-bbox="444 426 1443 480">• <u>Instructional Methods in Family and Consumer Sciences Education (this requirement can be met by the 80 hour induction program)</u></li> <li data-bbox="444 489 894 514">• <u>Reading in the Content Area Methods</u></li> <li data-bbox="444 522 1138 548">• <u>Meeting Special Learning Needs; Exceptionalities; Diversity</u></li> <li data-bbox="444 556 1360 611">• <u>Classroom Management OR Learning Theory; Learning Styles; Motivation; How Adolescents Learn</u></li> </ul> <p data-bbox="388 615 1027 640">The following are elective courses; three hours are required.</p> <ul data-bbox="444 648 1097 800" style="list-style-type: none"> <li data-bbox="444 648 1097 674">• <u>Career and Technical Student Organization Management</u></li> <li data-bbox="444 682 894 707">• <u>Educational/Instructional Technology</u></li> <li data-bbox="444 716 959 741">• <u>Consumer Education and Financial Literacy</u></li> <li data-bbox="444 749 821 774">• <u>Human Development Lifespan</u></li> <li data-bbox="444 783 899 808">• <u>Management of Work-based Learning</u></li> </ul> <p data-bbox="388 835 509 861"><b><u>Credential</u></b></p> <ul data-bbox="444 869 911 894" style="list-style-type: none"> <li data-bbox="444 869 911 894">• <u>Praxis II is not required for this license.</u></li> </ul> <p data-bbox="388 930 501 955"><b><u>Induction</u></b></p> <p data-bbox="388 976 1458 1062"><u>80 Hour Family and Consumer Sciences Education Teacher Induction Program sponsored by Career and Technical Education, State Department of Public Instruction (not required if instructional methods has been completed)</u></p>
<p data-bbox="180 1083 310 1199"><b><u>Family and Consumer Sciences Education</u></b></p> <p data-bbox="180 1266 358 1325"><b><u>Interior Design/Housing</u></b></p> <p data-bbox="180 1388 342 1503"><i>May teach only interior design and housing courses</i></p>	<p data-bbox="388 1083 667 1108"><b><u>Interior Design/Housing</u></b></p> <p data-bbox="388 1129 883 1155"><b><u>Coursework (18 hours --- 6 hours per year)</u></b></p> <p data-bbox="388 1157 1005 1182">The following are required courses; 15 hours are required.</p> <ul data-bbox="444 1192 1443 1436" style="list-style-type: none"> <li data-bbox="444 1192 1443 1247">• <u>Curriculum, Instructional Planning, and Assessments in Family and Consumer Sciences Education</u></li> <li data-bbox="444 1255 1443 1310">• <u>Instructional Methods in Family and Consumer Sciences Education (this requirement can be met by the 80 hour induction program)</u></li> <li data-bbox="444 1318 894 1344">• <u>Reading in the Content Area Methods</u></li> <li data-bbox="444 1352 1138 1377">• <u>Meeting Special Learning Needs; Exceptionalities; Diversity</u></li> <li data-bbox="444 1386 1360 1440">• <u>Classroom Management OR Learning Theory; Learning Styles; Motivation; How Adolescents Learn</u></li> </ul> <p data-bbox="388 1444 1027 1470">The following are elective courses; three hours are required.</p> <ul data-bbox="444 1478 1097 1629" style="list-style-type: none"> <li data-bbox="444 1478 1097 1503">• <u>Career and Technical Student Organization Management</u></li> <li data-bbox="444 1512 894 1537">• <u>Educational/Instructional Technology</u></li> <li data-bbox="444 1545 959 1570">• <u>Consumer Education and Financial Literacy</u></li> <li data-bbox="444 1579 821 1604">• <u>Human Development Lifespan</u></li> <li data-bbox="444 1612 899 1638">• <u>Management of Work-based Learning</u></li> </ul> <p data-bbox="388 1665 509 1690"><b><u>Credential</u></b></p> <ul data-bbox="444 1698 911 1724" style="list-style-type: none"> <li data-bbox="444 1698 911 1724">• <u>Praxis II is not required for this license.</u></li> </ul> <p data-bbox="388 1759 501 1785"><b><u>Induction</u></b></p> <p data-bbox="388 1806 1458 1892"><u>80 Hour Family and Consumer Sciences Education Teacher Induction Program sponsored by Career and Technical Education, State Department of Public Instruction (not required if instructional methods has been completed)</u></p>

<b><u>Area</u></b>	<b><u>Requirements</u></b>
<p><b><u>Health Occupations Education</u></b></p> <p><b><u>Registered Nurse</u></b></p> <p><u>(May teach all Health Occupations Education courses and Nursing Assistant I/Feeding Assistant)</u></p>	<p><b><u>Registered Nurse</u></b></p> <p><b><u>Coursework (18 hours --- 6 hours per year)</u></b>  <u>The following are required courses; 15 hours are required:</u></p> <ul style="list-style-type: none"> <li>• <u>Curriculum, Instructional Planning, and Assessment in Health Occupations Education</u></li> <li>• <u>Instructional Methods in Health Occupations Education (this requirement can be met by the 80 hour induction program)</u></li> <li>• <u>Reading in the Content Area Methods</u></li> <li>• <u>Meeting Special Learning Needs; Exceptionalities; Diversity</u></li> <li>• <u>Classroom Management OR Learning Theory; Learning Styles; Motivation; How Adolescents Learn</u></li> </ul> <p><u>The following are elective courses; three hours are required:</u></p> <ul style="list-style-type: none"> <li>• <u>Career and Technical Student Organizational Management</u></li> <li>• <u>Educational/Instructional Technology</u></li> <li>• <u>Health Careers/Health Industry Survey</u></li> <li>• <u>Biotechnology</u></li> </ul> <p><b><u>Credential</u></b></p> <ul style="list-style-type: none"> <li>• <u>Praxis II is not required</u></li> </ul> <p><b><u>Induction</u></b>  <u>An 80 hour Health Occupations Teacher Induction Program sponsored by Career and Technical Education, NC DPI is required(not required if instructional methods has been completed)</u></p>
<p><b><u>Health Occupations Education</u></b></p> <p><b><u>Non-RN, Allied Health/Medical Professional</u></b></p> <p><u>(May teach all Health Occupations courses unless RN is required by affiliating agency)</u></p>	<p><b><u>Non-RN, Allied Health/Medical Professional</u></b></p> <p><b><u>Coursework (18 hours --- 6 hours per year)</u></b>  <u>The following are required courses; 15 hours are required:</u></p> <ul style="list-style-type: none"> <li>• <u>Curriculum, Instructional Planning, and Assessment in Health Occupations Education</u></li> <li>• <u>Instructional Methods in Health Occupations Education (this requirement can be met by the 80 hour induction program)</u></li> <li>• <u>Reading in the Content Area Methods</u></li> <li>• <u>Meeting Special Learning Needs; Exceptionalities; Diversity</u></li> <li>• <u>Classroom Management OR Learning Theory; Learning Styles; Motivation; How Adolescents Learn</u></li> </ul> <p><u>The following are elective courses; three hours are required:</u></p> <ul style="list-style-type: none"> <li>• <u>Career and Technical Student Organization Management</u></li> <li>• <u>Educational/Instructional Technology</u></li> <li>• <u>Health Careers/Health Industry Survey</u></li> <li>• <u>Biotechnology</u></li> </ul> <p><b><u>Credential</u></b></p> <ul style="list-style-type: none"> <li>• <u>Praxis II is not required</u></li> </ul> <p><b><u>Induction</u></b>  <u>An 80 hour Health Occupations Teacher Induction Program sponsored by Career and Technical Education, State Department of Public Instruction is required [not required if instructional methods has been completed]</u></p>

<b><u>Area</u></b>	<b><u>Requirements</u></b>
<p><b><u>Health Occupations Education</u></b></p> <p><b><u>Biotechnology Professional</u></b></p> <p>(May only teach courses in <u>Health Sciences Biotechnology</u>)</p>	<p><b><u>Biotechnology Professional</u></b></p> <p><b><u>Coursework (18 hours - 6 hours per year)</u></b>  <u>The following are required courses; 15 hours are required:</u></p> <ul style="list-style-type: none"> <li>• <u>Curriculum, Instructional Planning, and Assessment in Health Occupations Education</u></li> <li>• <u>Instructional Methods in Health Occupations Education (this requirement can be met by the 80 hour induction program)</u></li> <li>• <u>Reading in the Content Area Methods</u></li> <li>• <u>Meeting Special Learning Needs; Exceptionalities; Diversity</u></li> <li>• <u>Classroom Management OR Learning Theory; Learning Styles; Motivation; How Adolescents Learn</u></li> </ul> <p><u>The following are elective courses; three hours are required:</u></p> <ul style="list-style-type: none"> <li>• <u>Career and Technical Student Organization Management</u></li> <li>• <u>Health Careers/Health Industry Survey</u></li> <li>• <u>Educational/Instructional Technology</u></li> </ul> <p><b><u>Credential</u></b></p> <ul style="list-style-type: none"> <li>• <u>Praxis II is not required</u></li> </ul> <p><b><u>Induction</u></b>  <u>An 80 hour Health Occupations Teacher Induction Program sponsored by Career and Technical Education, State Department of Public Instruction is required [not required if instructional methods has been completed]</u></p>
<p><b><u>Marketing Education</u></b></p>	<p><b><u>Coursework (18 hours --- 6 hours per year)</u></b>  <u>The following are required courses; 15 hours are required:</u></p> <ul style="list-style-type: none"> <li>• <u>Curriculum Instructional Planning and Assessments in Marketing Education</u></li> <li>• <u>Instructional Methods in Marketing Education (this requirement can be met by the 80 hour induction program)</u></li> <li>• <u>Reading in the Content Area Methods</u></li> <li>• <u>Meeting Special Learning Needs; Exceptionalities; Diversity</u></li> <li>• <u>Classroom Management OR Learning Theory; Learning Styles; Motivation; How Adolescents Learn</u></li> </ul> <p><u>The following are elective courses; three hours are required:</u></p> <ul style="list-style-type: none"> <li>• <u>Advanced Computer Concepts and Applications</u></li> <li>• <u>Business OR Marketing Information Systems</u></li> <li>• <u>Digital Communications Systems</u></li> <li>• <u>Personal Finance</u></li> </ul> <p><b><u>Credential</u></b></p> <ul style="list-style-type: none"> <li>• <u>Praxis II Specialty Area exam</u></li> </ul> <p><b><u>Induction</u></b>  <u>80 Hour Marketing Education Teacher Induction Program sponsored by Career and Technical Education, State Department of Public Instruction [not required if instructional methods has been completed]</u></p>

<b><u>Area</u></b>	<b><u>Requirements</u></b>
<b><u>Special Populations based on CTE license</u></b>	<p><b><u>Coursework (12 semester hours --- 6 hours per year)</u></b></p> <ul style="list-style-type: none"> <li>• <u>Instructional Methods/Teaching Strategies of Special Needs Students or Diversity or Psychology</u></li> <li>• <u>Classroom Assessment and Evaluation or Exceptionalities</u></li> <li>• <u>Principles of Career Counseling and Development</u></li> <li>• <u>Theories and Techniques of Counseling</u></li> </ul> <p>Note: Six hours of the required 12 hours may be obtained from the Completion of the Career Development Facilitator course available through the NC Workforce Development Training Center (in cooperation with NCDPI and NC SOICC)</p>
<b><u>Special Populations based on EC license</u></b>	<p><b><u>Coursework (12 semester hours --- 6 hours per year)</u></b></p> <ul style="list-style-type: none"> <li>• <u>Cultural Diversity Counseling</u></li> <li>• <u>Principles of Career Counseling and Development</u></li> <li>• <u>Theories and Techniques of Counseling</u></li> <li>• <u>Group Counseling</u></li> </ul> <p>Note: Six of the required 12 hours may be obtained from the completion of the Career Development Facilitator course available through the NC Workforce Development Training Center (in cooperation with NCDPI and NC SOICC)</p>
<b><u>Special Populations based on master's degree in school counseling</u></b>	<p><b><u>Coursework (12 semester hours --- 6 hours per year)</u></b></p> <ul style="list-style-type: none"> <li>• <u>Instructional Methods/Teaching Strategies of Special Needs Students</u></li> <li>• <u>Exceptionalities</u></li> <li>• <u>Reading in the Content Area Methods</u></li> <li>• <u>Classroom Management or Behavioral Management</u></li> </ul> <p>Note: Six of the required 12 hours may be obtained from the completion of the Career Development Facilitator course available through the NC Workforce Development Training Center (in cooperation with NCDPI and NC SOICC)</p>
<b><u>Technology Education</u></b>	<p><b><u>Coursework (18 hours --- 6 hours per year)</u></b></p> <p>The following courses are required courses; 18 hours are required:</p> <ul style="list-style-type: none"> <li>• <u>Curriculum, Instructional Planning, and Assessment in Technology Education</u></li> <li>• <u>Instructional Methods in Technology Education (this requirement can be met by the 80 hour induction program)</u></li> <li>• <u>Reading in the Content Area Methods</u></li> <li>• <u>Meeting Special Learning Needs; Exceptionalities; Diversity</u></li> <li>• <u>Classroom Management OR Learning Theory; Learning Styles; Motivation; How Adolescents Learn</u></li> <li>• <u>Lab Management and Safety</u></li> </ul> <p><b><u>Course Requirements</u></b></p> <p>Additional coursework is required for teaching Principles of Technology, Scientific and Technical Visualization, and Project Lead the Way.</p> <p><b><u>Credential</u></b></p> <ul style="list-style-type: none"> <li>• <u>Praxis II Specialty Area exam</u></li> </ul> <p><b><u>Induction</u></b></p> <p>An 80 hour Technology Education Teacher Induction Program sponsored by Career and Technical Education, State Department of Public Instruction is required [not required if instructional methods has been completed]</p>

<b><u>Area</u></b>	<b><u>Requirements</u></b>
<p><b><u>Technology Education</u></b></p> <p><b><u>Principles of Technology</u></b></p> <p><i>(May only teach Principles of Technology courses)</i></p>	<ul style="list-style-type: none"> <li>• <u>80 hour Principles of Technology Workshop</u></li> <li>• <u>40 hour Advanced Principles of Technology Workshop for Level II</u></li> </ul>
<p><b><u>Technology Education</u></b></p> <p><b><u>Scientific and Technical Visualization</u></b></p> <p><i>(May only teach Scientific and Technical Visualization courses)</i></p>	<ul style="list-style-type: none"> <li>• <u>40 hour SciVis Workshop</u></li> <li>• <u>40 hour Advanced SciVis Workshop for Level II</u></li> </ul>
<p><b><u>Technology Education</u></b></p> <p><b><u>Project Lead the Way (PLTW)</u></b></p>	<p><b><u>Must have a license in Technology Education.</u></b></p> <p><b><u>PLTW coursework in the specific course to be taught is required before the license is issued:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Aerospace Engineering</u></li> <li>• <u>Biotechnical Engineering</u></li> <li>• <u>Civil Engineering and Architecture</u></li> <li>• <u>Computer Integrated Manufacturing</u></li> <li>• <u>Digital Electronics</u></li> <li>• <u>Engineering Design and Development</u></li> <li>• <u>Gateway to Technology</u></li> <li>• <u>Introduction to Engineering Design</u></li> <li>• <u>Principles of Engineering</u></li> <li>• <u>Other Certified Project Lead the Way (PLTW) courses</u></li> </ul>
<p><b><u>Trade and Industrial Education based on a Bachelor's Degree</u></b></p>	<p><b><u>Coursework</u></b> (21 hours --- at least 6 hours per year)</p> <p><i>Note: Courses in italics can be completed at a community college for this license area.</i></p> <ul style="list-style-type: none"> <li>• <u>Curriculum, Instructional Planning and Assessments in Trade and Industrial Education OR <i>INTRODUCTION TO TRADE AND INDUSTRIAL EDUCATION</i></u></li> <li>• <u>Instructional Methods in Trade and Industrial Education OR <i>INSTRUCTIONAL METHODS</i> [this requirement can be met by the 80 hour induction program]</u></li> <li>• <u>Reading in the Content Area Methods OR <i>READING AND WRITING METHODS</i></u></li> <li>• <u>Teaching Diverse Learners OR Special Populations OR <i>SPECIAL POPULATIONS</i></u></li> <li>• <u>Classroom Management OR Learning Theory; Learning Styles; Motivation; How Adolescents Learn OR <i>GENERAL PSYCHOLOGY</i></u></li> <li>• <u>Environmental Safety and Health OR <i>ENVIRONMENTAL SAFETY AND HEALTH</i></u></li> <li>• <u><i>CAREER AND TECHNICAL STUDENT ORGANIZATION</i></u></li> </ul> <p><b><u>Induction</u></b>  <u>80-hour Trade and Industry Teacher Induction Program sponsored by Career and Technical</u></p>

<b><u>Area</u></b>	<b><u>Requirements</u></b>								
	<p data-bbox="386 237 1451 296"><u>Education, State Department of Public Instruction is required. [not required if instructional methods has been completed]</u></p> <p data-bbox="386 327 509 354"><b><u>Credential</u></b></p> <p data-bbox="386 359 743 386"><u>Industry Certification/Credential:</u></p> <p data-bbox="394 390 1040 417"><u>For the following courses, the listed credentials are required:</u></p> <table border="1" data-bbox="386 422 1008 533"> <thead> <tr> <th data-bbox="443 422 537 449"><u>Courses</u></th> <th data-bbox="802 422 935 449"><u>Credentials</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="443 453 586 480"><u>Networking I</u></td> <td data-bbox="802 453 1005 480"><u>NET+ OR CCNA</u></td> </tr> <tr> <td data-bbox="443 485 565 512"><u>NET II, III</u></td> <td data-bbox="802 485 878 512"><u>CCNA</u></td> </tr> <tr> <td data-bbox="443 516 542 543"><u>CET I, II</u></td> <td data-bbox="802 516 837 543"><u>A+</u></td> </tr> </tbody> </table>	<u>Courses</u>	<u>Credentials</u>	<u>Networking I</u>	<u>NET+ OR CCNA</u>	<u>NET II, III</u>	<u>CCNA</u>	<u>CET I, II</u>	<u>A+</u>
<u>Courses</u>	<u>Credentials</u>								
<u>Networking I</u>	<u>NET+ OR CCNA</u>								
<u>NET II, III</u>	<u>CCNA</u>								
<u>CET I, II</u>	<u>A+</u>								
<p data-bbox="180 558 315 737"><b><u>Trade and Industrial Education based on an Associate's Degree</u></b></p>	<p data-bbox="386 558 935 585"><b><u>Coursework (21 hours --- at least 6 hours per year)</u></b></p> <p data-bbox="386 590 1317 617"><i>Note: Courses in italics can be completed at a community college for this license area.</i></p> <ul data-bbox="443 621 1458 963" style="list-style-type: none"> <li data-bbox="443 621 1458 680">• <u>Curriculum, Instructional Planning and Assessments in Trade and Industrial Education OR <i>INTRODUCTION TO TRADE AND INDUSTRIAL EDUCATION</i></u></li> <li data-bbox="443 684 1414 743">• <u>Methods/Teaching Strategies in Trade and Industrial Education OR <i>INSTRUCTIONAL METHODS</i> [this requirement can be met by the 80 hour induction program]</u></li> <li data-bbox="443 747 1365 774">• <u>Reading in the Content Area Methods OR <i>READING AND WRITING METHODS</i></u></li> <li data-bbox="443 779 1292 837">• <u>Meeting Special Learning Needs; Exceptionalities; Diversity OR <i>SPECIAL POPULATIONS</i></u></li> <li data-bbox="443 842 1360 900">• <u>Classroom Management OR Learning Theory; Learning Styles; Motivation; How Adolescents Learn OR <i>GENERAL PSYCHOLOGY</i></u></li> <li data-bbox="443 905 1377 932">• <u>Environmental Safety and Health OR <i>ENVIRONMENTAL SAFETY AND HEALTH</i></u></li> <li data-bbox="443 936 1118 963">• <u><i>CAREER AND TECHNICAL STUDENT ORGANIZATION</i></u></li> </ul> <p data-bbox="386 999 500 1026"><b><u>Induction</u></b></p> <p data-bbox="386 1031 1458 1115"><u>80-hour Trade and Industry Teacher Induction Program sponsored by Career and Technical Education, State Department of Public Instruction is required. [not required if instructional methods has been completed]</u></p> <p data-bbox="386 1150 509 1178"><b><u>Credential</u></b></p> <p data-bbox="386 1182 743 1209"><u>Industry Certification/Credential:</u></p> <p data-bbox="394 1213 1040 1241"><u>For the following courses, the listed credentials are required:</u></p> <table border="1" data-bbox="386 1245 1008 1356"> <thead> <tr> <th data-bbox="443 1245 537 1272"><u>Courses</u></th> <th data-bbox="802 1245 935 1272"><u>Credentials</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="443 1276 586 1304"><u>Networking I</u></td> <td data-bbox="802 1276 1005 1304"><u>NET+ OR CCNA</u></td> </tr> <tr> <td data-bbox="443 1308 565 1335"><u>NET II, III</u></td> <td data-bbox="802 1308 878 1335"><u>CCNA</u></td> </tr> <tr> <td data-bbox="443 1339 542 1367"><u>CET I, II</u></td> <td data-bbox="802 1339 837 1367"><u>A+</u></td> </tr> </tbody> </table>	<u>Courses</u>	<u>Credentials</u>	<u>Networking I</u>	<u>NET+ OR CCNA</u>	<u>NET II, III</u>	<u>CCNA</u>	<u>CET I, II</u>	<u>A+</u>
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<p data-bbox="180 1398 315 1577"><b><u>Trade and Industrial Education based on a High School Diploma</u></b></p>	<p data-bbox="386 1398 964 1425"><b><u>Coursework (21 hours --- at least 6 hours per year)</u></b></p> <p data-bbox="386 1430 1317 1457"><i>Note: Courses in italics can be completed at a community college for this license area.</i></p> <ul data-bbox="443 1461 1458 1803" style="list-style-type: none"> <li data-bbox="443 1461 1458 1520">• <u>Curriculum, Instructional Planning and Assessments in Trade and Industrial Education OR <i>INTRODUCTION TO TRADE AND INDUSTRIAL EDUCATION</i></u></li> <li data-bbox="443 1524 1414 1583">• <u>Methods/Teaching Strategies in Trade and Industrial Education OR <i>INSTRUCTIONAL METHODS</i> [this requirement can be met by the 80 hour induction program]</u></li> <li data-bbox="443 1587 1365 1614">• <u>Reading in the Content Area Methods OR <i>READING AND WRITING METHODS</i></u></li> <li data-bbox="443 1619 1292 1677">• <u>Meeting Special Learning Needs; Exceptionalities; Diversity OR <i>SPECIAL POPULATIONS</i></u></li> <li data-bbox="443 1682 1360 1740">• <u>Classroom Management OR Learning Theory; Learning Styles; Motivation; How Adolescents Learn OR <i>GENERAL PSYCHOLOGY</i></u></li> <li data-bbox="443 1745 1377 1772">• <u>Environmental Safety and Health OR <i>ENVIRONMENTAL SAFETY AND HEALTH</i></u></li> <li data-bbox="443 1776 1118 1803">• <u><i>CAREER AND TECHNICAL STUDENT ORGANIZATION</i></u></li> </ul> <p data-bbox="386 1839 500 1866"><b><u>Induction</u></b></p> <p data-bbox="386 1871 1360 1898"><u>80-hour Trade and Industry 80-hour Induction Program sponsored by Career and Technical</u></p>								

<u>Area</u>	<u>Requirements</u>																																				
	<p data-bbox="386 237 1458 296"><u>Education, State Department of Public Instruction is required. [not required if instructional methods has been completed]</u></p> <p data-bbox="386 300 509 325"><b><u>Credential</u></b></p> <p data-bbox="386 329 743 354"><u>Industry Certification/Credential:</u></p> <p data-bbox="394 359 1040 384"><u>For the following courses, the listed credentials are required:</u></p> <table border="1" data-bbox="386 388 997 510"> <thead> <tr> <th><u>Courses</u></th> <th><u>Credentials</u></th> </tr> </thead> <tbody> <tr> <td><u>Networking I</u></td> <td><u>NET+ OR CCNA</u></td> </tr> <tr> <td><u>NET II, III</u></td> <td><u>CCNA</u></td> </tr> <tr> <td><u>CET I, II</u></td> <td><u>A+</u></td> </tr> </tbody> </table> <p data-bbox="386 537 1049 562"><b><u>Core Academic Competence (prior to 2<sup>nd</sup> year of teaching)</u></b></p> <ul style="list-style-type: none"> <li data-bbox="386 604 1008 630">• <b><u>Praxis I Pre-Professional Skills Assessments (PPST)</u></b></li> </ul> <table border="1" data-bbox="386 634 837 753"> <thead> <tr> <th><u>Tests</u></th> <th><u>Scores</u></th> </tr> </thead> <tbody> <tr> <td><u>Reading</u></td> <td><u>176</u></td> </tr> <tr> <td><u>Mathematics</u></td> <td><u>173</u></td> </tr> <tr> <td><u>Writings</u></td> <td><u>173</u></td> </tr> </tbody> </table> <p data-bbox="443 787 483 812"><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li data-bbox="386 850 496 875">• <b><u>Asset</u></b></li> </ul> <table border="1" data-bbox="386 879 842 1031"> <thead> <tr> <th><u>Tests</u></th> <th><u>Scores</u></th> </tr> </thead> <tbody> <tr> <td><u>Writing</u></td> <td><u>40</u></td> </tr> <tr> <td><u>Numerical Skills</u></td> <td><u>40</u></td> </tr> <tr> <td><u>Reading Skills</u></td> <td><u>40</u></td> </tr> <tr> <td><u>Elementary Algebra</u></td> <td><u>40</u></td> </tr> </tbody> </table> <p data-bbox="610 1064 651 1089"><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li data-bbox="386 1127 1224 1152">• <b><u>Accuplacer: Scores are calculated by conversion to 40 aligned with Asset</u></b></li> </ul> <table border="1" data-bbox="386 1157 784 1308"> <thead> <tr> <th><u>Tests</u></th> </tr> </thead> <tbody> <tr> <td><u>Reading Comprehension</u></td> </tr> <tr> <td><u>Sentence Skills</u></td> </tr> <tr> <td><u>Arithmetic Elementary Algebra</u></td> </tr> <tr> <td><u>College Level Mathematics</u></td> </tr> </tbody> </table> <p data-bbox="610 1341 651 1367"><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li data-bbox="386 1371 1179 1396">• <b><u>Work Keys: Scores are calculated by conversion to 40 aligned with Asset</u></b></li> </ul> <table border="1" data-bbox="386 1400 675 1551"> <thead> <tr> <th><u>Tests</u></th> </tr> </thead> <tbody> <tr> <td><u>Applied Math</u></td> </tr> <tr> <td><u>Locating Information</u></td> </tr> <tr> <td><u>Reading</u></td> </tr> <tr> <td><u>Technical Writing</u></td> </tr> </tbody> </table>	<u>Courses</u>	<u>Credentials</u>	<u>Networking I</u>	<u>NET+ OR CCNA</u>	<u>NET II, III</u>	<u>CCNA</u>	<u>CET I, II</u>	<u>A+</u>	<u>Tests</u>	<u>Scores</u>	<u>Reading</u>	<u>176</u>	<u>Mathematics</u>	<u>173</u>	<u>Writings</u>	<u>173</u>	<u>Tests</u>	<u>Scores</u>	<u>Writing</u>	<u>40</u>	<u>Numerical Skills</u>	<u>40</u>	<u>Reading Skills</u>	<u>40</u>	<u>Elementary Algebra</u>	<u>40</u>	<u>Tests</u>	<u>Reading Comprehension</u>	<u>Sentence Skills</u>	<u>Arithmetic Elementary Algebra</u>	<u>College Level Mathematics</u>	<u>Tests</u>	<u>Applied Math</u>	<u>Locating Information</u>	<u>Reading</u>	<u>Technical Writing</u>
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<u>Area</u>	<u>Requirements</u>
<u>VoCATS</u>	<p data-bbox="386 247 505 277"><u>Induction</u></p> <p data-bbox="386 281 1354 338"><u>80 hour VoCATS Induction Program sponsored by Career and Technical Education, State Department of Public Instruction. Choose at least five from the following list:</u></p> <ul data-bbox="428 373 1463 659" style="list-style-type: none"> <li data-bbox="428 373 1338 403">• <u>Using the online CTE instructional management system online course (20 hours)</u></li> <li data-bbox="428 407 984 436">• <u>New VoCATS Coordinator Training (15 hours)</u></li> <li data-bbox="428 441 1170 470">• <u>VoCATS Instructional Management Conference (up to 15 hours)</u></li> <li data-bbox="428 474 1321 504">• <u>VoCATS Preconference Sessions at CTE Summer Conference (up to 10 hours)</u></li> <li data-bbox="428 508 1463 564">• <u>CTE Summer Conference program area sessions (in addition to VoCATS sessions) (up to 15 hours)</u></li> <li data-bbox="428 569 1105 598">• <u>North Carolina Accountability Conference (up to 10 hours)</u></li> <li data-bbox="428 602 1089 632">• <u>Regional VoCATS User Group meetings (up to 15 hours)</u></li> <li data-bbox="428 636 846 665">• <u>Time with mentor (up to 10 hours)</u></li> </ul>

**EXECUTIVE SUMMARY**

**Title:** Study of the Adequacy of Compensation of School Psychologists with National Certification

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # \_\_\_\_\_
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other Session Law 2006-66, Section 7.22

**Presenter(s):** Dr. Kathy Sullivan (Director, Human Resource Management Division)

**Description:**

Session Law 2006-66, Section 7.22 directs the State Board of Education to study the adequacy of the compensation of school psychologists who are designated as Nationally Certified School Psychologists by the National School Psychology Certification Board. In the course of the study, the State Board of Education shall consider (i) whether these school psychologists should be compensated at the same level as teachers who are certified by the National Board for Professional Teaching Standards (NBPTS) and (ii) the cost of compensating them at that level. The report was presented for discussion last month and is presented for approval this month. Since last month, a recommendations section has been added to the report (p.6).

**Resources:**

N/A This is a study required by Session Law.

**Input Process:**

The report contains information submitted by the North Carolina School Psychology Association. Fiscal estimates were provided by staff in the Financial and Business Services Area. Input was also solicited from representative personnel administrators.

**Stakeholders:**

School Psychologists, LEAs

**Timeline For Action:**

The report was presented for discussion last month and is presented for action this month. Upon approval the report will be forwarded to the Joint Legislative Education Oversight Committee.

**Recommendations:**

It is requested that the report be approved as presented.

- 
- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
  - Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
  - Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
 Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
 Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3355

## **Study of the Adequacy of Compensation of School Psychologists with National Certification**

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### *Legislative Requirement*

#### **Session Law 2006-66 (Senate Bill 1741)**

#### **Study the Compensation of School Psychologists with National Certification**

**Section 7.22.** The State Board of Education shall study the adequacy of the compensation of school psychologists who are designated as Nationally Certified School Psychologists by the National School Psychology Certification Board. In the course of the study, the State Board of Education shall consider (i) whether these school psychologists should be compensated at the same level as teachers who are certified by the National Board for Professional Teaching Standards (NBPTS) and (ii) the cost of compensating them at that level.

The State Board of Education shall report the results of its study to the Joint Legislative Education Oversight Committee prior to January 15, 2007.

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### *Information from the North Carolina School Psychology Association*

According to its website, the National Association of School Psychologists (NASP) created the National School Psychology Certification System for the purpose of credentialing school psychologists who meet a nationally recognized standard. There are more than 9,800 school psychologists with the national certification. The NC School Psychology Association (NCSPA) estimates there are 150 nationally certified school psychologists in North Carolina. The Association has requested the General Assembly appropriate funds for incentive compensation for nationally certified school psychologists for these reasons:

1. At the top of their respective salary scales, nationally certified school psychologists earn less than certified teachers;
2. There is a shortage of school psychologists in this state and nationally; recruitment and retention are problems; incentives should help recruitment;
3. School psychologists see disturbed students, whose complex conditions tax even highly trained psychologists;
4. School psychologists must have three-year advanced degree, with all the expense that this degree entails;
5. National certification requires initial application fees and annual membership fees, all at the psychologist's own expense;
6. Nationally certified school psychologists must have 75 continuing education units every three years, at their own expense.

Currently, three states (Delaware, Louisiana, and Oklahoma) award salary bonuses for the national certification. In addition, many more individual school districts are awarding bonuses for the national certification as a means to attract well-trained school psychologists. School systems in Maryland, Nevada, Minnesota, Indiana, and Connecticut have established this precedent and it seems to be a growing trend. Since many states don't have state salary schedules these decisions are being made locally and the reasoning seems to be that all students benefit from highly qualified personnel in schools.

NASP's standards for training and field placement are the basis for both its accreditation system and its certification system. These standards require three years of graduate training and must include field-based practica and a supervised one year internship. More importantly, the standards require assessment systems that assess knowledge and skills in eleven (11) domains of practice. Performance-based assessment systems involve comprehensive exams for assessing knowledge, case studies for assessing skills, and at a minimum, both formative and summative performance based assessment of skills in all domains. Graduate programs are required to conduct comprehensive performance-based measures, such as case studies, in order to ensure that each candidate has competence in all domains of practice. In addition, each candidate who completes a NASP approved program must show that they can integrate knowledge and skills in order to deliver comprehensive school psychological services that result in measurable positive impact on children, youth, and families. Programs must also submit evidence that all candidates have attained competency in each domain of practice. Candidates who complete a NASP approved program are eligible for the NCSP (national certification) because their competency has been supervised, evaluated, and judged to meet national standards.

NASP also grants the NCSP to school psychologists who did not complete a nationally approved program, but who can show evidence of meeting national standards. These applicants to the National School Psychology Certification Board must complete a portfolio of knowledge and skills in order to document competency within the eleven domains of practice. A case study is also required since the national standards require performance based assessment of knowledge and skills.

NASP aligned its accreditation and certification to follow national standards as a means to ensure quality of services. The NCSP can be considered a quality indicator because persons who hold the credential have been through rigorous training, assessment, and supervision of knowledge and skills. Nationally Certified School Psychologists should be able to deliver services that produce positive outcomes for consumers.

NASP Standards for Training and Credentialing for both the specialist and the doctoral level are not just degree based, they are competency based. Persons who are granted the NCSP must show competencies in the 11 domains of practice.

NASP credentialing standards require candidates to demonstrate professional competencies through one of two ways: 1. by completing a NASP approved graduate education program which is required to use Performance Based Program Assessment and Accountability or 2) by submitting evidences of competencies through multiple performance based measures.

Persons who complete a NASP approved program are required to demonstrate competencies in multiple ways, including performance based evaluations in courses, performance-based evaluations in practica and internship and completion of a program-embedded comprehensive performance-based measure covering all of the domains of practice. All persons who complete a NASP approved program must demonstrate "...prior to conclusion of the internship experience, the ability to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers." (NASP Standards for Training and Field Placement Programs in School Psychology, Standard 4.3)

The issue is not degrees. It is quality and nature of the training. NASP Standards are designed to ensure competencies and the framework is not a list of courses completed, but the comprehensive set of knowledge and skills obtained through assessment and evaluation. Although persons with a doctorate have training in additional areas such as research, persons who complete doctoral programs in school psychology are not guaranteed to have these competencies unless the doctoral program is NASP approved. There are many school psychologists with a doctoral degree who have not completed doctoral programs which require performance based evaluation and accountability.

NASP's national standards for credentialing are consistent with the nature of the National Professional Teaching Standards in this way- both are based upon demonstration of performance based competencies. Both systems evaluate competencies and require having criteria for evaluation of these competencies. NASP approves or accredits graduate education programs that follow these rigorous training standards and the NCSP Board grants the NCSP to individuals who meet NASP standards. NASP approved programs are required to use Performance Based Assessment and Accountability that requires assessment of knowledge and skills throughout the program.

The NCSP also requires 75 hours of continuing professional development every three years.

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### ***Current Licensure Requirements***

To be licensed as a school psychologist in North Carolina, an individual must complete an approved program in school psychology and earn a score of at least 620 on the required Praxis II Specialty Area Exam. Like all licensed professional educators in North Carolina, school psychologists are required to complete 15 renewal credits (150 contact hours) every five years. Five of the 15 renewal credits can be earned through professional employment during the five year period.

Approved school psychology programs are built around standards approved by the State Board of Education. The current standards were adopted November 3, 2005. The North Carolina standards are aligned with the standards developed by NASP.

School psychology candidates demonstrate entry-level competency in each of NASP's 11 standards of professional practice. Competency requires both knowledge and skills. School

psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques under each standard. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes under each standard.

Programs are designed to achieve explicitly stated competencies based upon the goals of professional practice in applied settings, and include substantial supervised practica and internship experiences as part of the planned program of study. Training programs in school psychology prepare individuals at the specialist (minimum of 60 semester hour credits) or doctoral (minimum of 90 semester hour credits) levels for employment in school systems or agencies providing services to school-aged children and their families. Areas of training in school psychology include:

- Data-Based Decision-Making and Accountability
- Consultation and Collaboration
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills
- Student Diversity in Development and Learning
- School Systems Organization, Policy Development, and Climate
- Prevention, Crisis Management, and Mental Health
- Home/School/Community Collaboration
- Research and Program Evaluation
- School Psychology Practice and Development
- Information Technology

Training programs include practica experiences appropriate to the specific training objectives of the program. Practica experiences are distinct from and occur prior to the internship. Both specialist and doctoral level programs include an integrated, coordinated, and comprehensive internship. The internship consists of a minimum of 1200 clock hours at the specialist level and a minimum of 1500 clock hours at the doctoral level. At least 600 hours occur in a school setting.

Courses at the specialist and doctoral levels are offered within a planned, supervised, and integrated program of study. The curriculum clearly differentiates the level of preparation for doctoral study as being advanced in breadth and/or depth beyond that for the specialist level of study. Doctoral training may also include specialized areas of focus or skill development.

Students successfully completing a State-approved university training program in school psychology are eligible for licensure by the North Carolina Psychology Board as a Licensed Psychological Associate or Licensed Psychologist and for licensure by NCDPI at the specialist or doctoral levels. If the training program is approved by NASP, graduates are automatically qualified to apply for certification by the National School Psychology Certification Board. The NCSP credential is awarded pending the submission of a score on the ETS/NTE Praxis II school psychology exam that is at or above the national criterion.

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### ***Current Salary Schedule for School Psychologists***

School psychologists are paid on a salary schedule derived from the teacher salary schedule. It begins at the fifth step of the master's salary schedule. School psychologists are paid at the advanced (specialist) or doctoral level, depending on the degree held.

The tables at the end of this report reflect the school psychologist and teacher salary schedules as approved by the General Assembly for the 2006-07 school year.

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### ***National Board for Professional Teaching Standards***

To receive National Board Certification, teachers are required to submit four portfolio entries and complete six exercises through an assessment center. Three of the portfolio entries are classroom-based, with video recordings and examples of student work serving as supporting documentation. Two of the classroom-based portfolio entries require video recordings of interactions between the candidate and his/her students. A fourth entry is related to accomplishments outside the classroom - with families, the community, or colleagues – and how they impact student learning. Each entry requires some direct evidence of teaching or school counseling as well as a commentary describing, analyzing, and reflecting on this evidence. The portfolio entries are assessed by trained reviewers. The assessment center exercises are computer-based and require candidates to demonstrate content knowledge in their chosen certificate area. Candidates have up to 30 minutes to complete each assessment center exercise.

The application fee is \$2300, which is paid by the State for candidates in state-funded positions.

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### ***National Certification for School Psychologists***

To receive National Certification as a school psychologist, an individual must complete a NASP approved School Psychology program and earn a score of at least 660 on the required Praxis II examination. The program must be at least 60 semester hours, with at least 54 semester hours exclusive of credit for the supervised internship experience. As part of the NASP approved program, candidates must successfully complete a 1200-hour internship in school psychology, of which at least 600 hours must be in a school setting. To maintain National Certification, school psychologists must complete at least 75 contact hours of continuing professional development every three years.

Applicants for National Certification as school psychologists who have not completed NASP approved programs must submit portfolio that provides evidence of knowledge and professional competency in each of the 11 NASP domains. The portfolio contains a matrix in which the applicant documents formal graduate-level training experiences for each domain (a sample is included at the end of this report), copies of the applicant's transcripts, syllabi for all courses at the time of completion, and a case study. The case study focuses on interventions/problem solving to demonstrate the applicant's ability "to integrate knowledge and skills to deliver a comprehensive range of services that result in measurable positive changes related to the education and mental health needs of children." In completing the case study, the applicant must address the following:

- Background and context of the problem
- A description and analysis of the problem
- A link between problem analysis data and goals for intervention
- A description of the intervention and steps for implementation
- Collaboration efforts with family, school, and/or community-based individuals
- Outcome data and discussion of results of the intervention.

If the non-approved NASP program did not include a supervised 1200-hour internship, the applicant must determine if there is an alternative means through which to meet this requirement.

The application fee is \$50 for NASP Student/Transition members; \$95 for regular NASP members; and \$195 for non-members. This fee is paid by the candidate.

### ***Cost Analysis***

Cost figures are for psychologist personnel only (593.85 FTE) paid from state funds. Benefits are calculated at 2006-07 rates of 7.65% for FICA and 7.14% for retirement. Salary Schedules are based on the 2006-07 legislated schedule.

	<b>with 5 Step Psychology Schedule Benefit</b>			
	<b>12% Increase Total w/Longevity</b>	<b>5% Increase Total w/Longevity</b>	<b>2% Increase Total w/Longevity</b>	<b>Step Increase Total w/Longevity</b>
Current	\$34,720,106	\$34,720,106	\$34,720,106	\$34,720,106
Projected	\$39,320,754	\$36,925,290	\$35,897,206	\$35,214,085
\$ Increase	\$4,600,648	\$2,205,184	\$1,177,100	\$493,979
<b>Average Salary</b>				
Increase \$	\$6,530	\$3,101	\$1,629	\$651
150 Nat Certified	\$979,500	\$465,150	\$244,350	
w/benefits	\$1,121,234	\$532,457	\$279,707	

### ***Recommendations***

Based on review of the requirements for a school psychology license, the requirements for the national certification in school psychology (NCSP), and the requirements for National Board for Professional Teaching Standards certification, and discussion with representatives of the NC School Psychology Association and other psychologists working in the schools, it is recommended that:

1. The General Assembly consider adjusting the salary differential for specialist (6<sup>th</sup> year) level and doctoral level licenses. The current differentials of \$126 per month for individuals with

specialist level licenses and \$253 per month for individuals with doctoral level licenses have been in place since 1984. It is recommended that consideration be given to paying a 5% salary differential for the specialist degree level license and 10% for the doctoral degree level license. The estimated costs follow.

<b>Teacher and Instructional Support Cost Estimate with increase of 5% for the specialist level license and 10% for the doctoral level license</b>				
	<b>Base Salaries</b>	<b>Longevity</b>	<b>Benefits</b>	<b>Total w/Longevity</b>
Current	\$ 120,532,321	\$ 2,912,993	\$ 18,257,561	\$ 141,702,875
Projected	\$ 129,457,124	\$ 3,295,864	\$ 19,634,167	\$ 152,387,155
\$ Increase	\$ 8,924,803	\$ 382,871	\$ 1,376,606	\$ 10,684,280
<b>School Administrator Cost Estimate with increase of 5% for the specialist level license and 10% for the doctoral level license</b>				
	<b>Base Salaries</b>	<b>Longevity</b>	<b>Benefits</b>	<b>Total w/Longevity</b>
Current	\$49,693,974	\$1,905,975	\$7,631,632	\$59,231,581
Projected	\$53,766,097	\$1,994,975	\$8,247,062	\$64,008,134
\$ Increase	\$4,072,123	\$89,000	\$615,430	\$4,776,553

<b>Teacher and Instructional Support FTE Based Calculation</b>					
	<b>FTE</b>	<b>Salary Differential*</b>	<b>Base Total</b>	<b>Benefits</b>	<b>Total w/Benefits</b>
<b>Specialist Level</b>	2,023	\$ 1,260	\$ 2,548,980	\$ 376,994	\$ 2,925,974
	2,023	\$ 2,000	\$ 4,046,000	\$ 598,403	\$ 4,644,403
		<b>\$740</b>	<b>\$ 1,497,020</b>	<b>\$ 221,409</b>	<b>\$ 1,718,429</b>
<b>Doctoral Level</b>	475	\$ 2,530	\$ 1,201,750	\$ 177,739	\$ 1,379,489
	475	\$ 4,000	\$ 1,900,000	\$ 281,010	\$ 2,181,010
		<b>\$ 1,470</b>	<b>\$ 698,250</b>	<b>\$ 103,271</b>	<b>\$ 801,521</b>
<b>Total FTE</b>	<b>2,498</b>				
<b>Total Cost</b>			<b>\$2,195,270</b>	<b>\$324,680</b>	<b>\$2,519,950</b>
Based on increasing salary differential from \$126 to \$200/month for the specialist level license and from \$253 to \$400/month for the doctoral level license.					

<b>School Administrator FTE Based Calculation</b>					
	<b>FTE</b>	<b>Annualized Salary Increase*</b>	<b>Base Total</b>	<b>Benefits</b>	<b>Total w/Benefits</b>
<b>Specialist Level</b>					
<b>Principal</b>	162	\$888	\$143,492	\$21,222	\$164,714
<b>Assistant Principal</b>	347	\$740	\$256,543	\$37,943	\$294,486
			<b>\$400,035</b>	<b>\$59,165</b>	<b>\$459,200</b>
<b>Doctoral Level</b>					
<b>Principal</b>	69	\$ 1,764	\$120,887	\$17,879	\$138,766
<b>Assistant Principal</b>	180	\$1,470	\$265,188	\$39,221	\$304,409
			<b>\$386,075</b>	<b>\$57,100</b>	<b>\$443,175</b>
<b>Total FTE</b>	<b>757</b>				
<b>Total Cost</b>			<b>\$786,110</b>	<b>\$116,266</b>	<b>\$902,376</b>
* Based on increasing salary differential from \$126 to \$200/month for the specialist level license and from \$253 to \$400/month for the doctoral level license. Principals were calculated on a 12 month basis; Assistant principals were calculated on a 10 month basis.					

2. The Board explore means to recognize and reward licensed school personnel who earn national certification in their fields.

**2006-2007**  
**SCHOOL PSYCHOLOGIST SALARY SCHEDULE**  
**(INCLUDING MASTER'S LEVEL SPEECH-LANGUAGE PATHOLOGISTS**  
**AND MASTER'S LEVEL AUDIOLOGISTS)**  
**Effective July 1, 2006**

Years of <u>Exp.</u>	Master's		Advanced		Doctorate	
	Monthly Salary	12 Monthly Installments	Monthly Salary	12 Monthly Installments	Monthly Salary	12 Monthly Installments
0	\$3,704	\$3,086.67	\$3,830	\$3,191.67	\$3,957	\$3,297.50
1	\$3,846	\$3,205.00	\$3,972	\$3,310.00	\$4,099	\$3,415.83
2	\$3,960	\$3,300.00	\$4,086	\$3,405.00	\$4,213	\$3,510.83
3	\$4,013	\$3,344.17	\$4,139	\$3,449.17	\$4,266	\$3,555.00
4	\$4,067	\$3,389.17	\$4,193	\$3,494.17	\$4,320	\$3,600.00
5	\$4,122	\$3,435.00	\$4,248	\$3,540.00	\$4,375	\$3,645.83
6	\$4,176	\$3,480.00	\$4,302	\$3,585.00	\$4,429	\$3,690.83
7	\$4,232	\$3,526.67	\$4,358	\$3,631.67	\$4,485	\$3,737.50
8	\$4,288	\$3,573.33	\$4,414	\$3,678.33	\$4,541	\$3,784.17
9	\$4,346	\$3,621.67	\$4,472	\$3,726.67	\$4,599	\$3,832.50
10	\$4,406	\$3,671.67	\$4,532	\$3,776.67	\$4,659	\$3,882.50
11	\$4,466	\$3,721.67	\$4,592	\$3,826.67	\$4,719	\$3,932.50
12	\$4,527	\$3,772.50	\$4,653	\$3,877.50	\$4,780	\$3,983.33
13	\$4,591	\$3,825.83	\$4,717	\$3,930.83	\$4,844	\$4,036.67
14	\$4,655	\$3,879.17	\$4,781	\$3,984.17	\$4,908	\$4,090.00
15	\$4,719	\$3,932.50	\$4,845	\$4,037.50	\$4,972	\$4,143.33
16	\$4,787	\$3,989.17	\$4,913	\$4,094.17	\$5,040	\$4,200.00
17	\$4,854	\$4,045.00	\$4,980	\$4,150.00	\$5,107	\$4,255.83
18	\$4,927	\$4,105.83	\$5,053	\$4,210.83	\$5,180	\$4,316.67
19	\$4,997	\$4,164.17	\$5,123	\$4,269.17	\$5,250	\$4,375.00
20	\$5,069	\$4,224.17	\$5,195	\$4,329.17	\$5,322	\$4,435.00
21	\$5,141	\$4,284.17	\$5,267	\$4,389.17	\$5,394	\$4,495.00
22	\$5,216	\$4,346.67	\$5,342	\$4,451.67	\$5,469	\$4,557.50
23	\$5,294	\$4,411.67	\$5,420	\$4,516.67	\$5,547	\$4,622.50
24	\$5,372	\$4,476.67	\$5,498	\$4,581.67	\$5,625	\$4,687.50
25	\$5,480	\$4,566.67	\$5,606	\$4,671.67	\$5,733	\$4,777.50
26	\$5,568	\$4,640.00	\$5,694	\$4,745.00	\$5,821	\$4,850.83
27	\$5,657	\$4,714.17	\$5,783	\$4,819.17	\$5,910	\$4,925.00
28	\$5,748	\$4,790.00	\$5,874	\$4,895.00	\$6,001	\$5,000.83
29	\$5,840	\$4,866.67	\$5,966	\$4,971.67	\$6,093	\$5,077.50
30+	\$5,933	\$4,944.17	\$6,059	\$5,049.17	\$6,186	\$5,155.00

**NOTE:** Speech-language pathologists and audiologists who are not certified at the master's level in their field are to be paid on the teacher salary schedule according to their highest level of certification.

**2006-2007**  
**ADVANCED & DOCTORAL DEGREEED TEACHER SALARY SCHEDULE**  
**Effective July 1, 2006**

YEARS OF EXP	ADVANCED (SIXTH YEAR)				DOCTORATE			
	Adv. Teacher		Adv. with NBPTS Cert.		PhD Teacher		PhD with NBPTS Cert.	
	10 Month	12 Monthly Installments	10 Month	12 Monthly Installments	10 Month	12 Monthly Installments	10 Month	12 Monthly Installments
0	\$3,262	\$2,718.33	N/A	N/A	\$3,389	\$2,824.17	N/A	N/A
1	\$3,308	\$2,756.67	N/A	N/A	\$3,435	\$2,862.50	N/A	N/A
2	\$3,357	\$2,797.50	N/A	N/A	\$3,484	\$2,903.33	N/A	N/A
3	\$3,528	\$2,940.00	\$3,936	\$3,280.00	\$3,655	\$3,045.83	\$4,063	\$3,385.83
4	\$3,682	\$3,068.33	\$4,109	\$3,424.17	\$3,809	\$3,174.17	\$4,236	\$3,530.00
5	\$3,830	\$3,191.67	\$4,274	\$3,561.67	\$3,957	\$3,297.50	\$4,401	\$3,667.50
6	\$3,972	\$3,310.00	\$4,434	\$3,695.00	\$4,099	\$3,415.83	\$4,561	\$3,800.83
7	\$4,086	\$3,405.00	\$4,561	\$3,800.83	\$4,213	\$3,510.83	\$4,688	\$3,906.67
8	\$4,139	\$3,449.17	\$4,621	\$3,850.83	\$4,266	\$3,555.00	\$4,748	\$3,956.67
9	\$4,193	\$3,494.17	\$4,681	\$3,900.83	\$4,320	\$3,600.00	\$4,808	\$4,006.67
10	\$4,248	\$3,540.00	\$4,743	\$3,952.50	\$4,375	\$3,645.83	\$4,870	\$4,058.33
11	\$4,302	\$3,585.00	\$4,803	\$4,002.50	\$4,429	\$3,690.83	\$4,930	\$4,108.33
12	\$4,358	\$3,631.67	\$4,866	\$4,055.00	\$4,485	\$3,737.50	\$4,993	\$4,160.83
13	\$4,414	\$3,678.33	\$4,929	\$4,107.50	\$4,541	\$3,784.17	\$5,056	\$4,213.33
14	\$4,472	\$3,726.67	\$4,994	\$4,161.67	\$4,599	\$3,832.50	\$5,121	\$4,267.50
15	\$4,532	\$3,776.67	\$5,061	\$4,217.50	\$4,659	\$3,882.50	\$5,188	\$4,323.33
16	\$4,592	\$3,826.67	\$5,128	\$4,273.33	\$4,719	\$3,932.50	\$5,255	\$4,379.17
17	\$4,653	\$3,877.50	\$5,196	\$4,330.00	\$4,780	\$3,983.33	\$5,323	\$4,435.83
18	\$4,717	\$3,930.83	\$5,268	\$4,390.00	\$4,844	\$4,036.67	\$5,395	\$4,495.83
19	\$4,781	\$3,984.17	\$5,340	\$4,450.00	\$4,908	\$4,090.00	\$5,467	\$4,555.83
20	\$4,845	\$4,037.50	\$5,411	\$4,509.17	\$4,972	\$4,143.33	\$5,538	\$4,615.00
21	\$4,913	\$4,094.17	\$5,487	\$4,572.50	\$5,040	\$4,200.00	\$5,614	\$4,678.33
22	\$4,980	\$4,150.00	\$5,562	\$4,635.00	\$5,107	\$4,255.83	\$5,689	\$4,740.83
23	\$5,053	\$4,210.83	\$5,644	\$4,703.33	\$5,180	\$4,316.67	\$5,771	\$4,809.17
24	\$5,123	\$4,269.17	\$5,723	\$4,769.17	\$5,250	\$4,375.00	\$5,850	\$4,875.00
25	\$5,195	\$4,329.17	\$5,803	\$4,835.83	\$5,322	\$4,435.00	\$5,930	\$4,941.67
26	\$5,267	\$4,389.17	\$5,884	\$4,903.33	\$5,394	\$4,495.00	\$6,011	\$5,009.17
27	\$5,342	\$4,451.67	\$5,968	\$4,973.33	\$5,469	\$4,557.50	\$6,095	\$5,079.17
28	\$5,420	\$4,516.67	\$6,055	\$5,045.83	\$5,547	\$4,622.50	\$6,182	\$5,151.67
29	\$5,498	\$4,581.67	\$6,143	\$5,119.17	\$5,625	\$4,687.50	\$6,270	\$5,225.00
30+	\$5,606	\$4,671.67	\$6,264	\$5,220.00	\$5,733	\$4,777.50	\$6,391	\$5,325.83

NOTE: "NBPTS" stands for National Board for Professional Teacher Standards.



## DOMAIN MATRIX

**Documentation:** Complete the Domain Matrix to explain how during your preparation as a school psychologist you demonstrated knowledge and professional competency in each of the 11 domains. For each domain include: (1) the NASP domain definition, (2) demonstration and evidence of knowledge, and (3) demonstration and evidence of professional competency. See the **Example** of Domain 1 below and use this as a guideline to complete the forms on pages 15-25.

**Domain 1: Data-Based Decision-Making and Accountability.** School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

**Demonstration and evidence of knowledge:** I received training in this domain through the following courses: SP 502, SP 503, and SP 505. The SP 502 (Consultation) course provided training in using data-based decision-making through the problem-solving process in working with classroom teachers and teams. (See Section R for the SP 502 syllabus.) In SP 503 (Research) we learned how to identify empirically-based intervention strategies, in addition to using the research to guide data-based decision making. (Refer to Section S for the syllabus.) In SP 505 (Assessment) the course provided training in the use of assessment instruments, curriculum-based measurement, and other methodologies for gathering data and documenting various aspects of a student's functioning. (See Section U for the syllabus.) I have also included student evaluations and blinded work samples from a course that I taught as evidence that the students learned to develop graphs to help them to analyze data for decision-making.

**Demonstration and evidence of professional competency:** As evidence of my professional competency, I have included three examples of student progress monitoring charts of interventions that I have implemented with elementary students. As one of the requirements of SP 502 I have included a portfolio consultation project with a parent and a teacher that demonstrates my competency in using data to analyze a problem, to develop an evidence-based intervention and to evaluate data relating to outcomes of the intervention. I have included a copy of my final internship evaluation which provides evidence of satisfactory performance in the area of data-based decision making.

**EXECUTIVE SUMMARY**

**Title:** Final Decisions in Contested Cases

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute G.S. 115C-3, 150B-36
- SBE Policy \_\_\_\_\_
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Mr. Harry Wilson (Staff Attorney, State Board of Education Office)

**Description:**

- A. Linda Ellis filed a petition for a contested case to challenge the agency’s failure to waive the repayment fee for the NBPTS program. The Administrative Law Judge granted her motion for summary judgment.
- B. Margaret Frances Handest filed a petition for a contested case to challenge the agency’s failure to waive the repayment fee for the NBPTS program. The Administrative Law Judge granted her motion for summary judgment.
- C. Darrell Wayne Purcell filed a petition for a contested case to challenge the agency’s failure to waive the repayment fee for the NBPTS program. The Administrative Law Judge granted his motion for summary judgment.

**Resources:**

NA

**Input Process:**

The administrative hearing process allows both parties to present evidence to an impartial fact-finder.

**Stakeholders:**

SBE, DPI, LEAs, Teachers

**Timeline For Action:**

The Final Decisions are presented for action on first reading this month.

**Recommendations:**

It is requested that the State Board of Education approve the Final Decisions prepared by staff.

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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 Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
 Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
 Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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\*Person responsible for SBE agenda materials and SBE policy updates: Harry Wilson, 807-3406