**North Carolina Licensing Board
For General Contractors**

- Application Process

- Instructor Guidelines

- Instructor Application Form with Attachments

Continuing Education Instructor Application Packet

Application Process for Instructor

1. The applicant completes the **Continuing Education Instructor Application** and submits the application to the Board. The provider completes and submits the **Provider Acknowledgement of Instructor Approval** form to the Board. Completed application and form(s) should be emailed to education@nclbgc.org.

   > *Please note: An instructor may teach for multiple providers; however, each provider must provide a separate **Provider Acknowledgement of Instructor Approval** form for that instructor. The granting of qualifier CE credit will be tied to the instructor's approval number which must be linked to the appropriate provider's approval number.*

2. The Board's Education Committee will review applications and forms for completeness and compliance with continuing education requirements and will recommend approvals to the Board.

3. If corrections are needed or more information is required, the Board's education staff will contact the applicant using the contact information provided in the application. Email is the preferred method for communication and for submission of corrections.

4. Once the Board gives final approval, the application is approved, and the applicant is assigned an instructor number.

5. Both instructor and provider will be notified of approval.

6. The approval process described above does <u>not</u> constitute approval for teaching the Board's annual Mandatory course. In addition to submitting and receiving approval of the **Continuing Education Instructor Application**, an instructor, prior to teaching the Board's annual Mandatory course, must successfully complete the Board's Mandatory Course Certification class for the year in which the instructor plans to teach the Mandatory course. The instructor, and all providers for whom the instructor is approved, will be notified of the instructor's approval to teach the Board's Mandatory course upon the instructor's successful completion of the appropriate Mandatory Course Certification Class.

Instructor Guidelines

Please note: **Instructor Application**s will only be reviewed when submitted by a Board-approved provider.

Instructors must conduct classes demonstrating the following skills:

1. **Knowledge**

The ability to state student learning objectives and present accurate and relevant information.

Thorough Knowledge	Demonstrate topic mastery of the subject being taught.
Quality of Information	Information presented to students should be accurate, complete, and current as of the date of the class session. Explanations of terms, concepts, regulations, and procedures should be presented in a clear and understandable manner.
Appropriate Scope/Depth	The scope and depth of topic coverage should be consistent with teaching objectives in the course syllabus and appropriate for the time available.
Learning Objectives	Learning objectives for the class session should be clearly stated at the beginning of a session. Giving adult students a "road map" for a session is vital.
Relevance	The importance of each specific topic to the students should be clearly stated. This is critical for information retention. Adult learners need to understand how new material relates to previously learned knowledge.
Organization	Information should be presented in a logical, well-organized manner which promotes understanding and prevents confusion. The transitions between concepts should reflect thoughtful planning and not stray from the topic unnecessarily.
Adherence to Objectives/Agenda	It is important to adhere to the stated objectives and the course schedule.

2. **Communication**

The ability to communicate effectively, using correct grammar and vocabulary.

Clarity of Speech	Speech should be clear and intelligible at all times. Avoid any speech mannerisms that are distracting to a degree that is likely to interfere with effective learning, such as stating incomplete ideas, unnecessary rambling, or mumbling.
Voice Tone & Inflection	Use an appropriate tone of voice (neither too loud nor too soft) featuring appropriate variation of voice inflection to maintain students' interest and to avoid speaking in monotone. Instructor should be loud enough to be heard clearly by students on the back row without yelling; use a microphone if necessary.
Rate of Speaking	Speak at an appropriate rate of speed, neither too fast nor too slow.
Presentation	Avoid reading from texts or notes as this is not only boring but also conveys to students that the instructor has not properly prepared and/or is not familiar with the subject matter.
Grammar, Pronunciation, & Vocabulary	Use correct English grammar and correct pronunciation in speech and printed materials; avoid slang. Word choice should be appropriate for the topic and for the learners' backgrounds. Unnecessary technical terminology should be avoided. Explain industry-specific acronyms.
Filler Words	Avoid repeating meaningless words or phrases (such as *you know*, *so*, *okay*, *now*, or *uh*).
Eye Contact with Students	Create engagement with students. Do not turn your back to the class unnecessarily.

3. **Instructional Methods**

The ability to utilize varied instructional techniques and learning activities that require students to analyze and apply course content.

Instructional Methods   Demonstrate the ability to utilize both teacher-centered instructional techniques, such as lecture and demonstration, and student-centered instructional techniques, such as lecture discussion, role playing, reading, group problem-solving, case studies and scenarios, to engage various learning styles and multi-generational learners.

Classroom Dialogue Encouraged   Encourage and facilitate student participation to the greatest extent permitted by the topic; time allocations, and class size. When utilizing small student work groups, the instructor should interact with the various groups and allow participants to debrief.

Teaching to Entire Class   Attention is directed to the entire class rather than to any particular student or group of students.

Use of Examples   At every reasonable opportunity, use illustrations/examples which relate topic to the actual practice of general contracting.

Question Handling   Demonstrate the ability to respond appropriately to student questions. Prior to answering a question, repeat or rephrase the questions to assure that the entire class heard the question, even with a small class. Acknowledge the student by thanking them for the comment or question; this encourages active student participation. When unable to answer a question, freely admit uncertainty about the answer and either refer the student to appropriate sources of information or volunteer to provide the requested information at a later, specific time.

4. **Instructional Aids**

The ability to utilize instructional aids such as whiteboards, pictures, charts and videos.

Use of instructional Aids   Satisfactorily demonstrate the ability to use appropriate teaching equipment and technology to enhance learning.

Operation of Equipment/ Technology   Any equipment used, such as computer with a projector, or microphone, function properly and be capable of use without delay, awkwardness, or other issues.

Quality of Materials   Any instructional aids, handouts, course outlines, or other supplemental material, should be well-organized, free of errors, and easy to use/read. The supplemental material should not be a source of confusion.

Projected Images	Projected images should be clearly visible by all students. Images should relate to the topic being covered and not distracting to students. Some recommended practices for creating effective PowerPoint slides include using a minimum font size of 36 and including no more than 6 words per line. Add images/color to enhance visual interest and stimulation for students.
Blacken the screen	Images relating to a topic should be turned off/blackened promptly when coverage of that topic is complete or continues for several minutes, causing attention to be re-directed to the instructor and the discussion at hand.

5. **Assessment and Evaluation**

The ability to utilize assessment tools that allow students and instructors to monitor learning.

Use of Assessment Questions	Use open-ended and assessment type questions to determine student understanding and retention. Classroom dialogue should be encouraged and affirmed.
Instruction Modification	Make adjustments to class instruction if such a need is indicated by assessment/feedback. Identification and correction of any misconceptions/misinformation should be handled in a timely manner.

6. **Interaction with Students**

The ability to interact with adult students in a manner that encourages learning and avoids criticism of any person, agency, or organization.

Positive Attitude	Demonstrate a positive attitude toward students and the value of the subject matter being taught which facilitates learning. The overall presentation should reflect a sense of enthusiasm for the subject matter.
Acceptance of Diversity	Display tolerance for student opinions and backgrounds. Do not become involved in argumentative exchanges. Never intentionally embarrass or humiliate any student/
Professional conduct	Employ a professional and courteous manner, avoiding any obscene, sexist, racist or bigoted remarks or expressions. Do not represent opinion as fact; do not use classroom as a forum for expression, personal opinions, or to promote any products or services. Refrain from making derogatory remarks about any persons, agencies, or organizations, and avoid off-color humor.

Classroom management	Demonstrate ability to control student interaction such that it enhances learning and does not disrupt the planned instruction. Supervise appropriate use of technology during class time.

7. **Additional Suggestions**

Professional Attire	Dress in a manner appropriate for an adult classroom learning environment. General rule of thumb dictates that instructor dress at least one "level" above the students. Business casual should be the minimum standard.
Physical Mannerisms/ Technology	Use appropriate gestures to facilitate communication. Gestures should be neither excessive nor totally absent. Distracting mannerisms such as chewing gum or fidgeting with items should be avoided.
Movement	Avoid standing in one spot (such as behind a podium) for lengthy periods of time. Practice walking throughout the entire classroom as much as you can to engage students.
Bridging & Transition	Although a higher-level teaching skill, transition between topics and sub-topics should be smooth. Bridging is about helping students tie the upcoming discussion to practical application in the world of general contracting or to previously discussed topics. It is more than just checking off the next topic on the syllabus and requires conscious practice to incorporate segues that add value.

North Carolina Licensing Board for General Contractors

Continuing Education
Instructor Application

Before completing this application, the applicant should read the Continuing Education Rules found in **21 NCAC 12B***, as well as the* **Instructor Guidelines** *document.*

Please note: Approval to instruct the Board's Mandatory Course cannot be be granted until the instructor has successfully completed the Board's Train-the-Trainer session for the Mandatory Course.

Information on this application must be typewritten or completed in dark ink.

Legal Name _____

Mailing Address: _____

_____
City   State   Zip

County_____   **Telephone Number (_____)**_____

Email _____

Previously Assigned Instructor ID# (if applicable) _____

Provider Names and/or Provider #(s) for which instructor has been previously approved (if applicable)

_____

_____

_____

NC General Contractor's License # (if applicable) _____

NC Qualifier# (if applicable) _____

Education Backgound, including specific general contracting education (Please list/describe)

Experience in the General Contracting Industry (Please describe)

Professional Licenses or Certifications Held (Please list/describe)

Teaching Experience (Please describe)

Signature and Certification

I hereby certify that all information submitted in connection with this application is true and accurate to the best of my knowledge and belief. I understand that omission or inaccuracy may be grounds for denial of approval. I understand that I am not permitted to teach the Board's Mandatory course until I have completed the Board's Train-the-Trainer session for the Mandatory course.

Printed Name of the Instructor Applicant: _____

Signature of the Instructor Applicant: _____

_____
Date

North Carolina Licensing Board for General Contractors

Provider Acknowledgement of Instructor Approval

Provider Name: _____

Provider Number (*# assigned by the Board*)**:** _____

The following Instructor is authorized to teach general contractor continuing education courses on behalf of the Provider listed above:

   Instructor Name: _____

   Instructor Number (*# assigned by the Board, if known*)**:** _____

This form must be signed by the owner (if sole proprietorship), a managing partner (if a partnership), or a major officer authorized to grant such permission. If content owner is a community college or college/university, the form must be signed by an authorized representative for the institution's continuing education program (or by the institution's president).

Signature: _____
             (Authorized representative of Approved Provider)

_____
Date