

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

Item	Description
Policy Title	General Licensure Requirements
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Statutory Reference	G.S. 115C-296 Section 8(a) , G.S. 115C-269 , G.S. 115C-270
NC Administrative Code	16 NCAC 06C Subchapter C

Due to the extraordinary circumstances created by the COVID-19 pandemic which have resulted in school closures, a temporary modification of licensure policies is in effect from May 4, 2020, to June 30, 2021. These policy modifications can be found in Section 3.00 of LICN-001.

Definitions

Professional Educator or Educator – An administrator, teacher, or student services personnel

Teacher – An individual whose major responsibility is to either teach or directly supervise teaching, as classified by the North Carolina State Board of Education (NCSBE).

Student Services Personnel – An individual providing specialized assistance to students, teachers, administrators, or the education program in general, as classified by the NCSBE. Student services personnel include, but are not limited to, individuals employed in school counseling, school social work, school psychology, audiology, speech-language pathology, and media coordination.

Administrator – An administrator or supervisor who serves in general and program administrator roles, as classified by the NCSBE. Administrators include, but are not be limited to, superintendents, assistant or associate superintendents, principals, assistant principals, or curriculum-instructional specialists.

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. Each applicant shall file an application in the form prescribed by the North Carolina Department of Public Instruction (NCDPI) with the required appropriate supporting documentation and the required processing fee.

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

Current license areas issued by NCDPI are below.

Licenses with their corresponding codes are found in LICN-003(<https://simbli.eboardsolutions.com/SU/ltplIHfQ4MpluslcFt2FoV0plusw==>)

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 NCSBE approved program offered by approved NC universities.

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
Other Foreign Language (K-12)

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)

++ Endorsement (see Section 1.40)

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

Exceptional Children

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

Career and Technical Education (see (<https://simbli.eboardsolutions.com/SU/KtyZYyWgBNoNiqhOe1bcEA==>) CTE Licensure Manual(<https://simbli.eboardsolutions.com/SU/5MWevsGQSuzuuYEZBplusCFKg==>))

For Career and Technical Education areas, the NCSBE may establish alternative criteria related to that area to establish competency in lieu of a baccalaureate degree, as specified in the CTE Licensure Policies and Procedures Manual.

Agricultural Education
Business, Finance and Information Technology Education
Information Technology Education
Career Development Coordinator
Career Development Facilitator
Curriculum & Instructional Management Coordinator
Special Populations Coordinator
Family and Consumer Sciences-General
Family and Consumer Sciences-Apparel
Family and Consumer Sciences-Child Development/Family Studies
Family and Consumer Sciences-Food Nutrition/Culinary Arts
Family and Consumer Sciences-Interior Design
Health Sciences Education-Registered Nurse
Health Science Education-Non-RN
Health Science Education-Biotechnology :Marketing Education
Technology, Engineering & Design Education
Technology, Engineering & Design Education-Digital Design/Animation & Game Art Design
Trade & Industrial Education-Collision Repair
Trade & Industrial Education-Automotive Service
Trade & Industrial Education-Construction
Trade & Industrial Education-Drafting
Trade & Industrial Education-Welding
Trade & Industrial Education-Manufacturing
Trade & Industrial Education-Digital Media
Trade & Industrial Education-Public Safety
CTE Local Course Option Limited License

Administrative

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

Student Services

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

*Effective July 1, 2011, the NCSBE 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.

**Effective July 1, 2020, applicants for a North Carolina Audiology license must hold a doctorate degree in Audiology from a regionally accredited college or university. Additionally, applicants for an NC School Audiology license must hold a current, valid audiology license from the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists.

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. Professional Educator - A professional educator license shall entitle the holder to practice in a designated area(s) or specialization(s) at the elementary, middle, or secondary level. There shall be four levels of preparation for a professional educator license:
 - Bachelor's Degree (A level)
 - Master's/Advanced Competencies (M level)
 - Advanced/Specialist (S level)
 - Doctorate (D level)
2. A professional educator license shall be categorized as elementary (B-K; K-6), middle grades (6-9), secondary (9-12), special subjects (K-12), or Career and Technical Education as specified in the CTE Licensure Policies and Procedures Manual.
3. The Initial Professional License (IPL), valid for a maximum of three years, allows the educator to begin practicing the profession on an independent basis in North Carolina.
4. The Continuing Professional License (CPL), valid for five years, allows the educator to serve on an on-going basis. A Continuing Professional License must be renewed every five years.
5. An IPL may be issued to an individual who meets at least one of the following criteria:
 - a. Has completed a North Carolina Educator Preparation Program (EPP) and has been recommended for licensure by the cooperating EPP;
 - b. Holds a Residency License and has been recommended for a professional license by the cooperating EPP;
 - c. Holds a clear license from another state or completed an out-of-state educator preparation program ;
 - d. An applicant for North Carolina licensure who has successfully completed all the academic, field, clinical, and professional requirements for licensure as prescribed for program completion by his/her cooperating EPP, except passing required licensure exams, may petition the State Board of Education for an Initial Professional License (IPL). The petition must be initiated at the request of a North Carolina public school unit (i.e., LEA, charter school, ISD school, laboratory school, or residential school) that seeks to employ the applicant for licensure.

1.20a Converting an Initial Professional License to a Continuing Professional License

Conversion from an Initial Professional License ~~or Residency License~~ to a Continuing Professional License does not require the recommendation of the employing school system. To convert an Initial Professional License ~~or Residency License~~ to a Continuing Professional License, an educator must have completed at least three years of teaching experience (either in North Carolina or verified experience from another state), complete a beginning teacher support program (if required) and pass all SBE-approved, or comparable, licensure exams required for the license(s) before or during the third year of licensure provided the applicant attempted the examination at least once during the first year of licensure.

For the purposes of Section 1.20a and following, comparability of licensure tests is established as follows:

- a. The out-of-state applicant has taken a licensure exam(s) which satisfies one component of the licensure process in that State at the time the exam(s) was taken.
- b. The out-of-state applicant demonstrates a score on the exam(s) that meets or exceeds the passing score, or range of scores, established by the test developer. The applicant must meet, or exceed the developer's recommended passing score regardless of the state's official passing score.

1.20b Timelines for Completing Licensure Exams (see (<https://simbli.eboardsolutions.com/SU/plKBcYRTvsIshPjffJPQL8AEw==>) LICN-003(<https://simbli.eboardsolutions.com/SU/ltpPIHfQ4MpluslcFt2FoV0plusw==>) for testing requirements)

1. Effective July 1, 2018, all initially licensed teachers for whom a license exam(s) is required must:
 - i. attempt all required content exams in the first year of the license, and;
 - ii. successfully pass all required exams before or during the third year of the license, and;
 - iii. request from the testing vendor that licensure exam scores be submitted directly to NCDPI.
 - iv. Effective September 1, 2019, all applicants for an Initial Professional License (IPL) or Residency License (RL) must attempt the required pedagogy examination in the first year of the license and pass the pedagogy examination before or during the third year of the license.

Note: Effective June 30, 2019, Elementary Education and Exceptional Children-General Curriculum (EC-GC) teachers with an initial professional license, lateral entry license, or residency license that is set to expire on June 30, 2019, due to failure to fulfill the licensure examination requirements pursuant to GS 115C-270.15, shall be granted an extension until June 30, 2020.

2. If a teacher fails to meet the testing requirement before or during the third year of the license, the initial license will expire on June

30th of the third year of the license.

3. For those individuals who apply for an IPL on or after July 1, 2019, and do not attempt licensure exams during the first year of the license, the State Board of Education shall direct the North Carolina Department of Public Instruction to monitor teachers' compliance. If a teacher is not in compliance with any examination requirements, NCDPI shall notify the teacher.
 - a. NCDPI Licensure Office shall notify, by electronic communication, a license holder who fails to meet the requirement to attempt the exam(s) in the first year of holding the license.
 - b. Failure to receive, read, or acknowledge the non-compliance communication from NCDPI Licensure Office in no way relieves the licensure holder of the responsibility to pass the required exam(s) before or during the third year of the license.

1.20c Other Types of Licenses

1. 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. Student services licenses shall include school counseling, school social work, school psychology, audiology, speech-language pathology, and media. There shall be three levels of preparation:

- Master's Degree (M)
- Advanced/Specialist (S)
- Doctorate (D)

School psychology shall be restricted to the sixth-year and doctorate levels, and school social work may be earned at the bachelor's level. The Nationally Certified School Psychologist credential (NCSP) issued by the National Association of School Psychologists will be accepted for a continuing professional license to the extent that such certification remains aligned with the licensure requirements for the state of North Carolina. Should the requirements change for NCSP certification, NCDPI will reevaluate to determine whether the revised NCSP will continue to be used as an eligibility requirement for the continuing professional license.

Speech-language pathology licenses are issued only by the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists at the master's and doctorate level.

Pursuant to G.S. 90-294(b), an applicant for a School Audiologist license must hold a doctorate in Audiology from a regionally accredited institution of higher education and hold an audiology license from the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists (NCBOESLPA). Applicants who receive a master's degree in Audiology prior to October 1, 2007, shall be exempt from the doctoral degree requirement provided the applicant remained continuously licensed by the NCBOESLPA from that time.

Student services personnel who have completed an approved preparation program and NCSBE-required tests are issued a Continuing Professional License. Student services personnel who have completed an approved preparation program but not satisfied NCSBE-required tests are issued an Initial Professional License. Student services personnel who are issued an Initial Professional License ~~beginning July 1, 2018~~, must attempt their NCSBE-required licensure exams in their first year of ~~employment the license~~ and pass in the ~~third year of the license second year of employment~~. When NCSBE-required tests are passed, the Initial Professional License is converted to a Continuing Professional License. Where applicable, Initial Professional License requirements, as defined in Section 1.20(5) must be met by student services personnel.

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 Professional 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 and have not passed NCSBE-required tests must either provide evidence of successfully passing a comparable, State-approved licensure exam in the state where they completed their Educator Preparation Program or have earned National Board Certification to be granted a Continuing Professional License.

2. 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 completion of a principal preparation program selected for a competitive grant by the State Education Assistance Authority shall be eligible for a North Carolina continuing principal license subject to character and fitness requirements. Beginning July 1, 2018, administrators must attempt any NCSBE- required exams in their first year of employment as an administrator and pass any NCSBE- required exams in the second year of employment as an administrator.

There shall be three levels of preparation:

- Master's Degree (M)
- Advanced/Specialist Degree (S)
- Doctorate Degree (D)

The superintendent's license shall be restricted to the advanced and doctorate levels and authorizes the holder to serve as superintendent and assistant (or associate) superintendent. In order to serve as a superintendent of a local administrative unit, a candidate:

- a. Must hold a North Carolina principal's license and superintendent's license issued under the authority of the State Board of Education.

or

- b. 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.

and

- c. Verification of appropriate credentials of a candidate for superintendent of a local school administrative unit must be completed by the NCSBE prior to employment 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. Educators 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.

1.20d NC Educator License for Out-of-State Educators

The North Carolina licenses issued for out-of-state educators with requirements stated in Section 1.20d are effective upon SBE approval.

Pursuant to G.S. § 115C-270.25, initial applicants for NC educator licensure who possess a valid and current out-of-state educator license shall demonstrate evidence of effectiveness by providing evaluation data, including student growth (where applicable), from the state in which the valid and current license is held. Effectiveness data and documentation of the process that produced the effectiveness data must be submitted as part of an initial application to be issued a Continuing Professional License. Out-of-state educators who meet the above conditions and have passed a comparable licensure exam may be issued a Continuing Professional License.

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 Professional License or Limited License (see Section 1.20 (5) and Section 2.0). ~~At the end of the term of the Initial Professional License (three years), a teacher may be eligible for a Continuing Professional License.~~

Out-of-State Educators with Three or More Years of Experience

Out-of-state applicants who:

- a. are fully licensed in another state, and;
- b. have three or more years of teaching experience in another state, and;
- c. have met comparable testing requirements in another state; or hold National Board Certification, and;
- d. have effectiveness data.

may be issued a Continuing Professional License. The issuance of a Continuing Professional License for out-of-state teachers is conditional on meeting the requirements of G.S. § 115C-270.25.

Note: Elementary Education and EC-GC educators must meet the math and reading subtest requirement pursuant to G.S. 115C-270.15(a).

1. Elementary Education and Exceptional Children – General Curriculum (ECGC)

Out-of-state individuals with three or more years of experience who are applying for an Elementary Educator Continuing Professional License must:

- a. Be fully licensed in another state in Elementary Education, and;
- b. Have three or more years of teaching experience in another state, and;
- c. Have met comparable testing requirements in another state that meet or exceed the test developer's recommended passing score at the time the exam was taken, including a mathematics and reading subtest, and;
- d. Have effectiveness data.

2. Exceptional Children-General Curriculum (ECGC)

Out-of-state individuals with three or more years of experience who are applying for an Exceptional Children-General Curriculum Continuing Professional License must:

- a. Be fully licensed in another state in Exceptional Children-General Curriculum (special education), and;
- b. Have three or more years of teaching experience in another state, and;
- c. Have met comparable testing requirements in another state that meet or exceed the test developer's recommended passing score at the time the exam was taken, including a mathematics and reading subtest and comparable exam for ECGC licensure, and;
- d. Have effectiveness data.

NOTE: Out-of-state individuals with three or more years of experience who are applying for an Elementary Education or ECGC teaching license and who have passed a comparable state-approved licensure exam **without** mathematics and reading subtests may be issued an Initial Professional License. To convert to a Continuing Professional License, the individual may enroll in NCDPI's Reading Research to Classroom Practice and Mathematics Foundations courses. Candidates who successfully complete these courses and pass the associated assessments may be eligible for a Continuing Professional 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 Continuing

Professional License.

3. Additional License Areas

Out-of-state individuals who are approved for an NC teaching license in the primary area of certification may also be granted an NC teaching license in any content area(s) subsequently added to the Initial Professional License by passing another state's comparable licensure exam, provided NC has a comparable license area. The exam(s) score must meet or exceed the test developer's recommended passing score at the time the exam was taken.

Out-of-State Educators with Fewer than Three Years of Experience

1. Elementary Education

Out-of-state individuals with fewer than three years of experience who are applying for an Elementary Educator Initial Professional License must:

- a. Complete an out-of-state educator preparation program, or;
- b. Hold a license in Elementary Education from another state

2. Exceptional Children-General Curriculum (EC-GC)

Out-of-state individuals with fewer than three years of experience who are applying for an Exceptional-Children-General Curriculum Initial Professional License must:

- a. Complete an out-of-state educator preparation program, or;
- b. Hold a license in EC-GC (special education) from another state

NOTE: In order to convert the Initial Professional License to a Continuing Professional License, the candidate must pass all SBE-required licensure exams according to the requirements of Section 1.20b (See LICN-003(<https://simbli.eboardsolutions.com/SU/ltpPIHfQ4MpluslCft2FoV0plusw==>) for specific exam requirements). The license of a candidate who does not meet the testing requirements as listed in Section 1.20b will expire effective June 30th of the third year of the initial professional license.

3. All Other Teaching License Areas

Individuals who hold an out-of-state teaching license or have completed an out-of-state educator preparation program and have fewer than three years of teaching experience may be granted an Initial Professional License. If the individual has successfully passed another state's comparable licensure exam, appropriate for the licensure area, the individual may be eligible for an Initial Professional License in the same, or comparable, NC license area. The exam(s) score must meet or exceed the test developer's recommended passing score at the time the exam was taken. If the individual is required to pass an NCSBE required licensure exam, he/she must attempt the required exam(s) in the first year of the license and pass the required exam(s) before or during the third year of the license.

1.20e 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 an NC public school must meet all the requirements for licensure set forth in NCSBE policies. Licensure exam scores for spouses of active military personnel do not have to be from the State in which the 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 an 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.

1.20f Adding Teaching Areas to Existing Teacher License

A clear teaching license is either a continuing professional license (CPL) or an initial professional license (IPL) with coursework requirements completed. A teaching license may **not** be added to any of the following license types: Permit to Teach, Emergency, Limited, Provisional, Residency, CTE-Restricted (except as allowed by the CTE Licensure Manual), or International Faculty. A teaching license may **not** be added to an instructional support license or an administrative license unless the licensee also holds an IPL or CPL in a teaching area.

Individuals who hold a clear teaching license in one area can add an additional teaching area to the license through one of the following options:

1. completing an NCSBE-approved Educator Preparation Program in the additional area, or;
2. satisfying NCSBE-required exams for the additional area, or;
3. completing 24 semester hours in the subject area with a grade of C or better in each course, or;
4. 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, or, if the language is American Sign Language (ASL), by earning a rating of at least "Advanced" proficiency on The National Technical Institute for the Deaf (NTID) Sign

Language Proficiency Interview (SLPI) (World Languages content areas only).

NOTE: For a teaching area that does not have a NCSBE-required exam, the individual must complete one of the above options to add on the additional teaching area to the clear teaching license.

1.20g Driver Education

Area	Requirements
Safety and Driver Education	<p>Complete the NCDPI Safety and Traffic Education Program</p> <ul style="list-style-type: none"> • Complete 134 hours of coursework, which includes a minimum of 54 hours of student teaching practicum (a minimum of 24 hours of in-car instruction and 30 hours of classroom experience) and 80 hours of blended learning coursework, AND; • Pass all course assessments and the Safety and Traffic Education Program Test with a score of 80% or higher.

1.30 Provisional License

This Section applies to any educators who do not meet the requirements set forth in policy LICN-005 Section II.

1. Effective July 1, 2016, individuals licensed at the 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. Educators who are granted a provisional license are eligible to receive the same years of teaching experience associated with their original license.
2. NCDPI may issue the provisional license and inform the individual and LEA personnel officer of requirements to clear the provisional status. These requirements may include coursework and/or testing.
3. Beginning with the 2015-2016 school year, all course credit earned toward fulfilling these requirements must be directly applicable to and 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.
4. In the area of Exceptional Children (EC), teachers must hold the appropriate license that matches the primary area of eligibility of at least one student in the class. When an EC teacher is considered a teacher of record for a content area in middle or high school, that teacher must also have the corresponding content area license.

1.30a Eligibility for Provisional Licensing

Provisional licenses are issued only at 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
School Counselor	<ol style="list-style-type: none"> 1. Enrollment in an accredited school counselor preparation program and completion of a minimum of 24 graduate semester hours of that program; or, 2. Completion of a master's degree in addiction; career; clinical mental health; clinical rehabilitation; college counseling and student affairs; marriage, couple, and family counseling; or rehabilitation counseling from a regionally accredited college or university and enrollment in an accredited school counselor preparation program to complete additional master's level courses needed to add school counseling specialization. <p>Both options require completion of remaining school counselor preparation program requirements within three years.</p>
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 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>
Curriculum and Instructional Specialist	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	Refer to the CTE Licensure Policies and Procedure Manual(https://simbli.eboardsolutions.com/SU/bsJGrHPN7Mt7hxoJM34kw==)

1.40 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.

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. Journalism
2. K-12 computer education
3. Psychology

1.50 Initial Lateral Entry License

Per SL 2017-189, issuance of Lateral Entry licenses ~~will~~ ceased on June 30, 2019.

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. GPA of at least 3.0 on all work completed in the senior year;
 - b. GPA of at least 3.0 in the major; or
 - c. 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)

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; an~~
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 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.~~

1.50a Lateral Entry for Licensed Educators

~~At the request of an employing school system, an individual who holds a clear 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.~~

1.60 Qualifying for a Residency License

~~Residency Licenses are only issued at the A-level and may be awarded experience credit and graduate pay in compliance with LICN-006.~~

~~A Residency License must be requested by a North Carolina public school system and accompanied by a certification of supervision from the~~

~~recognized EPP in which the individual is enrolled.~~ At the request of an employing Public School Unit, an individual, including one who holds a Permit to Teach or Emergency License, may qualify for a one-year Residency License in a teaching area, provided the individual:

1. meets all of the following requirements as stated in GS 115C-269 ~~and G.S. 115C-270 .15-270.20(5) and GS 115C-269-15(b);~~ and
2.
 - a. completes 24 hours of coursework in the requested licensure area; or
 - b. passes the NCSBE required content area examination(s) for the requested licensure area.

An individual who holds, ~~or previously held,~~ a Residency License ~~is not eligible for cannot hold~~ a Permit to Teach or Emergency License.

~~Individuals who did not fulfill the requirements of a prior lateral entry license may be eligible to be issued a Residency License in the same teaching area provided that the following conditions are met:~~

- a. ~~pass the required NCSBE-required content exam(s), and;~~
- b. ~~meet eligibility requirements for a Residency License~~

~~Note: See Section 1.60d and note for individuals who hold an Emergency License after holding a Lateral Entry License..~~

~~Note: See Section 1.60d for individuals who held a prior Lateral Entry or Residency License and are applying for an RL in a different teaching area..~~

~~An individual may renew a Residency License twice within three-years of the date the original Residency License was issued.~~

~~All requirements to convert a Residency License to either an IPL or CPL must be completed before the expiration of the second renewal of the Residency License.~~

~~Teachers in the first year of their Residency License must receive 10 days of professional development from the LEA designed to support a successful classroom experience:~~

~~Through this training, the LEA will provide:~~

- i. ~~an overview of the school's/system's goals, policies, and procedures;~~
 - ii. ~~an overview of the State Board of Education's Mission and Goals;~~
 - iii. ~~a description of available services and professional development opportunities;~~
 - iv. ~~the process for achieving a continuing license;~~
 - v. ~~the guidelines for optimal working conditions for all novice teachers;~~
 - vi. ~~training on the North Carolina Educator Evaluation System;~~
 - vii. ~~a review the NC Standard Course of Study including end-of-grade and end-of-course testing;~~
 - viii. ~~a review of local curriculum guides;~~
 - ix. ~~training in lesson planning~~
 - x. ~~assistance in classroom organization~~
 - xi. ~~instruction on 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;~~
 - xii. ~~an overview of the identification and education of children with disabilities~~
- ~~—————OR~~
- xiii. ~~completion of North Carolina Effective Teacher Training upon issuance of a Residency License.~~

~~The required 10 days of professional development may be completed through one of the following options:~~

1. ~~The LEA may choose to provide all 10 days during the preservice period, OR,~~
2. ~~The LEA may provide five days of preservice training with a commitment to provide an additional five days of professional development throughout the teacher's first year of Residency Licensure.~~

~~1.60a Renewing a Residency License~~

~~A Residency License must be requested by a North Carolina public school system and accompanied by a certification of supervision from the recognized EPP in which the individual is enrolled. The local employing school system shall be responsible for verifying the candidate's enrollment in an approved EPP. A Residency License is issued for one year and renewable twice within three years of the effective date of the original Residency License at the recommendation of an employing North Carolina school system.~~

In order to renew a Residency License for the second or the third year, the ~~PSU LEA~~ must verify

1. the license holder ~~earned at least six months of teaching experience taught at least six calendar months~~ during the prior school year, and;
2. ~~continued enrollment enrollment in with~~ an EPP, and;
3. ~~remained employed- employment~~ as a teacher in ~~an a PSU LEA~~, and;
4. the license holder completed 10 days of required professional development (in the first year of the residency license) ~~as described in Section 1.60e of this policy.~~

~~If an individual fails to renew the Residency License for either the second or third year, the current Residency License will expire. Within three~~

~~years of the effective date of the original Residency License, a Residency License may be reinstated at the request of an employing PSU LEA if the following conditions two and three above are met.:~~

~~1.60b Converting a Residency License~~

~~Individuals must complete all requirements, pass including NCSBE-required licensure tests testing requirements, and receive the recommendation of an EPP to convert the Residency License to the an Initial or Continuing Professional License within three years of the effective date of the Residency License.~~

~~Once the Residency License expires, the license may be converted to an IPL or CPL upon the recommendation of the SBE-approved EPP and completion of current licensure requirements, including testing, at the time of the conversion request.~~

~~If an individual fails to renew the Residency License for either the second or third year, the current Residency License will expire. Within three years of the effective date of the original Residency License, a Residency License may be reinstated at the request of an LEA if the following conditions are met.:~~

- ~~1. The individual taught at least six calendar months during the year when they last held an active Residency License, and;~~
- ~~2. The individual is enrolled with an EPP, and;~~
- ~~3. program of study at the point of separation upon documented return to a duty station and employment in North Carolina public schools.;~~

~~For Career and Technical Education areas, the State Board may establish alternate criteria related to that area to establish competency in lieu of a baccalaureate degree, as specified in the CTE Licensure Policies and Procedures Manual.~~

~~Teachers assigned to multiple subject areas shall be issued a Residency License for one licensure area and may add the additional Residency License area at the request of the employing school system. The additional Residency License areas may be cleared in accordance with the requirements found in Section 1.60 this Section of LICN-001, including required testing. Note: The primary All Residency licensure area areas must be cleared through an EPP before any additional areas can be cleared.~~

~~Residency Licenses are only issued at the A-level and may be awarded experience credit and graduate pay in compliance with LICN-006.~~

~~Current lateral entry license holders may convert to a Residency License provided Residency License qualifications are met; the employing school system submits the request for the conversion; and the lateral entry license is not expired. Individuals who do not clear a prior lateral entry license or residency license fulfill the requirements of the lateral entry license and the lateral license has expired may convert to a Residency License provided that the following conditions are met:~~

- ~~a. pass the required NCSBE-required content exam(s), and;~~
- ~~b. meet eligibility requirements for a Residency License~~

~~All requirements to convert a Residency License to either an IPL or CPL must be completed before the expiration of the second renewal of the Residency License.~~

~~1.60a 1.60c Adding Residency Licenses for Residency Licensure for Currently Licensed Educators~~

~~At the request of an the 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 Residency License in a teaching area provided the individual meets the state requirements to hold a Residency License in the teaching area. Licensed educators who are issued a Residency License shall be subject to the requirements detailed in Section 1.60 of this policy.~~

~~For Career and Technical Education areas, the NCSBE may establish alternate criteria related to that area to establish competency in lieu of a baccalaureate degree, as specified in the CTE Licensure Policies and Procedures Manual.~~

~~A Residency License must be requested by the LEA or charter school and accompanied by a certification of supervision from the recognized EPP in which the individual is enrolled.;~~

~~1.60d Residency Licenses Subsequent to a Previous Residency License or Lateral Entry License~~

~~Individuals who did not fulfill the requirements of a prior lateral entry license may be eligible to be issued a Residency License in the same teaching area provided that the following conditions are met:~~

- ~~a. pass the required NCSBE-required content exam(s), and;~~
- ~~b. meet eligibility requirements for a Residency License~~

~~Individuals who did not clear a prior lateral entry license, or a Residency License (RL), may apply for a RL in a different teaching area (as defined in Section 1.10) provided that the following conditions are met:~~

- ~~1. _____ meets all of the following requirements as stated in GS 115C-269 and G.S. 115C-270 .15 270.20(5) and GS 115C-269-15(b); and~~
- ~~2. _____ a. completes 24 hours of coursework in the requested licensure area, or;
_____ b. passes the NCSBE required content area examination(s) for the requested licensure area.~~

Note: Effective July 1, 2022, any application for a Residency License (RL), for which an RL was issued or requested without meeting applicable content testing requirement(s), shall have until June 30, 2023, to satisfy testing requirements or the RL is not eligible for renewal. This provision only applies to the 2022-2023 fiscal year.

1.60e Professional Development Requirements for Residency License

Teachers in the first year of their Residency License must receive 10 days of professional development from the LEA designed to support a successful classroom experience.

Through this training, the LEA will provide:

- i. an overview of the school's/system's goals, policies, and procedures;
 - ii. an overview of the State Board of Education's Mission and Goals;
 - iii. a description of available services and professional development opportunities;
 - iv. the process for achieving a continuing license;
 - v. the guidelines for optimal working conditions for all novice teachers;
 - vi. training on the North Carolina Educator Evaluation System;
 - vii. a review the NC Standard Course of Study including end-of-grade and end-of-course testing;
 - viii. a review of local curriculum guides;
 - ix. training in lesson planning
 - x. assistance in classroom organization
 - xi. instruction on 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;
 - xii. an overview of the identification and education of children with disabilities
- OR
- xiii. completion of North Carolina Effective Teacher Training upon issuance of a Residency License.

The required 10 days of professional development may be completed through one of the following options:

1. The LEA may choose to provide all 10 days during the preservice period, OR,
2. The LEA may provide five days of preservice training with a commitment to provide an additional five days of professional development throughout the teacher's first year of Residency License.

Military personnel and military personnel spouses whose residency licensure program is interrupted by a call to active duty or relocation to an out-of-state duty station shall be eligible to resume the program of study at the point of separation upon documented return to a duty station and employment in North Carolina public schools.

1.70 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 classroom teaching experience may be issued an International Faculty License for a maximum of three years at the bachelor's level with zero years of experience. With appropriate documentation from the U.S. Department of State, the International Faculty license can be extended for an additional two years under certain circumstances and at the request of the employing LEA or charter school. The International Faculty License is not renewable. To be eligible for this license, the teacher must complete the equivalent of NC's High Objective State Standard of Evaluation administered by an NCDPI-authorized evaluator.

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 fewer than two years of classroom teaching experience, may be issued an International Faculty License to participate in a federally approved pilot program for international teachers provided they otherwise meet the "Highly Qualified" requirements of No Child Left Behind. The non-renewable International Faculty License is issued for a maximum of three years.

Teachers issued the International Faculty License may add languages 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, or, if the language is American Sign Language (ASL), by earning a rating of at least "Advanced" proficiency on The National Technical Institute for the Deaf (NTID) Sign Language Proficiency Interview (SLPI).

1.80 Permit to Teach

Effective July 1, 2016, at the request of the employing LEA, NCDPI may issue a permit to teach for a teaching assignment at the A-00 pay level to persons who hold at least a baccalaureate degree and have never been issued a North Carolina license ~~but who do not qualify for a license under any other approach~~. The permit to teach shall be valid ~~for one year until June 30 of the fiscal year for which it was requested~~ and may not be ~~extended or renewed~~. ~~When an LEA requests a permit to teach, the LEA must document that no appropriately licensed professionals or persons who are eligible for a residency or lateral entry license are available to accept the position.~~

NOTE: Once an individual holds a Residency License, the individual may not hold a Permit to Teach or an Emergency License.

1.90 Emergency License

~~Beginning with the 2017-2018 academic year,~~ At the request of the employing LEA, NCDPI may issue Emergency Licenses for a teaching assignment ~~at the request of the LEA or charter school~~. The Emergency License is a one-year nonrenewable license, ~~which shall be valid until June 30th of the fiscal year in which it was requested~~, issued to an individual who:

1. holds a baccalaureate degree with 18 hours of coursework relevant to the requested licensure area but has not completed a recognized educator preparation program, and;
2. does not qualify for a Residency License.

Applicants for an Emergency License shall meet all other requirements established by the NCSBE, including preservice training, prior to teaching.

NOTE: Once an individual holds a Residency License, the individual may not hold a Permit to Teach or an Emergency License.

2.00 Limited License

According to GS 115C-270.20(a)(4a), as of July 1, 2019, NCDPI may issue a Limited License for a teaching assignment at the request of the employing LEA or charter and shall be used for continued employment only in that local school administrative unit. The State Board of Education shall not require individuals to demonstrate preparation through achieving a prescribed minimum score on a standardized examination for this license. The Limited License is a three-year nonrenewable license issued to an individual who meets all requirements for one type of licensee:

1. In-State Licensee - IPL or RL

- a. Holds an IPL or RL, but failed to fulfill examination requirements under GS 115C-270.15 after three years of licensure.
- b. The local board of education submits to the State Board an affidavit stating that the teacher is currently employed by that local board, is an effective teacher, and will be encouraged to continue to pursue a CPL. The affidavit shall be signed by both the principal and superintendent for the school to which the teacher is currently assigned.

2. Out-of-State Licensee

- a. Holds a current clear license in another state that is in good standing
- b. The local board of education submits to the State Board an affidavit stating that the local board seeks to employ the teacher, that the teacher has been employed as a licensed teacher in another state for at least three years, and that the teacher will be encouraged to pursue an IPL or CPL, as appropriate for that teacher. The affidavit shall be signed by the superintendent ~~for of~~ the local board of education seeking to employ the teacher.

3. Lateral Entry Licensee

- a. ~~Holds a lateral entry license, but failed to fulfill examination requirements under GS 115C-270.15 after three years of licensure. The individual would have been issued a continuing professional license but for the failure to fulfill examination requirements set by the State Board of Education.~~
- b. The local board of education submits to the State Board an affidavit stating that the teacher is currently employed by that local board, is an effective teacher, and will be encouraged to continue to pursue a CPL. The affidavit shall be signed by both the principal and superintendent for the school to which the teacher is currently assigned.

NOTE: A local board of education may request a Limited License for a military spouse who holds a current teaching license in another jurisdiction pursuant to GS 115-270.20(a)(4a). For the purposes of this policy, a jurisdiction is any employing unit external or internal to North Carolina. For jurisdictions internal to North Carolina, the limited license may only be transferred due to the documented transfer of the spouse serving in the military.

2.10 Lifetime License

Effective July 1, 2019, an individual who is currently licensed as a professional educator who meets one of the following requirements may be issued a Lifetime License, which shall require no renewal:

1. Completed 30 or more years of creditable service with the Teachers' and State Employees' Retirement System.
2. Completed a combined total of 30 or more years of employment as a licensed teacher, administrator, or student services personnel in one or more public school units in North Carolina.

An individual, who plans to convert his/her continuing professional license (CPL) to a lifetime license, will not be required to complete continuing education credits (CEUs) for the renewal period immediately preceding the conversion to a lifetime license. If the individual fails to meet the requirements to hold a lifetime license, the individual's license shall expire and the required CEUs must be completed in advance of reinstating the license.

*Note: Although lifetime licenses do not require CEUs, PSUs have the discretion to require professional learning activities of lifetime license holders as a condition of employment.

3.0 Policy Modifications Related to COVID-19 Pandemic

~~The following policy modifications are based on provision in NC Session Law 2020-3 and are in effect from May 4, 2020, to June 30, 2021.~~

~~1. (Modifies Sections 1.20a, 1.20b, 1.20d, and 1.60 of LICN-001) An individual who is in the first year of licensure, including an initial professional license (IPL) or residency license (RL), as of March 10, 2020, who has not taken the examination required by the State Board may take the examination during the individual's second year of licensure.~~

~~2. (Modifies Section 1.50 of LICN-001) An applicant for a continuing professional license (CPL) whose lateral entry license expires June 30, 2020, including a teacher granted an extension pursuant to previous statutory extensions, who has not met the examination and coursework requirements established by the State Board as of March 10, 2020, shall be provided an extension until June 30, 2021.~~

~~a. A teacher who holds a North Carolina CTE Restricted License who has not met the examination and/or coursework requirements established by the State Board as of March 10, 2020, shall be provided an extension until June 30, 2021.~~

~~3. (Modifies Sections 1.20b and 1.20d of LICN-001) An applicant for a CPL whose IPL expires June 30, 2020, who has not met the examination requirement established by the State Board as of March 10, 2020, shall be provided an extension until June 30, 2021.~~

~~4. (Modifies Sections 1.20b and 1.20d of LICN-001) An applicant for a CPL who is an elementary education (K-6) or special education general curriculum teacher with an IPL or RL who was granted an extension until June 30, 2020, pursuant to previous statutory extensions, who has not met the examination requirement established by the State Board as of March 10, 2020, shall be provided an extension until June 30, 2021.~~

~~5. (Modifies Section 1.90 of LICN-001) An applicant for an Emergency License who held a Permit to Teach as of March 10, 2020, shall be eligible for an Emergency License for the 2020-2021 academic year, regardless of the number of content hours relevant to the license. An applicant will be required to obtain the required 24 hours of relevant content in order to convert the Emergency License to a Residency License for the 2021-2022 academic year.~~

~~6. (Modifies Section 1.60 of LICN-001) An applicant for a Residency License and/or admission to a SBE-approved Residency program, who does not meet either the 24-hour relevant content requirement or the licensure examination requirement, may be approved for a Residency License and admission to a SBE-approved Residency program for the 2020-2021 academic year. The applicant must meet either the 24-hour relevant content or the licensure examination requirement in order to renew the Residency License for the 2021-2022 academic year.~~

~~7. (Modifies Section 1.70 of LICN-001) In the event that the US State Department provides an extension to work visas for visiting foreign nationals, a holder of a North Carolina international faculty license may extend his/her license beyond the current maximum of five years. The expiration of the North Carolina international faculty license may not extend beyond the expiration date of the license holder's visa or work authorization.~~

Supporting Links

16 NCAC 06C Subchapter C - <https://simbli.eboardsolutions.com/SU/Xb2plusrPplusc6c6vUEk7qlQylA==>

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

GS 115C-270.5

Description

State Board of Education establishes licensure requirements - <https://simbli.eboardsolutions.com/SU/641svAl6WiKU5RwF93smlshg==>