



**HEALTH & PHYSICAL
EDUCATION Pre K-12 PROGRAM
(Health Emphasis):
Professional Licensure and
Disclosure Policy/Process**

SYNOPSIS

The following contains information related to a Kansas Wesleyan University academic program that is either:

1) designated to prepare students for professional license or certification attainment coupled with KWU's determination whether the program meets U.S. State, Territory, or District curriculum requirements

OR

2) designated as a pre-licensure program that provides initial academic study, but is not intended to directly lead to professional license or certification since post-baccalaureate education and/or additional post-baccalaureate work experience would be required.

.....
Professional Licensure & Disclosure Policy (which contains Student Location Policy and Process) is included.

**KANSAS WESLEYAN UNIVERSITY
Office of the Provost
01.27.21; 07.01.24; 03.31.25**

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Professional Licensure and Certification Disclosure Processes

This document contains information related to Kansas Wesleyan University's programs that are designed to prepare students for the attainment of a professional license or certification and its determination as whether those programs meet the educational prerequisites for professional licensure or certification. Academic programs omitted from this list are not intended to lead to a professional licensure or certification.

Additional Licensure Requirements: Requirements for licensure or certification in addition to educational prerequisites may include professional examinations, background checks, years or work experience, fingerprinting requirements, etc.

Potential Changes in Requirements: Students who plan to pursue licensure should be aware that requirements for professional licensure can vary drastically by state, and these requirements are subject to change at any time. While an academic program may originally meet the educational requirements for licensure, changes in U.S. State/U.S. Territory requirements or laws could impact the program's ability to meet new educational requirements. Students should always check with their state licensure board to confirm licensure requirements.

Important Note for Relocating During the Course of a Program of Study: Prospective and current students should keep in mind that relocating to another state during the course of a program of study could impact their ability to meet the licensure or certification requirements of the relocating state.



PROFESSIONAL LICENSURE AND DISCLOSURE POLICY

Administrative Division	Provost
Policy Title	Professional Licensure and Disclosure Policy
Administrative Office	Director of Assessment & Institutional Compliance
Effective Date of Policy	July 1, 2024 Revision: March 31, 2025

Purpose

The U.S. Code of Federal Regulations, specifically 34 CFR 668.43(a)(5)(v) and 34 CFR 668.43(c) require disclosures by institutions regarding educational requirement for programs leading to professional licensure or certification regardless of instructional modality. 34 CFR 668.43(a)(5)(v) requires an institution to provide information to enrolled and prospective students whether programs leading to professional licensure or certification meet educational requirements throughout all U.S. states, districts, and territories. This applies directly to the state, district, or territory in which the enrolled and prospective students are located.

Implementation

This policy is effective July 1, 2024.

Definitions

Attestation: A voluntary process in which a student from a state, district, or territory where a program does not meet licensure requirements attests that they will seek employment in a state, district, or territory where the program’s curriculum meets the necessary state requirements. This process ensures that students are aware of and comply with the educational prerequisites for professional licensure in their intended employment location. The attestation involves the student:

- Declaring voluntarily their intention to seek licensure and employment in a specific state, district, or territory where the program meets licensing requirements.
- Acknowledging that the program does not meet the educational requirements for licensure in their current state, district, or territory.
- Confirming receipt of advising and information about alternative options and resources for their pursuit of professional licensure.

This process is crucial for maintaining compliance with federal regulations and ensuring that students make informed decisions about their education and future career paths.

Compact or Reciprocity Agreement: A formal, voluntary agreement among member states, districts, and territories that establishes comparable national standards for the interstate offerings of postsecondary courses and programs. While a state, district, or territory ultimately retains authority to establish their own licensure criteria, each member state, district, or territory adopts similar legislation to facilitate the process.

This agreement allows a licensed professional who has completed an approved program and obtained a certificate or license in one state, district, or territory to earn a certificate or license in another state, district, or territory.

Current Students: Individuals who have signed an enrollment agreement, made a financial commitment to the institution, and/or are currently enrolled in an academic program at Kansas Wesleyan University (KWU).

Distance education: Defined by the United States Department of Education (USDE) as taking one or more courses through distance education (online or otherwise) during the first term of enrollment in a licensure program. KWU further defines distance education as when a student enrolls in at least one course offered through distance education during their first term of enrollment, classifying them as a distance education student.

Distance education involves:

- The remote delivery (> 50 percent) of academic courses that are part of or independent of academic programs.
- These courses employ one or more types of technology (internet, satellite, wireless communication, or audio/video conferencing) to students who are separated from the instructor. This supports regular and substantive synchronous or asynchronous interaction between students and the instructor.

For purposes of determining student location in distance education situations:

- During their first term of enrollment, any student residing in Kansas, relocating to Kansas, or in the process of relocating to Kansas, will be considered to be the State of Kansas when they are enrolled in, enrolling in, or planning to enroll in any distance academic course(s) or academic program, regardless of whether it is part of KWU's *Professional Licensure and Disclosure* policy processes and procedures. This exception does not apply to commuter students outside of Kansas.
- Location designations shall remain in effect until a student notifies the institution in writing of a change of state, district, or territory location. Once the student has notified the institution of their location change and the institution has noted the change in Jenzabar, the date of entry of the new student location in Jenzabar will serve as the effective date of the student's revised location for the purposes of this policy.
- For students whose permanent address does not include a U.S. state, district, or territory (e.g., students living outside the United States), their location will be considered the state of Kansas.

Initial Enrollment: For purposes of this policy, initial enrollment is defined as a prospective student who is either at the "inquiry" or "applied" status and prior to a student's signed enrollment agreement OR financial commitment. This is supported by Title IV regulations (34 CFR § 668.2) that define "enrolled" as: The status of a student who—(1) Has completed the registration requirements (except for the payment of tuition and fees) at the institution that they are attending. As a result, direct disclosures are to be provided prior to a signed enrollment agreement or financial commitment.

Licensure: This refers to any license, certification, certificate, endorsement, authorization, registration, or credential by any other title that is issued to an individual by a state or territory government and required for an individual to practice in a profession or work in an occupation in that state, district, or territory. Terminology for required credentials varies considerably across states/territories as well as professions/occupations.

Non-Licensure Program: This type of program does not lead to licensure or certification upon completion. While it may include concentrations, emphases, or tracks that prepare students for future enrollment in licensure or pre-licensure degree programs, the primary focus remains on the main degree. For example, a Health Science degree with a track in pre-athletic training indicates that the primary focus is health science, not with the intent of seeking licensure or certification in athletic training.

Pre-Licensure Program: Academic programs that provide initial academic study, but is not intended to directly lead to professional license or certification since additional post-baccalaureate education and/or additional post-baccalaureate professional work experience may be required prior to license attainment (e.g., Accounting regarding CPA licensure).

Professional Licensure Program: A degree program designed to lead to a professional licensure or certification. This ensures that a professional meets specific industry and/or occupational standards in terms of knowledge, experience, and current practices. These programs typically include coursework, practical experience, and/or examinations required to obtain licensure or certification in a particular field (e.g., Nursing, Social Work, or Teacher Education).

Prospective Students: Individuals who have applied for admission to KWU but have not yet signed an enrollment agreement, made a financial commitment to the institution, or enrolled in any KWU courses.

Reciprocity Agreement or Compact: A formal, voluntary agreement among member states, districts, and territories that establishes comparable national standards for the interstate offerings of postsecondary courses and programs. While a state, district, or territory ultimately retain authority to establish their own licensure criteria, each member state, district, or territory adopts similar legislation to facilitate the process. This agreement allows a licensed professional who has completed an approved program and obtained a certificate or license in one state, district, or territory to earn a certificate or license in another state/territory.

State, District, or Territory:

State: A State of the Union

District: District of Columbia

Territory: American Samoa, Puerto Rico, the District of Columbia, Federated States of Micronesia, Guam, Northern Mariana Islands, Republic of Palau, Republic of Marshall Islands, and the U.S. Virgin Islands.

Student Location: This is defined as the state, district, or territory where the enrolled student resides, based on the permanent home address in Jenzabar, the KWU student information system. For prospective students, it refers to the state, district, or territory of residency at the time of application for admission, intended enrollment, and entry into Jenzabar. If a student's permanent address is outside the U.S. or its territories, their location will be considered to be Kansas. Location designations shall remain in effect until a student notifies the institution in writing of a change of state, district, or territory. For purposes of this policy, the effective date of the new location is the date that is entered into Jenzabar. An exception to the student location definition includes distance education (see "*Distance Education*" for more information).

Students: This term encompasses both current and prospective students.

Policy and Procedure

If an academic program offered by Kansas Wesleyan University (KWU) is designed to meet educational requirements for a specific professional license or certification required for employment, or is advertised as meeting such requirements, the following information is required:

- A. A list of all states, districts, or territories where the institution has determined that its program curriculum meets the state, district, or territory educational requirements for licensure or certification.
- B. A list of all states, districts, or territories where the institution has determined that its program curriculum does not meet the state, district, or territory educational requirements for licensure or certification.

According to 34 CFR 668.43(c), a direct disclosure is required by the institution to the student in writing if the program leading to professional licensure or certification does not meet the educational requirements for the state, district, or territory in which the student is located. This direct notification (typically via email, letter, or other electronic form of communication) must occur before the student's enrollment in the program, and prior to the student signing an enrollment agreement or making a financial commitment to the institution.

For students already enrolled in the program, if the institution later determines that the program does not meet the educational requirements for licensure or certification in the state, district, or territory where the student is located, the institution must notify the student within 14 calendar days of making that determination. The direct disclosures must be in writing (typically via email, letter, or other electronic form of communication). This provision is most likely to occur when a program loses its approval in a state, district, or territory where the student is located.

If it is disclosed to the student that the program curriculum does not meet state requirements for the state in which the student is located, the student may still enroll if they are provided with information about their state, district, or territory location designation licensure status and voluntarily attest that they will seek employment in a location where the program's curriculum 'meets' state requirements, other than the student's state location designation. In such cases, individual direct disclosures will be provided. Program participation agreement regulations require that students from states, districts, or territories where the program does not meet requirements, and who do not voluntarily complete the attestation process, cannot be enrolled in the program. Only prospective and current students who voluntarily utilize the attestation process/exception will be allowed to enroll in the program.

When a KWU academic program participates in a compact or reciprocity agreement, the program will determine whether the participating state, district, or territory requires a curriculum comparison. For states, districts, or territories where a curriculum comparison is not required, no comparison will be made, but it will be noted that the program meets educational requirements due to the compact/reciprocity agreement. For states, districts, or territories where a curriculum comparison is required, or if the state, district, or territory is not part of a compact or reciprocity agreement, the program will conduct a curriculum comparison. Findings of the curriculum comparison will be disclosed to individual students based on the student's state, district, or territory location designation as 'meeting' or 'not meeting' state, district, or territory requirements. In either scenario, any other additional state, district, or territory requirements will be noted and disclosed (as an addendum to the program's direct disclosure) to each individual student.

Student Location: This is defined as:

- The state, district, or territory where the **enrolled student** resides, based on the permanent home address entered into Jenzabar, the KWU student information system (unless exceptions are noted; see '*Distant Education*').
- For **prospective students**, it refers to the state, district, or territory of residency at the time of application for admission, intended enrollment, and entry into Jenzabar (unless additional exceptions are noted; see '*Distant Education*').
- If a student's permanent address is outside the U.S. or its territories, their location will be considered to be Kansas (unless additional exceptions are noted; see '*Distant Education*').

- All other university policies that determine Kansas residency for tuition assessment purposes will not be superseded by this policy.
- Location designations will remain in effect until the student notifies the institution in writing of a change of U.S. state, district, or territory location.
- Once the student has notified the institution of their location change and the institution has noted the change in Jenzabar, the date of entry of the new student location in Jenzabar will serve as the effective date of the student's revised location for the purposes of this policy.
- The institution will then have 14 calendar days to provide a direct disclosure to the student once it has been determined whether the program's curriculum does or does not meet the student's revised location's educational requirements for licensure or certification.

Academic Programs

Academic programs where additional credit hours or work experience beyond the bachelor's degree are required for licensure or certification, said programs will state that the program is a 'prelicensure program' and is not designed as a program leading to licensure (e.g., Accounting [regarding C.P.A. and C.P.M. licensure]).

KWU academic programs, in collaboration with the Director of Assessment & Institutional Compliance, must conduct an annual review and update of state, district, or territory findings to ensure the program curriculum meets the necessary requirements. The full schedule can be found in the academic program's Professional Licensure Manual.

Veterans Affairs

Since February 17, 2023, the Department of Veterans Affairs (VA) has required institutions to publicly disclose any conditions or additional requirements, including training, experience, or examinations needed to obtain the license, certification, or approval for which the program is designed to prepare students. This applies to institutions participating in the GI Bill or other VA education benefits programs (38 CFR § 21.4259(e)). Additional requirements are noted in the program's Professional Licensure Manual, and students seeking to participate in GI Bill or other VA education benefits programs will be notified of these requirements as an addendum to the program's direct disclosure. Additionally, 38 CFR § 21.4253(9)(i) requires that the program meets all instructional curriculum licensure or certification requirements of the state, district, or territory.

Disclaimer

Kansas Wesleyan University does not grant licensure. Each state's, district's, or territory's licensure board or agency provides licensure once a KWU student graduates and applies for that state's, district's, or territory's license. While we cannot guarantee that any KWU graduated student will be able to obtain the license, we have made a good faith effort to determine each state's, district's, or territory's licensure requirements. Therefore, our determinations are not final and should not be relied upon.

Compliance

Compliance with the university's Professional Licensure and Disclosure Policy is mandatory for all faculty, staff, and students. Failure to follow the policy will be addressed through standard disciplinary procedures in accordance with university guidelines.

KWU Health & Physical Education Pre K-12 Program (Health Emphasis)

The Health & Physical Education Pre K-12 Program (Health emphasis) at Kansas Wesleyan University (KWU) is aligned to CAEP standards adopted by the Kansas State Department of Education. In addition, the State of Kansas participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) interstate agreement. Completers of a health & physical education Pre K-12 program (health emphasis) within a NASDTEC state allows a candidate to have one multistate license with the ability to teach in the home state and other interstate states. Go to <https://www.nasdtc.net/> for more information.

Consulting Firm: *The Bookmark*

KWU has partnered with consulting firm, *The Bookmark*, to assist with making determinations regarding curriculum requirements. *The Bookmark* representatives have provided KWU guidance as to whether or not each state/territory/district requires a curriculum comparison. If curriculum comparisons are warranted, *The Bookmark* personnel provided additional state/territory/district legislative language. *The Bookmark* documentation may be found in APPENDIX A.

How Determinations Are Made

Determinations regarding KWU's Health & Physical Education Pre K-12 (Health Emphasis) curriculum meeting or not meeting U.S. State's, District's, or Territory's curriculum requirements are rendered, based upon the following processes:

- Determination processes are based solely on prospective and currently enrolled students in KWU's Health & Physical Education Pre K-12 Program (Health Emphasis).
- KWU's Director of Teacher Education, in consultation with KWU personnel, will chart and record all prospective and currently enrolled students in the Health & Physical Education Pre K-12 Program (Health Emphasis).
- KWU's Director of Teacher Education, will review and make a determination whether its curriculum will or will not be approved by the prospective or currently enrolled student's home/residence state.
 - This determination process will involve whether the prospective or currently enrolled student's home/residence state participates in the NASDTEC interstate agreement or requires CAEP accreditation (State of Kansas Department of Education utilizes CAEP standards).
 - For states where a curriculum comparison is not required, no comparison will be made, but will be noted that the program meets educational requirements of the compact/reciprocity agreement.
 - For states where a curriculum comparison is required or if the state is not part of a compact or reciprocity agreement, the program will conduct a curriculum comparison.
 - Findings of the curriculum comparison will be disclosed to individual students based on the student's state location designation as 'meeting' or 'not meeting' state requirements.
 - In either scenario where a curriculum comparison is or is not required, any other additional state requirements will be noted and disclosed to each individual student as appropriate.

- KWU will be responsible for maintaining and updating its website with 'Public' disclosure information as it becomes available.
- KWU will be responsible for sending the appropriate 'Direct Disclosures.'
- If a prospective or currently enrolled student has notified the institution of a home/residence change and the institution has noted the change in Jenzabar, the date of entry in Jenzabar will serve as the effective date of a student's revised location for the purposes of this policy. The institution will then have 14 calendar days to provide a direct disclosure to the student if it has been determined that the program's curriculum does not meet the state's (student's revised location) educational requirements for licensure or certification.

Sample 'Direct Disclosure' Communication to Prospective & Current Students

'Direct Disclosure' – Positive Determination Draft Message

Due to recent changes in Federal Legislation, we are now required to contact you regarding your program of study in Health & Physical Education Pre K-12 (Health emphasis), and whether KWU's program curriculum would be approved by your home state (**state**). At this time, we have determined that KWU's program curriculum **does meet** state licensure requirements in your home state. Further documentation and information may be found on the KWU website at:

<https://www.kwu.edu/about/consumer-information/> at the "Health & Physical Education (Health) Pre K-12 Professional Licensure Manual & Evidence" link.

'Direct Disclosure' – Negative Determination Draft Message

Due to recent changes in Federal Legislation, we are now required to contact you regarding your program of study in Health & Physical Education Pre K-12 (Health emphasis), and whether KWU's program curriculum would be approved by your home state (**state**). At this time, we have determined that KWU's program curriculum **does not meet** state licensure requirements in your home state. Further documentation and information may be found on the KWU website at:

<https://www.kwu.edu/about/consumer-information/> at the "Health & Physical Education (Health) Pre K-12 Professional Licensure Manual & Evidence" link.

'Direct Disclosure' - Veteran Affairs Addendum

KWU is an institution that participates in the GI Bill or other Veteran Affairs (VA) education benefits programs. As such it will be necessary to notify students who desire to participate in GI Bill or other VA education benefits programs about any conditions or additional requirements, including training, experience, or examinations required to obtain the license, certification, or approval for which the educational program is designed to provide preparation. As a result, an addendum to the direct disclosure ('Direct Disclosure' – Veteran Affairs Addendum: Minimum Compliance) will be provided to any student who desire to participate in GI Bill or other VA education benefits programs.

For students who desire to participate in GI Bill or other VA education benefits programs:

'Direct Disclosure' – Veteran Affairs Addendum: Minimum Compliance

In addition to the educational requirements for <**Name of License**> licensure in <**State or Territory**>, the following additional requirements must be met:

1. **Training or continuing education required for initial/first license outside of program:**
2. **Post-graduation supervised experience or other work experience:**
3. **Examinations:**

Please be aware that criminal background checks, citizenship status, residency, age, and other factors may be a condition for licensure in <**State or Territory**>. Students are advised to review all available information on the <**State or Territory**> licensing board website <**Insert link to board website**>.

Sample 'Attestation' Statement for Prospective and Current Students

Dear KWU <ADMISSIONS/REGISTRAR> Office,

I am a <PROSPECTIVE/CURRENT> student interested in enrolling in an education program at Kansas Wesleyan University. I have been informed by <ADVISOR NAME> that this program **does not meet** the state licensure requirements in the state in which I am currently located.

I acknowledge that if I enroll in the program and complete the curriculum, I will not be eligible to become licensed in my current state, which may impact my career opportunities. I also understand that if I do not plan to relocate to another state or territory in order to seek licensure and employment after completing the program, I am prohibited by federal regulation from being admitted into the program.

I hereby attest and confirm that I do not intend to remain in my current state upon completing the <NAME OF PROGRAM> program but rather, intend to relocate to <MEETS STATE/TERRITORY>, and plan to seek licensure and employment in <MEETS STATE/TERRITORY>. I confirm I have reviewed the general licensure disclosures provided by Kansas Wesleyan University. Using all reasonable efforts, Kansas Wesleyan University has determined that the program **does meet** the educational requirements for licensure in the state or territory that I plan to relocate to and therefore, I intend to enroll in the program.

I understand that the education element is only one component of requirements for licensure. Criminal history, background checks, fingerprinting, additional training, continuing education, supervised work experience, fees, and other requirements may need to be satisfied in order to qualify for licensure.

I also acknowledge that I should contact any state or territory in which I may be interested in becoming licensed after completing the program to ensure I fully understand my employment options in that state or territory. The most reliable information comes directly from the applicable licensure board or agency/entity. I submit this attestation voluntarily and knowingly.

Student Name

Date

KWU Determination by State, Territory, or District

U.S. State, District, or Territory	KWU Curriculum Meets State, District or Territory Requirements?	
Health & Physical Education Pre K-12 (Health Emphasis)		
Alabama	Yes	
Alaska	Yes	
American Samoa	No	License not found.
Arizona	Yes	
Arkansas	Yes	
California	Yes	
Colorado	Yes	
Connecticut	Yes	
Delaware	Yes	
District of Columbia	Yes	
Federated States of Micronesia	No	License not found.
Florida	Yes	
Georgia	Yes	
Guam	Yes	
Hawaii	Yes	
Idaho	Yes	
Illinois	Yes	
Indiana	Yes	
Iowa	Yes	
Kansas	Yes	
Kentucky	Yes	
Louisiana	Yes	
Maine	Yes	
Maryland	Yes	
Massachusetts	Yes	
Michigan	Yes	
Minnesota	Yes	
Mississippi	Yes	
Missouri	Yes	
Montana	Yes	
Nebraska	Yes	
Nevada	Yes	
New Hampshire	No	
New Jersey	No	
New Mexico	Yes	
New York	Yes	
North Carolina	Yes	
North Dakota	Yes	
Northern Mariana Islands	Yes	
Ohio	Yes	
Oklahoma	Yes	
Oregon	Yes	
Pennsylvania	Yes	
Puerto Rico	Yes	
Republic of Palau	No	License not found.
Republic of the Marshall Islands	No	License not found.
Rhode Island	Yes	
South Carolina	Yes	
South Dakota	Yes	
Tennessee	Yes	
Texas	Yes	
U.S. Virgin Islands	No	License not found.
Utah	No	License not found.
Vermont	Yes	
Virginia	No	
Washington	Yes	
West Virginia	Yes	
Wisconsin	No	
Wyoming	Yes	

Health & Physical Education Pre K-12 (Health Emphasis): Determination Supplement

State, District, or Territory Name & Board/Agency Name for EDUC (HEALTH)	Board or Agency Website Address	KWU Meets Licensure Requirements	Specialized Accreditation Required	Specialized Accreditation Accepted as Meeting Educational Requirements	Curriculum Comparison Needed	Trainings, Experience, or Exams	Notes
Alabama - Alabama State Department of Education	https://www.alabamaachieves.org/teacher-center/teacher-certification/	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Alaska - Alaska Department of Education & Early Development	https://education.alaska.gov/TeacherCertification/	Yes	No	Yes, NCATE/CAEP	Yes, if not NCATE/CAEP Accredited	AS 14.20.020(k) requires that out-of-state applicants complete within the five years prior to the date of application training regarding alcohol and drug related disabilities, training regarding sexual abuse and sexual assault awareness and prevention required, training regarding dating violence and abuse awareness and prevention, and training related to suicide prevention. 3 semester hours of approved Alaska studies coursework 3 semester hours of approved Alaska multicultural coursework/ Praxis.	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards. State of Kansas Department of Education (KSDE) utilizes CAEP accreditation standards and all KWU EDUC programs are accredited by KSDE. State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs.
American Samoa - American Samoa Department of Education	https://www.amsamdoe.com/	No	NA	NA	NA	Not Found	Physical Education License Title: Not Found with American Samoa Department of Education (https://www.amsamdoe.com/)
Arizona - Arizona Department of Education	https://www.azed.gov/educator-certification/	Yes	No	No	No	Completion of the United States and Arizona Constitution coursework from an accredited institution or a passing score on the Constitution of the United States and Arizona exam, AZ033. (This is an allowable 3-year deficiency.)	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Arkansas - Arkansas Department of Education	https://dese.ade.arkansas.gov/Offices/Educator_Efficiency/Licensure/	Yes	No	No	No	Successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS; 4-3.01.8.1 The Division may issue a one-year Provisional License for an applicant who has not completed the Arkansas history requirements of 4-3.01.8.4-3.01.9 Documentation of the completion of the following professional development through the Arkansas IDEAS Portal: 4-3.01.9.1 Family and Community Engagement 4-3.01.9.2 Child Maltreatment training; 4-3.01.9.3 Teen Suicide Awareness and Prevention; 4-3.01.9.4 Bullying prevention; 4-3.01.9.5 Human trafficking awareness; and 4-3.01.9.6 Code of Ethics. 4-3.01.10 The Division may issue a Provisional License for an applicant who has not completed the professional development under Section 4-3.01.9. Code Ark. R. 005.28.3-4-3.0 Praxis.	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
California - California Commission on Teacher Credentialing	https://www.ctc.ca.gov/	Yes	No	No	No	California Exam	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Colorado - Colorado Department of Education	http://www.cde.state.co.us/cdepr/of	Yes	No	No	Yes	Must be "eligible" for out-of-state license. Practically, students should earn the out-of-state license first; Praxis.	Based on curriculum review requirements, KWU meets CO curriculum requirements. See tab below for Colorado.
Connecticut - Connecticut State Department of Education	https://portal.ct.gov/SDE/Certification/Bureau-of-Certification	Yes	No	No	Yes	Special Education Course of not fewer than 36 clock hours. Praxis	Based on curriculum review requirements, KWU meets CT curriculum requirements. See tab below for Connecticut.
Delaware - Delaware Department of Education	https://www.doe.k12.de.us/Page/3476	Yes	No	Yes, NCATE/CAEP	Yes, if not NCATE/CAEP Accredited	Praxis	Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards. State of Kansas Department of Education (KSDE) utilizes CAEP accreditation standards and all KWU EDUC programs are accredited by KSDE.

State, District, or Territory Name & Board/Agency Name for EDUC (HEALTH)	Board or Agency Website Address	KWU Meets Licensure Requirements	Specialized Accreditation Required	Specialized Accreditation Accepted as Meeting Educational Requirements	Curriculum Comparison Needed	Trainings, Experience, or Exams	Notes
District of Columbia - District of Columbia Office of the State Superintendent of Education	https://osse.dc.gov/ed-credentials	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Federated States of Micronesia - The Federated States of Micronesia Teacher Certification Program	https://www.nafinal.doe.fm/	No	NA	NA	NA	Not Found	Physical Education License Title: Not Found with American Samoa Department of Education (https://osse.dc.gov/ed-credentials)
Florida - Florida Department of Education	https://www.fldoe.org/teaching/certification/	Yes	No	No	No	Florida Exam	Out-of-state approved teacher preparation program graduates meet educational requirements.
Georgia - Georgia Professional Standards Commission	https://www.gapsc.com/Certification/	Yes	No	No	No	Completion of a course in identifying and educating exceptional children is not required for initial issuance of an Induction certificate, but it is required for conversion to a Professional certificate or reissuance of the Induction certificate. Georgia Exam	Out-of-state approved teacher preparation program graduates meet educational requirements.
Guam - Guam Commission for Educator Certification	https://gcec.guam.gov/services-resources/certification	Yes	No	Yes, NCATE/CAEP	No, if state/territory is party to the NASDTEC Interstate Agreement or program is NCATE/CAEP accredited	All persons issued an educational professional certificate who have not completed a three (3) semester credit course in Guam history of culture shall complete one (1) such course during the first year after certification. Failure to meet this requirement shall constitute sufficient cause to cancel the certificate until the deficiency is corrected. Praxis	Curriculum comparison not needed if State/Territory is party to the NASDTEC Interstate Agreement or program is NCATE/CAEP accredited. State of Kansas Department of Education (KSDE) utilizes CAEP accreditation standards and all KWU EDUC programs are accredited by KSDE. State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs.
Hawaii - Hawaii Teachers Standards Board	https://hawaiiteachersstandardsboard.org/	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates meet educational requirements.
Idaho - Idaho State Department of Education	https://www.sde.idaho.gov/cert-psc/cert/	Yes	Yes, NCATE/CAEP	Yes, NCATE/CAEP	Yes, if not NCATE/CAEP Accredited	None Found	State of Kansas Department of Education (KSDE) utilizes CAEP accreditation standards and all KWU EDUC programs are accredited by KSDE.
Illinois - Illinois State Board of Education	https://www.isbe.net/educatorlicense	Yes	No	No	No	Holding license waives IL coursework requirements in cross-categorical special education methods, reading methods, reading in content area, & ESL/bilingual methods. Successfully complete Illinois Exam.	Out-of-state approved teacher preparation program graduates meet educational requirements.
Indiana - Indiana Department of Education	https://www.in.gov/idoee/educators/educator_licensing	Yes	No	Yes, NCATE/CAEP	No	Valid CPR certification from an IDOE approved provider. Suicide prevention training certificate. Praxis.	Out-of-state approved teacher preparation program graduates meet educational requirements.
Iowa - Iowa Board of Education Examiners	https://educate.iowa.gov/bk-12/educator-qualify/become-ed	Yes	No	No	Yes	None Found.	Based on curriculum review requirements, KWU meets IA curriculum requirements. See tab below for Iowa.
Kansas - Kansas State Department of Education	https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Kentucky - Kentucky Education Professional Standards Board	http://www.epsb.ky.gov/course/new.php?id=3	Yes	If out-of-state online program, yes. CAEP.	No	No	Praxis	Out-of-state approved and/or CAEP accredited teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. State of Kansas Department of Education (KSDE) utilizes CAEP accreditation standards and all KWU EDUC programs are accredited by KSDE. State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs.

State, District, or Territory Name & Board/Agency Name for EDUC (HEALTH)	Board or Agency Website Address	KWU Meets Licensure Requirements	Specialized Accreditation Required	Specialized Accreditation Accepted as Meeting Educational Requirements	Curriculum Comparison Needed	Trainings, Experience, or Exams	Notes
Louisiana - Louisiana Department of Education	https://www.louisianabelieves.com/teaching/Career-Advancement-Opportunities	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates meet educational requirements.
Maine - Maine Department of Education	https://www.maine.gov/doe/cert/	Yes	No	No	Yes	Praxis	Based on curriculum review requirements, KWU meets ME curriculum requirements. See tab below for Maine.
Maryland - Maryland State Department of Education	https://marylandpublicschools.org/about/Pages/Default.aspx	Yes	No	No	No	Certificate holders with certification in a secondary content area, special education 6-Adult, PreK-12 disciplines and library media specialist are required to complete 6 semester hours in reading, which shall include: Types of reading Reading assessment Reading instruction Strategies for intrinsic and extrinsic motivation for reading Teaching students to learn from text Processing multimedia information and strategies to connect reading with study skills Integrating content area goals with reading goals. Praxis: When do I need to complete these courses? Outstanding reading coursework is due at the renewal of the professional certificate. At the time of initial certification, the MSDE will provide you with a Reading Summary outlining what courses are required.	Out-of-state approved teacher preparation program graduates meet educational requirements.
Massachusetts - Massachusetts Department of Elementary and Secondary Education	https://www.doe.mass.edu/licensure/	Yes	Only if out-of-state program was completed in non-NASDTEC state.	Yes	No	Massachusetts Exam	Out-of-state approved teacher preparation program graduates meet educational requirements. State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs.
Michigan - Michigan Department of Education	https://www.michigan.gov/mde/services/ed-served_cert	Yes	No	No	No	Need to complete course in first aid and cardiopulmonary resuscitation issued by Red Cross; Michigan Exam	Out-of-state approved teacher preparation program graduates meet educational requirements.
Minnesota - Minnesota Professional Educator Licensing and Standards Board	https://mn.gov/elsb/aspiring_educator	Yes	No	No	Yes	Minnesota Exam	Based on the curriculum review requirements, KWU meets all of MN requirements. See tab below for Minnesota.
Mississippi - Mississippi Department of Education	https://www.mde.k12.org/QEL	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates meet educational requirements.
Missouri - Missouri Department of Elementary & Secondary Education	https://dese.mo.gov/educator-quality/certification	Yes	No	No	No	Missouri Exam	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Montana - Montana Office of Public Instruction	https://opi.mt.gov/Educators/Licensure/Educator_Licensure	Yes	No	No	No	Completion and verification of the free, online course: An Introduction to Indian Education for All in Montana. Praxis	Out-of-state approved teacher preparation program graduates meet educational requirements.
Nebraska - Nebraska Department of Education	https://www.education.ne.gov/TC/ERT/	Yes	No	No	Yes	Human Relations Training and Special Education Training; Praxis	Based on curriculum review requirements, KWU meets NE curriculum requirements. See tab below for Nebraska.
Nevada - State of Nevada Department of Education	https://doe.nv.gov/Educator_Licensure/	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

State, District, or Territory Name & Board/Agency Name for EDUC (HEALTH)	Board or Agency Website Address	KWU Meets Licensure Requirements	Specialized Accreditation Required	Specialized Accreditation Accepted as Meeting Educational Requirements	Curriculum Comparison Needed	Trainings, Experience, or Exams	Notes
New Hampshire - New Hampshire Department of Education	https://www.education.nh.gov/who-we-are/mission-statement-support-and-higher-education/updates-of-credentialing	No	No	No	Yes	Praxis	Based on the curriculum review requirements, KWU meets all of NH requirements, but one, Ed 507.11c.1.(iv), which refers to "NH, US and world history". KWU meets the US History and World History components in c.1.(iv), but does not meet the NH (New Hampshire) History component. See tab below for New Hampshire.
New Jersey - State of New Jersey Department of Education	https://www.nj.gov/education/licensing/	No	No	No	Yes	Not Required In-Program: Physiology and Hygiene Requirement • This requirement may be completed by choosing one of the following options: 1.) Present evidence of basic military training 2.) Complete a course such as biology, health or nutrition that appears on a regionally accredited 2 or 4-year college/university transcript 3.) Complete an online test. You must have a tracking number and an application on file to take this test. Once completed, please email us at Licensing_Requests@doe.nj.gov stating that the test has been taken. Praxis	Based on the curriculum review requirements, KWU meets all of NJ requirements, but KWU Candidates will need to: 1) Maintain a 3.00 cumulative G.P.A.; 2) Have taken the SAT, ACT, or GRE Exam and score in top third in the year exam was taken; and 3) complete an online exam provided by the NJ Department of Education. See tab below for New Jersey .
New Mexico - New Mexico Public Education Department	https://webnew.ped.state.nm.us/bureaus/licensur/	Yes	No	No	Yes	Praxis	State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs. State of New Mexico states, "C. Except for licensure by reciprocity, the department shall require, prior to initial licensure, no less than sixteen weeks of student teaching, a portion of which shall occur in the first thirty credit hours taken in the college of education and shall be under the direct supervision of a teacher and a portion of which shall occur in the student's senior year with the student teacher being directly responsible for the classroom." KWU requires 16 weeks of clinical practice (student teaching). Based on curriculum review requirements, KWU meets NM curriculum requirements. All KWU candidates will be required to take and pass the Content Knowledge
New York - New York Office of Teaching Initiatives	http://www.highered.nysed.gov/tce/	Yes	No	No	No	All candidates shall have completed at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment. All candidates shall have completed at least two clock hours of coursework or training in school violence prevention and intervention. New York Exam	Out-of-state approved teacher preparation program graduates meet educational requirements.
North Carolina - North Carolina Department of Public Instruction	https://www.dpi.nc.gov/educators/educators-licensure	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
North Dakota - North Dakota Education Standards and Practices Board	https://www.nd.gov/espb/licensur/	Yes	No	No	Non-licensed out-of-state graduates must meet ND standards.	Senate Bill 2048 mandates a mental health competency course for all initial licensures. Coursework in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners is required. Praxis	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Northern Mariana Islands - Commonwealth of the Northern Mariana Islands State Board of Education	https://www.cnmips.org/state-boa-certification	Yes	No	No	No	None Found	Out-of-state approved teacher preparation program graduates meet educational requirements.
Ohio - Ohio Department of Education	https://education.ohio.gov/Topics/Teaching/Licensure	Yes	No	No	No	Ohio Exam	Out-of-state approved teacher preparation program graduates meet educational requirements.
Oklahoma - Oklahoma State Department of Education	https://sde.ok.gov/teacher-certification	Yes	No	No	No	Oklahoma Exam	Out-of-state approved teacher preparation program graduates meet educational requirements.

State, District, or Territory Name & Board/Agency Name for EDUC (HEALTH)	Board or Agency Website Address	KWU Meets Licensure Requirements	Specialized Accreditation Required	Specialized Accreditation Accepted as Meeting Educational Requirements	Curriculum Comparison Needed	Trainings, Experience, or Exams	Notes
Oregon - Oregon Teacher Standards and Practices Commission	https://www.oregon.gov/tspc/Pages/index.aspx	Yes	No	No	No	Oregon Exam	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Pennsylvania - Pennsylvania Department of Education	https://www.education.pa.gov/Educators/Certification/Pages/default.aspx	Yes	No	No	No, if state/territory is party to the NASDTEC Interstate Agreement	Praxis	Out-of-state approved teacher preparation program graduates meet educational requirements. State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs.
Puerto Rico - Puerto Rico Department of Education	https://de.pr.gov/	Yes	No	No	No	None Found	Out-of-state approved teacher preparation program graduates meet educational requirements.
Republic of Palau - Republic of Palau Ministry of Education Division of Instructional Implementation and Teacher Training	http://moe.epnsolutions.pw/	No	NA	NA	NA	None Found	Health Education License Title: Not Found with Republic of Palau Ministry of Education Division of Instructional Implementation and Teacher Training (http://moe.epnsolutions.pw/)
Republic of the Marshall Islands - Marshall Islands Public School System	https://pss.edu.mh/	No	NA	NA	NA	None Found	Health Education License Title: Not Found with Marshall Islands Public School System (https://pss.edu.mh/)
Rhode Island - Rhode Island Department of Education	https://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates meet educational requirements.
South Carolina - South Carolina Department of Education	https://ed.sc.gov/educators/certification/	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates meet educational requirements.
South Dakota - South Dakota Department of Education	https://doe.sd.gov/certification/	Yes	No	No	No	Will need to complete a South Dakota Indian Studies (SDIS) Course; Praxis	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Tennessee - Tennessee Department of Education	https://www.tn.gov/education/educators/licensing.html	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates from a state that is a partner in the NASDTEC Interstate agreement meet educational requirements. State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs.
Texas - Texas Education Agency	https://tea.texas.gov/texas-educators/certification	Yes	No	No	No	Texas Exam	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
U.S. Virgin Islands - U.S. Virgin Islands Department of Education	https://www.vide.vi/	No	NA	NA	NA	None Found	Health Education License Title: Not Found with U.S. Virgin Islands Department of Education website https://vide.vi/
Utah - Utah State Board of Education	https://www.schools.utah.gov/licensing	No	NA	NA	NA	None Found	Health Education License Title: Not Found with Utah State Board of Education website http://www.schools.utah.gov/licensing
Vermont - State of Vermont Agency of Education	https://education.vermont.gov/educator-licensure	Yes	No	No	Yes, if graduate does not first earn out-of-state license	Praxis	Out-of-state approved teacher preparation program graduates from a state that is a partner in the NASDTEC Interstate agreement meet educational requirements. State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs.

State, District, or Territory Name & Board/Agency Name for EDUC (HEALTH)	Board or Agency Website Address	KWU Meets Licensure Requirements	Specialized Accreditation Required	Specialized Accreditation Accepted as Meeting Educational Requirements	Curriculum Comparison Needed	Trainings, Experience, or Exams	Notes
Virginia - Virginia Department of Education	https://www.doe.virginia.gov/teaching-learning/assessment/teaching-in-virginia/licensure	No	No	No	Yes	Additional Training: 1) Certification of Child Abuse and Neglect Recognition and Intervention Training, 2) Emergency First Aid, CPR, and AED, 3) Dyslexia Awareness Training; Behavior Intervention and Support Training; Praxis	Based on the curriculum review, KWU meets all standards but two, 1. Virginia's Standards of Learning and 2. Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. See tab below for Virginia.
Washington - Washington Office of Superintendent of Public Instruction	https://www.k12.wa.us/certification/teacher-certificate	Yes	No	No	No	Washington Exam	Out-of-state approved teacher preparation program graduates meet educational requirements.
West Virginia - West Virginia Department of Education	https://wvde.us/certification/certification-info/	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Wisconsin - Wisconsin Department of Public Instruction	https://dpi.wi.gov/licensing	No	No	No	Yes	Additional Training (Not Required In-Program): 1) Minority Group Relations (All: AKA Human Relations), 2) Minority Group Relations (WI American Indian Bands and Tribes), 3) Special Education, 4) Conflict Resolution, & 5) Reading and Language Arts Instruction; Praxis	State of Kansas Department of Education (KSDE) utilizes CAEP accreditation standards and all KWU EDUC programs are accredited by KSDE. Wisconsin standards are aligned with CAEP standards. Based on the curriculum comparison, KWU meets all WI standards, except for two: 1. instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in Wisconsin and 2. the applicant/candidate is required to pass an examination identical to the Foundations of Reading test administered in 2012 as part of the Massachusetts Tests for Educator Licensure. See below for Wisconsin (rows 22 & 28).
Wyoming - Wyoming Professional Teaching Standards Board	http://wyomingotpb.com/	Yes	No	No	No	Additional Coursework Not Required In-Program: U.S. History prior to 1865 that includes the U.S. Constitution & WY Constitution; Praxis	Out-of-state approved teacher preparation program graduates meet educational requirements.

Health & Physical Ed. Pre K-12 (Health Emphasis): State, Territory, or District Required Curriculum Comparison

Colorado

State of Colorado Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
1 OCR 301-101:4.16 To be endorsed in health education, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in health; be knowledgeable about the Colorado Academic Standards in comprehensive health and physical education and have demonstrated the competencies specified below: 4.11(1) The health educator is knowledgeable about the content of physical and mental health and is able to incorporate the following into the various aspects of health instruction and delivery , with recognition of the cultural, societal and familial sensitivity necessary to handle often controversial subject matter with students of differing personal characteristics and circumstances, backgrounds and developmental stages:	***		
4.11(1)(a) information about ecology and its interaction with society as related, but not limited to, studies in such fields as the biological and behavioral sciences.	Yes	BIOL102 Environmental Awareness BIOL105 Biology for Non-Majors: Understanding Our Natural World BIOL226 General Microbiology ENGL270 Eco-Writing PSYC365 Environmental Psychology SOC1375 Environmental Sociology	3 4 4 3 3 3
4.11(1)(b) bases for students to make informed and healthy life choices about current and continuing health issues of individuals in a society including, but not limited to: physical, emotional and social health; alcohol, tobacco and other controlled substances; prescription medication; wellness, nutrition and exercise; disease prevention and control; and communicable and non-communicable diseases.	Yes	BIOL221 Human Anatomy & Physiology I BIOL222 Human Anatomy & Physiology II BSHS105 Foundations of Addiction BSHS310 Violence BSHS315 Domestic Violence PSYC201 Social Psychology PSYC215 Health Psychology PSYC260 Pharmacology SPES120 Personal, Community, and Global Health SPES125 Pharmacology for Exercise & Health Professionals SPES385 Psychology of Sport and Exercise SPES180 Medical Terminology	4 4 3 3 3 3 3 3 3 3 3 3
4.11(1)(c) information on individual rights, options and responsibilities with regard to health care.	Yes	PSYC352 Case Management SOWK332 Social Work with Individuals, Families, and Groups SOWK342 Social Work with Communities and Organizations	3 3 3
4.11(1)(d) information about physical and psychological human growth and development, as well as the status of and matters related to individual, self-monitored and family health, as relevant and appropriate to a health curriculum and program and the age and/or grade level of students.	Yes	BIOL221 Human Anatomy & Physiology I BIOL222 Human Anatomy & Physiology II EDUC244 Developmental Psychology EDUC225 Educational Psychology SPES341 Introduction to Motor Behavior SPES345 Organization & Administration in PE, Recreation, & Athletic Train. SPES356 Therapeutic Modalities for the Allied Health Professional SPES357 Therapeutic Exercise	4 4 3 3 3 3 3 3
4.11(2) The health educator is knowledgeable about evaluation and identification of criteria for evaluation and is able to articulate effectively to students regarding the use of valid and reliable health information and resources including, but not limited to:	***		
4.11(2)(a) consumer health; public and school health care programs; informed selection of health products and services; consumer protection agencies and other related resources; health fallacies and superstitions; health insurance and plans; health care systems; health care-related technology; and accurate information technology and other informational sources.	Yes	SOWK332 Social Work with Individuals, Families, and Groups SOWK342 Social Work with Communities and Organizations SPES345 Organization & Administration in PE, Recreation, & Athletic Train. SPES356 Therapeutic Modalities for the Allied Health Professional SPES357 Therapeutic Exercise SPES376 Measurement & Assessment in Health & Physical Education SPES440 Advanced Exercise Testing and Prescription SPES456 Advanced Care & Prevention of Injuries SPES460 Internships PSYC352 Case Management	3 3 3 3 3 3 3 3 1-7 3
4.11(2)(b) identification of emerging health problems and issues in general, and specifics related to urban, suburban and rural areas.	Yes		
4.11(3) The health educator is knowledgeable about and is able to effectively articulate to students the dynamics of accidents and how to create conditions conducive to safe living.	Yes	BIOL221 Human Anatomy & Physiology I BIOL222 Human Anatomy & Physiology II EDUC244 Developmental Psychology EDUC225 Educational Psychology SOWK332 Social Work with Individuals, Families, and Groups SOWK342 Social Work with Communities and Organizations SPES341 Introduction to Motor Behavior SPES345 Organization & Administration in PE, Recreation, & Athletic Train. SPES356 Therapeutic Modalities for the Allied Health Professional SPES357 Therapeutic Exercise SPES376 Measurement & Assessment in Health & Physical Education SPES440 Advanced Exercise Testing and Prescription SPES456 Advanced Care & Prevention of Injuries SPES460 Internships	4 4 3 3 3 3 3 3 3 3 3 3 3 3 1-7

State of Colorado Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
4.11(4) The health educator is knowledgeable about and able to effectively promote health and health care careers to students.	Yes	BIOL221 Human Anatomy & Physiology I BIOL222 Human Anatomy & Physiology II EDUC244 Developmental Psychology EDUC225 Educational Psychology SOWK332 Social Work with Individuals, Families, and Groups SOWK342 Social Work with Communities and Organizations SPES341 Introduction to Motor Behavior SPES345 Organization & Administration in PE, Recreation, & Athletic Train. SPES356 Therapeutic Modalities for the Allied Health Professional SPES357 Therapeutic Exercise SPES376 Measurement & Assessment in Health & Physical Education SPES440 Advanced Exercise Testing and Prescription SPES456 Advanced Care & Prevention of Injuries SPES460 Internships	4 4 3 3 3 3 3 3 3 3 3 3 3 1-7
4.11(5) The health educator must be able to effectively integrate into instruction the following skills: collaboration, critical thinking and reasoning, information literacy, self direction and invention.	Yes	SPES356 Therapeutic Modalities for the Allied Health Professional SPES357 Therapeutic Exercise SPES376 Measurement & Assessment in Health & Physical Education SPES440 Advanced Exercise Testing and Prescription SPES456 Advanced Care & Prevention of Injuries SPES460 Internships	3 3 3 3 3 1-7
4.11(6) The health educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.	Yes	SPES345 Organization & Administration in PE, Recreation, & Athletic Train. SPES356 Therapeutic Modalities for the Allied Health Professional SPES357 Therapeutic Exercise SPES376 Measurement & Assessment in Health & Physical Education SPES460 Internships	3 3 3 3 1-7

Connecticut

State of Connecticut Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
C.G.S.A. § 10-145b (a) The State Board of Education, upon receipt of a proper application, shall issue an initial educator certificate to any person who (1) holds a bachelor's degree or an advanced degree from an institution of higher education that is regionally accredited or has received an equivalent accreditation, and (2) has completed (A) an educator preparation program approved by the State Board of Education or the appropriate governing body in the state in which the institution of higher education is located	Yes		
Regs. Conn. State Agencies § 10-145d-436	***		
On and after July 1, 1993, to receive an initial educator certificate for elementary teaching an applicant shall present evidence of meeting the following requirements, in addition to meeting the assessment requirements, as appropriate:	***		
(a) Holds a bachelor's degree from an approved institution;	Yes		
(b) Has a minimum of 39 semester hours of credit in general academic courses:	Yes; 41	variable course selections	
In five of the six areas listed below. A survey course in United States history, comprised of not fewer than three semester hours of credit shall be included.	Yes	HIST 220 US History I or HIST 221 US History II	3 3
(1) Natural sciences;	Yes	BIOL102 Environmental Awareness BIOL110 General Biology	3 4
(2) Social studies; and	Yes	SOC240 Inequity & Stratification SOC375 Environmental Sociology	3 3
(3) Fine arts;	Yes	EDUC240 Music Methods EDUC248 Art in Elementary School	2 2
(4) English;	Yes	ENGL120 Introduction to English Composition ENGL121 Intermediate English Composition COMM130 Public Speaking	3 3 3
(5) Mathematics;	Yes	BSSH210 Statistical Analysis MATH120 College Algebra EDUC110 Math Concepts	3 3 3
(6) Foreign language;	Yes	SPED320 Beginning American Sign Language	2
(d) Has completed a subject-area major consisting of one of the following:	Yes		
(1) A major awarded by an approved institution in any one subject area, except that a major in professional education may not be accepted in fulfillment of this requirement; or	***		
(2) A minimum of 30 semester hours of credit in the special subject or field for which certification is sought and a minimum of nine semester hours of credit in a subject or subjects directly related to the subject for which certification is sought, except that a major or course work in professional education may not be accepted in fulfillment of this requirement, provided that physical education and technology education majors or courses may be accepted in fulfillment of this requirement; or	***		
(3) A major awarded by an approved institution in any one of the subjects covered by the endorsement, except that a major or course work in professional education may not be accepted in fulfillment of this requirement; and	***		
(d) Has a minimum of 18 semester hours of credit in professional education in a planned program of study and experience to be distributed among each of the following:	Yes		
(1) Foundations of education. This group includes areas such as:	Yes	EDUC208 Foundations & History of American Education	3
(2) school effectiveness,	Yes	DYS331 Foundations of Literacy & Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles Including Dyslexia EDUC208 Foundations & History of American Education EDUC222 Early Field Experience EDUC250 Education of the Exceptional Learner SPED310 Foundations for Special Education Services SPED320 Beginning American Sign Language	2 2 3 1-3 3 4 2
(3) history of education and	Yes	EDUC208 Foundations & History of American Education	3
(4) comparative education;	Yes	EDUC208 Foundations & History of American Education	3
(2) Educational psychology. This group includes areas such as:	Yes		
(1) growth and development of children from birth through the life span,	Yes	EDUC225 Educational Psychology EDUC244 Developmental Psychology PSYC201 Social Psychology	3 3 3
(2) psychology of learning,	Yes	EDUC225 Educational Psychology	3
(3) child-adolescent psychology and	Yes	EDUC244 Developmental Psychology	3
(4) mental hygiene;	Yes	EDUC225 Educational Psychology EDUC244 Developmental Psychology PSYC201 Social Psychology SOCI131 The Sociological Imagination	3 3 3 3

State of Connecticut Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(3) Curriculum and methods of teaching. This group includes areas such as:	Yes		
(1) subject-area curriculum and methodology and	Yes	EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elem. Teachers EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies of Elem. Teachers EDUC382 Reading & Language Arts for the Developing Reader EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary Classroom	3 3 4 3 3 2 2
(2) effective teaching skills;	Yes	EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elem. Teachers EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies of Elem. Teachers EDUC382 Reading & Language Arts for the Developing Reader EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary Classroom	3 3 4 3 3 2 2
(4) Supervised observation , participation and full-time responsible student teaching totaling at least six but not more than 12 semester hours of credit; and	Yes	EDUC438 Clinical Practice Seminar EDUC470 Clinical Practice	2 10
(5) A course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom	Yes 37.5 + clock hours (up to 375 clock hours)	DYS331 Foundations of Literacy & Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles Including Dyslexia EDUC250 Education of the Exceptional Learner SPED310 Foundations for Special Education Services SPED320 Beginning American Sign Language	2 2 3 4 2

Iowa

State of Iowa Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
Iowa Admin. Code 282-13.28			
13.28(8) Health.			
K-8 and 5-12. Completion of 24 semester hours in health to include coursework in	Yes KWU Health and Physical Education Core = 52 credit hours		
public or community health, personal wellness,	Yes	SPES120 Personal, Community, & Global Health	3
		BIOL102 Environmental Awareness	3
	Yes	SOCI131 The Sociological Imagination	3
		SOC375 Environmental Sociology	3
		SPES120 Personal, Community, & Global Health	3
		SPES175 Principles of Nutrition	3
substance abuse,	Yes	BSHS105 Foundations of Addiction	3
		SPES125 Pharmacology for Exercise & Health Professionals	3
		SPES385 Psychology of Sport and Exercise	3
		SPES180 Medical Terminology	3
family life education,	Yes	PSYC201 Social Psychology	3
		PSYC352 Case Management	3
		SOWK332 Social Work with Individuals, Families, and Groups	3
		SOWK342 Social Work with Communities and Organizations	3
		SPES120 Personal, Community, and Global Health	3
		SPES385 Psychology of Sport and Exercise	3
mental/emotional health, and	Yes	BSHS105 Foundations of Addiction	3
		BSHS310 Violence	3
		BSHS315 Domestic Violence	3
		PSYC201 Social Psychology	3
		PSYC215 Health Psychology	3
		PSYC260 Pharmacology	3
		SPES120 Personal, Community, and Global Health	3
		SPES125 Pharmacology for Exercise & Health Professionals	3
		SPES385 Psychology of Sport and Exercise	3
		SPES180 Medical Terminology	3
human nutrition.	Yes	SPES175 Principles of Nutrition	3
A current certificate of CPR training is required in addition to the coursework requirements.	Yes	SPES148 First Aid & CPR	3

Minnesota

State of Minnesota Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
Subp. 2. Licensure requirements. A candidate for licensure to teach health to students in grades 5 through 12 shall:			
A. hold a baccalaureate degree from a college or university that is accredited by the regional association for the accreditation of colleges and secondary schools;	Yes		
B. demonstrate the standards for effective practice for licensing of beginning teachers listed in part 8710.2000; and	Yes		
C. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of health in subpart 3.	Yes		
Minnesota Rules, part 8710.3200 Subp. 3. Subject matter standard. A candidate for licensure as a teacher of health must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to I.	***		
A. A teacher of health understands behaviors and factors that:	***		
(1) prevent or reduce the risk of accidents, sudden illness, and violent injuries;	Yes	SPES120 Personal, Community, and Global Health SPES125 Pharmacology for Exercise & Health Professionals SPES180 Medical Terminology SPES256 Care & Prevention of Athletic Injuries SPES315 Adaptive Physical Education SPES341 Introduction to Motor Behavior SPES385 Psychology of Sport and Exercise SPES443 Kinesiology	3 3 3 3 3 3 3 3
(2) prevent or reduce the risk of tobacco use or alcohol and other drug abuse;	Yes	BSHS105 Foundations of Addiction SPES117 Pathway to Wellness SPES120 Personal, Community, & Global Health	3 3 3
(3) prevent or reduce the risk of HIV infection and AIDS, sexually transmitted diseases, and unintentional pregnancy; and	Yes	SPES120 Personal, Community, and Global Health SPES125 Pharmacology for Exercise & Health Professionals SPES385 Psychology of Sport and Exercise SPES180 Medical Terminology	3 3 3 3
(4) contribute to sufficient physical activity and promote health-enhancing dietary practices.	Yes	SPES175 Principles of Nutrition SPES200 Physical Ed. Activities for Elem. & Middle School Children SPES260 Rhythmic Activities & Dance SPES315 Adaptive Physical Education SPES380 Physiology of Exercise	3 3 1 3 3
B. A teacher of health understands concepts related to health promotion and disease prevention including:	***		
(1) the need for and role of a philosophy of health, health education, and health promotion;	Yes	SPES120 Personal, Community, and Global Health SPES125 Pharmacology for Exercise & Health Professionals SPES385 Psychology of Sport and Exercise SPES180 Medical Terminology	3 3 3 3
(2) primary, secondary, and tertiary prevention;	Yes	SPES120 Personal, Community, and Global Health SPES125 Pharmacology for Exercise & Health Professionals SPES385 Psychology of Sport and Exercise SPES180 Medical Terminology	3 3 3 3
(3) components of comprehensive school health programs and interrelationships among components;	Yes	SPES120 Personal, Community, and Global Health SPES315 Adaptive Physical Education SPES385 Psychology of Sport and Exercise	3 3 3
(4) behaviors that foster and those that hinder well-being; and	Yes	SPES117 Pathway to Wellness SPES120 Personal, Community, & Global Health PSYC385 Psychology of Sport & Exercise	3 3 3
(5) physical, social, emotional, and intellectual factors that influence health.	Yes		
C. A teacher of health understands how to access valid health information and health promoting products and services including:	***		
(1) selecting and evaluating the validity of sources of health education information;	Yes	SPES376 Measurements & Assessment in SPES	3
(2) identifying and accessing appropriate and cost-effective school and community health services;	Yes	SPES117 Pathway to Wellness SPES120 Personal, Community, & Global Health	3 3
(3) identifying and evaluating appropriate lifestyle assessments and health-risk appraisals;	Yes	SPES376 Measurements & Assessment in SPES	3
(4) using or developing appropriate data gathering instruments to include national, state, or district level morbidity, mortality, behavioral risk, and needs assessment data; and	Yes	SPES376 Measurements & Assessment in SPES	3
(5) articulating research and public policy regarding health issues.	Yes	SPES376 Measurements & Assessment in SPES	3
D. A teacher of health understands health enhancing behaviors that reduce health risks including:	***		
(1) the short-term and long-term consequences of positive and negative health choices;	Yes	PSYC385 Psychology of Sport & Exercise	3
(2) the relationship between and among the major health determinants of genetics, environments, health care, and personal behavior;	Yes	BIOL221 Human Anatomy & Physiology I BIOL222 Human Anatomy & Physiology II SPES117 Pathway to Wellness SPES120 Personal, Community, and Global Health SPES315 Adaptive Physical Education SPES385 Psychology of Sport and Exercise	4 4 3 3 3 3

State of Minnesota Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(3) the importance of individual responsibility for health; and	Yes	SPES117 Pathway to Wellness SPES120 Personal, Community, & Global Health	3 3
(4) strategies to reduce and prevent stress related health problems.	Yes	SPES385 Psychology of Sport and Exercise	3
E. A teacher of health understands the effects of advertising, media, technology, and social norms on health behaviors.	Yes	SPES385 Psychology of Sport and Exercise	3
F. A teacher of health understands how to use interpersonal communication skills to enhance health including:	***		
(1) models and strategies for teaching communication skills for expressing needs, wants, and feelings; communicating, care, consideration, and respect of self and others; conflict resolution; and refusal skills; and	Yes	SPES117 Pathway to Wellness SPES120 Personal, Community, & Global Health	3 3
(2) strategies for facilitating dialogue related to controversial health issues.	Yes	SPES117 Pathway to Wellness SPES120 Personal, Community, & Global Health	3 3
G. A teacher of health understands how to use goal-setting and decision-making skills to enhance health including:	***		
(1) age appropriate decision-making and goal-setting models;	Yes	SPES117 Pathway to Wellness SPES120 Personal, Community, and Global Health SPES315 Adaptive Physical Education SPES385 Psychology of Sport and Exercise	3 3 3 3
(2) applying decision-making and goal setting processes to personal health choices;	Yes	SPES117 Pathway to Wellness SPES120 Personal, Community, and Global Health SPES315 Adaptive Physical Education SPES385 Psychology of Sport and Exercise	3 3 3 3
(3) the components of and processes for the development and implementation of personal health plans; and	Yes	SPES117 Pathway to Wellness SPES120 Personal, Community, and Global Health SPES315 Adaptive Physical Education SPES385 Psychology of Sport and Exercise	3 3 3 3
(4) predicting the immediate and long-range impact of health decisions on the individual, family, and the community.	Yes	SPES117 Pathway to Wellness SPES120 Personal, Community, and Global Health SPES315 Adaptive Physical Education SPES385 Psychology of Sport and Exercise	3 3 3 3
H. A teacher of health demonstrates an understanding of the teaching of health that integrates understanding of health with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of health to preadolescent and adolescent students must:	***		
(1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents;	Yes	SPES117 Pathway to Wellness SPES120 Personal, Community, and Global Health SPES315 Adaptive Physical Education SPES385 Psychology of Sport and Exercise	3 3 3 3
(2) understand and apply the research base for and the best practices of middle and high school education;	Yes	SPES117 Pathway to Wellness SPES120 Personal, Community, and Global Health SPES315 Adaptive Physical Education SPES385 Psychology of Sport and Exercise	3 3 3 3
(3) develop curriculum goals and purposes based on the central concepts of health and know how to apply instructional strategies and materials for achieving student understanding of this discipline;	Yes	SPES357 Therapeutic Exercise SPES440 Advanced Exercise Testing & Prescription	3 3
(4) understand the role and alignment of district, school, and department mission and goals in program planning;	Yes	SPES345 Organization & Administrative P.E., Rec., & Athl. Training	3
(5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;	Yes	SPES117 Pathway to Wellness SPES120 Personal, Community, and Global Health SPES315 Adaptive Physical Education SPES385 Psychology of Sport and Exercise	3 3 3 3
(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and	Yes	SPES345 Organization & Administrative P.E., Rec., & Athl. Training	3
(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process.	Yes	SPES345 Organization & Administrative P.E., Rec., & Athl. Training	3
I. A teacher of health must understand the content and methods for teaching reading including:	***		
(1) knowledge of reading processes and instruction including:	***		
(a) the relationships between and among print processing abilities and digital content, motivation, background, and discourse knowledge, cognitive abilities, and reader's interest and how those relationships impact comprehension; and	Yes	EDUC385 Reading in the Content Areas SOC131 The Sociological Imagination SOWK225 Human Behavior & the Social Environment	3 3 3
(b) the complexities involved in the development of academic language and the impact of that development in school success; and	Yes	PSYC365 Environmental Psychology SOC375 Environmental Sociology	3 3
(2) the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction including:	***		
(a) selection and implementation of a wide variety of before, during, and after reading strategies that develop reading and metacognitive abilities;	Yes	EDUC245 Child & Adolescent Literature EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader EDUC385 Reading in the Content Areas	3 4 3 2
(b) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;	Yes	EDUC245 Child & Adolescent Literature EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader EDUC385 Reading in the Content Areas	3 4 3 2
(c) the ability to develop critical literacy skills by encouraging students to question texts and analyze texts from multiple viewpoints or perspectives; and	Yes	EDUC245 Child & Adolescent Literature EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader EDUC385 Reading in the Content Areas	3 4 3 2

State of Minnesota Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(d) the ability to identify instructional practices, approaches, and methods and match materials, both print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers.	Yes	EDUC245 Child & Adolescent Literature EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader EDUC385 Reading in the Content Areas	3 4 3 2
Subp. 3a. Student teaching and field experiences. A candidate for licensure to teach health must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.	***		
Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level, grades 5 through 8, and high school level, grades 9 through 12.	Yes	EDUC222 Early Field Experience EDUC438 Clinical Practice Seminar EDUC470 Clinical Practice	1-3 2 10
For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks , full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.	Yes	EDUC438 Clinical Practice Seminar EDUC470 Clinical Practice	2 10
Subp. 4. Continuing license. A continuing license shall be issued and renewed according to the rules of the Professional Educator Licensing and Standards Board governing continuing licensure.	***		
Subp. 5. [Repealed, L 2015 c 21 art 1 s 110]	***		
Minn. R. 8710.4500	***		

Nebraska

State of Nebraska Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
Neb. Admin. R. & Regs. Tit. 92, Ch. 24, § 006	***		
006.26C Persons with this endorsement may teach comprehensive health education programs in grades 7 through 12.	***		
006.26D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in health courses that demonstrate content knowledge and skills of a health literate educator; assess needs to determine priorities for comprehensive school health education; plan comprehensive school health curricula and programs; implement health education instruction; assess student learning; plan and coordinate a school health education program; communicate and advocate for health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing a coordinated school health program.	Yes KWU requires 42+ credit hours	SPES125 Pharmacology for Exercise & Health Professionals SPES148 First Aid & CPR SPES150 Foundations of SPES SPES175 Principles of Nutrition SPES180 Medical Terminology SPES256 Care & Prevention of Athletic Injuries SPES341 Introduction to Motor Behaviors SPES356 Therapeutic Modalities for the Allied Health Professional SPES357 Therapeutic Exercise SPES359 Exercise Leadership SPES376 Measurements & Assessment in SPES SPES380 Physiology of Exercise SPES440 Advanced Exercise Testing & Prescription SPES443 Kinesiology SPES460 Internship SPES470 Senior Seminar	2 1 3 3 3 3 3 3 3 3 3 3 3-6 1
Neb. Admin. R. & Regs. Tit. 92, Ch. 20, § 005 - Applies to all initial licenses, IN PROGRAM:	***		
005.03 Field Experience Coursework. The institution shall require practicum and clinical experiences that provide candidates opportunities to work with students and school partners to develop knowledge, skills, and professional dispositions. When viewed as a whole, field experiences are central to candidate preparation and shall provide opportunities to work with diverse students which may include, but is not limited to, differences based on ethnicity, race, socioeconomic status, gender, exceptionalities, and language.	Yes	EDUC222 Early Field Experience SPES460 Internship	1-3 3-6
005.03A Initial Program Field Experience. These experiences shall range from candidate interaction with students to assuming responsibility for instructional planning and implementation, and assessment of student learning.	Yes	EDUC222 Early Field Experience SPES460 Internship	1-3 3-6
005.03A1 Practicum experience consists of a minimum of one hundred (100) clock hours of contact with students. Field-based practicum experiences are completed prior to clinical practice and provide opportunities for candidates to observe, assist, tutor, instruct, or conduct research. Practicum experiences may occur in settings such as school systems, or other settings serving students.	Yes 100+ clock hours are required via early field experience and internship	EDUC222 Early Field Experience SPES460 Internship	1-3 3-6
005.03A2 Clinical Practice. The institution shall require a clinical practice experience for initial teacher certification in which candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing.	Yes		

New Hampshire

State of New Hampshire Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
N.H. Code Admin. R. Ed 507.15	***		
A candidate for certification as a health educator shall have the following skills, competencies and knowledge through a combination of academic experiences and demonstrated competency:	***		
(a) In the area of health-related content knowledge of human biology, social science, and psychology, knowledge of:	***		
(1) Substance use and abuse including alcohol, tobacco, and other drugs;	Yes	BIOL221 Human Anatomy & Physiology I BIOL222 Human Anatomy & Physiology II BSHS105 Foundations of Addiction BSHS310 Violence BSHS315 Domestic Violence PSYC201 Social Psychology PSYC215 Health Psychology PSYC260 Pharmacology SPES120 Personal, Community, and Global Health SPES125 Pharmacology for Exercise & Health Professionals SPES385 Psychology of Sport and Exercise SPES180 Medical Terminology	4 4 3 3 3 3 3 3 3 3 3
(2) Injury and violence prevention, safety, first aid and CPR;	Yes	BSHS310 Violence BSHS315 Domestic Violence PSYC201 Social Psychology PSYC215 Health Psychology SPES148 First Aid & CPR	3 3 3 3 1
(3) Healthful eating and nutrition concepts;	Yes	SPES175 Principles of Nutrition	3
(4) Family life, healthy relationships, and child abuse prevention;	Yes	BSHS310 Violence BSHS315 Domestic Violence PSYC352 Case Management SOWK332 Social Work with Individuals, Families, and Groups SOWK342 Social Work with Communities and Organizations SPES120 Personal, Community, and Global Health	3 3 3 3 3 3
(5) Comprehensive sexuality education, including developmentally-appropriate abstinence education, preventing HIV/AIDS and other sexually transmitted infections in accordance with RSA 189:10;	Yes	BIOL221 Human Anatomy & Physiology I BIOL222 Human Anatomy & Physiology II BSHS105 Foundations of Addiction BSHS310 Violence BSHS315 Domestic Violence PSYC201 Social Psychology PSYC215 Health Psychology PSYC260 Pharmacology SPES120 Personal, Community, and Global Health SPES125 Pharmacology for Exercise & Health Professionals SPES385 Psychology of Sport and Exercise SPES180 Medical Terminology	4 4 3 3 3 3 3 3 3 3 3 3
(6) Behavioral and emotional health, including suicide prevention;	Yes	EDUC244 Developmental Psychology EDUC225 Educational Psychology SOWK332 Social Work with Individuals, Families, and Groups SOWK342 Social Work with Communities and Organizations	3 3 3 3
(7) Personal, community and consumer health, including prevention and control of disease; and	Yes	SPES120 Personal, Community, and Global Health	3
(8) Health-enhancing skills as outlined in the 2007 "National Health Education Standards" from the Joint Committee on National Health Education Standards.	Yes	SPES120 Personal, Community, and Global Health	3
(b) Knowledge of theories of health behavior and health behavior change;	Yes	PSYC201 Social Psychology PSYC215 Health Psychology SPES341 Introduction to Motor Behavior	3 3 3
(c) Competency in collaborating with school and community resources and in integrating health concepts and skills across content areas to create a coordinated school health program; and	Yes	SPES356 Therapeutic Modalities for the Allied Health Professional	3
(d) Knowledge of cultural, ethical, and legal rights and responsibilities involving a school health education program, including the ability to reference New Hampshire statutes pertaining to school health education.	Yes	PSYC352 Case Management SOWK332 Social Work with Individuals, Families, and Groups SOWK342 Social Work with Communities and Organizations	3 3 3
	Based on the curriculum review requirements, KWU meets all of NH requirements, but one, Ed 507.11c.1.(iv), which refers to "NH, US and world history". KWU meets the US History and World History components in c.1.(iv), but does not meet the NH (New Hampshire) History component.		

New Jersey

State of New Jersey Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
From https://nj.gov/education/license/endorsements/1001CE.pdf	***		
Degree Requirement	***		
• A minimum of a bachelor's degree is required from a regionally accredited	Yes		
Cumulative GPA Requirement			
• New Jersey requires that candidates for certification achieve a cumulative GPA of at least 3.0 when a GPA of 4.00 equals an A grade for students graduating on or after September 1, 2016 (2.75 for those graduating before September 1, 2016) in a baccalaureate degree program, higher degree program or a State-approved postbaccalaureate certification program with a minimum of 13 semester-hour credits.	*** No...if a student should have a GPA between a 2.75 and 2.99 they will not meet this standard unless they have a high Praxis score.		
• Please note that there are GPA Flexibility Rules where a high praxis score may offset a GPA			
Subject Matter Preparation			
• For certification as a Health teacher, current regulations require that applicants complete a minimum of 30 credits in a coherent sequence in the subject field of Health. A coherent sequence requires that at least 12 credits are completed at the advanced level of study (junior, senior or graduate level). Related courses may be accepted depending on the course description/content. Please provide a course description if a course is not taken from the Health Department. Courses in pedagogy/education are not accepted towards the subject matter preparation. The final determination as to which courses will be counted towards the subject matter is based on professional and content standards found in the NJ Licensing Code. All credits must appear on a regionally accredited 2- or 4-year college/university transcript.	*** Yes KWU requires 42+ credit hours	SPES125 Pharmacology for Exercise & Health Professionals SPES148 First Aid & CPR SPES150 Foundations of SPES SPES175 Principles of Nutrition SPES180 Medical Terminology SPES256 Care & Prevention of Athletic Injuries SPES341 Introduction to Motor Behaviors SPES356 Therapeutic Modalities for the Allied Health Professional SPES357 Therapeutic Exercise SPES359 Exercise Leadership SPES376 Measurements & Assessment in SPES SPES380 Physiology of Exercise SPES440 Advanced Exercise Testing & Prescription SPES443 Kinesiology SPES460 Internship SPES470 Senior Seminar	2 1 3 3 3 3 3 3 3 3 3 3 3 3-6 1

Virginia

State of Virginia Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
8 VAC 20-23-380	***		
Endorsement requirements. The candidate shall have:	***		
1. Earned a baccalaureate degree from a regionally accredited college or university and graduated from an approved teacher preparation program in health and physical education;	Yes		
or			
2. Earned a baccalaureate degree from a regionally accredited college or university and completed a major in health and physical education or 45 semester hours of coursework distributed in the following areas:	Met via item #1, row 4		
a. Personal health, safety, and care of athletic injuries: 3 semester hours;	Met via item #1, row 4		
b. Human anatomy, physiology, exercise physiology, and biomechanics of human movement: 9 semester hours;	Met via item #1, row 4		
c. General health and physical education theory, including curriculum design and development in health and physical education: 3 semester hours;	Met via item #1, row 4		
d. Instructional methods and skills for secondary physical education: 3 semester hours;	Met via item #1, row 4		
e. Concepts of motor learning, instructional methods, and skills for elementary physical education: 3 semester hours;	Met via item #1, row 4		
f. Instruction methods for elementary and secondary school health: 3 semester hours;	Met via item #1, row 4		
g. Health and physical education electives: 9 semester hours;	Met via item #1, row 4		
h. Instructional methods and strategies for adapted physical education: 3 semester hours;	Met via item #1, row 4		
i. Technology in health and physical education: 3 semester hours;	Met via item #1, row 4		
j. Principles of human nutrition: 3 semester hours; and	Met via item #1, row 4		
k. Assessment and evaluation in the content area: 3 semester hours.	Met via item #1, row 4		

8 VAC 20-23-190	***		
Professional studies requirements for pre-K-12, secondary grades 6-12, and adult education endorsements: 18 semester hours. Professional studies requirements for special education endorsements: 21 semester hours. These requirements may be taught in integrated coursework or modules.	Yes		
1. Human development and learning (birth through adolescence): 3 semester hours.	Yes	EDUC244 Developmental Psychology EDUC225 Educational Psychology	3 3
a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.	Yes	ENGL120 Introduction to English Composition ENGL121 Intermediate English Composition COMM130 Public Speaking	3 3 3
b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive - should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, low socioeconomic status; attention deficit disorders; developmental disabilities; gifted education, including the use of multiple criteria to identify gifted students; substance abuse; trauma, including child abuse and neglect and other adverse childhood experiences; and family disruptions.	Yes	DYS331 Foundations of Literacy & Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles Including Dyslexia EDUC208 Foundations & History of American Education EDUC222 Early Field Experience EDUC250 Education of the Exceptional Learner SPED310 Foundations for Special Education Services SPED320 Beginning American Sign Language	2 2 1-3 1-3 3 4 2
2. Curriculum and instruction: 3 semester hours.	***		
a. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.	Yes	EDUC210 Instructional Technology EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elem. Teachers EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies of Elem. Teachers EDUC382 Reading & Language Arts for the Developing Reader EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary Classroom SPES332 Theory of Teaching & Coaching Individual & Dual Sports SPES335 Theory of Teaching Team Sports SPES420 Methods for Teaching Health & Physical Education	3 3 3 4 3 3 2 2 3 3 3
b. Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.	Yes	EDUC210 Instructional Technology	3
c. Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners; gifted and talented students and students with disabilities; and appropriate for the level of endorsement sought shall be included.	Yes	DYS331 Foundations of Literacy & Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles Including Dyslexia EDUC208 Foundations & History of American Education EDUC222 Early Field Experience EDUC250 Education of the Exceptional Learner SPED310 Foundations for Special Education Services SPED320 Beginning American Sign Language SPES315 Adaptive Physical Education	2 2 3 1-3 3 4 2 3

State of Virginia Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
d. Teaching methods shall be tailored to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments.	No KWU curriculum does not address Virginia Standards of Learning.	EDUC210 Instructional Technology EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elem. Teachers EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies of Elem. Teachers EDUC382 Reading & Language Arts for the Developing Reader EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary Classroom SPES332 Theory of Teaching & Coaching Individual & Dual Sports SPES335 Theory of Teaching Team Sports SPES420 Methods for Teaching Health & Physical Education	3 3 3 4 3 3 2 2 3 3 3
e. Methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and family engagement with the Virginia Standards of Learning shall be included.	No KWU curriculum does not address Virginia Standards of Learning.	PSYC352 Case Management SOWK332 Social Work with Individuals, Families, and Groups SOWK342 Social Work with Communities and Organizations	3 3 3
f. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included. The certification or training program shall (i) be based on the current national evidenced-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross, and (ii) include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.	Yes	BSHS105 Foundations of Addiction BSHS310 Violence BSHS315 Domestic Violence PSYC201 Social Psychology PSYC215 Health Psychology PSYC352 Case Management SOWK332 Social Work with Individuals, Families, and Groups SOWK342 Social Work with Communities and Organizations SPES148 First Aid & CPR	3 3 3 3 3 3 3 3 1
g. Curriculum and instruction for secondary grades 6-12 endorsements shall include middle and secondary education.	Yes	EDUC388 Methods for Teaching in the Secondary School	3
h. Pre-student teaching experiences (field experiences) should be evident within these skills. For preK-12, field experiences shall be at the elementary, middle, and secondary levels.	Yes	EDUC333 Early Field Experience	3
3. Assessment of and for learning: 3 semester hours.	Yes	SPES376 Measurements & Assessments in SPES SPES440 Advanced Exercise Testing & Prescription	3 3
a. Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.	Yes	SPES376 Measurements & Assessments in SPES SPES440 Advanced Exercise Testing & Prescription	3 3
b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own progress and growth shall be included.	Yes	SPES376 Measurements & Assessments in SPES SPES440 Advanced Exercise Testing & Prescription	3 3
c. Skills shall also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.	Yes	SPES376 Measurements & Assessments in SPES SPES440 Advanced Exercise Testing & Prescription	3 3
d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal-setting as related to teacher evaluation and determining student academic progress shall be included.	Yes	SPES376 Measurements & Assessments in SPES SPES440 Advanced Exercise Testing & Prescription	3 3
e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education such as diagnostic, college admission exams, industry certifications, and placement assessments shall be included.	Yes	SPES376 Measurements & Assessments in SPES SPES440 Advanced Exercise Testing & Prescription	3 3
4. Foundations of education and the teaching profession: 3 semester hours.	Yes	EDUC208 Foundations and History of American Education	3
a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.	Yes	EDUC208 Foundations and History of American Education	3
b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities shall be included.	Yes	EDUC208 Foundations and History of American Education	3
c. Professionalism and ethical standards, as well as personal integrity shall be addressed.	Yes	EDUC208 Foundations and History of American Education	3
d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.	No KWU Curriculum does not include Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers		
5. Classroom and behavior management: 3 semester hours.	Yes	EDUC380 Management of the Classroom	3
a. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.	Yes	EDUC380 Management of the Classroom	3
b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.	Yes	EDUC380 Management of the Classroom	3
c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills and of self-discipline.	Yes	EDUC380 Management of the Classroom	3

State of Virginia Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
d. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included. The link between classroom management and the students' ages shall be understood and demonstrated in techniques used in the classroom.	Yes	EDUC380 Management of the Classroom	3
6. Language and literacy.	Yes	DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles Including Dyslexia COMM130 Public Speaking EDUC250 Education of the Exceptional Learner EDUC385 Reading in the Content Areas EDUC388 Methods of Teaching in the Secondary School ED415 Methods for Teaching English in the Secondary School ENGL120 Introductory English Composition ENGL121 Intermediate English Composition SPED310 Foundations for Special Education Services SPED320 Beginning Sign Language	2 2 3 3 2 3 3 3 3 4 2
a. Adult education, preK-12, and secondary grades 6-12 - literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.	Yes	BIOL102 Environmental Awareness BIOL105 Biology for Non-Majors: Understanding Our Natural World BSHS 210 Statistical Analysis ENGL120 Introductory English Composition ENGL121 Intermediate English Composition HIST220 American History I HIST221 American History II MATH120 College Algebra PHYS121 Physics of Fun: Conceptual Physics	3 4 3 3 3 3 3 3 3
b. Special education - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.	Yes	DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles Including Dyslexia SPED310 Foundations for Special Education Services SPED320 Beginning Sign Language	2 2 4 2
(1) Language acquisition: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.	Yes	COMM130 Public Speaking EDUC250 Education of the Exceptional Learner EDUC388 Methods of Teaching in the Secondary School ED415 Methods for Teaching English in the Secondary School ENGL120 Introductory English Composition ENGL121 Intermediate English Composition	3 3 3 3 3 3
(2) Reading and writing: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting the composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process and the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.	Yes	EDUC385 Reading in the Content Areas ED415 Methods for Teaching English in the Secondary School ENGL120 Introductory English Composition ENGL121 Intermediate English Composition	2 3 3 3
7. Supervised classroom experience. Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school.	Yes 16 weeks	EDUC438 Clinical Practice Seminar EDUC470 Clinical Practice	2 10
If a preK-12 endorsement is sought, teaching activities shall be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media shall complete the supervised school library media practicum in a school library media setting. Individuals seeking an endorsement in an area of special education shall complete the supervised classroom experience requirement in the area of special education for which the endorsement is sought. One year of successful full-time teaching experience in the endorsement area in a public or an accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.	Yes 16 weeks	EDUC438 Clinical Practice Seminar EDUC470 Clinical Practice	2 10

Wisconsin

State of Wisconsin Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
Wisconsin standards are aligned with CAEP (and relevant SPA) standards.	***		
Wis. Adm. Code § PI 34.040 (g) Out-of-state program. The applicant meets all of the following requirements:	***		
1. Completed an out-of-state educator preparation program that meets all of the following requirements:	***		
a. Is approved by the state education agency of the state in which it is located.	Yes		
b. Is comparable to an approved program, including student teaching experience.	Yes		
2. Received an institutional endorsement from the preparation program.	Yes		
3. Demonstrated content knowledge by meeting the requirements under s. PI 34.021 (1) (c)	Yes Praxis		
4. Demonstrated pedagogical knowledge, as required under s. PI 34.021 (1) (d).	Yes Praxis		
Wis. Adm. Code § PI 34.002	***		
Except as otherwise provided in this chapter, to receive a license to teach under subch. VI, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions in all of the following:	***		
(1) PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.	Yes	DYS331 Foundations for Special Education Services DYS351 Foundations of Literacy and Diverse Reading Profiles EDUC225 Educational Psychology EDUC244 Developmental Psychology EDUC250 Education of the Exceptional Individual PSYC201 Social Psychology SOWK225 Human Behavior & the Social Environment SPED310 Foundations for Special Education Services SPED320 Beginning American Sign Language	2 2 3 3 3 3 3 4 2
(2) LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.	Yes	HIST130 World Geography HIST105 World Civilization I HIST106 World Civilization II HIST220 American History I HIST221 American History II SOCl131 The Sociological Imagination SOCl250 Racial & Ethnic Minorities SOCl240 Social Inequality and Stratification PSYC201 Social Psychology SOWK225 Human Behavior and the Social Environment	3 3 3 3 3 3 3 3 3 3
(3) LEARNING ENVIRONMENTS. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Yes	EDUC110 Math Concepts in Elementary Education EDUC240 Music Methods for the Classroom Teacher EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elementary Teachers EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC382 Reading and Language Arts for Developing Reader	3 2 3 3 4 3 3
(4) CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.	Yes	EDUC110 Math Concepts in Elementary Education EDUC240 Music Methods for the Classroom Teacher EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elementary Teachers EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC382 Reading and Language Arts for Developing Reader PSYC365 Environmental Psychology SOCl131 The Sociological Imagination SOCl240 Social Inequality & Stratification SOCl250 Racial and Ethnic Minorities SOCl370 Environmental Sociology SPES120 Personal, Community, and Global Health	3 2 3 3 4 3 3 3 3 3 3 3 3
(5) APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Yes	EDUC110 Math Concepts in Elementary Education EDUC240 Music Methods for the Classroom Teacher EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elementary Teachers EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC382 Reading and Language Arts for Developing Reader PSYC365 Environmental Psychology SOCl131 The Sociological Imagination SOCl240 Social Inequality & Stratification SOCl250 Racial and Ethnic Minorities SOCl370 Environmental Sociology SPES120 Personal, Community, and Global Health	3 2 3 3 4 3 3 3 3 3 3 3 3

State of Wisconsin Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(6) ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.	Yes	EDUC110 Math Concepts in Elementary Education EDUC240 Music Methods for the Classroom Teacher EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elementary Teachers EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC380 Classroom Management EDUC382 Reading and Language Arts for Developing Reader	3 2 3 3 4 3 3 3
(7) PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross--disciplinary skills, pedagogy, pupils, and pupils' communities.	Yes	EDUC110 Math Concepts in Elementary Education EDUC240 Music Methods for the Classroom Teacher EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elementary Teachers EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC382 Reading and Language Arts for Developing Reader PSYC365 Environmental Psychology SOC131 The Sociological Imagination SOC240 Social Inequality & Stratification SOC250 Racial and Ethnic Minorities SOC370 Environmental Sociology SPES120 Personal, Community, and Global Health	3 2 3 3 4 3 3 3 3 3 3 3
(8) INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.	Yes	EDUC110 Math Concepts in Elementary Education EDUC240 Music Methods for the Classroom Teacher EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 2 3
(9) PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.	Yes	EDUC110 Math Concepts in Elementary Education EDUC240 Music Methods for the Classroom Teacher EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elementary Teachers EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC382 Reading and Language Arts for Developing Reader PSYC365 Environmental Psychology SOC131 The Sociological Imagination SOC240 Social Inequality & Stratification SOC250 Racial and Ethnic Minorities SOC370 Environmental Sociology SPES120 Personal, Community, and Global Health	3 2 3 3 4 3 3 3 3 3 3 3 3
(10) LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.	Yes	EDUC110 Math Concepts in Elementary Education EDUC240 Music Methods for the Classroom Teacher EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elementary Teachers EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC382 Reading and Language Arts for Developing Reader PSYC365 Environmental Psychology SOC131 The Sociological Imagination SOC240 Social Inequality & Stratification SOC250 Racial and Ethnic Minorities SOC370 Environmental Sociology SPES120 Personal, Community, and Global Health	3 2 3 3 4 3 3 3 3 3 3 3 3
W.S.A. 118.19 (8) The state superintendent may not grant to any person a license to teach unless the person has received instruction in study of minority group relations, including instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state.	Yes to minority group relations No to history, culture, and tribal sovereignty of the federally recognized American Indian tribes and bands in Wisconsin.	SOC131 The Sociological Imagination SOC240 Social Inequality & Stratification SOC250 Racial and Ethnic Minorities SOC370 Environmental Sociology SPES120 Personal, Community, and Global Health	3 3 3 3 3
(9)(a) Except as provided in par. (b), the state superintendent may not issue an initial teaching license, school district administrator's license or school administrator's license unless the applicant has demonstrated competency in all of the following:	***		
1. Resolving conflicts between pupils and between pupils and school staff.	Yes	EDUC380 Classroom Management	3
2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.	Yes	EDUC380 Classroom Management	3
3. Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations, that may arise in school or at activities supervised by a school as a result of conflicts between pupils or between pupils and other persons.	Yes	EDUC380 Classroom Management	3
(9)(b) The state superintendent may waive the requirements under par. (a) if the applicant demonstrates competency in the subjects under par. (a) 1. to 3. within 12 months after the date on which the license is issued.	***		

State of Wisconsin Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
<p>(14)(a) Except as provided in par. (b), the department may not issue an initial teaching license that authorizes the holder to teach in grades kindergarten to 5 or in special education, an initial license as a reading teacher, or an initial license as a reading specialist, unless the applicant has passed an examination identical to the Foundations of Reading test administered in 2012 as part of the Massachusetts Tests for Educator Licensure. The department shall set the passing cut score on the examination at a level no lower than the level recommended by the developer of the test, based on this state's standards.</p>	<p>No KWU students will need to pass examination identical to the Foundations of Reading test administered in 2012 as part of the Massachusetts Tests for Educator Licensure</p>		

Annual Professional Licensure Update Schedule

Annual Professional Licensure Update Schedule for Upcoming Academic Year 34 CFR 668.43(a)(5)(v) and 34 CFR 668.43(c) Kansas Wesleyan University; Salina, KS		
Month	Review Items	Date of Completion
August	Definition Review;	
	Individual Meetings with Directors and Academic Advisors who oversee professional pre-licensure programs concerning public and direct disclosures, record management, November deadline for pre-licensure program changes/updates; and J1 notifications	
September	Professional Licensure Policy Review;	
	Individual Meetings with Directors and Academic Advisors who oversee professional licensure programs concerning public and direct disclosures, record management, December deadline for licensure program changes/updates; and J1 notifications;	
	Begin Bookmark review concerning changes in state/district/territory legislation	
October	Review and revision of "public" and "direct" disclosure statements;	
	Continuance of Bookmark review of state/district/territory legislative changes;	
November	Updates for the following pre-licensure programs:	
	Accounting Program (Pre-Licensure Program)	
January	Updates for the following licensure programs:	
	Elementary Education Program	
February	Updates for the following licensure programs:	
	Health & Physical Education Pre K-12 Program (Health Emphasis)	
	Health & Physical Education Pre K-12 Program (Physical Education Emphasis)	
March	Updates for the following licensure programs:	
	Music Education Pre K-12 Program (Instrumental Emphasis)	
	Music Education Pre K-12 Program (Vocal Emphasis)	
April	Updates for the following licensure programs:	
	Nursing Education Program	
May	Updates for the following licensure programs:	
	Social Work Program	
June	Updates to KWU's Website	
	Consumer Information Page and Online Learning Page	
	Academic-specific webpages for: accounting; elementary education; sports and exercise science; music; nursing; and social work	

'Direct' Disclosure' – Right-to-Know/Consumer Information Draft Message

Students,

Due to changes to Federal Law, we are required to send you a message regarding where you may locate KWU's **Right-Know/Consumer Information**. This information may be found on the KWU Website: <https://www.kwu.edu/consumer-information>, and contains important items regarding the following topics:

- Academic Departments
- Academic Dishonesty
- Academic Programs
- Accreditation
- Accreditation: KSDE Report for Teacher Education
- Athletic Participation Rates and Financial Support Data
- Clery/Campus Security Act and Fire Safety Reports on Student Housing
- Common Data Set
- Cost of Attendance
- Disability Services
- Drug & Alcohol Prevention
- Equity in Athletics
- Faculty
- Federal Work Study Program
- FERPA Notifications
- Financial Aid: Federal and State
- Financial Aid: Financial Assistance Information
- Financial Aid: Frequently Asked Questions
- Financial Aid: How Do I apply for Financial Assistance? Options
- Financial Aid: How Do I Learn About My Financial Awards?
- Financial Aid: Need Easy Access to your Financial Aid, business Office, and Admissions Information?
- Financial Aid: Satisfactory Academic Progress for Financial Aid Recipients
- Financial Aid Verification
- Forms
- Graduation/Completion Rates for the Student Body by Gender, Ethnicity, Receipt of Pell Grants
- Information Security Program (Gramm-Leach-Bliley Act)
- Loan Disclosures: Code of Conduct for Education Loans
- Loan Disclosures: Entrance Counseling for Student Loan Borrowers
- Loan disclosures: Exit Counseling for Student Loan Borrowers
- Loan Disclosures: Keep Student Loan Debt Minimal
- Loan Disclosures: Student Loan Repayment
- Loan Disclosures: Private Education Loan Disclosures (Including Self-Certification Form)
- Loan Disclosures: Private Loan Lists
- Loan Disclosures: Self-Certification Form
- Loan Disclosures: State Grant Assistance Entrance Counseling for Student Loan Borrowers
- Loan Disclosures: Student Loan Information Published by the U.S. Department of Education

- Misrepresentation: Filing a Formal Student Complaint
- Net Price Calculator
- Pre-professional Programs
- Professional Licensure
- Retention Rates
- Safeguarding Customer Information – Gramm-Leach-Bliley Act
- Satisfactory Academic Progress: For Financial Assistance Recipients
- Scholarships and Other Programs
- Student Athletes: Equity in Athletics Disclosure Act
- Student Body Diversity
- Student Complaint Policy
- Student Financial Aid Recipient: Rights and Responsibilities
- Student On-campus Employment Terms and Conditions
- Student Outcomes Data
- Student Right-to-Know Act
- Transfer Credit Policies and Articulation Agreements
- Textbooks
- Veteran & Military Benefits
- Withdrawing Procedures Regarding Kansas Wesleyan University, Refund Policy, Return of Title IV Funds

A paper copy of information will be sent upon request. Please Contact Bridget Weiser at the address provided below.

Sincerely,

Bridget Weiser
Vice President of Student and Community Engagement
Kansas Wesleyan University
100 E. Claflin Avenue
Salina, KS 67401
bridget@kwu.edu

APPENDIX A: *THE BOOKMARK* DOCUMENTS FOR U.S.
STATES/TERRITORIES/DISTRICTS

Listed in alphabetical order beginning on the next page.



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State/Territory

*KEY

License Title

Specific title of license issued by the state/territory.

Note, if a state/territory issues a required time-limited license for purposes of gaining supervised experience after graduating that has different educational requirements, information for this type of license and the next-level license is provided. Curriculum should be compared to all relevant titles/levels in order to determine if a program “meets” educational requirements.

Specialized Accreditation Required?

"No" means the Board does not require the program to hold a specialized accreditation for licensure.

"Yes" means the Board does require the program to hold a specialized accreditation for licensure.

"N/A" means the state or territory does not offer a license.

Specialized Accreditation Accepted as Meeting Educational Requirements?

"Yes" means there is language in statute or rule that a program that holds specialized accreditation meets some or all education requirements.

"No" means Board does not indicate that specialized accreditation meets all educational requirements.

"N/A" means state/territory does not offer a license.

Curriculum Comparison Needed?

“Yes” means a comparison of the program to specific state standards/coursework/supervised experience listed is needed to determine if the program meets educational requirements for licensure.

"No" means a program does not need to compare their program to specific state/territory educational requirements. In most instances, the Board/Agency is relying on specialized accreditation or approval, license applicants holding certification, or license applicants meeting examination requirements.

"N/A" means the state or territory does not offer a license.

Note, each licensing board will still evaluate each individual graduate's application at the time they apply.

Specific Coursework

Specific information from statute, rule, application, or website is copied that includes state/territory requirement of certain courses or other educational requirements to be completed as part of the program. Licensing board/agency will review the graduate's transcript to determine if educational requirements were completed.

"N/A" means the state or territory does not offer a license.

Note, if references to other sections of statutes/regulations are listed, The Bookmark includes all relevant information required for curriculum comparison here. In other words, programs do not need to complete further research into statutes/regulations to determine comparison requirements.

Supervised Experience (In-Program)

Information is provided about any required practicum, internship, or supervised clinical experiences required to be completed as part of the program.

“N/A” means the state/territory does not issue a license.

Member of Compact or Reciprocity Agreement?

"Yes" means the state/territory has adopted one or more relevant licensure compacts or interstate

reciprocity agreements. The state/territory is a member of the compact or reciprocity agreement.

“Pending” means the compact or interstate reciprocity agreement is not yet enacted (does not have enough states/territories as members yet), but the state/territory is a member.

“No” means the state/territory is not a member of a relevant licensure compact or interstate reciprocity agreement.

“None found” means no relevant national licensure compact or interstate reciprocity agreement exists for this profession or occupation.

Board/Agency Name

Licensing board or agency name

Board/Agency Website

Statute/Regulation/Rule Citation

Citation to the relevant section(s) of state statutes, regulations or rules.

Must Out-of-State Program Graduate Hold License to Qualify?

"Yes" means the state/territory requires a license applicant who graduated from a program based in another state/territory to hold that state/territory license to meet educational requirements for initial, first-time license.

“No” means the state/territory does not require a license applicant who graduated from a program based in another state/territory to hold that state/territory license to meet educational requirements for initial, first-time license.

“N/A” means the state/territory does not issue a license.

Must License Applicant Hold Private Certification?

"Yes" means the state/territory requires a license applicant to hold a certification issued by a private (non-governmental) organization to meet educational requirements for initial, first-time license.

“No” means the state/territory does not require a license applicant to hold a certification issued by a private (non-governmental) organization to meet educational requirements for initial, first-time license.

“N/A” means the state/territory does not issue a license.

Additional Training (Not Required In-Program)

Training, continuing education or other requirements for initial licensure are listed here. These DO NOT need to be completed as part of the program to meet educational requirements for licensure.

Experience (After Graduating/Outside of Program)

Experience required for initial licensure. This could be supervised work experience after graduating, experience accrued outside of the program, or specific prior work experience. This DOES NOT (and in most cases, cannot) need to be completed as part of the program to meet educational requirements for licensure.

Exam(s) Required

Any exams required for the type of license.

"None found" means that the state/territory does not specify an exam for that particular license.

"N/A" means the state/territory does not offer a license.

Notes

--Educational requirements are provided for the recent graduate of a program of a regionally accredited college or university in the U.S. who is, or will be, applying for their first license or certification (typically by exam).

--Some states have additional levels of license/certification or additional scope of practice available if specific coursework, training, or work experience is completed. The Bookmark only captures the first level of license/certification (unless otherwise indicated).

--Some license types have multiple pathways to qualify. The Bookmark includes information through the lens of a program offered at a regionally accredited college or university, and does not include all of the possible ways that an individual may qualify for the license.

--Terminology is inconsistent across states/territories for most license types. Certification, license, credential, endorsement and certificate are all used to describe the legally

required permission by a state/territory to practice a particular profession or occupation. The Bookmark uses license and certification to refer to all of these. The exact title is provided for each state/territory.

Last Reviewed Date

Feedback Form (Send us your questions, comments or information about your experience with licensure)

<https://forms.gle/zLB3dsG9j6qmx1pU6>

HISTORY LOGS

No records found.

IMPORTANT: Information is current as of the date listed. State/Territory boards can change educational and other requirements for licensure from time-to-time through formal legislative or rule-making processes, different board interpretation, or by updating application forms or other publications. The information provided does not, and is not intended to, constitute legal advice; instead, all information, content, and materials provided are for informational purposes only. Risks to the university/college and students, including federal disclosure requirements, should be considered and evaluated with legal counsel prior to communicating licensure information to prospective students and students.

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[BACK TO SEARCH](#)

State/Territory	Alabama
License Title	Professional Educator Certificate, Health Education (6-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>(1) Overview. An individual who holds a valid professional educator certificate issued by another state, the District of Columbia, a U.S. Territory, or the Department of Defense Education Activity (henceforth in this Rule referred to as “another state”) may seek an Alabama Professional Educator Certificate or Professional Leadership Certificate. This approach is commonly referred to as Certificate Reciprocity.</p> <p>(2) Limitations on Issuance.</p> <p>(a) An individual may be eligible for Alabama certification only if the professional educator certificate issued by another state is in an area, at a grade level, and at degree level in which Alabama</p>

	offers comparable certification. Ala. Admin. Code 290-3-2-.20
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Alabama State Department of Education
Board/Agency Website	https://www.alabamaachieves.org/teacher-center/teacher-certification/
Statute/Regulation/Rule Citation	Ala.Code 1975 § 16-23; Ala. Admin. Code r. 290-3-2
Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	7/5/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

HISTORY LOGS

No records found.

IMPORTANT: Information is current as of the date listed. State/Territory boards can change educational and other requirements for licensure from time-to-time through formal legislative or rule-making processes, different board interpretation, or by updating application forms or other publications. The information provided does not, and is not intended to, constitute legal advice; instead, all information, content, and materials provided are for informational purposes only. Risks to the university/college and students, including federal disclosure requirements, should be considered and evaluated with legal counsel prior to communicating licensure information to prospective students and students.

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BACK TO SEARCH

State/Territory	Alaska
License Title	Initial Teacher Certificate, Health Education (Varies)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	Yes, NCATE/CAEP
Curriculum Comparison Needed?	Yes, if not NCATE/CAEP accredited.
Specific Coursework	<p>No subject area-specific requirements are available. Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards.</p> <p>(a) For purposes of issuing a certificate under this chapter, the commissioner will accept the educator preparation program completed by an applicant for a professional teacher certificate under 4 AAC 12.305(b), special education endorsement certificate under 4 AAC 12.330, school administrator or special education administrator certificate under 4 AAC 12.345, and a special education administrator certificate under 4 AAC 12.347, if the preparation program</p> <p>(1) is approved by the board under 4 AAC 12.308; or</p> <p>(2) for a program offered in another state, is</p> <p>(A) offered by a regionally accredited institution of higher education or was an alternate program approved by the board of education or chief school officer in the state in which the program is offered as meeting the state's standards for comparable certificates; and</p> <p>(B) approved by the board of education or chief school officer of the state in which the program is offered as substantially meeting</p>

AUTHORIZED USE ONLY

the unit standards set out in Professional Standards for the Accreditation of Teacher Preparation Institutions, adopted by reference in 4 AAC 12.308.

(b) For purposes of this section, the commissioner may consider a program that substantially meets the unit standards set out in Professional Standards for the Accreditation of Teacher Preparation Institutions, adopted by reference in 4 AAC 12.308, to have been approved by the state in which the program was offered if that state awards comparable certificates based on the preparation program in question.

Alaska Admin. Code tit. 4, § 12.307

4 AAC 12.308. Approval of in-state educator preparation programs.

(a) A regionally accredited institution of higher education or a nationally accredited institution of higher education if approved by the commissioner under AS 14.20.020(b) in this state may apply to the board for approval of the following educator preparation programs:

- (1) a teacher preparation program;
- (2) a special education teacher preparation program;
- (3) an education administrator preparation program; the program may include a specialization for principal or superintendent;
- (4) a special education administrator preparation program;
- (5) a special services preparation program in school psychology, school counseling, school social work, or school library science.

(b) For educator preparation programs for which the National Council for Accreditation of Teacher Education or the Council for the Accreditation of Educator Preparation (CAEP) sets standards, the board will approve an application under (a) of this section if the program offered by the applicant substantially meets the Professional Standards for the Accreditation of Teacher Preparation Institutions, published by the National Council for Accreditation of Teacher Education, revised as of February 2008, and adopted by reference or the CAEP Accreditation Standards, published by the Council for the Accreditation of Educator Preparation, revised as of February 13, 2015, and adopted by reference.

**Supervised Experience
(In-Program)**

Must follow NCATE/CAEP standards

**Member of Compact or
Reciprocity
Agreement?**

Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

Alaska Department of Education & Early Development

Board/Agency Website

<https://education.alaska.gov/TeacherCertification>

**Statute/Regulation/Rule
Citation**

Alaska Stat. Ann. § 14.20;
4 AAC 12

Must Out-of-State Program Graduate Hold License to Qualify? Yes

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) 3 semester hours of approved Alaska studies coursework, 3 semester hours of approved Alaska multicultural education/cross-cultural communication coursework, and mandatory trainings.

In order to qualify for a certificate issued on June 30, 2017 or after, an individual must be able to demonstrate that the following mandatory trainings have been completed within the five years prior to the date of application:

Sexual abuse awareness and prevention (AS 14.30.355)
Alcohol or drug related disabilities (AS 14.20.680)
Dating violence awareness and prevention (AS 14.30.356)
Only trainings approved by an Alaska public school district or the Department of Education & Early Development (DEED) will satisfy this requirement. Trainings offered by universities and other organizations must be approved by DEED.
Suicide awareness and prevention (AS 14.30.362)
As per statute, only trainings approved by the Department of Education & Early Development (DEED) will satisfy this requirement. Visit Suicide Prevention, Awareness, and Postvention.

Applicants applying for the Initial Teacher Out-of-State certificates are exempt from the mandatory training requirement. Applicants who are applying for an exempt certificate will need to satisfy the mandatory training requirement when they apply for their Second Initial, Professional, or Master certificates in the future.

Only trainings approved by an Alaska public school district or the Department of Education & Early Development (DEED) will satisfy this requirement. Trainings offered by universities and other organizations must be approved by DEED. (from <https://education.alaska.gov/teachercertification/mandatorytraining>)

(h) Except as provided in AS 14.20.015, a person is not eligible for a teacher certificate unless the person has completed three semester hours in Alaska studies and three semester hours in multicultural education or cross-cultural communications. However, the commissioner may issue a provisional certificate, valid for no longer than two years, to an applicant who has not completed the semester hours required under this subsection at the time of application.

Alaska Stat. Ann. § 14.20.020 (West)

Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	7/6/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

HISTORY LOGS

No records found.

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State/Territory	American Samoa
License Title	None found
Specialized Accreditation Required?	N/A
Specialized Accreditation Accepted as Meeting Educational Requirements?	N/A
Curriculum Comparison Needed?	N/A
Specific Coursework	N/A
Supervised Experience (In-Program)	N/A
Member of Compact or Reciprocity Agreement?	N/A
Board/Agency Name	American Samoa Department of Education
Board/Agency Website	https://www.amsamoadoe.com/
Statute/Regulation/Rule Citation	Not available
Must Out-of-State Program Graduate Hold License to Qualify?	N/A
Must License Applicant Hold Private Certification?	N/A
Additional Training (Not Required In-Program)	N/A
Experience (After Graduating/Outside of Program)	
Exam(s) Required	N/A

Notes None

Last Reviewed Date 7/6/2024

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Update Date	State/Territory	License Type	License Title	Update Made
12/10/2023	American Samoa	Teacher_Health	None found	Updated Board website link.

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State/Territory	Arizona
License Title	Standard Professional Certificate, Health (Varies)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Arizona Department of Education
Board/Agency Website	https://www.azed.gov/educator-certification/
Statute/Regulation/Rule Citation	Ariz. Admin. Code R7-2
Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold	No

Private Certification?

Additional Training (Not Required In-Program)

Completion of the United States and Arizona Constitution coursework from an accredited institution or a passing score on the Constitution of the United States and Arizona exam, AZ033. (This is an allowable 3-year deficiency.)

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Arizona

Notes

None

Last Reviewed Date

7/6/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure)

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State/Territory	Arkansas
License Title	Provisional (for up to 3 years if exams/courses not completed) or Standard License, Physical Education and Health (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>4-3.01 The Division shall grant reciprocity to a person who holds a current or expired Standard License (or Standard License Equivalent) from another state upon receipt of the following:</p> <p>4-3.01.1 A valid, Standard License (or Standard License Equivalent) that:</p> <p>4-3.01.1.1 Was issued in another state; and</p> <p>4-3.01.1.2 Has been in good standing during the most recent three (3) years of the applicant's teaching experience;</p> <p>4-3.01.7 Documentation of one (1) of the following:</p> <p>4-3.01.7.1 Successful completion of a program of</p>

teacher education at a nationally or regionally accredited institution of higher education, but only if the applicant possesses a Standard License Equivalent; 4-3.01.7.2 Successful completion of an educator preparation program that is nationally accredited by an accrediting organization recognized by the United States Department of Education, the Council for Higher Education, or the Council for the Accreditation of Educator Preparation (CAEP); or 4-3.01.7.3 If the applicant is a National Board Certified Teacher, documentation of current certification from the National Board of Professional Teaching Standards.
Code Ark. R. 005.28.3-4-3.0

Supervised Experience (In-Program)

None found

Member of Compact or Reciprocity Agreement?

Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

Arkansas Department of Education

Board/Agency Website

<https://dese.ade.arkansas.gov/Offices/educator-effectiveness/licensure>

Statute/Regulation/Rule Citation

Code Ark. R. 005.28.3;
AR ST § 6-17

Must Out-of-State Program Graduate Hold License to Qualify?

Yes

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

4-3.01.8 For applicants seeking licensure in Early Childhood (P-4), Elementary Education (K-6) or for any elementary licensure level that includes a grade within K-6, Middle Childhood Social Studies (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS; 4-3.01.8.1 The Division may issue a one-year Provisional License for an applicant who has not completed the Arkansas history requirements of 4-3.01.8; 4-3.01.9 Documentation of the completion of the

following professional development through the Arkansas IDEAS Portal:
 4-3.01.9.1 Family and Community Engagement
 4-3.01.9.2 Child Maltreatment training;
 4-3.01.9.3 Teen Suicide Awareness and Prevention;
 4-3.01.9.4 Bullying prevention;
 4-3.01.9.5 Human trafficking awareness; and
 4-3.01.9.6 Code of Ethics.
 4-3.01.10 The Division may issue a Provisional License for an applicant who has not completed the professional development under Section 4-3.01.9. Code Ark. R. 005.28.3-4-3.0

Experience (After Graduating/Outside of Program)

Exam(s) Required

Praxis

Notes

None


Last Reviewed Date

7/8/2024

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Update Date	State/Territory	License Type	License Title	Update Made
11/12/2024	Arkansas	Teacher_Health	Provisional (for up to 3	Added citation to

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State/Territory	California
License Title	Preliminary Credential, Health Science (P-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>(a) Notwithstanding any provision of this chapter, the commission shall issue a five-year preliminary multiple subject teaching credential authorizing instruction in a self-contained classroom, a five-year preliminary single subject teaching credential authorizing instruction in departmentalized classes, or a five-year preliminary education specialist credential authorizing instruction of special education pupils to an out-of-state prepared teacher who meets all of the following requirements:</p> <p>(1) Possesses a baccalaureate degree from a regionally accredited institution of higher education.</p> <p>(2) Has completed a teacher preparation program at a regionally accredited institution of higher education or a state-approved teacher preparation</p>

program offered by a local educational agency.
 (3) Meets the subject matter knowledge requirements for the credential. If the subject area listed on the out-of-state credential does not correspond to a California subject area, as specified in Sections 44257 and 44282, the commission may require the applicant to meet California subject matter requirements before issuing a clear credential.
 (4) Has earned a valid corresponding elementary, secondary, or special education teaching credential based upon the out-of-state teacher preparation program. For the education specialist credential, the commission shall determine the area of concentration based on the special education program completed out of state, or shall allow the candidate to demonstrate the area of concentration based on two years of experience in California, while the candidate holds the preliminary credential.
 Cal. Educ. Code § 44274.2

Supervised Experience (In-Program)

N/A

Member of Compact or Reciprocity Agreement?

Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

California Commission on Teacher Credentialing

Board/Agency Website

<https://www.ctc.ca.gov/>

Statute/Regulation/Rule Citation

West's Ann.Cal.Educ.Code § 44274

Must Out-of-State Program Graduate Hold License to Qualify?

Yes

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

Exam(s) Required

California


Notes

None

Last Reviewed Date 7/14/2024

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Update Date	State/Territory	License Type	License Title	Update Made
11/12/2024	California	Teacher_Health	Preliminary Credential,	Added citation to support

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State/Territory	Colorado
License Title	Initial License, Health (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>To be endorsed in health, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in health; be knowledgeable about the Colorado Academic Standards in comprehensive health and physical education and have demonstrated the competencies specified below:</p> <p>4.11(1) The health educator is knowledgeable about the content of physical and mental health and is able to incorporate the following into the various aspects of health instruction and delivery, with recognition of the cultural, societal and familial sensitivity necessary to handle often controversial subject matter with students of differing personal characteristics and circumstances, backgrounds and developmental stages:</p>

4.11(1)(a) information about ecology and its interaction with society as related, but not limited to, studies in such fields as the biological and behavioral sciences.

4.11(1)(b) bases for students to make informed and healthy life choices about current and continuing health issues of individuals in a society including, but not limited to: physical, emotional and social health; alcohol, tobacco and other controlled substances; prescription medication; wellness, nutrition and exercise; disease prevention and control; and communicable and non-communicable diseases.

4.11(1)(c) information on individual rights, options and responsibilities with regard to health care.

4.11(1)(d) information about physical and psychological human growth and development, as well as the status of and matters related to individual, self-monitored and family health, as relevant and appropriate to a health curriculum and program and the age and/or grade level of students.

4.11(2) The health educator is knowledgeable about evaluation and identification of criteria for evaluation and is able to articulate effectively to students regarding the use of valid and reliable health information and resources including, but not limited to:

4.11(2)(a) consumer health; public and school health care programs; informed selection of health products and services; consumer protection agencies and other related resources; health fallacies and superstitions; health insurance and plans; health care systems; health care-related technology; and accurate information-technology and other informational sources.

4.11(2)(b) identification of emerging health problems and issues in general, and specifics related to urban, suburban and rural areas.

4.11(3) The health educator is knowledgeable about and is able to effectively articulate to students the dynamics of accidents and how to create conditions conducive to safe living.

4.11(4) The health educator is knowledgeable about and able to effectively promote health and health care careers to students.

4.11(5) The health educator must be able to effectively integrate into instruction the following skills: collaboration, critical thinking and

reasoning, information literacy, self-direction and invention.

4.11(6) The health educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

Supervised Experience (In-Program)

Completion of field experiences, student teaching or practicum or internship

Member of Compact or Reciprocity Agreement?

Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

Colorado Department of Education

Board/Agency Website

<http://www.cde.state.co.us/cdeprof>

Statute/Regulation/Rule Citation

1 Colo. Code Regs. § 301

Must Out-of-State Program Graduate Hold License to Qualify?

No, but must be "eligible" for out-of-state license. Practically, students should earn the out-of-state license first.

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

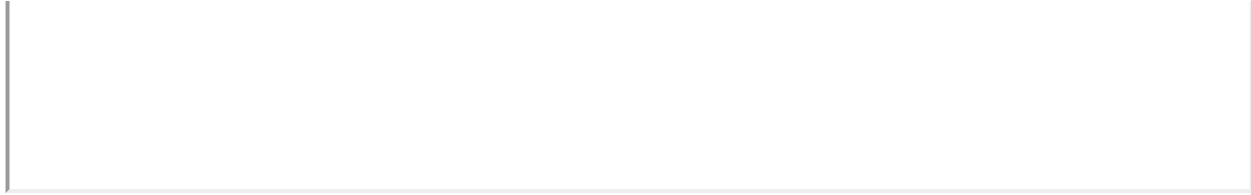
7/14/2024

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HISTORY LOGS

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State/Territory	Connecticut
License Title	Initial Educator Certificate, Health (P-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>Conn. Agencies Regs. 10-145d-456</p> <p>On and after July 1, 1993, to receive an initial educator certificate for a special subject or field an applicant shall present evidence of meeting the following requirements, in addition to meeting the assessment requirements, as appropriate:</p> <p>(a) Holds a bachelor's degree from an approved institution;</p> <p>(b) Has a minimum of 39 semester hours of credit in general academic courses in five of the six areas listed below. A course in United States history, on and after July 1, 1998, a survey course in United States history comprised of not fewer than three semester hours of credit shall be included.</p> <p>(1) Natural sciences;</p> <p>(2) Social studies;</p> <p>(3) Fine arts;</p> <p>(4) English;</p> <p>(5) Mathematics; and</p> <p>(6) Foreign language;</p>

(c) Has completed a subject area major consisting of one of the following:

(1) A major awarded by an approved institution in the subject area for which endorsement is sought, except that a major in professional education may not be accepted in fulfillment of this requirement, provided that physical education and technology education majors may be accepted in fulfillment of this requirement; or

(2) A minimum of 30 semester hours of credit in the special subject or field for which certification is sought and a minimum of nine semester hours of credit in a subject or subjects directly related to the subject for which certification is sought, except that a major or course work in professional education may not be accepted in fulfillment of this requirement, provided that physical education and technology education majors or courses may be accepted in fulfillment of this requirement; or

(3) A major awarded by an approved institution in any one of the subjects covered by the endorsement, except that a major or course work in professional education may not be accepted in fulfillment of this requirement; and

(d) Has a minimum of 18 semester hours of credit in professional education in a planned program of study and experience to be distributed among each of the following:

(1) Foundations of education. This group includes areas such as: (1) philosophy of education, (2) school effectiveness, (3) history of education and (4) comparative education;

(2) Educational psychology. This group includes areas such as: (1) growth and development of children from birth through the life span, (2) psychology of learning, (3) child-adolescent psychology and (4) mental hygiene;

(3) Curriculum and methods of teaching. This group includes areas such as: (1) subject-area curriculum and methodology and (2) effective teaching skills;

(4) Supervised observation, participation and full-time responsible student teaching totaling at least six but not more than 12 semester hours of credit; and

(5) A course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require

	special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.
Supervised Experience (In-Program)	Supervised observation, participation and full-time responsible student teaching totaling at least six but not more than 12 semester hours of credit
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Connecticut State Department of Education
Board/Agency Website	https://portal.ct.gov/SDE/Certification/Bureau-of-Certification
Statute/Regulation/Rule Citation	Conn. Agencies Regs. 10-145d; Conn. Gen. Stat. Ann. § 10-145b
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	1 year Interim Certificate available to complete coursework. Regs. Conn. State Agencies § 10-145d-412(4) The applicant shall be required to complete a course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special needs children in the regular classroom. (B) An applicant who fulfills all requirements for issuance of the initial educator certificate but lacks a course of study in special education, may be issued an interim educator certificate with a deficiency, provided such applicant completed a teacher preparation program either in the state prior to July 1, 1987, or outside the state, or completed the necessary combination of professional experience or course work. This deficiency in a special education course of study shall be satisfied prior to receipt of further certification.

Experience (After Graduating/Outside of Program)

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

7/15/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure)

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HISTORY LOGS

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State/Territory	Delaware
License Title	Initial License, Health Education Teacher Standard Certificate (not specified)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	Yes, NCATE/CAEP
Curriculum Comparison Needed?	Yes, if not NCATE/CAEP accredited.
Specific Coursework	Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards. Code Del. Regs. 1539 4.0 Prescribed Education, Knowledge, and Skill Requirements 4.1 For an applicant who does not hold a content area Standard Certificate, the applicant shall have satisfied the requirements in subsections 4.1.1 and 4.1.2. 4.1.1 The applicant shall have satisfied one of the following education requirements: 4.1.1.1 Obtained and currently maintain a Health Education certificate from the National Board for Professional Teaching Standards; or 4.1.1.2 Earned a bachelor's degree from a Regionally Accredited college or university with a minimum of 30 semester hours of coursework in health education from an educator preparation

program approved or recognized by the National Council for the Accreditation of Teacher Education (NCATE), the Council for the Accreditation of Educator Preparation (CAEP), or a state where the state approval body employed the appropriate standards; or

4.1.1.3 Satisfactorily completed an alternative routes for licensure or certification program to teach health education as provided in 14 Del.C. §§ 1260 -- 1266; or

4.1.1.4 Satisfactorily completed a Department-approved educator preparation program in health education; or

4.1.1.5 If the applicant is applying for an Initial License after the applicant completed a minimum of 91 days of successful long-term substitute teaching in a Delaware public school as provided in subsection 4.1.3.1 of 14 DE Admin. Code 1510, earned a bachelor's degree from a Regionally Accredited college or university in any content area and also satisfactorily completed 15 college credits or an equivalent number of hours in professional development with one credit equating to 15 hours taken either as part of a degree program or in addition to a degree program from a Regionally Accredited college or university or a professional development provider approved by the Department related to health education of which at least six credits focus on pedagogy.

4.1.1.5.1 The applicant, in consultation with the applicant's Employing Authority, shall select the 15 credits or the equivalent number of hours in professional development subject to the Department's approval.

4.1.1.5.2 If the applicant does not have an Employing Authority or is applying for a Standard Certificate outside of the applicant's current spectrum of employment, the applicant shall select the 15 credits or the equivalent number of hours in professional development in consultation with the Department and subject to the Department's approval.

4.1.1.5.3 For the purpose of subsection 4.1.1.5, professional development means a combination of focused, in-depth learning, practice, feedback, reflection, and expert support experiences designed to change the participants' attitudes, insights, and perspectives and ultimately results in improved

professional practice.

4.1.1.5.4 Professional development hours may be approved if the applicant shows that the activity meets all of the following criteria:

4.1.1.5.4.1 Relevant courses from a Regionally Accredited college or university in health education are not available to the applicant online or in the applicant's county of residence; and

4.1.1.5.4.2 The activity is grounded in research and current best practices as judged by the Department's content specialist in health education; and

4.1.1.5.4.3 The activity is documented by the provider to provide knowledge and skills that are required for the health education certification; and

4.1.1.5.4.4 The activity is part of a professional development program that includes knowledge acquisition, skill mastery, descriptive feedback, and refinement of practice in the work setting.

4.1.2 The applicant shall have achieved the minimum score on one of the following examinations:

4.1.2.1 A minimum score of 162 on the Praxis Subject Assessment -- Health Education (ETS Test Code # 5551); or

4.1.2.2 A minimum score of 160 on the Praxis Subject Assessment -- Health and Physical Education -- Content Knowledge (ETS Test Code # 5857).

4.2 For an applicant who holds at least one content area Standard Certificate, the applicant shall have achieved the minimum score on an examination as provided in subsection 4.1.2.

5.0 Application Requirements

5.1 If an applicant is applying for an Initial License, a Standard Certificate must be applied for simultaneously with the application for the Initial License, and the applicant shall also provide all required documentation for the License.

5.2 For an applicant who does not hold a content area Standard Certificate, the following documentation is required with the application for a Health Education Teacher Standard Certificate:

5.2.1 Evidence of obtaining and maintaining a Health Education certificate from the National Board for Professional Teaching Standards, if applicable; and

5.2.2 Official transcript from the applicant's

Regionally Accredited college or university.
5.2.2.1 Electronic transcripts may be submitted by the Employing Authority or by the applicant's Regionally Accredited college or university; or
5.2.2.2 Sealed paper transcripts may be submitted.
5.2.2.3 The Department will not accept copies of transcripts; and
5.2.3 Documents verifying successful completion of Department-approved professional development, if applicable; and
5.2.4 An experience form, completed in full and signed by the applicant, if applicable; and
5.2.5 Official score on the Praxis Subject Assessment as provided in subsection 4.1.2; and
5.2.6 Additional documentation as required by the Department.
5.3 For an applicant who holds at least one content area Standard Certificate, the following documentation is required in the application for a Health Education Teacher Standard Certificate:
5.3.1 Official score on the Praxis Subject Assessment as provided in subsection 4.2; and
5.3.2 Additional documentation as required by the Department.
5.4 For applicants who have met the requirements for licensure as an educator in Delaware and hold a Valid and Current License or Certificate in health education from another state or jurisdiction, the following documentation is required in the application for a Health Education Teacher Standard Certificate:
5.4.1 An official copy of the Valid and Current License or Certificate; and
5.4.2 Additional documentation as required by the Department.

Supervised Experience (In-Program)

Must follow NCATE/CAEP standards

Member of Compact or Reciprocity Agreement?

Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

Delaware Department of Education

Board/Agency Website

<https://www.doe.k12.de.us/Page/3476>

Statute/Regulation/Rule Citation

Code Del. Regs. 1510;
Del. Code Ann. tit. 14, § 1220 (West)

Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	7/17/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

HISTORY LOGS

No records found.

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State/Territory	District of Columbia
License Title	Standard Teacher Credential, Health Education (P-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>1605.3 OSSE shall award a credential to any applicant who holds or qualifies for an equivalent credential awarded by a state that has established a reciprocity agreement with the District of Columbia.</p> <p>1605.4 OSSE shall grant an appropriate credential to any applicant from another state that has completed teacher preparation that is at least comparable or equivalent to preparation that meets teacher preparation standards in the District of Columbia, as determined by OSSE, if both of the following circumstances exist:</p> <p>(a) A reciprocity agreement with the other state is pending completion, or the other state has declined to enter into a reciprocity agreement with the</p>

	District of Columbia; and (b) The applicant has met the requirements of the District of Columbia for obtaining a credential in accordance with this section. D.C. Mun. Regs. tit. 5-A, § 1605
Supervised Experience (In-Program)	N/A
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	District of Columbia Office of the State Superintendent of Education
Board/Agency Website	https://osse.dc.gov/ed-credentials
Statute/Regulation/Rule Citation	D.C. Mun. Regs. tit. 5-A, § 1601
Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	7/14/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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Update Date	State/Territory	License Type	License Title	Update Made

The Bookmark

11/14/2024	District of Columbia	Teacher_Health	Standard Teacher	Citation added to support
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State/Territory	Federated States of Micronesia
License Title	No subject-specific certifications found. See Notes for general certification requirements.
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	N/A
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	N/A
Board/Agency Name	The Federated States of Micronesia (FSM) Teacher Certification Program
Board/Agency Website	https://www.national.doe.fm/
Statute/Regulation/Rule Citation	40 FSMC §114; 17 FSMC §102-104
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

N/A

Notes

Teacher Certification Regulations
Part 4. National Teacher Certification Requirements
No person shall serve as a teacher in any elementary or secondary school within the Federated States of Micronesia, without first having obtained a National Teacher Certificate from the FSM National Department of Education. The certificate shall be issued without cost to the teacher, in such form as the Secretary determines. Each State Director of Education shall ensure that all teachers, at both public and private schools in the Federated States of Micronesia, shall be duly certified and in possession of a valid teacher certificate as required by law and these regulations. Upon a finding, after notice and a hearing conducted consistent with the provisions of section 109 of FSM Code Title 17, Chapter 1, that any person has served as a teacher without a valid certificate issued pursuant to law or regulations, the Secretary may withhold or withdraw accreditation of the school where such person has served or is serving.

<https://www.national.doe.fm/teacher-certification-regulations/>

Last Reviewed Date

7/18/2024

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Update Date	State/Territory	License Type	License Title	Update Made
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The Bookmark

12/11/2023	Federated States of Micronesia	Teacher_Health	None found	Updated Board
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State/Territory	Florida
License Title	Temporary Certificate (for 5 years to complete required FL exams) or Professional Certificate, Health (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>(c) Teacher education programs in states other than Florida. A teacher education program at the bachelor's or higher degree level shall fulfill the general and professional preparation requirements and the specialization requirements for a certification subject area in accordance with the following provisions:</p> <ol style="list-style-type: none">1. The teacher education program shall have been granted by an accredited or a Department approved institution; and,2. The major subject of the approved program shall be in a subject in which Florida offers certification; and,3. The instructional level of the major subject of the approved program shall be comparable to or broader

than the instructional level at which Florida offers certification in the subject; and,
4. The program curriculum shall have included preservice field experiences and an internship or practicum appropriate to the certification subject area in a prekindergarten through grade 12 setting under the supervision of qualified educators; and,
5. When a master's or higher degree is required for Florida certification in a subject, the program must have been completed at the same or higher degree level.

Fla. Admin. Code Ann. r. 6A-4.003

Supervised Experience (In-Program)

None found

Member of Compact or Reciprocity Agreement?

Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

Florida Department of Education

Board/Agency Website

<https://www.fldoe.org/teaching/certification/>

Statute/Regulation/Rule Citation

Fla. Admin. Code Ann. r. 6A-4;
Fla. Stat. Ann. § 1012.56

Must Out-of-State Program Graduate Hold License to Qualify?

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Florida

Notes

None


Last Reviewed Date

7/22/2024

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Update Date	State/Territory	License Type	License Title	Update Made
11/14/2024	Florida	Teacher_Health	Temporary Certificate (for	License term extended

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State/Territory	Georgia
License Title	5-Year Induction Certificate, Health (P-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>(2) Out-of-State Programs. The GaPSC may certify individuals who have completed state-approved educator preparation programs in any state under the following conditions:</p> <p>(a) The educator preparation program was approved by the state approval authority in a state that approves teacher preparation programs, the program was approved for the field in which the educator completed the program and the program held approval status during the year in which the individual completed the program.</p> <p>1. In the specific field of Speech and Language Pathology, the GaPSC shall accept ASHA-approved programs that are not state-approved but are completed at GaPSC-accepted accredited institutions.</p> <p>(b) The individual has completed all state-approved program requirements and the authorized official at the program provider has verified program completion on the appropriate GaPSC form.</p> <p>(c) The program was completed in a field recognized by the GaPSC. If the program was completed in an area recognized in Georgia as an endorsement only, the individual will be eligible for the appropriate endorsement certificate in that field.</p> <p>(d) The individual has completed field experiences or clinical practice including student teaching. If field experiences, clinical practice or</p>

student teaching was completed in a Georgia local unit of administration (LUA) requiring GaPSC certification, the individual must have held a Pre-Service certificate and have worked with a cooperating teacher holding renewable professional certification in the field in which the individual completed a state-approved certification program, or in a closely related field as outlined below. If clinical practice was completed in a Georgia LUA that has the legal authority to waive certification, the cooperating teacher must, at a minimum meet federal requirements under Title IIA regulations or Every Student Succeeds Act (ESSA) of 2015 In-field requirements. If the cooperating teacher does not meet these requirements, the clinical practice or field experience does not meet Georgia certification requirements and will not be accepted.

Ga. Comp. R. & Regs. 505-2-.22

Supervised Experience (In-Program)

None found

Member of Compact or Reciprocity Agreement?

Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

Georgia Professional Standards Commission

Board/Agency Website

<https://www.gapsc.com/Certification/>

Statute/Regulation/Rule Citation

Ga. Comp. R. & Regs. 505-2

Must Out-of-State Program Graduate Hold License to Qualify?

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

Special Education course is required before renewal/conversion of certificate, but not for issuance for either out-of-state licensees or EPP completers. Details follow:

(4) Special Education.

(a) A GaPSC-accepted course in the identification and education of children who have special educational needs is required for issuance of a certificate in any of the following:

1. Teaching fields.
2. Leadership fields.
3. Service fields of Media Specialist and School Counseling.

(b) The following certificates may be issued prior to completion of the special education requirement (course must be satisfied to renew or convert the certificate):

1. Initial Professional or Induction certificate issued based on interstate reciprocity.
2. Initial Induction certificate issued based on completion of an out-of-state approved educator preparation program with student teaching

outside of Georgia.

3. Initial Professional certificate in School Counseling based on holding an acceptable valid state license issued by the Georgia Secretary of State Office.

(c) The course may be satisfied by the following:

1. Earning three (3) semester hours of college credit with a grade of “B” or better

(i) The grade requirement of “B” or better is effective July 1, 2019, for courses completed on or after this date.

2. Earning five (5) Georgia professional learning units satisfied through a Georgia public school system or RESA.

3. Holding valid National Board for Professional Teaching Standards (NBPTS) certification.

4. Meeting out-of-state experience exemption outlined in section (6) below.

Ga. Comp. R. & Regs. 505-2-.24

There are many different courses that cover the topics necessary to fulfill this requirement. If you have completed an educator preparation program in another state, you may have already completed an acceptable course. If you would like to know if a certain course will satisfy this requirement, please Contact Certification and include the course name, course description, and a link to the institution’s website. A Certification Division staff member will examine the course and let you know if it is acceptable.

Please note that a course covering only selected exceptionalities (such as a course focused on working with students with autism) will not satisfy this requirement. If you would like confirmation that a particular course is acceptable for this requirement, please Contact Certification and include the course name, course description, and a link to the institution’s website. (from

<https://www.gapsc.com/Certification/SpecialGeorgiaRequirements.aspx>)

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Georgia

Notes

None

Last Reviewed Date

7/22/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure)

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Update Date	State/Territory	License Type	License Title	Update Made
11/14/2024	Georgia	Teacher_Health	5-Year Induction	Citation added to support statement in

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State/Territory	Guam
License Title	Initial Educator Certification, Health (6-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	Yes, NCATE/CAEP
Curriculum Comparison Needed?	No, if state/territory is party to the NASDTEC Interstate Agreement or program is NCATE/CAEP accredited
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>(l) Holders of Degrees from NCATE-Accredited Institutions. Holders of degrees in teacher preparation awarded by an institution accredited by the National Council for Accreditation of Teacher Education (NCATE) shall be eligible for an Initial Educator Certificate with the addition of the requirements that are stated in § 8105 (b)(1)(A), (B), (C) and (D).</p> <p>(m) Interstate Reciprocity. Individuals holding a valid state teaching credential, such as a license or certificate, may qualify for an initial Guam certificate with comparable endorsement areas provided such license is issued by a state that has signed the NASDTEC Inter-State Agreement and</p>

	is a full credential without deficiencies; or holds national certification from the National Board for Professional Teaching Standards (NBPTS). 5A GU ADC 8104
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Guam Commission for Educator Certification
Board/Agency Website	https://gcec.guam.gov/services-resources/certification
Statute/Regulation/Rule Citation	5A Guam R. & Regs. § 8104
Must Out-of-State Program Graduate Hold License to Qualify?	Yes, unless NCATE/CAEP accredited
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	All persons issued an educational professional certificate who have not completed a three (3) semester credit course in Guam history of culture shall complete one (1) such course during the first year after certification. Failure to meet this requirement shall constitute sufficient cause to cancel the certificate until the deficiency is corrected.
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	7/22/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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Update Date	State/Territory	License Type	License Title	Update Made
12/11/2023	Guam	Teacher_Health	Initial Educator	Updated Board

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State/Territory	Hawaii
License Title	Provisional License, Health (K-12 or K-6 or 6-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>(a) A non-renewable provisional license may be granted to an applicant for three (3) years provided that the individual has met the following criteria:</p> <p>(1) Possesses a baccalaureate degree from a regionally accredited institution or the equivalent from a non-U.S. institution;</p> <p>(2) Satisfactorily completed a State-approved teacher, librarian or counselor education program;</p> <p>Haw. Code R. 8-54-9.1 (Weil)</p> <p>HTSB honors reciprocity for all 50 states, District of Columbia, Puerto Rico, US Virgin Islands, Guam, and CNMI for jurisdictional approved preparation programs leading to licensure, licenses, and verifiable relevant experience. HTSB will evaluate non-US programs, licenses,</p>

and experiences, please provide the necessary documentation during the application process. (<https://hawaiiteacherstandardsboard.org/content/permits-and-license-types/>)

Supervised Experience (In-Program)

N/A

Member of Compact or Reciprocity Agreement?

Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

Hawaii Teachers Standards Board

Board/Agency Website

<https://hawaiiteacherstandardsboard.org/>

Statute/Regulation/Rule Citation

Haw. Code R. 8-54

Must Out-of-State Program Graduate Hold License to Qualify?

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

7/22/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure)

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State/Territory	Idaho
License Title	Standard Instructional Certificate or Interim Certificate (if ID coursework or exams needs to be completed), Health (5-9 or 6-12 or K-12)
Specialized Accreditation Required?	Yes, NCATE/CAEP
Specialized Accreditation Accepted as Meeting Educational Requirements?	Yes, NCATE/CAEP
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>Out-of-state program must be NCATE/TEAC/CAEP accredited.</p> <p>Idaho Admin. Code r. 08.02.02.023 11. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: organization/administration/planning of a school health program; health, wellness, and behavior change; secondary methods of teaching health, to include field experience in a traditional classroom; mental/emotional health; nutrition; human sexuality; substance use and abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary health methods course. (7-1-21)T</p>

IDAPA 08.02.02.015

01. Standard Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree or higher from an accredited college or university and who meets the following requirements or successfully completes an interim certificate requirements: Effective date (4-6-23)

a. Minimum Credit Hours. Earned a minimum of twenty (20) semester credit hours in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter of education, which shall include demonstration of competencies as specified in the Idaho comprehensive literacy plan; and Effective date (3-15-22)

b. Student Teaching. Complete a minimum of ten (10) undergraduate or six (6) graduate semester credit hours, of student teaching; and Effective date (3-15-22)

c. Complete a state board approved educator preparation program and receive an institutional recommendation from the program specifying the grade ranges and subjects for which the applicant is eligible to receive an endorsement; Effective date (4-6-23)

i. To receive endorsement in two (2) fields of teaching, preparation must consist of completion of at least thirty (30) semester credit hours in one (1) field of teaching, and completion of at least twenty (20) semester credit hours in a second field of teaching. Effective date (3-15-22)

ii. To receive endorsement in (1) field of teaching, preparation must consist of completion of at least forty-five (45) semester credit hours in a single subject area; Effective date (3-15-22)

Supervised Experience (In-Program)

Minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas

Member of Compact or Reciprocity Agreement?

Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name	Idaho State Department of Education
Board/Agency Website	https://www.sde.idaho.gov/cert-psc/cert/
Statute/Regulation/Rule Citation	Idaho Admin. Code r. 08.02.02
Must Out-of-State Program Graduate Hold License to Qualify?	No, but if no license then program must be NCATE/TEAC/CAEP accredited.
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	N/A
Notes	None
Last Reviewed Date	7/26/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	Illinois
License Title	Professional Educator License, Health Education (P-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	Out-of-state approved teacher preparation program graduates meet educational requirements. (2) the applicant must: (A) have completed a state-approved program for the licensure area sought, including coursework concerning (i) methods of instruction of the exceptional child, (ii) methods of reading that align with all applicable standards set forth in Part 23 of Title 23 of the Illinois Administrative Code and reading in the content area, and (iii) instructional strategies for English learners; 105 Ill. Comp. Stat. Ann. 5/21B-35
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name	Illinois State Board of Education
Board/Agency Website	https://www.isbe.net/educatorlicensure
Statute/Regulation/Rule Citation	Ill. Admin. Code tit. 23; 105 Ill. Comp. Stat. Ann. 5/21B-35
Must Out-of-State Program Graduate Hold License to Qualify?	No, but holding license waives IL coursework requirements
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	<p>If out-of-state applicant does not hold license from other state, then must meet 4 coursework requirements. Cross-Categorical Special Education Methods, Reading Methods, Reading in the Content Area, ESL/Bilingual Methods. This coursework can be taken through the applicant's out-of-state EPP and should be verified with form 80-02, which is linked in the next column.</p> <p>No provisional or temporary license available while course(s) are completed.</p> <p>Out-of-state programs can seek pre-approval of PEL courses. See https://www.isbe.net/Pages/Pre-Approved-Coursework-for-the-Illinois-Professional-Educator-Out-of-State.aspx</p> <p>The coursework requirement does not apply to those out-of-state applicants holding a license, applying through reciprocity.</p>
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Illinois
Notes	None
Last Reviewed Date	7/28/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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Update Date	State/Territory	License Type	License Title	Update Made
12/11/2023	Illinois	Teacher_Health	Professional Educator	Updated Board

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State/Territory	Indiana
License Title	Initial Practitioner License, Health (5-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	Yes, NCATE/CAEP
Curriculum Comparison Needed?	No
Specific Coursework	Out-of-state approved and/or NCATE/CAEP accredited teacher preparation program graduates meet educational requirements. (C) Holds a bachelor's degree from a teacher education program approved by NCATE/CAEP or its successor, or a state accredited teacher preparation program in good standing. 511 Ind. Admin. Code 16-2-3
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Indiana Department of Education
Board/Agency Website	https://www.in.gov/doe/educators/educator-licensing/

Statute/Regulation/Rule Citation	511 IAC 10.1; 511 IAC 16-2-3
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	Valid CPR certification from an IDOE approved provider. Suicide prevention training certificate.
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	7/28/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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Update Date	State/Territory	License Type	License Title	Update Made
6/23/2024	Indiana	Teacher_Health	Initial Practitioner	Updated Specialized

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State/Territory	Iowa
License Title	Initial Teaching License, Health (K-8 or 5-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	Iowa Admin. Code 282-13.28 13.28(8) Health. K-8 and 5-12. Completion of 24 semester hours in health to include coursework in public or community health, personal wellness, substance abuse, family life education, mental/emotional health, and human nutrition. A current certificate of CPR training is required in addition to the coursework requirements.
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Iowa Board of Education Examiners
Board/Agency Website	https://educate.iowa.gov/pk-12/educator-quality/become-educator
Statute/Regulation/Rule Citation	Iowa Admin. Code 282-13

Must Out-of-State Program Graduate Hold License to Qualify?	Yes, but "The application for this license can be in progress if you can obtain verification that you are eligible" for the out-of-state license.
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	
Exam(s) Required	None
Notes	None
Last Reviewed Date	7/29/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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Update Date	State/Territory	License Type	License Title	Update Made
11/29/2024	Iowa	Teacher_Health	Initial Teaching	Updated Board website link

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State/Territory	Kansas
License Title	Initial Teacher License, Health (PreK-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>(b) (1) Any person who holds or has held a standard teaching, school leadership, or school specialist license issued by another state may apply for either an initial teaching license, an initial school specialist license, or an initial school leadership license or a professional teaching license, a professional school specialist license, or a professional school leadership license.</p> <p>(2) To obtain an initial teaching license, each applicant specified in paragraph (b)(1) shall submit the following:</p> <p>(A) An official transcript verifying the granting of a bachelor's degree;</p> <p>(B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education</p>

program. If the applicant is seeking licensure to teach content in grades 8 through 12, this verification shall not be required if the applicant submits verification of having secured a commitment for hire from a local education agency;
Kan. Admin. Regs. 91-1-204

Supervised Experience (In-Program)

None found

Member of Compact or Reciprocity Agreement?

Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

Kansas State Department of Education

Board/Agency Website

<https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation>

Statute/Regulation/Rule Citation

K.A.R. 91-1-204

Must Out-of-State Program Graduate Hold License to Qualify?

Yes

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

7/31/2024

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Update Date	State/Territory	License Type	License Title	Update Made
11/29/2024	Kansas	Teacher_Health	Initial Teacher	Added educational

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State/Territory	Kentucky
License Title	Provisional Certificate or Statement of Eligibility (if not employed), Health (Primary-12)
Specialized Accreditation Required?	If out-of-state online program, yes. CAEP.
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved and/or CAEP accredited teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>Section 1. Definition. “Out-of-state educator preparation provider” means an educator preparation provider located outside of the Commonwealth of Kentucky or an online educator preparation provider not subject to the licensing requirements of 13 KAR 1:020 that is not accredited by the Education Professional Standards Board.</p> <p>Section 2. (1) An applicant for Kentucky teacher or administrative certification whose professional preparation was completed at an out-of-state educator preparation provider, excluding providers that are solely online, shall have completed a</p>

program of preparation and the curriculum requirements approved by the responsible state education agency for teacher or administrative certification.

(2) An applicant for Kentucky teacher or administrative certification who completes an out-of-state educator preparation program through a solely online out-of-state educator preparation provider shall have:

(a) Completed a program of preparation that is:

1. Accredited or approved, as applicable, by the provider's state of origin;
2. Regionally accredited; and
3. Accredited by the Council for Accreditation of Educator Preparation (CAEP); and

(b) The curriculum requirements approved by the responsible state education agency for teacher or administrative certification.

16 Ky. Admin. Regs. 4:030

Section 3. Teacher Certification.

(1) An applicant for Kentucky teacher certification whose professional preparation was completed at an out-of-state educator preparation provider shall:

(a) Possess a teacher license or certificate equivalent to the Kentucky statement of eligibility from the state, territory, or province where the applicant completed his or her preparation program;

(b) Satisfy the degree, academic preparation, and grade point requirements established in 16 KAR 2:010;

(c) Provide evidence that the out-of-state license or certificate was obtained by completion of an approved educator preparation program and not based on the completion of a written or verbal assessment; and

(d) Follow the procedures for certificate application established in 16 KAR 2:010.

16 Ky. Admin. Regs. 4:030

Supervised Experience (In-Program)

Must meet out-of-state program approval and/or accreditation requirements.

Member of Compact or Reciprocity Agreement?

Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

Kentucky Education Professional Standards Board

Board/Agency Website	http://www.epsb.ky.gov/course/view.php?id=3
Statute/Regulation/Rule Citation	16 Ky. Admin. Regs. 4:030
Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	8/20/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	Louisiana
License Title	Out-of-state Certificate, Health and Physical Education (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who are eligible to hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>B. OS Eligibility requirements:</p> <ol style="list-style-type: none"> 1. earn a minimum of a baccalaureate degree from a college or university accredited in accordance with 34 CFR 602; 2. complete a teacher preparation program in another state; 3. hold a standard out-of-state teaching certificate, or if no certificate was issued, a letter from the state department of education or college of education dean verifying eligibility in that state for a certificate in the certification area(s); <p>28 La. Admin. Code Pt CXXXI, 511</p>
Supervised Experience (In-Program)	N/A
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Louisiana Department of Education
Board/Agency Website	https://www.louisianabelieves.com/teaching/Career-Advancement-Opportunities
Statute/Regulation/Rule Citation	La. Admin Code. tit. 28, Pt CXXXI, § 511
Must Out-of-State Program Graduate Hold License to Qualify?	<p>Must hold or be eligible to hold certification. Practically, yes.</p> <p>2. Hold or be eligible to hold a standard professional level out-of-state teaching certificate as documented with a copy of the certificate AND the Teacher Preparation/Certification Status form (included with this application packet). If no certificate was issued in another state, the Teacher Preparation/Certification Status form will serve as documentation indicating deficiency which may permit certification in Louisiana.</p> <p>5. Teacher Preparation/Certification Status form (required) completed by the initial credentialing agency if applicant holds or is eligible to hold certification in another state. If credentialing agency is unable to complete this form, the information may be provided by the teacher preparation program provider, university or college. (https://www.teachlouisiana.net/pdf/applications/OutofState_Application_8_17_withfillablefields.pdf)</p>

Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	8/20/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	Maine
License Title	Professional Teacher Certificate, Health (PK-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>05-071 CMR Ch. 115, Pt. II, § 1.1 1.5 Endorsement: Pre-Kindergarten through Grade 12 Teacher (All Subjects Other than Art and Music)</p> <p>A. Function: This endorsement on a teacher certificate allows the holder to teach students pre-kindergarten through grade 12 in one of the following endorsement areas: 510 physical education, 517 dance, 520 health, 625 theater, 640 business education, 670 family and consumer science, 680 computer technology, and 700 industrial arts/technology education.</p> <p>B. 2. Endorsement Eligibility Pathway 2</p> <p>(a) Earned at least a bachelor's degree from an accredited college or university, in accordance with Part I Section 6.1 of this rule;</p> <p>(b) Completed a minimum of 24 semester hours in the areas relevant to the pre-kindergarten through grade 12 endorsement area being sought;</p> <p>(c) Completed a minimum of three semester hours in diversity-centered content related to today's</p>

classroom (e.g., culturally responsive teaching, multicultural education, intercultural education, second language acquisition or world language teaching methods);
(d) Completed a minimum of three semester hours in human development, educational psychology, developmental psychology, adolescent psychology, or child development;
(e) Passed content area methods course;
(f) Completed an approved course for teaching students with exceptionalities in the regular classroom;
(g) Passed basic skills test in reading, writing and mathematics, in accordance with Maine Department of Education Regulation 13, or achieved at least a 3.0 cumulative GPA in all courses required for the certification, or completed a successful portfolio review demonstrating competency in Maine's Initial Teacher Standards; and
(h) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in the endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a conditional certificate in the endorsement area at the specified grade level.

Supervised Experience (In-Program)

Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in this endorsement area at the specified grade level.

Member of Compact or Reciprocity Agreement?

Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

Maine Department of Education

Board/Agency Website

<https://www.maine.gov/doe/cert/>

Statute/Regulation/Rule Citation

05-071 CMR Ch. 115, Pt. II; 20-A M.R.S.A. § 13013

Must Out-of-State Program Graduate Hold License to

No

Qualify?

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 6/12/2024

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State/Territory	Maryland
License Title	Initial Professional License (IPL), Health (PreK-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>B. Out-of-State Pathways to Initial Teacher License.</p> <p>(1) Out-of-State Teacher Preparation Program. Teacher candidates who complete a teacher preparation program in another state or foreign country shall meet the following requirements:</p> <p>(a) Bachelor's degree or higher, or a U.S. equivalent of a foreign degree;</p> <p>(b) Complete a teacher preparation program, to include a clinical internship, approved to lead to licensure in another state or foreign country, in the license area being sought;</p> <p>Md. Code Regs. 13A.12.02.03</p>
Supervised Experience (In-Program)	A supervised experience in a public or accredited nonpublic school setting at the appropriate age or grade level and in the subject area for which the applicant is seeking certification
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Maryland State Department of Education
Board/Agency Website	https://marylandpublicschools.org/about/Pages/DEE/index.aspx
Statute/Regulation/Rule Citation	COMAR 13A.12.02.03
Must Out-of-State	No

Program Graduate Hold License to Qualify?

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program)

Certificate holders with certification in early childhood education, elementary education, and special education Infant-3 and 1-8 are required to complete 12 semester hours in reading, which shall include:

- Processes and acquisition of reading skills
- Methods of teaching reading
- Reading assessment
- Materials for teaching reading

Certificate holders with certification in a secondary content area, special education 6- Adult, PreK-12 disciplines and library media specialist are required to complete 6 semester hours in reading, which shall include:

- Types of reading
- Reading assessment
- Reading instruction
- Strategies for intrinsic and extrinsic motivation for reading
- Teaching students to learn from text
- Processing multimedia information and strategies to connect reading with study skills
- Integrating content area goals with reading goals

These courses are typically titled "Literacy in the Content Area" or "Reading in the Content Area."

When do I need to complete these courses?

Outstanding reading coursework is due at the renewal of the professional certificate. At the time of initial certification, the MSDE will provide you with a Reading Summary outlining what courses are required.

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

New testing requirements go into effect in 2025. They include:

– edTPA OR PPAT (Required July 1, 2025)

([https://marylandpublicschools.org/about/Documents/DEE/Certification/MSDE-LicensureGuide-v4\(a11y\).pdf](https://marylandpublicschools.org/about/Documents/DEE/Certification/MSDE-LicensureGuide-v4(a11y).pdf))

Last Reviewed Date

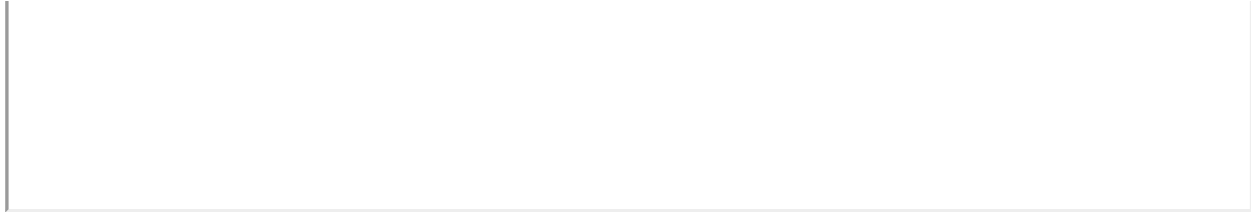
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State/Territory	Massachusetts
License Title	Initial Teaching License (if SEI and MTLE exams completed) or Provisional Teaching License (if SEI not completed), Health (PreK-12)
Specialized Accreditation Required?	Only if out-of-state program was completed in non-NASDTEC state.
Specialized Accreditation Accepted as Meeting Educational Requirements?	Yes
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved or accredited teacher preparation program graduates meet educational requirements.</p> <p>(3) Route Three is for candidates from outside Massachusetts. Candidates seeking licensure under Route Three shall meet the following requirements:</p> <p>(a) Evidence of one of the following:</p> <ol style="list-style-type: none">1. Completion of a state-approved educator preparation program in a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.2. Completion of an educator preparation program sponsored by a college or university outside Massachusetts that has been accredited by a national organization accepted by the Commissioner.

	<p>3. Possession of the equivalent of at least an Initial License/certificate issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner. 603 Mass. Code Regs. 7.05</p>
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Massachusetts Department of Elementary and Secondary Education
Board/Agency Website	https://www.doe.mass.edu/licensure/
Statute/Regulation/Rule Citation	M.G.L.A. 71 § 38G; 603 CMR 7.05
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	<p>Sheltered English Immersion (SEI)</p> <p>You may qualify for the SEI Teacher endorsement through one of the following pathways:</p> <ul style="list-style-type: none">Enroll in and successfully complete a for-cost course sponsored by a DESE-approved vendor; orComplete a Massachusetts-approved educator preparation program for the applicable license; orTake and pass the SEI MTEL; orHold an ESL/ELL license in Massachusetts; orPossess a Bachelor's degree in a DESE-approved major or DESE-approved graduate-level training. <p>*If you believe that you may qualify for the Endorsement by virtue of having the appropriate degree or graduate level training, you may submit materials to the Office of Educator Licensure for review.</p>
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Massachusetts

Notes

None

Last Reviewed Date

8/26/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure)

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State/Territory	Michigan
License Title	Standard Certificate, Health and Physical Education (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>Rule 30. (1) Subject to subrule (5) of this rule and R 390.1204, the superintendent of public instruction may issue a standard teaching certificate to an applicant who has paid the applicable evaluation fee if the department has received documentation of both of the following:</p> <p>(a) One of the following:</p> <p>(i) An out-of-state certifying authority issued a standard level, or higher, teaching certificate to the applicant at any time based on satisfaction of requirements for certification the superintendent of public instruction considers equivalent to those in effect in this state.</p> <p>(ii) The applicant satisfactorily completed an out-of-state program the requirements of which the superintendent of public instruction considers</p>

	equivalent to those in effect in this state that lead to teacher certification. Mich. Admin. Code R 390.1130
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Michigan Department of Education
Board/Agency Website	https://www.michigan.gov/mde/services/ed-serv/ed-cert
Statute/Regulation/Rule Citation	Mich. Admin. Code R 390; M.C.L.A. 380.1531
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	First Aid and CPR Requirement The applicant must also have current training in first aid and child and adult CPR from an approved source such as the American Red Cross or the American Heart Association.
	Section 1531d of Public Act 451 (1976) as amended, MCL 380.1531d
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Michigan
Notes	None
Last Reviewed Date	8/26/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

HISTORY LOGS

No records found.

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State/Territory	Minnesota
License Title	Teacher License, Health (5-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>Subpart 1. Scope of practice. A teacher of health is authorized to provide to students in grades 5 through 12 instruction that is designed to develop the knowledge and skills necessary to practice healthy behaviors.</p> <p>Subp. 2. Licensure requirements. A candidate for licensure to teach health to students in grades 5 through 12 shall:</p> <ul style="list-style-type: none">A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; andC. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of health in subpart 3. <p>Subp. 3. Subject matter standard. A candidate for</p>

licensure as a teacher of health must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to I.

A. A teacher of health understands behaviors and factors that:

- (1) prevent or reduce the risk of accidents, sudden illness, and violent injuries;
- (2) prevent or reduce the risk of tobacco use or alcohol and other drug abuse;
- (3) prevent or reduce the risk of HIV infection and AIDS, sexually transmitted diseases, and unintentional pregnancy; and
- (4) contribute to sufficient physical activity and promote health-enhancing dietary practices.

B. A teacher of health understands concepts related to health promotion and disease prevention including:

- (1) the need for and role of a philosophy of health, health education, and health promotion;
- (2) primary, secondary, and tertiary prevention;
- (3) components of comprehensive school health programs and interrelationships among components;
- (4) behaviors that foster and those that hinder well-being; and
- (5) physical, social, emotional, and intellectual factors that influence health.

C. A teacher of health understands how to access valid health information and health-promoting products and services including:

- (1) selecting and evaluating the validity of sources of health education information;
- (2) identifying and accessing appropriate and cost-effective school and community health services;
- (3) identifying and evaluating appropriate lifestyle assessments and health-risk appraisals;
- (4) using or developing appropriate data gathering instruments to include national, state, or district level morbidity, mortality, behavioral risk, and needs assessment data; and
- (5) articulating research and public policy regarding health issues.

D. A teacher of health understands health-enhancing behaviors that reduce health risks including:

- (1) the short-term and long-term consequences of positive and negative health choices;

(2) the relationship between and among the major health determinants of genetics, environments, health care, and personal behavior;

(3) the importance of individual responsibility for health; and

(4) strategies to reduce and prevent stress-related health problems.

E. A teacher of health understands the effects of advertising, media, technology, and social norms on health behaviors.

F. A teacher of health understands how to use interpersonal communication skills to enhance health including:

(1) models and strategies for teaching communication skills for expressing needs, wants, and feelings; communicating, care, consideration, and respect of self and others; conflict resolution; and refusal skills; and

(2) strategies for facilitating dialogue related to controversial health issues.

G. A teacher of health understands how to use goal-setting and decision-making skills to enhance health including:

(1) age appropriate decision-making and goal-setting models;

(2) applying decision-making and goal-setting processes to personal health choices;

(3) the components of and processes for the development and implementation of personal health plans; and

(4) predicting the immediate and long-range impact of health decisions on the individual, family, and the community.

H. A teacher of health demonstrates an understanding of the teaching of health that integrates understanding of health with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of health to preadolescent and adolescent students must:

(1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents;

(2) understand and apply the research base for and the best practices of middle and high school education;

(3) develop curriculum goals and purposes based

on the central concepts of health and know how to apply instructional strategies and materials for achieving student understanding of this discipline;

(4) understand the role and alignment of district, school, and department mission and goals in program planning;

(5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process.

I. A teacher of health must understand the content and methods for teaching reading including:

(1) knowledge of reading processes and instruction including:

(a) the relationships between and among print processing abilities and digital content, motivation, background, and discourse knowledge, cognitive abilities, and reader's interest and how those relationships impact comprehension; and

(b) the complexities involved in the development of academic language and the impact of that development in school success; and

(2) the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction including:

(a) selection and implementation of a wide variety of before, during, and after reading strategies that develop reading and metacognitive abilities;

(b) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific content words;

(c) the ability to develop critical literacy skills by encouraging students to question texts and analyze texts from multiple viewpoints or perspectives; and

(d) the ability to identify instructional practices, approaches, and methods and match materials, both print and digital, to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers.

Subp. 3a. Student teaching and field experiences.

A candidate for licensure to teach health must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level, grades 5 through 8, and high school level, grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

Subp. 4. Continuing license. A continuing license shall be issued and renewed according to the rules of the Professional Educator Licensing and Standards Board governing continuing licensure.

Subp. 5. [Repealed, L 2015 c 21 art 1 s 110]

Minn. R. 8710.4500

Supervised Experience (In-Program)

A minimum of a four-week student teaching experience

Member of Compact or Reciprocity Agreement?

Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

Minnesota Professional Educator Licensing and Standards Board

Board/Agency Website

<https://mn.gov/pelsb/aspiring-educators/requirements/>

Statute/Regulation/Rule Citation

M.S.A. § 122A.092;
Minnesota Rules, part 8710.0313

Must Out-of-State Program Graduate Hold License to Qualify?

Yes

Must License Applicant Hold Private Certification?

No

The Bookmark

Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Minnesota
Notes	None
Last Reviewed Date	9/5/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

HISTORY LOGS

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State/Territory	Mississippi
License Title	Five Year Educator License, Health Education (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>Licensure Preparation and Other Programs Completed Outside the State of Mississippi Prospective and practicing educators seeking to obtain initial licensure in the state of Mississippi by way of completion of a traditional state approved or nationally accredited licensure-track teacher, administrator, certain supplemental service provider, and supplemental endorsement preparation program from a regionally/nationally accredited institution of higher education outside of Mississippi, shall first obtain Institutional Program Verification (IPV) from the educator preparation provider in the state where the preparation occurred. Upon obtaining Institutional Program Verification (IPV) using the form established by the MDE Division of Educator Licensure, the candidate shall submit an</p>

	application with required supporting documentation to the MDE Division of Educator Licensure for the purpose of determining eligibility to obtain a Mississippi license via guidelines in effect on the date the complete application is received by the MDE. Educators that complete a nontraditional licensure-track program outside of Mississippi shall first be licensed in another state and seek to obtain a Mississippi license via Reciprocity guidelines in effect on the date the complete application and required supporting documentation is received by the MDE. CMSR 07-000-004
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Mississippi Department of Education
Board/Agency Website	https://www.mdek12.org/OEL
Statute/Regulation/Rule Citation	7 Miss. Admin. Code Pt. 3, R. 14.9; Miss. Code Ann. § 37-3
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	9/5/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	Missouri
License Title	Initial Teacher Certificate, Health (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>https://dese.mo.gov/educator-quality/certification/become-certified-teacher#holdoutofstatecertificate</p> <p>An applicant who completed a teacher education program in another state and who possesses a valid professional certificate in that state may be granted a Missouri certificate in an area most closely aligned to the certification if Missouri issues such certificate. If an educator is completing or has completed a teacher education program in another state (either on campus or online), it would be beneficial to obtain that state's certificate whether one plans to reside in that state or not. In most cases, a Missouri certificate is issued with no further coursework or test requirements. If an area of certification is not equivalent, an educator may</p>

	be evaluated based upon Missouri's current requirements for the most closely aligned certificate.
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Missouri Department of Elementary & Secondary Education
Board/Agency Website	https://dese.mo.gov/educator-quality/certification
Statute/Regulation/Rule Citation	V.A.M.S. 168.021; 5 MO ADC 20-400
Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Missouri
Notes	No. OOS licensure is encouraged but not required to qualify. https://dese.mo.gov/educator-quality/certification/out-state-information As noted within the checklist, if your out-of-state professional certificates have expired, or if you never held an out-of-state certificate, you must provide an institutional recommendation from the certification officer at the college or university where you completed your initial teacher education program. The recommendation form can be downloaded by clicking on the appropriate button when completing the online Non-Missouri Graduate Application. The form should be mailed back to you to be included in your packet. Educator Certification will evaluate your transcripts based on current Missouri requirements

and does not guarantee immediate issuance of a Missouri certificate. All evaluations will be posted at the Certificate Status link located on your Profile Page in the Educator Certification System.

Last Reviewed Date

9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure)

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State/Territory	Montana
License Title	Standard Teacher License, Health (5-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>https://opi.mt.gov/Educators/Licensure/Educator-Licensure/Educator-Licenses#9389210445-class-2-standard-teaching-license</p> <p>10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE</p> <p>(3) To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following:</p> <ul style="list-style-type: none">(a) a bachelor's or master's degree from an institutionally accredited college or university, or a completed evaluation of foreign transcripts that demonstrates equivalency to a bachelor's degree through a National Association of Credential Evaluation Services (NACES) agency;(b) completion of an approved educator preparation program including appropriate supervised teaching

experience as the terms are defined in ARM 10.57.102 with a recommendation for the license requested from the appropriate official from the educator preparation program;

(c) qualification for one or more endorsement as outlined in ARM 10.57.412; or

(d) verified completion of the online course "An Introduction to Indian Education for All in Montana"; and

(e) proof of:

(i) a minimum passing score on the PRAXIS Subject Assessment applicable to the requested endorsement as established by the Office of Public Instruction and approved by the Board of Public Education; or

(ii) a passing score on a student-teaching portfolio as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program; or

(iii) a 3.00 or higher course work grade point average (GPA) as defined in ARM 10.57.102 and verified by the appropriate official from the educator preparation program; or

(iv) verified completion of an educator preparation program, a current standard, unrestricted out-of-state educator license, and two years of successful teaching experience as defined in ARM 10.57.102 as documented by a recommendation from the out-of-state P-12 school employer on a form prescribed by the superintendent of public instruction.

ARM 10.57.410

Supervised Experience (In-Program)

10.57.102 DEFINITIONS

The following definitions apply to this chapter.

(1) "Acceptable evidence" means relevant official transcripts, university recommendation, certificates of completion, and other documentation as required by the Board of Public Education or the Superintendent of Public Instruction.

(16) "Supervised teaching experience" means teaching experience while under the supervision of an approved educator preparation program and is identified through acceptable evidence as delineated in ARM 10.57.102(1) as field experience, internship, practicum, or student teaching.

ARM 10.57.102

Member of Compact or Reciprocity Agreement?

Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name	Montana Office of Public Instruction
Board/Agency Website	https://opi.mt.gov/Educators/Licensure/Educator-Licensure
Statute/Regulation/Rule Citation	MCA 20-4-104
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	Completion and verification of the free, online course: An Introduction to Indian Education for All in Montana.
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	<p>10.57.412 CLASS 1 AND 2 ENDORSEMENTS</p> <p>(1) Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.</p> <p>(2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business education, chemistry, communication, computer science, early childhood (P-3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health and physical education K-12, history, industrial trades and technology education, journalism, library K-12, mathematics, music K-12, physical education K-12, physics, political science, psychology, reading K-12, science (broadfield), social studies (broadfield), sociology, special education P-12, special education P-12 hearing impairment, special education P-12 vision impairment, theater, traffic education, and world languages K-12.</p> <p>(3) As appropriate, grade level endorsements may be issued as consistent with the educator preparation program completed by the applicant.</p> <p>(4) Permissive special competencies or endorsements identified on an educator license, but no longer offered,</p>

may be retained as long as the licensee continues to renew the license.

(5) To obtain an early childhood (P-3), elementary (K-8), middle grades (4-8 content-specific), secondary (5-12 content-specific), K-12, or P-12 (special education) endorsement, an applicant must provide verification of completion of an approved educator preparation program at the grade level(s) identified by the program, including supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.

(6) Applicant must also submit a recommendation for any endorsement requested from the appropriate official from an approved educator preparation.

(7) Applicants who have completed an approved educator preparation programs outside of Montana and hold endorsements in specific disability areas (for example, early childhood special education, autism, hearing impaired) may qualify for a special education P-12 endorsement in hearing and vision upon verification of program completion and proof of a minimum passing score on the PRAXIS Subject Assessment applicable to the special education endorsement.

(8) Applicants with graduate degrees in an endorsable area may use experience instructing in relevant college or university courses as credit in that endorsement area for licensure.

ARM 10.57.412

Last Reviewed Date

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Feedback Form (Send us your questions, comments or information about your experience with licensure)

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State/Territory	Nebraska
License Title	Initial Teaching Certificate, Health Education (7-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>From website https://www.education.ne.gov/tcert/out-of-state-certification/reciprocity-information/ Nebraska does not have full reciprocity with other states, but we do recognize approved teacher preparation programs from other states. The coursework needs to appear on an official transcript from a standard institution of higher education, which is defined as any college or university whose educator preparation program is fully approved by the board or comparable agency in any other state or country.</p> <p>AND Neb. Admin. R. & Regs. Tit. 92, Ch. 21, § 002 - 002. Definitions. 002.03 Approved program means a teacher education or educator preparation program approved pursuant to 92 NAC 20, approved in another state or country pursuant to standards which are comparable and equivalent to</p>

92 NAC 20, or a program capable of meeting such standards;

Neb. Admin. R. & Regs. Tit. 92, Ch. 24, § 006 006.26C Persons with this endorsement may teach comprehensive health education programs in grades 7 through 12.

006.26D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in health courses that demonstrate content knowledge and skills of a health literate educator; assess needs to determine priorities for comprehensive school health education; plan comprehensive school health curricula and programs; implement health education instruction; assess student learning; plan and coordinate a school health education program; communicate and advocate for health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing a coordinated school health program.

Supervised Experience (In-Program)

SOURCE: Neb. Admin. R. & Regs. Tit. 92, Ch. 20, § 005 - Applies to all initial licenses, IN PROGRAM:

005.03 Field Experience Coursework. The institution shall require practicum and clinical experiences that provide candidates opportunities to work with students and school partners to develop knowledge, skills, and professional dispositions. When viewed as a whole, field experiences are central to candidate preparation and shall provide opportunities to work with diverse students which may include, but is not limited to, differences based on ethnicity, race, socioeconomic status, gender, exceptionalities, and language.

005.03A Initial Program Field Experience. These experiences shall range from candidate interaction with students to assuming responsibility for instructional planning and implementation, and assessment of student learning.

005.03A1 Practicum experience consists of a minimum of one hundred (100) clock hours of contact with students. Field-based practicum experiences are completed prior to clinical practice and provide opportunities for candidates to

observe, assist, tutor, instruct, or conduct research. Practicum experiences may occur in settings such as school systems, or other settings serving students.

005.03A2 Clinical Practice. The institution shall require a clinical practice experience for initial teacher certification in which candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing.

Member of Compact or Reciprocity Agreement?

Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

Nebraska Department of Education

Board/Agency Website

<https://www.education.ne.gov/TCERT/>

Statute/Regulation/Rule Citation

Neb. Admin. R. & Regs. Tit. 92, Ch. 24, § 006

Must Out-of-State Program Graduate Hold License to Qualify?

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

Human Relations Training and Special Education Training

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure)

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State/Territory	Nevada
License Title	Standard Teacher License or Non-Renewable/Provisional (if testing or coursework deficiencies), Secondary-Health Education (7-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>391.052. Criteria for approval of standards for licensing teachers of another state; credit for previous teaching service.</p> <p>1. The Commission will approve the standards for licensing teachers of another state or foreign country for the purposes of subsection 2 of NRS 391.167 if:</p> <p>(a) The state or foreign country in which the teacher earned the previous teaching service is a signatory with this State on the National Association of State Directors of Teacher Education and Certification Interstate Agreement; or</p>

	(b) The Department has determined that the state or foreign country in which the teacher earned the previous teaching service has standards for licensing a teacher that are similar to the standards for licensing a teacher in this State.
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	State of Nevada Department of Education
Board/Agency Website	https://doe.nv.gov/Educator_Licensure/
Statute/Regulation/Rule Citation	NAC 391.052
Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	Parental Involvement and Family Engagement (PIFE) course work You can view a list of approved courses on by going to the Nevada Department of Education Family Engagement Approved Courses page. We DO NOT accept any other courses which are not on the course matrix. Special Education course work Three (3) semester credits in a course of study regarding education or curricular adaptation for pupils with disabilities. If you are applying for a Special Education license, an additional course is not required.
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure)

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State/Territory	New Hampshire
License Title	Initial Certification, Health Educator (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>N.H. Code Admin. R. Ed 507.15 A candidate for certification as a health educator shall have the following skills, competencies and knowledge through a combination of academic experiences and demonstrated competency:</p> <ul style="list-style-type: none">(a) In the area of health-related content knowledge of human biology, social science, and psychology, knowledge of:<ul style="list-style-type: none">(1) Substance use and abuse including alcohol, tobacco, and other drugs;(2) Injury and violence prevention, safety, first aid and CPR;(3) Healthful eating and nutrition concepts;(4) Family life, healthy relationships, and child abuse prevention;(5) Comprehensive sexuality education, including developmentally-appropriate abstinence education, preventing HIV/AIDS and other sexually transmitted infections in accordance with RSA 189:10;(6) Behavioral and emotional health, including

	<p>suicide prevention;</p> <p>(7) Personal, community and consumer health, including prevention and control of disease; and</p> <p>(8) Health-enhancing skills as outlined in the 2007 “National Health Education Standards” from the Joint Committee on National Health Education Standards.</p> <p>(b) Knowledge of theories of health behavior and health behavior change;</p> <p>(c) Competency in collaborating with school and community resources and in integrating health concepts and skills across content areas to create a coordinated school health program; and</p> <p>(d) Knowledge of cultural, ethical, and legal rights and responsibilities involving a school health education program, including the ability to reference New Hampshire statutes pertaining to school health education.</p>
Supervised Experience (In-Program)	Supervised practical experience
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	New Hampshire Department of Education
Board/Agency Website	https://www.education.nh.gov/who-we-are/division-of-educator-support-and-higher-education/bureau-of-credentialing
Statute/Regulation/Rule Citation	N.H. Code Admin. R. Ed 507
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure)

<https://forms.gle/zLB3dsG9j6qmx1pU6>

HISTORY LOGS

No records found.

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State/Territory	New Jersey
License Title	Instructional Certificate of Eligibility, Health Education (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>Degree Requirement</p> <ul style="list-style-type: none">• A minimum of a bachelor's degree is required from a regionally accredited college/university. <p>Cumulative GPA Requirement</p> <ul style="list-style-type: none">• New Jersey requires that candidates for certification achieve a cumulative GPA of at least 3.0 when a GPA of 4.00 equals an A grade for students graduating on or after September 1, 2016 (2.75 for those graduating before September 1, 2016) in a baccalaureate degree program, higher degree program or a State-approved postbaccalaureate certification program with a minimum of 13 semester-hour credits.• Please note that there are GPA Flexibility Rules where a high praxis score may offset a GPA that is lower than 3.0, but higher than 2.75. <p>Subject Matter Preparation</p>

	<ul style="list-style-type: none">• For certification as a Health teacher, current regulations require that applicants complete a minimum of 30 credits in a coherent sequence in the subject field of Health. A coherent sequence requires that at least 12 credits are completed at the advanced level of study (junior, senior or graduate level). Related courses may be accepted depending on the course description/content. Please provide a course description if a course is not taken from the Health Department. <p>Courses in pedagogy/education are not accepted towards the subject matter preparation. The final determination as to which courses will be counted towards the subject matter is based on professional and content standards found in the NJ Licensing Code. All credits must appear on a regionally accredited 2- or 4-year college/university transcript.</p>
Supervised Experience (In-Program)	Supervised clinical practice
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	State of New Jersey Department of Education
Board/Agency Website	https://www.nj.gov/education/license/
Statute/Regulation/Rule Citation	N.J.A.C. 6A:9B-9
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	Physiology and Hygiene Requirement <ul style="list-style-type: none">• This requirement may be completed by choosing one of the following options:<ol style="list-style-type: none">1.) Present evidence of basic military training2.) Complete a course such as biology, health or nutrition that appears on a regionally accredited 2 or 4-year college/university transcript3.) Complete an online test. You must have a tracking number and an application on file to take this test. Once completed, please email us at Licensing.Requests@doe.nj.gov stating that the test has been taken. You will need

to include your name and tracking number in the email.

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

Listing of certificates/endorsements:
<https://www.nj.gov/education/certification/certsandtitles/>

Last Reviewed Date

9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure)

<https://forms.gle/zLB3dsG9j6qmx1pU6>

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State/Territory	New Mexico
License Title	Specialty, Health (PK-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>https://webnew.ped.state.nm.us/bureaus/licensure/licensure-requirements/specialty-license-grades-pre-k-12/ 24 semester hours in PreK-12 Education program including student teaching; and 3 semester hours in teaching reading for those who first entered any college or university on or after August 1, 2001; and 24 semester hours in the teaching field, e.g., language arts, or social studies with 12 of those hours earned at the upper division (generally 300 or above);</p> <p>https://webnew.ped.state.nm.us/bureaus/licensure/endorsements-how-to-add-a-license/health/ 24-36 semester hours in health coursework; if adding to secondary or pre—k-12 specialty license 12 of the hours must be upper division credit</p> <p>Accepted Health Coursework drugs & behavior first aid</p>

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	<p>human sexuality nutrition personal health program planning & evaluation safety communication and wellness community resources conflict resolution family relationships human anatomy and physiology human growth & development life skills mental health stress management some nursing coursework</p>
Supervised Experience (In-Program)	No less than sixteen weeks of student teaching § 22-10A-6. Educational requirements for licensure
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	New Mexico Public Education Department
Board/Agency Website	https://webnew.ped.state.nm.us/bureaus/licensure/
Statute/Regulation/Rule Citation	N. M. S. A. 1978, § 22-10A; N.M. Admin. Code 6.60
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure)

<https://forms.gle/zLB3dsG9j6qmx1pU6>

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State/Territory	New York
License Title	Conditional Initial (1 year) (if hold out-of-state license, edTPA not required) or Initial, Health Education (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	Out-of-state approved teacher preparation program graduates meet educational requirements. 8 NYCRR 80-5.8 (b) Recognition of substantially equivalent teacher education programs for service as a teacher in the classroom teaching service. (1) The commissioner may recognize and issue an initial certificate to an out-of-state candidate who completes a teacher education program at an institution of higher education that is accredited by an institutional accrediting agency recognized for this purpose by the United States Department of Education or a higher education institution that the commissioner deems substantially equivalent from another state or territory of the United States or the District of Columbia that leads to certification in the title and type of certificate sought, or similar certificate title and type, in the jurisdiction where the higher education institution is located if the candidate also meets the following requirements: (i) General Requirements. The candidate shall meet the general requirements for certificates prescribed in Subpart 80-1 of this Part, including but not limited to the requirements of section 80-1.3

relating to citizenship, section 80-1.4 relating to study in child abuse identification and reporting, and school violence prevention and intervention; section 80-1.13 relating to coursework or training in harassment, bullying and discrimination prevention and intervention; and section 80-1.1 relating to a criminal history check.

(ii) Degree. The candidate holds a baccalaureate or higher degree from a institution that is accredited by an institutional accrediting agency recognized for this purpose by the United States Department of Education or a higher education institution that the commissioner deems substantially equivalent. Candidates shall have achieved a 2.5 cumulative grade point average, or its equivalent, in the program leading to the degree.

(iii) Examination. The candidate shall receive a satisfactory passing score on all examinations required for the title and type of certificate sought in this State.

(2) A candidate who meets the requirements for recognition of an out-of-state teacher education program in paragraph (1) of this subdivision shall be issued an initial certificate as a teacher in the classroom teaching service pursuant to the requirements of this Part.

Supervised Experience (In-Program)

None found

Member of Compact or Reciprocity Agreement?

Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

New York Office of Teaching Initiatives

Board/Agency Website

<http://www.highered.nysed.gov/tcert/>

Statute/Regulation/Rule Citation

8 NYCRR 80-5

Must Out-of-State Program Graduate Hold License to Qualify?

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

Required workshops:
Child Abuse Identification and Reporting
Dignity for All Students Act (DASA)
School Violence Prevention and Intervention

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required	New York
Notes	Requirement lookup tool: https://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do Resources for course deficiencies: https://www.highered.nysed.gov/tcert/cwksatisfyunmetreq.html
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	North Carolina
License Title	Initial Professional Educator License, Health Specialist (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>§ 115C-270.25. Out-of-state license applicants The State Board of Education shall grant a CPL to a teacher licensed in another state with substantially similar licensure requirements who has at least three years of teaching experience and is in good standing with the other state.</p>
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	North Carolina Department of Public Instruction

Board/Agency Website	https://www.dpi.nc.gov/educators/educators-licensure
Statute/Regulation/Rule Citation	N.C.G.S.A. § 115C-270; 16 NCAC 6C.0300
Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	North Dakota
License Title	Out-of-State Reciprocal or Other State Educator, Health (5-12 or 9-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Non-licensed out-of-state graduates must meet ND standards.
Specific Coursework	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

<https://www.nd.gov/espb/licensure/license-information/license-faqs>

Q: How do I get a ND teaching license if I earned a degree in education outside of ND?

A: We encourage anyone who completed teaching degree outside of ND to get a teaching license in the state where your degree was earned. This would enable you to then apply for an Other State Educator License (OSEL) and not have to meet ND standards (as you met the standards in the state the degree was earned.) If you are not able to get a teaching license in the state your degree was earned, then you will need to apply for an Out of State Reciprocal License

and you will need to meet ND standards. A license can be issued and you could have up to 4 years to meet ND requirements. .

Supervised Experience (In-Program)

None found

Member of Compact or Reciprocity Agreement?

Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

North Dakota Education Standards and Practices Board

Board/Agency Website

<https://www.nd.gov/espb/licensure>

Statute/Regulation/Rule Citation

NDCC 15.1-13

Must Out-of-State Program Graduate Hold License to Qualify?

No - applicants who graduated from an out-of-state program are encouraged to obtain license in their school's state, but not required. Non-licensed out-of-state graduates must meet ND standards. See <https://www.nd.gov/espb/licensure/license-information/license-faqs>

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

Senate Bill 2048 mandates a mental health competency course for all initial licenses. Those graduating from a ND institution have this built into their preparation program. If you graduated outside of ND and have not met this requirement, it may be met by completing mental health professional development provided by a school district or other mental health agency. The requirement may also be met by completing a course in youth mental health offered through UND.

After completing this course please submit a letter from the school district documenting the professional development or an unofficial transcript from UND.

NDAC 67.1-02-02-07

Coursework in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners (e.g., universal design for

learning, response to intervention, early intervention, positive behavior interventions and supports) is required.

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure)

<https://forms.gle/zLB3dsG9j6qmx1pU6>

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State/Territory	Northern Mariana Islands
License Title	Initial Educator, Basic I, Health and Physical Education (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	Out-of-state approved teacher preparation program graduates meet educational requirements.
Supervised Experience (In-Program)	N/A
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Commonwealth of the Northern Mariana Islands State Board of Education
Board/Agency Website	https://www.cnmipss.org/state-boe-certification
Statute/Regulation/Rule Citation	TITLE 60: BOARD OF EDUCATION SUBCHAPTER 60-30.2 EMPLOYMENT OF CERTIFIED PERSONNEL REGULATIONS (2023) https://cnmilaw.org/pdf/admincode/T60/T60-30.2.pdf

Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	To advance to Basic II need: Multicultural Education/Teaching Linguistically Diverse Students Teaching Reading Inclusive Practice for Students with Learning Disability Instructional Strategies/Classroom Management Internship or Mentoring Program Computer Technology To advance to Standard certificate need: Secondary Education Endorsement (for Junior and Senior High School Teachers) Instructional Technology NMI History/Pacific Institute Reading Diagnostic Tests and Measurements Methods in Content Area Three (3) Courses in Content Area (9 credits)
Experience (After Graduating/Outside of Program)	
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	Ohio
License Title	Two Year Resident Educator, Health (P-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>3302-24-18 Resident educator license</p> <p>(A) The two year resident educator license shall be issued in the areas specified in paragraph (D) of this rule and shall require the license holder to successfully complete the Ohio resident educator program in order to qualify for the professional educator license in the same area(s). The resident educator license shall be issued to an individual who holds a bachelor's degree from an accredited institution of higher education, who has successfully completed an approved program of teacher preparation, who is deemed to be of good moral character, who has successfully completed an examination prescribed by the state board of education, who has demonstrated skill in integrating educational technology in the instruction of children, who is prepared to implement evidence-based instructional strategies addressing individual learner differences and employ practices that address the diversity of students' cultures, language origins, and communities, who has been recommended by the dean or head of teacher education at an institution approved to prepare teachers, and who has completed:</p> <p>(1) A minimum of twelve semester hours in the teaching of reading, as required in section 3319.24 of the Revised Code, including at least one separate three semester hour course in the teaching of phonics, and coursework on knowledge and beliefs about reading; knowledge base;</p>


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individual differences; reading difficulties; creating a literate environment; word identification, vocabulary, and spelling; comprehension; study strategies; writing; assessment; communicating information about reading; curriculum development; professional development; research; supervision of paraprofessionals; and professionalism for the early childhood resident educator license, the middle childhood resident educator license, the intervention specialist resident educator license; and the early childhood intervention specialist resident educator license; and
 (2) A minimum of three semester hours on the teaching of reading in the content area that includes instruction in organizing instruction, use of protocols for oral language development, strategies for word skill development, strategies for reading comprehension, and assessment strategies for instructional purposes for the multi-age resident educator license, the adolescence to young adult resident educator license, and the career-technical resident educator license.

Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Ohio Department of Education
Board/Agency Website	https://education.ohio.gov/Topics/Teaching/Licensure
Statute/Regulation/Rule Citation	OAC 3301-24; R.C. § 3319
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Ohio
Notes	Licensure types: https://education.ohio.gov/getattachment/Topics/Teaching/Licensure/Out-of-State-Licensure/Teaching-Field-Codes-Teachers-Only.pdf.aspx?lang=en-US
Last Reviewed Date	9/30/2024
Feedback Form (Send	https://forms.gle/zLB3dsG9j6qmx1pU6

us your questions,
comments or
information about your
experience with
licensure)

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Update Date	State/Territory	License Type	License Title	Update Made
6/23/2024	Ohio	Teacher_Health	Two Year Resident	License title updated. Ohio changed from four

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State/Territory	Oklahoma
License Title	Standard Teaching Certificate, Physical Education/Health/Safety (PreK-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>https://sde.ok.gov/traditional-path-oklahoma-teacher-certification#otherstate</p> <p>If you have completed an approved program from another state and did not get certified in that area, please have this form filled out by the proper officials. If Oklahoma has a comparable certification area you may be able to obtain the equivalent Oklahoma certification area by passing the appropriate Oklahoma examination(s).</p> <p>210:20-9-91. Application for new certificates: (2) Graduates of out-of-state colleges and universities. The application process for graduates of out-of-state colleges and universities is as follows: (A) The applicant will submit the following items to the State Department of Education as part of the</p>

	application process: (i) the completed application form (ii) official up-to-date transcripts of all college course work (iii) documentation the applicant has completed an accredited teacher preparation program
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Oklahoma State Department of Education
Board/Agency Website	https://sde.ok.gov/teacher-certification
Statute/Regulation/Rule Citation	Okla. Admin. Code 210:20-9
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Oklahoma
Notes	None
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	Oregon
License Title	Preliminary Teaching or Reciprocal Teaching (if OR exam requirements are not fulfilled), Health (PreK-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate where program is approved meet educational requirements.</p> <p>584-210-0060. Reciprocal Teaching License (4) Out-of-State teacher preparation program completers: If an applicant completes a teacher preparation program in another state, the applicant must first obtain a valid and active non-provisional teaching license in that state or another NASDTEC jurisdiction in order to qualify for the Oregon Reciprocal Teaching License.</p> <p>https://www.oregon.gov/tspc/LIC/Documents/Reciprocal%20Teaching%20License%20.pdf The Reciprocal Teaching License is issued to teachers who have completed an educator preparation program and hold an active and valid non-provisional teaching license from another state. The purpose of the Reciprocal Teaching License is to allow an out-of-state licensed teacher to transition into the Oregon licensure system based on the credentials they earned in the other jurisdiction while they work on any missing Oregon requirements. At the end of the one-year Reciprocal term, the teacher must meet the requirements of the Oregon Preliminary Teaching License or another non-provisional Oregon license. The Reciprocal Teaching License is valid for full-time teaching and substitute teaching.</p>
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Oregon Teacher Standards and Practices Commission
Board/Agency Website	https://www.oregon.gov/tspc/Pages/index.aspx
Statute/Regulation/Rule Citation	OAR 584-200
Must Out-of-State	Yes

Program Graduate Hold License to Qualify?

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Oregon

Notes None

Last Reviewed Date 9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

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State/Territory	Pennsylvania
License Title	Instructional Certificate, Health Education (PK-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No, if state/territory is party to the NASDTEC Interstate Agreement
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates from NASDTEC states meet educational requirements.</p> <p>https://www.education.pa.gov/Educators/Certification/OutOfState/Pages/Completed-Approved-Preparation-Program-Outside-of-Pennsylvania.aspx Completed Approved Preparation Program Outside of PA Verify that your state is part of the National Association Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement Opens In A New Window. If your state is not a party to the NASDTEC Interstate Agreement, your certification program will be evaluated against PA certification program guidelines.</p>
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Pennsylvania Department of Education
Board/Agency Website	https://www.education.pa.gov/Educators/Certification/Pages/default.aspx
Statute/Regulation/Rule Citation	24 P.S. § 12-1206; 22 Pa. Code § 49.171
Must Out-of-State Program Graduate Hold License to Qualify?	No, if state/territory is party to the NASDTEC Interstate Agreement
Must License Applicant Hold Private	No

Certification?

**Additional Training
(Not Required In-
Program)** None found

**Experience (After
Graduating/Outside of
Program)** None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

**Feedback Form (Send
us your questions,
comments or
information about your
experience with
licensure)** <https://forms.gle/zLB3dsG9j6qmx1pU6>

HISTORY LOGS

No records found.

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State/Territory	Puerto Rico
License Title	Teacher Certificate, School Health Education (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	Out-of-state approved teacher preparation program graduates meet educational requirements. § 264 Certification of teachers-General qualifications of candidates
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	No
Board/Agency Name	Puerto Rico Department of Education
Board/Agency Website	https://de.pr.gov/
Statute/Regulation/Rule Citation	18 L.P.R.A. § 260; P.R. Regs. DE Reg. 7643
Must Out-of-State Program Graduate Hold License to Qualify?	No

Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	None found
Notes	None
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	Republic of Palau
License Title	None found
Specialized Accreditation Required?	N/A
Specialized Accreditation Accepted as Meeting Educational Requirements?	N/A
Curriculum Comparison Needed?	N/A
Specific Coursework	N/A
Supervised Experience (In-Program)	N/A
Member of Compact or Reciprocity Agreement?	N/A
Board/Agency Name	Republic of Palau Ministry of Education Division of Instructional Implementation and Teacher Training
Board/Agency Website	http://moe.epsolutions.pw/
Statute/Regulation/Rule Citation	N/A
Must Out-of-State Program Graduate Hold License to Qualify?	N/A
Must License Applicant Hold Private Certification?	N/A
Additional Training (Not Required	N/A

In-Program)

Experience (After Graduating/Outside of Program) N/A


Exam(s) Required N/A

Notes None

Last Reviewed Date 9/30/2024

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Update Date	State/Territory	License Type	License Title	Update Made
12/11/2023	Republic of Palau	Teacher_Health	None found	Updated Board website link.

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State/Territory	Republic of the Marshall Islands
License Title	None found
Specialized Accreditation Required?	N/A
Specialized Accreditation Accepted as Meeting Educational Requirements?	N/A
Curriculum Comparison Needed?	N/A
Specific Coursework	N/A
Supervised Experience (In-Program)	N/A
Member of Compact or Reciprocity Agreement?	N/A
Board/Agency Name	Marshall Islands Public School System
Board/Agency Website	https://pss.edu.mh/
Statute/Regulation/Rule Citation	N/A
Must Out-of-State Program Graduate Hold License to Qualify?	N/A
Must License Applicant Hold Private Certification?	N/A
Additional Training (Not Required In-Program)	N/A
Experience (After Graduating/Outside of Program)	N/A
Exam(s) Required	N/A

Notes

None

Last Reviewed Date

9/30/2024

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State/Territory	Rhode Island
License Title	Initial Certificate, Health (PK-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>20-20-1.7. Initial Routes to Full Certification A. Prospective Educators earn full certification through:...</p> <p>2. Reciprocity based on completion of an approved educator preparation program in another state within the last five (5) years or holding comparable certification in another state;</p> <p>https://ride.ri.gov/teachers-administrators/educator-certification/how-get-certified: Reciprocity allows individuals who completed a state-approved out-of-state preparation program or who hold valid full out-of-state certificates to pursue RI certification where similar certificate areas exist. Preparation programs must lead to comparable RI certificates. Individuals pursuing this pathway should review the testing requirements.</p>
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Rhode Island Department of Education

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Board/Agency Website	https://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx
Statute/Regulation/Rule Citation	200-RICR- 20-20
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	South Carolina
License Title	Initial Educator Certificate, Health Education (PK-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>https://ed.sc.gov/educators/teaching-in-south-carolina/program/ Educators that have completed a traditional, approved preparation program through a regionally accredited institution of higher education (IHE) may apply for an Initial certificate through completion of South Carolina's required content knowledge and pedagogy knowledge assessments. In order for an educator preparation program to be used to obtain a first time certificate or to add a field to an existing certificate, the program must: Be completed at a regionally accredited Institution of Higher Education (IHE); Be approved either by that state's licensing authority or by NCATE/CAEP; Be approved for certification by the Department of Education in the state in which the program</p>

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	provider is located; and Include a sufficient student teaching or internship component.
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	South Carolina Department of Education
Board/Agency Website	https://ed.sc.gov/educators/certification/
Statute/Regulation/Rule Citation	S.C. Code of Regulations R. 43
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	South Dakota
License Title	Initial Certificate, Elementary Health Education or Secondary Health Education (K-8 or 5-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>24:28:16:01. Eligibility for reciprocity based on completion of approved program</p> <p>The secretary may issue an educator certificate to the applicant for reciprocal certification who has:</p> <ul style="list-style-type: none">(1) Completed a program approved for educator certification that included student teaching, field experience, or an internship;(2) Received a teacher, administrator, or educator specialist license or certificate in another U.S. state or territory that is equivalent to an educator certificate issued by the secretary, meets all of the requirements of that state for full certification, and is not a temporary, emergency, substitute, or provisional certificate; and(3) Provided verification from the licensing state that there

	are no prior or pending disciplinary actions against the applicant for actual or alleged ethics violations.
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	No
Board/Agency Name	South Dakota Department of Education
Board/Agency Website	https://doe.sd.gov/certification/
Statute/Regulation/Rule Citation	ARSD 24:28
Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	South Dakota Indian Studies (SDIS) Course. If you are a teacher and/or administrator and have not completed and approved SD Indian Studies course, you may be issued a one-year provisional certificate.
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	Out of state flowchart: https://doe.sd.gov/certification/documents/OOS-Reciprocity-Ed%20Prep.pdf Reciprocity options: https://doe.sd.gov/certification/documents/RECIPROCITY-%20ED.pdf
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	Tennessee
License Title	Practitioner License, Health and Wellness (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates from a state that is a partner in the NASDTEC Interstate agreement meet educational requirements</p> <p>0520-02-03-.03 REQUIREMENTS FOR TEACHER LICENSES.</p> <p>(2) Prospective educators from a state other than Tennessee that is a partner in the NASDTEC interstate agreement and who are seeking a practitioner teacher license shall meet the requirements of one (1) of the following pathways:</p> <p>(a) Out-of-State Pathway 1. The out-of-state prospective educator:</p> <ol style="list-style-type: none">1. Holds a bachelor's degree from a regionally accredited college or university;2. Has completed an educator preparation program approved by a state other than Tennessee;3. Is recommended by the approved educator preparation provider; and4. Submits qualifying scores on all required assessments

as defined in the Professional Assessments for Tennessee Educators Policy.

Supervised Experience (In-Program)

None found

Member of Compact or Reciprocity Agreement?

Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

Tennessee Department of Education

Board/Agency Website

<https://www.tn.gov/education/educators/licensing.html>

Statute/Regulation/Rule Citation

Tenn. Comp. R. & Regs. 0520-02

Must Out-of-State Program Graduate Hold License to Qualify?

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

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Update Date	State/Territory	License Type	License Title	Update Made
12/11/2023	Tennessee	Teacher_Health	Practitioner License,	Updated Board

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State/Territory	Texas
License Title	Out-of-State One Year Certificate (to complete exams) or Standard Certificate (if exams satisfied), Health (PK-12 or 6-8 or 6-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>https://tea.texas.gov/texas-educators/certification/out-of-state-certification/out-of-state-certified-educators</p> <p>6. What if I have a master's or doctorate degree, or completed an out-of-state program, but do not have a teaching certificate?</p> <p>Without a standard teaching certificate, you are not eligible for a review of credentials. We do not review transcripts, degree level or completion of program coursework. You will be required to go through a Texas Educator Preparation Program.</p> <p>Sec. 21.052. Certification of Educators from Outside the State.</p>

	(a)The board may issue a certificate to an educator who applies for a certificate and: (1)holds: (A)a degree issued by an institution accredited by a regional accrediting agency or group that is recognized by a nationally recognized accreditation board; or (B)a degree issued by an institution located in a foreign country, if the degree is equivalent to a degree described by Paragraph (A); (2)holds an appropriate certificate or other credential issued by another state or country; and (3)performs satisfactorily on: (A)the examination prescribed under Section 21.048; or (B)if the educator holds a certificate or other credential issued by another state or country, an examination similar to and at least as rigorous as that described by Paragraph (A) administered to the educator under the authority of that state.
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Texas Education Agency
Board/Agency Website	https://tea.texas.gov/texas-educators/certification
Statute/Regulation/Rule Citation	19 TAC § 230; V.T.C.A., Education Code § 21
Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Texas
Notes	None

Last Reviewed Date

9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure)

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State/Territory	U.S. Virgin Islands
License Title	None found
Specialized Accreditation Required?	N/A
Specialized Accreditation Accepted as Meeting Educational Requirements?	N/A
Curriculum Comparison Needed?	N/A
Specific Coursework	N/A
Supervised Experience (In-Program)	N/A
Member of Compact or Reciprocity Agreement?	N/A
Board/Agency Name	U.S. Virgin Islands Department of Education
Board/Agency Website	https://www.vide.vi/
Statute/Regulation/Rule Citation	17 V.I.C. § 122; 17 V.I. R. & Regs. § 121-1
Must Out-of-State Program Graduate Hold License to Qualify?	N/A
Must License Applicant Hold Private Certification?	N/A
Additional Training (Not Required In-Program)	N/A

Experience (After Graduating/Outside of Program)	N/A
Exam(s) Required	N/A
Notes	https://vide.vi/human-resources/568-general-certification-requirements.html
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	Utah
License Title	None found
Specialized Accreditation Required?	N/A
Specialized Accreditation Accepted as Meeting Educational Requirements?	N/A
Curriculum Comparison Needed?	N/A
Specific Coursework	N/A
Supervised Experience (In-Program)	N/A
Member of Compact or Reciprocity Agreement?	N/A
Board/Agency Name	Utah State Board of Education
Board/Agency Website	https://www.schools.utah.gov/licensing
Statute/Regulation/Rule Citation	U.A.C. R277-301
Must Out-of-State Program Graduate Hold License to Qualify?	N/A
Must License Applicant Hold Private Certification?	N/A
Additional Training (Not Required In-Program)	N/A
Experience (After Graduating/Outside of Program)	N/A
Exam(s) Required	N/A

Notes

None

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State/Territory	Vermont
License Title	Professional Educator License, Health Education (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes, if graduate does not first earn out-of-state license
Specific Coursework	<p>5440-31 Health Education</p> <p>The holder is authorized to teach health education in grades PK-8, 5-12, or PK-12, as specified on the endorsement.</p> <p>1. The candidate shall demonstrate knowledge of Vermont statutes (Vermont Act 1, V.S.A 16: 131, 906, 136, and the Education Quality Standards (e.g., proficiency-based learning, personalized learning, and flexible pathways) that guide comprehensive health education in Vermont, as well as policies that relate to the school setting</p> <p>In order to qualify for this endorsement, the candidate shall demonstrate the following:</p> <p>2. Knowledge Standards:</p> <p>2.1. Demonstrates knowledge of health and health education concepts and skills delineated in current national professional standards, in SHAPE America -- National Standards for Initial Health Education Teacher Education (2018) and in</p>

National Health Education Standards, Center of Disease Control (CDC) Health Education Curriculum Analysis Tool (HECAT) and National Sexuality Education Standards including:

2.2. Process for implementing teaching skills-based Health Education

2.3. Teaching Health Skills (Interpersonal communication, media literacy, advocacy, analyzing influences, decision-making, goal-setting, and accessing health information, products, and services)

2.4. Human development, including the typical progression of early childhood through early adolescent development (for PK-8) and/or early adolescent through adult growth and development (for 5-12), and age appropriate indicators of intellectual, physical, social and emotional health for each stage of development

2.5. Human body structure and functioning

2.6. Personal health (mental, physical, social intellectual, and the value of annual well care visits and healthful stress maintenance skills)

2.7. Nutrition (basic nutrition concepts, nutrient needs, dietary guidelines for Americans, and common nutritional problems of children and adults, including disordered eating)

2.8. Physical activity (the health benefits of physical activity, research on physical activity and academic performance, factors that influence participation in physical activity, and strategies for collaborating with physical education colleagues to promote physical activity)

2.9. Disease (etiology of diseases, including their origins, progression, diagnosis, treatment, and prevention, [e.g. immunizations] HIV/AIDS and other sexually transmitted infections)

2.10 Intentional and unintentional injury prevention (safety issues and violence prevention, including bullying harassment, sexual abuse, and physical and mental/emotional trauma)

2.11 Alcohol, tobacco, marijuana, and other drugs (physiological, psychological, and sociological effects of substance use and abuse on the individual, family, and society; legal issues; and curriculum and teaching strategies for effective substance abuse prevention)

2.12 Family health and comprehensive sexuality education (issues of human growth and

development, families, relationships, reproductive health, abstinence, premature sexual activity, contraception, adolescent pregnancy, childbirth, adoption, and abortion)

2.13 Community and consumer health (media literacy, advocacy, and accessing health information, products, and services)

3. Performance Standards

3.1. Planning: Plan relevant and meaningful school health education instruction and programs that are sequential and aligned with national standards and leads students to health education proficiency

3.1.1. Collect and analyze data (e.g., Youth Risk Behavior Survey, School Health Index results) to plan relevant school health instruction and programs that meet the diverse needs of all learners and the community.

3.1.2. Design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all learners.

3.1.3. Construct measurable, developmentally appropriate, performance-based objectives that are aligned with the national standards.

3.1.4. Plan instruction that facilitates skill development and application of functional health knowledge for all learners.

3.1.5. Collaborate and design health education instruction and programs that integrate components of the Whole School, Whole Community, and Whole Child (WSCC) Model.

3.1.6. Plan instruction that incorporates technology, media and other appropriate resources in order to enhance student's digital literacy and to engage all learners

3.2. Implementation: Implement a range of school health education proficiency-based learning instructional strategies, while incorporating technology, to support student learning.

3.2.1. Use a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge in order to meet the needs of all students.

3.2.2. Implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners.

3.2.3. Implement instructional strategies that support all learners regardless of race, ethnic origin, gender, gender identity, gender expression, sexual orientation, religion, cognitive ability or physical ability, in order to create and sustain a productive, inclusive and supportive learning environment.

3.2.4. Apply communications skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the needs of all learners.

3.2.5. Reflect on student learning outcomes and instructional practices, and adjust lessons to meet the needs of all learners.

3.3. Assessment: Use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on and adjust units and lessons to enhance the acquisition of functional health knowledge and health skills proficiency for all learners.

3.3.1. Analyze and select assessment strategies, tools, and technologies to determine their appropriateness for enhancing learning of all students.

3.3.2. Implement a variety of formative and summative assessments, aligned with proficiency-based learning principles, that measure and monitor students' progress, and to accommodate the needs of all students.

3.3.3. Use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons so they meet the needs of all students.

3.4. Advocates for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school's mission.

4. Current certificates in First Aid, full or compression-only cardiopulmonary resuscitation (CPR), and the use of an Automated External Defibrillator (AED).

5. A minimum of a practicum, or the equivalent, in health education at the elementary (PK-8) or middle/secondary (5-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or

the equivalent, in health education at both the PK-6 and 7-12 instructional levels is required.

6. REQUIRED TESTING: Praxis II Subject Assessment: Health - Test Code 5551.

Supervised Experience (In-Program)

A minimum of a practicum, or the equivalent, in health education at the elementary (PK-8) or middle/secondary (5-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in health education at both the PK-6 and 7-12 instructional levels is required.

Member of Compact or Reciprocity Agreement?

Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

State of Vermont Agency of Education

Board/Agency Website

<https://education.vermont.gov/educator-licensure>

Statute/Regulation/Rule Citation

Vt. Admin. Code 7-1-13

Must Out-of-State Program Graduate Hold License to Qualify?

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

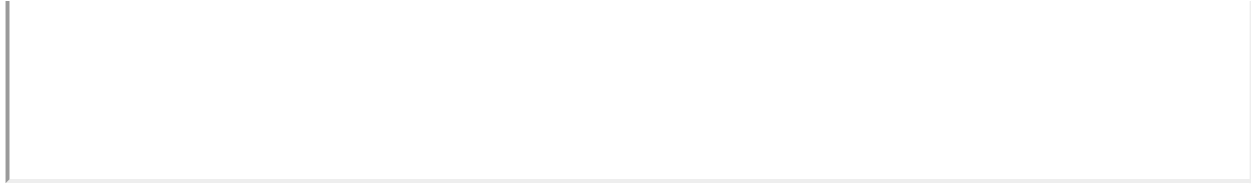
9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure)

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HISTORY LOGS

No records found.



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BACK TO SEARCH

State/Territory	Virginia
License Title	Initial Teacher License, Health and Physical Education (PreK-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>8 VAC 20-23-380. Health and physical education preK-12. Endorsement requirements. The candidate shall have:</p> <ol style="list-style-type: none"> 1. Earned a baccalaureate degree from an accredited institution and graduated from an approved teacher preparation program in health and physical education; or 2. Earned a baccalaureate degree from an accredited institution and completed a major in health and physical education or 45 semester hours of coursework distributed in the following areas: <ol style="list-style-type: none"> a. Personal health, safety, and care of athletic injuries: three semester hours; b. Human anatomy, physiology, exercise physiology, and biomechanics of human movement: nine semester hours; c. General health and physical education theory, including curriculum design and development in health and physical education: three semester hours; d. Instructional methods and skills for secondary physical education: three semester hours; e. Concepts of motor learning, instructional methods, and skills for elementary physical education: three semester hours; f. Instruction methods for elementary and secondary school health: three semester hours; g. Health and physical education electives: nine semester hours; h. Instructional methods and strategies for adapted physical education: three semester hours; i. Technology in health and physical education: three semester hours; j. Principles of human nutrition: three semester hours; and k. Assessment and evaluation in the content area: three semester hours. <p>8 VAC 20-23-380</p> <p>8 VAC 20-23-190</p> <p>Professional studies requirements for preK-12, secondary grades 6-12, and adult education endorsements: 18 semester hours. Professional studies requirements for special education endorsements: 21 semester hours. These requirements may be taught in integrated coursework or modules.</p> <ol style="list-style-type: none"> 1. Human development and learning (birth through adolescence): 3 semester hours. <ol style="list-style-type: none"> a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this

understanding in guiding learning experiences and relating meaningfully to students.

b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive - should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, low socioeconomic status; attention deficit disorders; developmental disabilities; gifted education, including the use of multiple criteria to identify gifted students; substance abuse; trauma, including child abuse and neglect and other adverse childhood experiences; and family disruptions.

2. Curriculum and instruction: 3 semester hours.

a. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.

b. Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.

c. Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners; gifted and talented students and students with disabilities; and appropriate for the level of endorsement sought shall be included.

d. Teaching methods shall be tailored to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments.

e. Methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and family engagement with the Virginia Standards of Learning shall be included.

f. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included. The certification or training program shall (i) be based on the current national evidenced-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross, and (ii) include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

g. Curriculum and instruction for secondary grades 6-12 endorsements shall include middle and secondary education.

h. Pre-student teaching experiences (field experiences) should be evident within these skills. For preK-12, field experiences shall be at the elementary, middle, and secondary levels.

3. Assessment of and for learning: 3 semester hours.

a. Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.

b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own progress and growth shall be included.

c. Skills shall also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.

d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal-setting as related to teacher evaluation and determining student academic progress shall be included.

e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education such as diagnostic, college admission exams, industry certifications, and placement assessments shall be included.

4. Foundations of education and the teaching profession: 3 semester hours.

a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.

b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities shall be included.

c. Professionalism and ethical standards, as well as personal integrity shall be addressed.

d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.

5. Classroom and behavior management: 3 semester hours.

a. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.

b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.

c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills and of self-discipline.

d. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included. The link between classroom management and the students' ages shall be understood and demonstrated in techniques used in the classroom.

6. Language and literacy.

a. Adult education, preK-12, and secondary grades 6-12 - literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.

b. Special education - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

(1) Language acquisition: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.

(2) Reading and writing: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting the composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process and the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.

7. Supervised classroom experience. Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school. If a preK-12 endorsement is sought, teaching activities shall be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media shall complete the supervised school library media practicum in a school library media setting. Individuals seeking an endorsement in an area of special education shall complete the supervised classroom experience requirement in the area of special education for which

the endorsement is sought. One year of successful full-time teaching experience in the endorsement area in a public or an accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.

Supervised Experience (In-Program)	A minimum of 10 weeks of successful full-time student teaching
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Virginia Department of Education
Board/Agency Website	https://www.doe.virginia.gov/teaching/licensure/
Statute/Regulation/Rule Citation	8 VAC 20-23
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	<p>From Application Instructions available on website:https://doe.virginia.gov/teaching/licensure/</p> <p>Certification of Child Abuse and Neglect Recognition and Intervention Training Include a copy of the certificate verifying completion of this statutory requirement. Individuals seeking initial licensure must complete study in child abuse and neglect recognition and intervention in accordance with curriculum guidelines approved by the Virginia Board of Education. A training module is available at no cost.</p> <p>Emergency First Aid, CPR (including Hands-on Practice), and AED Training or Certification</p> <p>Include documentation verifying this statutory requirement has been met. Every person seeking initial licensure or renewal of a license shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross.</p> <p>Dyslexia Awareness Training Include a copy of the certificate verifying completion of this statutory requirement. Individuals seeking initial licensure shall complete awareness training on the indicators of dyslexia, as that term is defined by the Board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia. A dyslexia module is available at no cost.</p> <p>Behavior Intervention and Support Training Include a copy of the certificate verifying completion of this statutory requirement. Applicants who complete a Virginia state-approved program will have completed this as part of their program. A series of modules that meet the new training requirement for initial licensure can be found on the ODU VDOE joint webpage and can be completed at no cost. Applicants who did not receive the training through a Virginia state-approved</p>

program may complete the modules on their own and submit the documentation.

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

<https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/teacher-licensure/licensing-forms-information>

Licensing for Out-of-State Applicants

An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher preparation program through an accredited four-year college or university, if the individual holds a valid out-of-state teaching license (full credential without deficiencies), or holds an active national certification from the National Board for Professional Teaching Standards (NBPTS). More information can be found on our resource document for reciprocity.

<https://www.doe.virginia.gov/home/showpublisheddocument/36481/638059294391670000>

Last Reviewed Date

9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure)

<https://forms.gle/zLB3dsG9j6qmx1pU6>

HISTORY LOGS

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State/Territory	Washington
License Title	Residency Teacher, Health/Fitness (Preschool-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	Out-of-state approved teacher preparation program graduates meet educational requirements. WAC 181-79A-150 (4) Approved preparation program. Applicants for certification as teachers, administrators, school counselors, and school psychologists, except as otherwise provided in WAC 181-79A-257, and 181-79A-231, and in chapter 181-77 WAC, in order to be certified within the state of Washington shall have completed a state approved preparation program in the professional field for which certification is to be issued; such program shall have included a defined course of study and a supervised internship as per chapter 181-78A WAC. Applicants for certification as first peoples' language, culture, and oral tribal traditions teachers shall have completed a sovereign tribal government's first peoples' language, culture, and oral tribal traditions teaching certification program.

Residency Teacher Out-of-State

This application is for those educators who have completed a teacher preparation program through an accredited institution or have held a full teaching credential in another state.

Requirements

Completion of a bachelor's degree or higher. Must submit official transcripts showing degree conferral. Must complete a basic skills test (WEST-B or approved alternative) and pass a content area test for endorsement sought (WEST-E/NES or approved alternative). Teacher Testing Assessments. Submission of fingerprints for a background check is required if a valid certificate is not already on record. In addition, you must complete one of the following:

Completion of any state's approved teacher preparation program through an accredited institution Form 4020E, OR an approved alternate route program 4020E-1. The preparation program must include a defined course of study and a supervised student teaching/internship.

OR

Copy of an out-of-state teaching certificate (valid or expired) AND three years of out-of-state teaching experience 4020F-1.

<https://ospi.k12.wa.us/certification/teacher-certificate/out-state-applicants-teachers/residency-teacher-out-state>

Supervised Experience (In-Program)

WAC 181-78A-010. Definition of terms. (15) "Internship" means the period of clinical practice for candidates enrolled in approved administrator, school counselor, and school psychologist preparation programs. WAC § 181-78A-010

Member of Compact or Reciprocity Agreement?

Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

Washington Office of Superintendent of Public Instruction

Board/Agency Website

<https://www.k12.wa.us/certification/teacher-certificate>

Statute/Regulation/Rule Citation	WAC 181-79A
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Washington
Notes	None
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

HISTORY LOGS

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State/Territory	West Virginia
License Title	Professional Teaching Certificate, Health (PreK-Adult or 5-Adult)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>https://wvde.us/certification/certification-info/application-forms/form-20a-application-instructions/</p> <p>Credential: Based upon an official recommendation from a regionally accredited out-of-state institution of higher education's state-approved teacher preparation program, no previous licensure is required.</p> <p>§ 126-136-16. Out-of-State Candidates. 16.2. Recognition of Out-of-State Certificates. West Virginia will issue a Professional Teaching, Administrative, or Student Support Certificate to an eligible candidate who holds: a valid out-of-state certificate equivalent to the Professional Teaching, Administrative, or Professional Certificate of eligibility issued by another state and meets all of</p>

the requirements of that state for full certification except employment; and who has graduated from an approved teacher education program at a regionally accredited IHE or educator preparation provider (EPP) approved in the licensing state; and for whom the WVDE has received approval based on a criminal history record check conducted by the West Virginia State Police and the FBI as required by W. Va. Code § 18A-3-10 and section 9.2 (for individuals who hold a valid Out-of-State certificate in the area of CTE, refer to the requirements for the CTE Certificate in section 10). Eligible candidates who meet the requirements as identified in section 10.1.d.5 except coursework or 10.1.e may be issued an initial Professional Teaching Certificate.

Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	West Virginia Department of Education
Board/Agency Website	https://wvde.us/certification/certification-info/
Statute/Regulation/Rule Citation	W. Va. Code § 18A-3
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	Wisconsin
License Title	Provisional Educator License, Health (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>Wisconsin standards are aligned with CAEP (and relevant SPA) standards.</p> <p>Wis. Adm. Code § PI 34.040 (g) Out--of--state program. The applicant meets all of the following requirements: 1. Completed an out--of--state educator preparation program that meets all of the following requirements: a. Is approved by the state education agency of the state in which it is located. b. Is comparable to an approved program, including student teaching experience. 2. Received an institutional endorsement from the preparation program. 3. Demonstrated content knowledge by meeting the requirements under s. PI 34.021 (1) (c). 4. Demonstrated pedagogical knowledge, as required under s. PI 34.021 (1) (d).</p> <p>Wis. Adm. Code § PI 34.002 Except as otherwise provided in this chapter, to receive a license to teach under subch. VI, an applicant shall complete an approved program and demonstrate proficient</p>

performance in the knowledge, skills, and dispositions in all of the following: (1) PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils. (2) LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards. (3) LEARNING ENVIRONMENTS. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self--motivation. (4) CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content. (5) APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (6) ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making. (7) PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross--disciplinary skills, pedagogy, pupils, and pupils' communities. (8) INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way. (9) PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing

professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil. (10) LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Supervised Experience (In-Program)

Yes, per CAEP/SPA standards

Member of Compact or Reciprocity Agreement?

Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

Wisconsin Department of Public Instruction

Board/Agency Website

<https://dpi.wi.gov/licensing>

Statute/Regulation/Rule Citation

Wis. Adm. Code § PI 34

Must Out-of-State Program Graduate Hold License to Qualify?

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

Minority Group Relations - All (AKA Human Relations)

Minority Group Relations - WI American Indian Bands and Tribes

Special Education

Conflict Resolution

Reading and Language Arts Instruction

W.S.A. 118.19 (8) The state superintendent may not grant to any person a license to teach unless the person has received instruction in the study of minority group relations, including instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and

bands located in this state.

(9)(a) Except as provided in par. (b), the state superintendent may not issue an initial teaching license, school district administrator's license or school administrator's license unless the applicant has demonstrated competency in all of the following:

1. Resolving conflicts between pupils and between pupils and school staff.
2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.
3. Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations, that may arise in school or at activities supervised by a school as a result of conflicts between pupils or between pupils and other persons.

(b) The state superintendent may waive the requirements under par. (a) if the applicant demonstrates competency in the subjects under par. (a)1. to 3. within 12 months after the date on which the license is issued.

(14)(a) Except as provided in par. (b), the department may not issue an initial teaching license that authorizes the holder to teach in grades kindergarten to 5 or in special education, an initial license as a reading teacher, or an initial license as a reading specialist, unless the applicant has passed an examination identical to the Foundations of Reading test administered in 2012 as part of the Massachusetts Tests for Educator Licensure. The department shall set the passing cut score on the examination at a level no lower than the level recommended by the developer of the test, based on this state's standards.

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

9/30/2024

Feedback Form (Send us your

<https://forms.gle/zLB3dsG9j6qmx1pU6>

**questions, comments or
information about your experience
with licensure)**

HISTORY LOGS

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State/Territory	Wyoming
License Title	Standard Educator License, Health (5-8 or 6-12 or K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>https://wyomingptsb.com/licensure/becoming-licensed/</p> <p>Requirements for Out-of-State Program completion applicants Completion of an approved Educator Preparation Program Program must be from an accredited college or university Program must include student teaching and lead to an Institutional Recommendation (IR) for licensure Note: In order for applicants to obtain an Institutional Recommendation form they must be eligible for licensure in the state in which the college or university is located. Applicants do not have to obtain licensure in that</p>

state; however, they must be eligible for licensure. In some states, individuals may be required to complete testing for licensure in that state (i.e. applicants who have/will complete an Arizona program must complete the Arizona testing requirements and will not need to complete the Praxis exams required for Wyoming for initial licensure.)

Supervised Experience (In-Program)

N/A

Member of Compact or Reciprocity Agreement?

Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name

Wyoming Professional Teaching Standards Board

Board/Agency Website

<http://wyomingptsb.com/>

Statute/Regulation/Rule Citation

W.S.1977 § 21-2;
WY Rules and Regulations 019.0001.4 § 4

Must Out-of-State Program Graduate Hold License to Qualify?

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

Demonstration of Knowledge through Coursework Courses which demonstrate knowledge of the U.S. Constitution must cover U.S. History prior to 1865 and include the study of the Constitution. Political Science courses may be counted if the coursework included study of the Constitution. If there are questions about the content of the curriculum, PTSB may require an applicant to submit course descriptions. Graduates from a Wyoming Community College or the University of Wyoming have completed this coursework, however must have passed the course with a "C" or higher.

When submitting your application packet, please highlight the courses which meet the requirements of constitutional study on your official college transcript.

Demonstration of Knowledge through Examination

If you have not completed coursework to meet the requirement of the U.S. and Wyoming Constitution Study, you may demonstrate knowledge through an

exam. PTSB has created two multiple-choice exams (20 questions each), which may be taken at any Wyoming school district administration office, or you may request to have our digital exams sent to you via email. To obtain the exams(s) digitally through PTSB, please send an email to wyoptsb@wyo.gov, and be sure to include which exam(s) you will need to take in your email request. Please note that the digital exams are scored automatically. If you do not pass the exam(s), you will need to send another request to wyoptsb@wyo.gov. Please see the links to the study guides below.

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

9/30/2024

Feedback Form (Send us your questions, comments or information about your experience with licensure)

<https://forms.gle/zLB3dsG9j6qmx1pU6>

HISTORY LOGS

No records found.

IMPORTANT: Information is current as of the date listed. State/Territory boards can change educational and other requirements for licensure from time-to-time through formal legislative or rule-making processes, different board interpretation, or by updating application forms or other publications. The information provided does not, and is not intended to, constitute legal advice; instead, all information, content, and materials provided are for informational purposes only. Risks to the university/college and students, including federal disclosure requirements, should be considered and evaluated with legal counsel prior to communicating licensure information to prospective students and students.

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