

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

Item	Description
Policy Title	General Licensure Requirements
Policy Category	Licensure (LICN)
Policy ID	LICN-001
Policy Date	06/01/2017 09/06/2017
Previous Policy 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, 08/07/03, 09/11/2003, 11/22/2004, 5/05/2005, 6/30/2005, 8/04/2005, 10/06/2005, 11/03/2005, 12/1/2005, 01/05/2006, 05/04/2006, 06/01/2006, 07/06/2006, 01/04/2007, 11/06/2007, 12/06/2007, 02/07/2008, 04/03/2008, 09/11/2008, 10/02/2008, 12/04/2008, 04/02/2009, 04/02/2009, 11/05/2009, 01/07/2010, 06/03/2010, 08/04/2011, 02/02/2012, 06/06/2012, 06/04/2015, 07/09/2015, 06/02/2016, 07/07/2016, 08/04/2016, 09/01/2016, 12/01/2016, 03/02/2017, 06/01/2017
Statutory Reference	G.S. 115C-296 Section 8(a)

1.00 Licensure Required

Any person employed by a Local Education Agency (LEA) in a professional educator position must hold a professional educator's license. In addition, all persons teaching core academic subjects at the elementary, middle school, or high school levels must be "highly qualified" as specified by PL 107-110, the No Child Left Behind Act of 2001, and 1.01 and 1.02 below. Each applicant shall file an application in the form prescribed by the Licensure Section with appropriate supporting documentation and the required processing fee.

1.01 Highly Qualified Teachers Defined

As specified in the PL 107-110 (NCLB), the term "core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

To be a "highly qualified teacher" at the elementary school level a teacher must have obtained an appropriate license for the core academic subjects taught and demonstrate subject knowledge and teaching skills in reading/language arts, writing, mathematics, and other areas of the basic elementary school curriculum by passing the Praxis II exams required for the license.

To be a "highly qualified teacher" at the middle and high school levels a teacher must have obtained a middle school or secondary license in a teaching area required for each teaching assignment and demonstrate a high level of competency by:

- 1) Passing the required PRAXIS II test(s) in each academic subject in which the teacher teaches; or
- 2) Successfully completing in each academic subject in which the teacher teaches
 - (a) An undergraduate major; or
 - (b) Coursework equivalent to an undergraduate major; or
 - (c) A graduate degree in the core teaching subject area(s); or

- (d) Master's level licensure or above in the appropriate subject area; or
- (e) NBPTS certification in the related subject area(s).

To be a "highly qualified teacher" in an exceptional children's class or an ESL class, a teacher must have obtained the exceptional children's and/or ESL license required for the teaching assignment and demonstrate the subject knowledge and teaching skills in the content areas taught by passing the Praxis II exams required for the license. This applies to exceptional children's teachers and ESL teachers who are the teachers of record for core academic areas.

Teachers from other states who have been designated "highly qualified" in those states shall be designated "highly qualified" in North Carolina upon submission of documentation that they have been so designated. This documentation may be satisfactory test scores from the originating state, verification of satisfactory completion of the HOUSSE for the originating state, or verification of National Board Certification, as permissible by No Child Left Behind.

Teachers who are not "new to the profession" can use the North Carolina High Objective Uniform State Standard for Evaluation (HOUSSE) to establish they are "highly qualified" as required in PL 107-110 (No Child Left Behind). To be able to utilize the HOUSSE as a means of establishing a teacher is "highly qualified," the individual must have taught with a reciprocal state license, full-time for not less than six successive calendar months in one LEA, charter school, or non-public institution.

To be deemed "highly qualified" in a content area using the HOUSSE, all content standards must be "met," and the teacher must receive a satisfactory rating on the LEA validated performance evaluation. To meet a content standard, the teacher must be judged to have met 80% of the content indicators (with an indication of evidence[s] used for making judgments). Multiple indicators must be used.

ONLY trained evaluators are eligible to complete the NC HOUSSE. Evaluators must be "highly qualified" in the license area assessed. Upon successful completion of the HOUSSE, the LEA Superintendent or designated Personnel Administrator submits Licensure Form HQ to the Licensure Section.

1.02 Timelines for Meeting Highly Qualified Requirements

The above criteria apply to new teachers in Title I schools and Title I assisted programs beginning with the 2002-2003 school year. The above criteria apply to all other new teachers beginning with the 2006-2007 school year. Teachers hired prior to the 2002-2003 school year must meet the criteria specified above or demonstrate competency based on a high, objective State standard of evaluation in each academic subject in which the teacher teaches by June 30, 2006.

1.03 Notification to Parents of Professional Qualifications of Teachers

At the beginning of each school year, LEAs must notify the parents of each student attending a Title I school that they may request the following qualifications of their child's teacher:

- Whether the teacher has met NC licensing requirements
- Whether the teacher has had any licensure requirements waived
- What the teacher's bachelor degree major(s) is/are, other degrees held and teaching license area(s) held

Timely notice must also be given to parents of children who, after four consecutive weeks, have been taught a core academic subject by a teacher who is not highly qualified.

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

*Effective July 1, 2011 the North Carolina State Board of Education will accept only a current valid North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists license as the qualifying credential for service in public schools.

Teaching Areas

Elementary

Birth-Kindergarten (B-K)
Preschool Add-on*
Elementary (K-6)
Elementary Second Language++
Elementary (K-6) Math Add-on**
Elementary (K-6) Science Add-on**
Reading (K-6)
English as a Second Language [ESL] (K-6)
Special Education: General Curriculum (K-6)
Special Education: Adapted Curriculum (K-6)

- Available only to teachers with current licenses in elementary education, special education, or family and consumer sciences.
- **Available upon completion of NC State Board Of Education approved program offered by approved NC universities.

Middle Grades

Middle Grades Language Arts
Middle Grades Mathematics
Middle Grades Science
Middle Grades Social Studies

Middle Grades Literacy Coach**

** Available only to teachers who complete the NC Teacher Academy Middle School Literacy Coach Training Program

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)

Career and Technical Education

Agricultural Education
Business and Information Technology Education Network
 Administration
 Computer Programming++
 Project Management++
Career Development Coordinator
Career and Technical Education Director Family and
Consumer Sciences
 Apparel and Textiles
 Child Development, Family Studies Food and
 Nutrition, Culinary Arts
 Interior Design/Housing
 Project Management++
Health Sciences Education
 Registered Nurse
 Non-RN Allied Health/Medical Professional
 Biotechnology Professional
 Project Lead the Way (PLTW) Biomedical
Sciences++ Information Technology
Instructional Management Coordinator

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)
Health and Physical Education (K-12)
Safety and Driver Education
Speech Communication (K-12)
ESL (K-12)
Reading (K-12)
American Sign Language (K-12)
French (K-12)
Spanish (K-12)
German (K-12)
Japanese (K-12)
Russian (K-12)
Arabic (K-12)
Cherokee (K-12)
Chinese (K-12)
Greek (Ancient) (K-12)
Greek (Modern) (K-12)
Hebrew (K-12)
Hindi (K-12)
Italian (K-12)
Korean (K-12)
Latin (K-12)
Portuguese (K-12)
Swahili (K-12)
Turkish (K-12)
Computer Education++ (K-12)
Junior ROTC

Exceptional Children

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

(formerly VoCATS)

Marketing Education

Computer

Programm

ing++

Project

Managem

ent++

Special

Populations

Coordinator

Technology

Education

Principles of Technology++

Scientific and Technical Visualization++

Project Lead the Way (PLTW)++

Computer Programming++

Game Art Design++

Project Management++

Trade and Industrial Education

Automotive Service

Cabinetmaking/Furniture^

Carpentry

Collision Repair

Computer Engineering Technology^

Construction Masonry++

Construction

Carpentry++

Construction Electrical Trades++

Cosmetology^

Drafting

Digital Media

Electrical Trades

Electronics^

Electro-Mechanical Maintenance ^

Manufacturing

Masonry

Mechanical Systems (HVAC or Plumbing)^

Metals Manufacturing

Network Engineering Technology

Printing and Graphics^

Project Management++

Public Safety

Textiles^

Welding^

Wood Working

Work Development (formerly Industrial Cooperative

Training)

Specialized

1.20 Types of Licenses

Licenses shall indicate grade levels, content areas and specialization in which the person is eligible for employment, as well as preparation and experience levels. Licenses shall be of the following types:

- 1) Teacher - A teacher license shall entitle the holder to teach in designated area(s) or specialization(s) at the elementary, middle, or secondary level. There shall be four levels of preparation for a teacher license:
 - (a) Bachelor's Degree (A level);
 - (b) Master's/Advanced Competencies (M level);
 - (c) Advanced/Specialist (S level); and
 - (d) Doctorate (D level)
- 2) A teacher license shall be categorized as elementary (B-K; K-6), middle grades (6-9), secondary (9-12), special subjects (K-12), or workforce development.
- 3) Effective July 1, 2016, there shall be two classifications of teacher licenses:
 - (a) The Initial License, which is valid for three years, allows the teacher to begin practicing the profession on an independent basis in North Carolina. Beginning with the 2016-2017 school year, to be issued an initial license, an individual must complete an approved teacher education program, qualify for an initial lateral entry license, or qualify for an initial CTE license. All Standard Professional 1 licenses shall be deemed to be Initial licenses effective July 1, 2016.
 - (b) The Continuing License, which is valid for five years, allows the teacher to serve on an on-going basis. A Continuing License must be renewed every five years.
- 4) A teacher shall not be required to prepare or submit a portfolio to receive an Initial license or a Continuing license. To convert an Initial license to a Continuing license, a teacher must complete all required coursework and achieve a passing score on all North Carolina State Board of Education approved exams required for the license area(s) within the established timeframe. Conversion from an Initial license to a Continuing license does not require the recommendation of the employing school system. Educators with fewer than three years of teaching experience, however, are required to continue participating in a Beginning Teacher Support Program regardless of their licensure status.

a) All initially licensed teachers for whom a license exam(s) is required must:

- 1) attempt all required exams in the first year of teaching, and
- 2) successfully pass all required exams before or during the second year of teaching in North Carolina.

NOTE: For the 2017-18 school year, teachers in the second year of an initial license must pass all SBE-required licensure exams by the end of the 2017-18 academic year. Teachers who fulfill this requirement may be eligible to maintain

the initial license and/or convert the initial license to a continuing license regardless of whether they attempted the exam(s) in the first year of teaching.

- b) The end of the academic year is defined as August 15th for any school year. If August 15th falls on a Saturday or Sunday, the preceding Friday will be the end of the academic year. Pursuant to NC GS 115C-325(a)(8), a year is defined as working not fewer than 120 workdays in the academic year. Teachers who work 120 workdays or more in an academic year must complete any testing required for that academic year. For teachers who work fewer than 120 workdays in the academic year, any testing requirements will be required in the following academic year.
- c) If a teacher fails to meet the testing requirement of either the first or second year, the initial license will expire at the end of the academic year in which the testing requirement was not met.
- d) Initially licensed teachers who fail to meet the requirements to maintain the initial license and/or convert the initial license to a continuing license may apply to the North Carolina State Board of Education for an initial license once the applicant has successfully passed all license exam(s) and completed all required coursework. Additionally, the applicant must meet any remaining Beginning Teacher Support Program requirements during the term of the initial license. Teachers who obtain an initial license under this provision shall be required to meet continuing education requirements as listed in the General Requirements of LICN-005.

4)

- 5) A teacher's continuing license shall be renewed at the end of each five-year term, provided the teacher has completed all requirements put forth in G.S. § 115C-296(b)(1)(b):
 - (a) all teachers who:

- (1) are employed by a local board of education;
 - (2) possess a continuing license;
 - ~~(3)~~ are in the final year of the 5-year renewal cycle;

are not deemed proficient on the most recent final summative evaluation may be placed on a mandatory improvement plan and may, therefore, be eligible to receive an initial license; provided all other licensure requirements are met.

- (b) a teacher who meets the criteria in paragraph (a) but who is not placed on a mandatory improvement plan by the employing agency shall be deemed to have an "expired" teaching license. A teacher whose license has expired pursuant to the provision in this section shall be eligible to apply for an Initial license upon receipt of official notification from the State Board of Education and after a 30-day waiting period.
 - (c) For the purposes of this policy, "proficient" shall be defined as achieving a rating of proficient, or higher, on three of the five standards of the NC Educator Evaluation

System (NCEES), provided that the standard related to pedagogy (Standard IV in NCEES) is rated at the level of proficient, or higher. Teachers on an abbreviated evaluation plan must achieve a rating of proficient, or higher, on the standard related to pedagogy in order to be deemed “proficient”.

- (d) The term of the mandatory improvement plan shall be 90 instructional days for teachers in schools identified as low performing and 60 instructional days for teachers in schools not identified as low performing. Teachers who are placed on a mandatory improvement plan as a result of this policy shall be issued an Initial license provided the teacher meets other licensing requirements.
- (e) Local education agencies (LEAs) that move to dismiss a teacher under the provisions of this policy must follow all due process procedures as outlined in G.S. § 325.1, et seq. The reversion of a teacher’s license from Continuing to Initial shall not be construed as a demotion or result in a reduction of the teacher’s salary. At the end of the term of the Initial license (three years), a teacher may be eligible for a Continuing license.

Teachers who are fully licensed and highly qualified in another state AND who have three or more years of teaching experience in another state AND who meet NCSBE approved testing requirements OR have National Board Certification will be issued a Continuing License. The issuance of a Continuing license for out-of-state teachers is conditional on meeting the requirements of G.S. § 115C-296(b)(1) (see Section 1.21).

~~5)6)~~ 6) Student Services - A student services license shall entitle the holder to provide specialized assistance to the learner, the teacher, the administrator and the education program in general. This category shall include school counseling, school social work, school psychology, audiology, speech-language pathology, and media. There shall be three levels of preparation, except that school psychology shall be restricted to the sixth-year and doctorate levels, and school social work may be earned at the bachelor’s level. Effective July 1, 2011, speech-language pathology is issued only by the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologist (NCBOESLPA) at the master’s and doctorate level:

- (a) Master’s Degree (M);
- (b) Advanced/Specialist (S); and
- (c) Doctorate (D)

Student services personnel who have completed an approved preparation program and satisfied NCSBE approved testing requirements are issued a Continuing License. Student services personnel who have completed an approved preparation program but not satisfied NCSBE approved testing requirements are issued an Initial License. When NCSBE approved testing requirements are satisfied, the license is converted to a Continuing License.

Student services personnel who are fully licensed in another state and meet NCSBE approved testing requirements or have National Board Certification will be issued a Continuing License.

Student services personnel who are fully licensed in another state and have three or more years of student services school experience in another state, but who have not met NCSBE approved testing

requirements or earned National Board Certification will be issued an Initial License. After one year of student services experience in NC, the educator will be eligible for a Continuing license.

6)7) Administrator/Supervisor – An administrator/supervisor license shall entitle the holder to serve in general and program administrator roles such as superintendent, assistant or associate superintendent, principal, assistant principal or curriculum-instructional specialist. School administrator candidates who provide documentation of successful completion of a principal preparation program selected for a competitive grant by the State Education Assistance Authority (SEAA) shall be eligible for a North Carolina continuing principal license subject to character and fitness requirements.

There shall be three levels of preparation except that superintendent shall be restricted to the advanced and doctorate levels:

- (a) Master's Degree (M)
- (b) Advanced/Specialist Degree (S); and
- (c) Doctorate Degree (D)

The superintendent's license authorizes the holder to serve as superintendent and assistant (or associate) superintendent. There are two levels of preparation; advanced (sixth-year) or doctorate levels.

Requirements for a person to assume the position of superintendent of a local school administrative unit are as follows:

(i) Must hold a North Carolina principal's certificate and superintendent's certificate issued under the authority of the State Board of Education. The principal's certificate must have an experience rating of P-01 or higher. This requirement will assure that a candidate for superintendent has served as a principal or has had an equivalent administrative experience at a level which would enable the certificate holder to receive one year of experience on a principal's certificate. Equivalent administrative experience includes employment as a superintendent, associate superintendent, assistant superintendent of a school administrative unit, headmaster of a non-public school with seven or more teachers, President or Vice President of institutions of higher education, dean or associate dean of a School of Education, President or Vice President of a community college or technical institute, and State level education administration with the State Department of Public Instruction at or above the Division Director's position;

or

(ii) Must have earned at least a bachelor's degree from a regionally accredited college or university and have five years leadership or managerial experience considered relevant by the employing local board of education.

(iii) Verification of appropriate credentials of a candidate for superintendent of a local school administrative unit must be completed by the Department of Public Instruction prior to election by a local board of education.

The policies set forth in Section 1.20 shall be effective for applications received by NCDPI for review on or after August 4, 2016. Teachers must successfully pass all required licensure

examinations (or coursework in lieu of examination, where permissible) before or during the second year of teaching in North Carolina.

1.21 NC Teaching License for Out-of-State Educators

Pursuant to G.S. § 115C-296(b)(1), initial applicants for NC educator licensure who possess a valid, current out-of-state teaching license shall demonstrate evidence of effectiveness by providing evaluation data, including student growth (where applicable), from the state in which the current license is held. Out-of-state applicants who provide these effectiveness data and who are employed with, or are recommended by, a NC public school shall be prioritized for review over out-of-state applicants who do not provide these effectiveness data as part of the application for initial NC licensure.

Out-of-state applicants who do not provide effectiveness data as part of their application for initial licensure in North Carolina shall only be eligible for an Initial license (see Section 1.20 (1)(a) The employing agency (LEA or charter school) shall be responsible for verifying to NCDPI the receipt of evaluation data for their (prospective) employees. At the end of the term of the Initial license (three years), a teacher may be eligible for a Continuing license.

(1) Educators with Three or More Years of Experience



(a) Elementary Education and Exceptional Children – General Curriculum (ECGC)

Out-of-state individuals with three or more years of experience who are applying for a NC Elementary Educator teaching license must provide evidence of successfully passing a state-approved mathematics AND reading subtest from the state in which they completed their educator preparation program in order to be granted a Continuing NC Elementary Educator teaching license.

Out-of-state individuals with three or more years of experience who are applying for a NC ECGC teaching license must provide evidence of successfully passing a state-approved mathematics AND reading subtest from the state in which they completed their educator preparation program. Additionally, ECGC teachers must provide evidence of successfully passing a state-approved exam comparable to NC SBE-required exams for ECGC licensure (see TCP-A-003 for testing requirements).

Out-of-state individuals with three or more years of experience who are applying for a NC Elementary Educator teaching license and who have passed another state's licensure exam **without** mathematics and reading subtests may be issued an initial license. To convert to a NC Continuing license, the individual may enroll in NCDPI's Reading and Mathematics Foundations courses. Candidates who successfully complete these courses and pass the associated assessments for those courses may be eligible for a Continuing NC Elementary Educator teaching license.

Out-of-state applicants with three or more years of teaching experience also have the option to pass the NCSBE-approved licensure exams to fulfill the requirements for a NC Continuing License.

(b) All Other Teaching License Areas

Individuals who hold a clear teaching license from another state AND have three or more years of teaching experience may be granted a NC teaching license. If the individual has successfully passed a state-approved licensure exam, appropriate for the licensure area, from the same state in which they completed their educator preparation program, the individual may be eligible for a Continuing NC teaching license in the same, or comparable, NC license area(s).

(c) Additional License Areas

Out-of-state individuals who are approved for a NC teaching license in the primary area of certification may also be granted a NC teaching license in any content area(s) that were subsequently added to the initial license by passing a licensure exam in another state, provided NC has a comparable license area.

(2) Educators with Fewer than Three Years of Experience

(a) Elementary Education and Exceptional Children – General Curriculum (ECGC)

Individuals who hold an out-of-state teaching license and have fewer than three years of teaching experience may be granted an initial license in Elementary Education or ECGC. Initially licensed teachers must attempt all applicable NCSBE-required exams in the first year of teaching and pass all exams before or during the second year of teaching in order to move from an Initial to a Continuing license.

(b) All Other Teaching License Areas

Individuals who hold a teaching license from another state and have fewer than three years of teaching experience may be granted an Initial NC teaching license. If the individual has successfully passed a state-approved licensure exam, appropriate for the licensure area, from the same state in which they completed their educator preparation program, the individual may be eligible for an initial NC teaching license in the same, or comparable, NC license. If the individual is required to pass a NC-required licensure exam, he/she must attempt the required exam(s) in the first year of teaching and pass the required exam(s) before or during the second year of teaching.

The policies set forth in Section 1.21 shall be effective for applications received by NCDPI for review on or after August 4, 2016. Teachers must successfully pass all required licensure examinations (or coursework in lieu of examination, where permissible) before or during the second year of teaching in North Carolina.

~~The policies set forth in Section 1.21 shall be effective for applications received by NCDPI for review on or after August 4, 2016. Teachers shall complete all requirements (testing and/or coursework) before or during the second year of teaching in North Carolina.~~

1.22 Special Provisions for Spouses of Active Duty Military Personnel

Spouses of active duty military personnel in the Armed Forces whose military duty station is in the state of North Carolina and who have been employed by a NC public school must meet all the requirements for licensure set forth in NCSBE policies. The NCSBE, however, shall not require that the licensure exam scores of spouses of active duty military personnel who have been employed in a NC public school come from the same state from which the out-of-state applicant completed his/her educator preparation program.

Additionally, NCDPI shall develop a process for facilitating the processing of NC teaching licenses to applicants who provide documentation that they are the spouse of military personnel on active duty in the state of North Carolina and who have been employed by a NC public school.

"Active duty" is defined as full-time duty status in the active uniformed service of the United States on active duty orders pursuant to 10 U.S.C. § 12301, et. seq. and 10 U.S.C. § 12401, et. seq.

The term "Armed Forces" shall mean the United States Air Force, Army, Coast Guard, Marine Corps, and Navy and any reserve component of the foregoing.

1.25 Adding Teaching Areas to Existing Teacher Licenses

Individuals who hold a clear teaching license in one area can add an additional teaching area to the license by completing an approved teacher education program in the additional area by satisfying NCSBE approved testing requirements for the additional area or by completing 24 semester hours in the subject area with a grade of C or better in each course. Individuals who hold a clear teaching license can also add a language area to the license by earning a rating of at least "Advanced Low" proficiency on the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Test, and, if available, the Writing Proficiency Test.

1.40 In Field/Out-of-Field Assignments

All professional assignments shall be in the area of an individual's license. Any teaching assignment, other than remedial that is outside a person's area of licensing is considered to be "out-of-field." The LEA may assign any licensed teacher who is the best qualified to teach remedial courses, regardless of licensure area.

The superintendent or personnel officer of the LEA must submit to the Licensure Section requests for provisional licensure to qualified individuals to cover out-of-field assignments. 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.

Individuals with a clear NC teaching license who have been teaching out-of-field in a subject area for a minimum of three years may be issued a clear license in that subject area based on the recommendation of the employing LEA and principal, and completion of one of the following:

- ~~(a) the NC HOUSSE in the subject area; or~~
- ~~(b)(a)~~ 24 semester hours in the subject area; or
- ~~(c)(b)~~ the NCSBE approved exam(s) required for the subject area.

This includes individuals who have been teaching out-of-field on a provisional license.

Upon the recommendation of the employing LEA, individuals who are licensed to teach physical education and assigned to teach health may be issued the *Health and Physical Education K-12* license based on the following:

- (a) one year of successful teaching of health in the public schools and
- (b) completion of three renewal credits in health education completed through a recognized

health education services provider, such as but not limited to, professional development/courses provided by universities, the Department of Public Instruction, the DHHS Division of Public Health, the NC School Health Training Center, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and LEA designed in-service conducted by a licensed health educator.

This provision for being issued a license in *Health and Physical Education K-12* expires June 30, 2012.

1.50 Provisional Licenses

- (a) Effective July 1, 2016, 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. Teachers who are granted a provisional license are eligible to receive the same years of teaching experience associated with their original license.
- (b) 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.
- (c) Effective for the 2015-2016 school year, all course credit earned toward fulfilling these requirements must be directly applicable to the provisional license and must be met by the end of the duration of the provisional license. All requirements to clear a provisional license must be completed within five years of the first effective date of the provisional license.
- (d) 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 master's degree in Agency Counseling, Clinical Mental Health, Community Counseling, or Rehabilitation Counseling from a regionally accredited college or university or completion of a minimum of 18 graduate semester hours in a school counselor program.
School Social Work	Completion of a bachelor's, master's, specialist, or doctoral degree in 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 th 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	<p>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.</p> <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"> 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 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. <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.
Career & Technical Education	Special Provisions
Career and Technical Education (CTE) licensure areas may be added to a clear teaching license if the candidate demonstrates competency in the technical area. Where a specific (i) credential or license and/or (ii) workshop is required to	<p>Competency indicators include:</p> <ul style="list-style-type: none"> • an associate's degree in a related field of study <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • two years of related work experience in the past five years <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • 24 hours of related course work <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • NCSBE approved subject area assessment
qualify for the (CTE) license that additional requirement must also be met. Examples include 720 – Registered Nurse.	<p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Third party credential or certificate demonstrating technical competence
Lateral Entry	For initial licensing in CTE areas, relevant work experience can be evaluated to meet content licensure area competency requirements.

REFER TO THE MANUAL FOR CAREER AND TECHNICAL EDUCATION (CTE) ALTERNATIVE LICENSURE AND ENDORSEMENTS FOR THE CURRENT (CTE) REQUIREMENTS.

The Manual for CTE Alternative Licensing and Endorsements is updated annually, approved by the State Board of Education and effective July 1 of each year.

1.60 Endorsement

An endorsement is an attachment to a full license area, which allows the individual to teach a specific subject on a half-time or less basis. Endorsements shall be issued by the Department of Public Instruction based on a minimum of eighteen semester hours in the specific content area. Effective June 30, 2006, endorsements will no longer be issued in and cannot be used for teaching at the elementary grades level or at the middle and high school levels in license areas required for teaching the core academic subjects.

Teachers with the following endorsements are not subject to the limits of half-time teaching and may teach full time in the endorsement area:

- 1) Chemistry (assigned to teach physical science)*
- 2) Elementary second language*
- 3) Journalism
- 4) K-12 computer education
- 5) Physics (assigned to teach physical science)*
- 6) Principles of technology*
- 7) Chinese*
- 8) Italian*
- 9) Psychology
- 10) Career and Technical Education endorsement areas

*Effective June 30, 2006, endorsements cannot be used in these areas.

Endorsements can be converted to full licenses based on the following:

- (a) Completion of 6 additional semester hours (total of 24 semester hours) in the content subject area; or
- (b) Satisfactory completion of the required NCSBE approved Specialty Area Exams; or
- (c) Verification of three years of successful teaching in the subject area and the NC HOUSSE.

1.70 Initial Lateral Entry License

An individual who has not completed an approved teacher education program may be licensed under the following lateral entry provisions:

- (1) Be selected for employment by a North Carolina school system;
- (2) Hold at least a bachelor's degree from a regionally accredited college or university in the subject area in which they are employed to teach or hold at least a bachelor's degree from a regionally accredited college or university and have satisfied the NCSBE approved testing requirements for the license area and meet the requirements to be designated "highly qualified". To be designated "highly qualified," elementary and exceptional children's teachers must pass the NCSBE approved exam(s). To be designated "highly qualified," middle school, high school, and special subject area teachers (e.g., art, music, second languages) must hold a bachelor's or master's degree in the specific area, or have 24 semester hours in the area, or pass the NCSBE approved exam(s) in the area(s).
- (3) Have a minimum cumulative grade point average (GPA) of 2.5 or have five years of

experience considered relevant by the LEA, or have passed the NCSBE approved exam(s) and have attained one of the following:

- a) a GPA of at least 3.0 on all work completed in the senior year;
- b) a GPA of at least 3.0 in the major; or
- c) a GPA of at least 3.0 in a minimum of 15 semester hours of course work completed after the bachelor's degree was earned and within the last 5 years.

A person who holds a lateral entry license shall complete a program that includes the following components:

- (1) completion of an approved teacher education program in the area of licensure at a college or university or completion of a program of study outlined by the Regional Alternative Licensing Centers;

Prescribed academic *content* coursework that is available through community colleges may be used to satisfy licensure requirements. General pedagogy competencies can be satisfied as follows.

General Pedagogy Competencies	Completed Through
Educational/Instructional Technology	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Understanding the Learner: Human Growth and Development	Approved Teacher Education Program or Community College
Learning Theory; Learning Styles; Motivation; How Children/Adolescents Learn	Approved Teacher Education Program or Community College
Meeting Special Learning Needs; Exceptionalities; Diversity	Approved Teacher Education Program
Literacy/Reading Methods	Approved Teacher Education Program
Instructional Methods	Approved Teacher Education Program
School Policies/Procedures	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Home/School/Community Collaborations	Approved Teacher Education Program or Community College or Local Education Agency (if employed)
Classroom Management/Organizing the Classroom to Maximize Learning	Approved Teacher Education Program or Community College or Local Education Agency (if employed)

~~attain a passing score on the NCSBE approved subject exam(s). Lateral entry teachers must attempt the required licensure exam(s) once in the first year of teaching and pass the exam(s) before or during the second year of teaching. during the first three two school years of holding the lateral entry license and attempt all required exam(s) in the first year of teaching if the exam(s) was/were not the basis of qualifying for the license.~~

- (1) attaining passing score on the NCSBE approved subject exam(s) during the first three school years of holding the lateral entry license if the exam(s) was/were not the basis of qualifying for the license;
- (2) completion of a staff development program that includes a two-week training course LEAs may elect to distribute training days across the lateral entry teacher's first year of service provided that at least five days of training are conducted prior to beginning the work assignment.
- (3) successful completion of a three-year beginning teacher support program;
- (4) completion of all above requirements within 3 years of becoming eligible for a lateral entry license and recommendation of the IHE or RALC for clear licensure.

Individuals who possess five or more years of experience considered relevant by the LEA and satisfy NCSBE approved testing requirements for the licensure area(s) within the first year of teaching shall be issued an Initial license upon:

- a. Completion of the NC TEACH modules or the equivalent through an approved teacher education program: 1) The Teacher, The Learner, and The School; 2) Diversity; 3) Content Area Pedagogy. (Note: The NC TEACH modules are offered and administered through NC colleges and universities with approved teacher education programs. **and**
- b. Completion of the NC TEACH module on Instructional Technology or the equivalent through an approved teacher education program, community college, or through professional development offered by the LEA; **and**
- c. Completion of one year of teaching as verified by the employing LEA.

The employing school system shall formally commit to supporting the lateral entry teacher by:

- (1) providing a two-week orientation that includes:
 - a. lesson planning,
 - b. classroom organization,
 - c. classroom management, including positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint,
 - d. an overview of the ABCs Program including the standard course of study and end-of-grade and end-of-course testing, and
 - e. the identification and education of children with disabilities.
- (2) assignment of a mentor on or before the first day on the job;
- (3) providing working conditions that are appropriate for all novice teachers;
- (4) giving regular focused feedback to the teacher for improving instruction; and
- (5) assisting the individual in accessing prescribed course work and professional development opportunities;
- (6) providing all other supports included in the LEA's Beginning Teacher Support Program.

Individuals who do not fulfill the requirements of their lateral entry license within the three years they are initially given may be issued another lateral entry license provided:

1. they have passed the required NCSBE approved exam(s) for the specialty area(s) in which the license will be issued and at least six years have elapsed since the prior lateral entry license was issued.

1.75 Lateral Entry for Licensed Educators

At the request of an employing school system, an individual who holds a clear (non-restricted) license in a teaching, administrative, supervisory, or student services area may be issued a lateral entry license in a teaching area provided he/she meets the state requirements to be designated highly qualified in the teaching area. Licensed educators who are issued a lateral entry license shall be subject to the requirements for lateral entry teachers detailed in Section 1.70 of this policy.

1.80 Alternative Entry License

Alternative entry licenses shall be issued to individuals if requested by an employing LEA that has determined there is or anticipates there will be a shortage of qualified teachers available for specified subjects or grade levels. The LEA shall have developed a plan to determine the individual's competence as a teacher, including review of the performance of students taught by the individual. The alternative entry license is a one-year temporary license.

Eligibility Criteria

To qualify for an alternative entry license, the individual must:

- 1) hold at least a bachelor's degree from a regionally accredited college or university;
- 2) (a) hold a valid (current) out-of-state certificate with a minimum of one year of classroom teaching experience considered relevant by the local board to the grade of subject to be taught; or
- (b) have at least one year of full-time classroom teaching experience considered relevant by the local board to the grade or subject to be taught, as a professor, associate professor, assistant professor, instructor, or visiting lecturer at a regionally accredited college or university; or
- (c) have three years of other experience provided the local board determines that both the individual's experience and postsecondary education are relevant to the grade or subject to be taught.

Program Components

- 1) During the period of employment with an alternative entry license, the individual shall receive an annual evaluation and multiple observations.
- 2) The individual's competence as a teacher, including review of the performance of students taught by the individual, shall be assessed according to the plan developed by the local board.
- 3) If the individual does not have one year of classroom teaching experience, a mentor teacher

shall be provided by the local board.

- 4) If the individual qualifying for the alternative license under eligibility criteria 3a is deemed competent based on the plan adopted by the local board and recommended for re-employment, she/he is then eligible for a Standard Professional 1 or Standard Professional 2 NC teacher license and is not required to take and pass a standard examination. It shall be the responsibility of the local board to submit the required forms to the Licensure Section for the license to be processed. An individual who receives a Standard Professional 1 or Standard Professional 2 NC teacher license under this option shall be subject to the same requirements for continuing licensure and license renewal as other teachers who hold initial or continuing NC teacher licenses.
- 5) If the individual qualifying for this license under eligibility criteria 3b or 3c is deemed competent based on the plan adopted by the local board and recommended for re-employment by the local board and the individual has passed the Praxis examinations applicable for the area of licensure, the individual is then eligible for a Standard Professional 1 or Standard Professional 2 NC teacher license. It shall be the responsibility of the local board to submit the required forms to the Licensure Section for the license to be processed. An individual who receives a Standard Professional 1 or Standard Professional 2 NC teacher license under this option shall be subject to the same requirements for continuing licensure and license renewal as other teachers who hold initial or continuing NC teacher licenses.

If the individual qualifying for this license under eligibility criteria 3b or 3c does not pass the required Praxis examinations within the first year of alternative entry licensure, she/he may be employed under the provisions of lateral entry.

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 "Advanced Low" proficiency on the ACTFL (American

Council on the Teaching of Foreign Languages) Oral Proficiency Test.

1.90 Emergency Permit to Practice

Effective July 1, 2016 at the request of the employing LEA, the Department shall issue an emergency permit to practice for a teaching assignment at the A-00 pay level to persons who hold at least a baccalaureate degree from a regionally accredited IHE but who do not qualify for a license under any other approach. The emergency permit to practice shall be valid for one year and may not be renewed. When it requests an emergency permit to practice, the LEA must document that no appropriately licensed professionals or persons who are eligible for a lateral entry license are available to accept the position.

Individuals who have been employed on an emergency permit may be issued a lateral entry license if eligible. (See 1.70 of this policy)