



**HEALTH & PHYSICAL
EDUCATION Pre K-12 PROGRAM
(Physical Education 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**

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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 |

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 and territories. This applies directly to the state of territory in which the enrolled and prospective students are located.

Implementation

This policy is effective July 1, 2024.

Definitions

Compact or Reciprocity Agreement: This is a formal, voluntary agreement among member states, districts, and territories that establishes comparable national standards for interstate offerings of postsecondary courses and programs. States and territories ultimately retain authority of licensure criteria, but each member state/territory adopts similar legislation that makes it possible for a licensed professional who completed an approved program and has acquired a certificate or license in one state/territory to earn a certificate or license in another state/territory.

Current students: Students who are currently enrolled in a Kansas Wesleyan University (KWU) academic program of study.

Student location: This is defined as the State where the student resides using the permanent address in Jenzabar, the KWU student information system; for a prospective student, this is the State of the prospective student's residency at the time the student has applied for admission, intends to enroll, and

is then entered into Jenzabar, the KWU student information system. For students whose permanent address does not include a U.S. State or territory (e.g., student living outside the United States), their location will be considered to be the State of Kansas. Location designations shall remain in effect unless and until a student notifies the institution in writing of a change of U.S. State 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 a student's revised location for the purposes of this policy. An exception to the student location definition includes distance education.

Distance education: This involves the remote delivery (> 50 percent) of academic courses that are part of or independent of academic programs that employ one or more types of technology (internet, satellite, wireless communication, or audio/video conferencing) to students who are separated from the instructor and to support regular and substantive synchronous or a synchronous interaction between students and the instructor. For purposes of determining student location in such distance education situations, any student residing in Kansas, relocating to Kansas, or in the process of relocating to Kansas, their location will be considered to be the State of Kansas when students, during their first term of enrollment, are enrolled in, or are enrolling in any distance academic course(s) or academic program that is or is not 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 unless and until a student notifies the institution in writing of a change of U.S. State 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 a student's revised location for the purposes of this policy.

Professional licensure program: A degree program that can lead to a professional licensure or certification to ensure a professional meets certain industry and/or occupational requirements in terms of knowledge, experience, and currency.

Prospective students: Students who have applied for admission to KWU but have not yet enrolled in any KWU courses.

Reciprocity Agreement or Compact: This is a formal, voluntary agreement among member states, districts, and territories that establishes comparable national standards for interstate offerings of postsecondary courses and programs. States and territories ultimately retain authority of licensure criteria, but each member state/territory adopts similar legislation that makes it possible for a licensed professional who completed an approved program and has acquired a certificate or license in one state/territory to earn a certificate or license in another state/territory.

Students: Students include current and prospective students.

State: A State of the Union, American Samoa, the Commonwealth of 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.

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 that is required for employment in an occupation, or is advertised as meeting such requirements, information regarding whether completing that program would be sufficient to meet licensure requirements in a state for the occupation is required, including:

- A. A list of all states for which the institution has determined that its program curriculum meets the State educational requirements for licensure or certification; and
- B. A list of all states for which the institution has determined that its program curriculum does not meet the state educational requirements for licensure or certification.

A direct disclosure is required by 34 CFR 668.43(c) by the institution to the student in writing if the program leading to professional licensure or certification falls in the latter of the two categories above (the curriculum does not meet educational requirements) for the state in which a student is located. In this situation, the institution must inform the student directly of that status. This direct notification (typically email, letter, or other electronic form of communication) must occur before the student's enrollment in the program(s) or prior to the student making a financial commitment to the institution.

Alternatively, for a student enrolled in the program, if the institution makes a later determination that the program does not meet educational requirements for licensure or certification in the state where the student is located, the institution must provide notice directly to the student within 14 calendar days of making that determination. The direct disclosures must be in writing (typically email, letter, or other electronic form of communication). It is anticipated that this provision would occur most often when a program loses its approval in a state in which the student is located.

When disclosed to the student that the program curriculum does not meet state requirements regarding the state in which the student is located, the student may still enroll if the student is provided with information about the student's state location designation licensure status and attest that they will seek employment at a location (where the program's curriculum 'meets' state requirements) other than the student's state location designation. When such a situation like this arises, individual direct disclosures will be provided. Program participation agreement regulations require that students from 'does not meet' states/territories cannot be enrolled in the program. Only prospective students utilizing 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 requires a curriculum comparison. 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.

Student Location:

For purposes of this policy, the student location is:

- The state where the enrolled student resides and is based on the permanent home address entered into Jenzabar, the KWU student information system (unless exceptions are noted; see '*Distant education*').
- For a prospective student, this is the state of the prospective student's residency at the time the student has applied for admission, intends to enroll, and is then entered into Jenzabar, the KWU student information system (unless additional exceptions are noted; see '*Distant education*').
- For *students whose permanent address does not include a U.S. State or territory* (e.g., student living outside the United States), their location will be considered to be the State of Kansas (unless additional exceptions are noted; see '*Distant education*').

The student location designation will remain in effect unless and until the student notifies the institution in writing of a change of U.S. State or territory location listed in the student's permanent address within Jenzabar, the KWU student information system.

Once the student has notified the institution of their location 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.

Academic programs where additional credit hours 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]).

Academic programs will be required to conduct an annual review and update state by state findings concerning KWU's program curriculum 'meeting' or 'not meeting' state requirements as needed.

All other university policies that determine Kansas residency for the purpose of tuition assessment will not be superseded by this policy.

Disclaimer

Kansas Wesleyan University does not grant licensure, but each state's/territory's licensure board or agency provides licensure once a KWU student graduates and applies for that state's/territory's license. We cannot guarantee that any KWU graduated student will be able to obtain said license, but in good faith we have put forth our best effort in determining whether KWU academic programs meet each state's/territory's licensure requirements. As a result, 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 handled through the standard disciplinary procedure according to the respective university guidelines.

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

The Health & Physical Education Pre K-12 Program (Physical Education 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 (physical education 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.nasdtec.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 Program (Physical Education 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 (Physical Education 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 (Physical Education 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 'Make Available' 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 Program (Physical Education 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 Pre K-12 Program (Physical Education Emphasis) Professional Licensure and Disclosure Policy/Process" 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 Program (Physical Education 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 Pre K-12 Program (Physical Education Emphasis) Professional Licensure and Disclosure Policy/Process" link.

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 or Territory | KWU Curriculum Meets State or Territory Requirements? |
|---|---|
| Health & Physical Education Pre K-12 (Physical Education Emphasis) | |
| Alabama | Yes |
| Alaska | Yes |
| American Samoa | No |
| Arizona | Yes |
| Arkansas | Yes |
| California | Yes |
| Colorado | Yes |
| Connecticut | Yes |
| Delaware | Yes |
| District of Columbia | Yes |
| Federated States of Micronesia | No |
| 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 |
| Republic of the Marshall Islands | No |
| Rhode Island | Yes |
| South Carolina | Yes |
| South Dakota | Yes |
| Tennessee | Yes |
| U.S. Virgin Islands | No |
| Texas | Yes |
| Utah | Yes |
| Vermont | Yes |
| Virginia | No |
| Washington | Yes |
| West Virginia | Yes |
| Wisconsin | No |
| Wyoming | Yes |

'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: CAEP 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 2017-2023
- 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 – Accounting, Elementary Education, Health & Physical Education, Health Science (Pre-Athletic Training track and Pre-Physical Therapy track), Instrumental Music Education, Nursing, Pre-Law, Social Work, and Vocal Music Education
- 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. Clafin 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

Board/Agency Name

Licensing board or agency name

Board/Agency Website

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

"Yes" means there is language in statute or

Accepted as Meeting Educational Requirements?

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.

Must Credits/Courses Be Part of Degree Program?

If "yes", all required coursework needs to be taken as part of the degree.

If "no", information found in statute, regulation, rule, policy, or Board published information that indicates some coursework can be taken outside of degree/after graduation.

Note that if coursework can be taken outside of the degree, the program must still meet Board program requirements, for example total credits.

"N/A" means the state/territory does not issue a license or specific coursework is not applicable.

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.

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.

**Statute/Regulation/Rule
Citation**

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

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 |
| Board/Agency Name | Alabama State Department of Education |
| Board/Agency Website | https://www.alabamaachieves.org/teacher-center/teacher-certification/ |
| License Title | Professional Educator Certificate, Physical 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 who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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 |
| Statute/Regulation/Rule Citation | Ala.Code 1975 § 16-23; Ala. Admin. Code r. 290-3-2 |
| Notes | None |
| Last Reviewed Date | 8/14/2023 |
| Feedback Form (Send us your questions, comments or information about your experience with licensure) | https://forms.gle/zLB3dsG9j6qmx1pU6 |

HISTORY LOGS

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| No records found. |
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BACK TO SEARCH

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| State/Territory | Alaska |
| Board/Agency Name | Alaska Department of Education & Early Development |
| Board/Agency Website | https://education.alaska.gov/TeacherCertification |
| License Title | Initial Teacher Certificate, Physical 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 | No subject area-specific requirements are available. Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | Must follow NCATE/CAEP standards |
| 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) 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)

Exam(s) Required

Praxis

Statute/Regulation/Rule Citation

Alaska Stat. Ann. § 14.20;
4 AAC 12

Notes

None

Last Reviewed Date

8/21/2023

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**experience with
licensure)**

HISTORY LOGS

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|--|---|
| State/Territory | American Samoa |
| Board/Agency Name | American Samoa Department of Education |
| Board/Agency Website | https://www.amsamoadoe.com/ |
| 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 |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to Qualify? | N/A |
| Must License Applicant Hold Private Certification? | No |
| Additional Training (Not Required In-Program) | N/A |
| Experience (After | |

Graduating/Outside of Program)

Exam(s) Required N/A


Statute/Regulation/Rule Citation Not available

Notes None

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| Update Date | State/Territory | License Type | License Title | Update Ma |
|-------------|-----------------|----------------------------|---------------|---------------|
| 12/10/2023 | American Samoa | Teacher_Physical Education | None found | Updated Board |

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| State/Territory | Arizona |
| Board/Agency Name | Arizona Department of Education |
| Board/Agency Website | https://www.azed.gov/educator-certification/ |
| License Title | Standard Professional Certificate, Physical 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 who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to Qualify? | Yes |

Must License Applicant Hold Private Certification?

No

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)

Exam(s) Required

Arizona

Statute/Regulation/Rule Citation

Ariz. Admin. Code R7-2

Notes

None

Last Reviewed Date

9/3/2023

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| State/Territory | Arkansas |
| Board/Agency Name | Arkansas Department of Education |
| Board/Agency Website | https://dese.ade.arkansas.gov/Offices/educator-effectiveness/licensure |
| 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 | Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State | Yes |

Program Graduate Hold License to Qualify?

Must License Applicant Hold Private Certification?

Additional Training (Not Required In-Program)

No

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 Two (2) hours of Family and Community Engagement

4-3.01.9.2 Two (2) hours of child maltreatment training;

4-3.01.9.3 Two (2) hours of teen suicide awareness and prevention; and

4-3.01.9.4 One (1) hour of dyslexia awareness.

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

Statute/Regulation/Rule Citation


Code Ark. R. 005.28.3;
AR ST § 6-17

Notes None

Last Reviewed Date 11/28/2023

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| Update Date | State/Territory | License Type | License Title | Update |
|-------------|-----------------|----------------------------|--------------------------|---------------|
| 12/11/2023 | Arkansas | Teacher_Physical Education | Provisional (for up to 3 | Updated Board |

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| State/Territory | California |
| Board/Agency Name | California Commission on Teacher Credentialing |
| Board/Agency Website | https://www.ctc.ca.gov/ |
| License Title | Preliminary Credential, Physical 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 who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to | Yes |

Qualify?

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

Statute/Regulation/Rule Citation

West's Ann.Cal.Educ.Code § 44274

Notes

None

Last Reviewed Date

9/3/2023

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| State/Territory | Colorado |
| Board/Agency Name | Colorado Department of Education |
| Board/Agency Website | http://www.cde.state.co.us/cdeprof |
| License Title | Initial License, Physical Education (K-12) |
| Specialized Accreditation Required? | No |
| Specialized Accreditation Accepted as Meeting Educational Requirements? | No |
| Curriculum Comparison Needed? | Yes |
| Specific Coursework | 1 CCR 301-101:4.16 To be endorsed in physical 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 physical education; be knowledgeable about the Colorado Academic Standards in comprehensive health and physical education; and have demonstrated the competencies specified below: |

4.16(1) The physical education educator is knowledgeable about the content of physical education and is able to:

4.16(1)(a) articulate effectively to students, other educators and interested stakeholders the socio-cultural, philosophical and psychological foundations of physical education, including the historical development of play, games, dance and sports, and the study of human growth and development.

4.16(1)(b) effectively articulate the physical and biological science foundations of physical education including, but not limited to, such areas as human anatomy, exercise physiology, kinesiology and health.

4.16(1)(c) effectively instruct students about the fundamentals of physical movement including the patterns and types of movement, gymnastics, tumbling, games, team and individual sports, physical fitness and perceptual motor activities.

4.16(2) The physical education educator is knowledgeable about and able to demonstrate and effectively instruct students at appropriate age/grade levels about:

4.16(2)(a) four or more individual and/or dual activities including, but not limited to, wrestling, track and field, tennis, bowling, golf, badminton, archery, rodeo, gymnastics, aquatics, rhythm, dance, weight-training and fitness.

4.16(2)(b) four or more team sports and/or games including, but not limited to, baseball, softball, basketball, lacrosse, field hockey, water polo, flag and contact football, soccer, volleyball and skiing.

4.16(3) The physical education educator is knowledgeable about and able to demonstrate the organization, planning, administering, teaching and evaluating of a program of physical education including, but not limited to:

- 4.16(3)(a) adaptive physical education.
- 4.16(3)(b) first aid.
- 4.16(3)(c) prevention and care of athletic injuries.
- 4.16(3)(d) rules and officiating.
- 4.16(3)(e) analyses and techniques involved with competitive sports.
- 4.16(4) The physical education educator provides students with motivation and encouragement to establish attitudes and behaviors and to pursue activities which will result in lifetime fitness.
- 4.16(5) The physical education educator is able to effectively integrate into instruction the following skills: collaboration, critical thinking and reasoning, information literacy, self-direction and invention.
- 4.16(6) The physical education 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.

Must Credits/Courses Be Part of Degree Program?

Yes

Supervised Experience (In-Program)

Completion of field experiences, student teaching or practicum or internship

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)

Exam(s) Required

Praxis

Statute/Regulation/Rule Citation

1 Colo. Code Regs. § 301

Notes

None

Last Reviewed Date

9/4/2023

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| State/Territory | Connecticut |
| Board/Agency Name | Connecticut State Department of Education |
| Board/Agency Website | https://portal.ct.gov/SDE/Certification/Bureau-of-Certification |
| License Title | Initial Educator Certificate, Physical Education (P-12) |
| Specialized Accreditation Required? | No |
| Specialized Accreditation Accepted as Meeting Educational Requirements? | No |
| Curriculum Comparison Needed? | Yes |
| Specific Coursework | 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: (a) Holds a bachelor's degree from an approved institution; (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.

(1) Natural sciences;

(2) Social studies;

(3) Fine arts;

(4) English;

(5) Mathematics; and

(6) Foreign language;

(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.

Conn. Agencies Regs. 10-145d-456

Must Credits/Courses Be Part of Degree Program?

Yes

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

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

Statute/Regulation/Rule Citation

Conn. Agencies Regs. 10-145d;
Conn. Gen. Stat. Ann. § 10-145b

Notes

None

Last Reviewed Date

9/4/2023

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| State/Territory | Delaware |
| Board/Agency Name | Delaware Department of Education |
| Board/Agency Website | https://www.doe.k12.de.us/Page/3476 |
| License Title | Initial License, Physical 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. 1564 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 Physical 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 physical 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 physical education as provided in 14 Del.C. §§ 1260 - 1266; or

4.1.1.4 Satisfactorily completed a Department-approved educator preparation program in physical 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 physical 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 physical 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 physical 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 physical 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 152 on the Praxis Subject Assessment - Physical Education: Content Knowledge (ETS Test Code # 5091); 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 An applicant must disclose the applicant's criminal conviction history upon application for a Physical Education Teacher Standard Certificate. Failure to disclose a criminal conviction history is grounds for denial of a Physical Education Teacher Standard Certificate as specified in 14 Del.C. § 1219.

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

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

5.3.2 Official transcript from the applicant's Regionally Accredited college or university.

5.3.2.1 Electronic transcripts may be submitted by the Employing Authority or by the applicant's Regionally Accredited college

- or university; or
- 5.3.2.2 Sealed paper transcripts may be submitted.
- 5.3.2.3 The Department will not accept copies of transcripts; and
- 5.3.3 Documents verifying successful completion of Department-approved professional development, if applicable; and
- 5.3.4 An experience form, completed in full and signed by the applicant, if applicable; and
- 5.3.5 Official score on the Praxis Subject Assessment as provided in subsection 4.1.2; and
- 5.3.6 Additional documentation as required by the Department.
- 5.4 For an applicant who holds at least one content area Standard Certificate, the following documentation is required in the application for a Physical Education Teacher Standard Certificate:
 - 5.4.1 Official score on the Praxis Subject Assessment as provided in subsection 4.2; and
 - 5.4.2 Additional documentation as required by the Department.
- 5.5 For applicants who have met the requirements for licensure as an educator in Delaware and hold a Valid and Current License or Certificate in physical education from another state or jurisdiction, the following documentation is required in the application for a Physical Education Teacher Standard Certificate:
 - 5.5.1 An official copy of the Valid and Current License or Certificate; and
 - 5.5.2 Additional documentation as required by the Department.

Must Credits/Courses Be Part of Degree Program?

Yes

Supervised Experience (In-Program)

Must follow NCATE/CAEP standards

| | |
|---|---|
| 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 |
| Statute/Regulation/Rule Citation | Code Del. Regs. 1510; Del. Code Ann. tit. 14, § 1220 (West)) |
| Notes | None |
| Last Reviewed Date | 9/18/2023 |
| Feedback Form (Send us your questions, comments or information about your experience with licensure) | https://forms.gle/zLB3dsG9j6qmx1pU6 |

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|-------------------|
| No records found. |
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| State/Territory | District of Columbia |
| Board/Agency Name | District of Columbia Office of the State Superintendent of Education |
| Board/Agency Website | https://osse.dc.gov/ed-credentials |
| License Title | Standard Teacher Credential, Physical 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 who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to | Yes |

Qualify?

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

Statute/Regulation/Rule Citation

D.C. Mun. Regs. tit. 5-A, § 1601

Notes

None

Last Reviewed Date

9/18/2023

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| State/Territory | Federated States of Micronesia |
| Board/Agency Name | The Federated States of Micronesia (FSM) Teacher Certification Program |
| Board/Agency Website | https://www.national.doe.fm/ |
| 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 |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to Qualify? | N/A |
| Must License Applicant Hold Private Certification? | No |
| Additional Training (Not | N/A |

Required In-Program)

Experience (After Graduating/Outside of Program)

Exam(s) Required

N/A

Statute/Regulation/Rule Citation

40 FSMC §114;
17 FSMC §102-104

Notes

None


Last Reviewed Date

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| Update Date | State/Territory | License Type | License Title | Update Ma |
|-------------|---------------------|----------------------------|---------------|---------------|
| 12/11/2023 | Federated States of | Teacher_Physical Education | None found | Updated Board |

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| State/Territory | Florida |
| Board/Agency Name | Florida Department of Education |
| Board/Agency Website | https://www.fldoe.org/teaching/certification/ |
| License Title | Temporary Certificate (for 3 years to complete required FL exams) or Professional Certificate, 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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to Qualify? | No |
| Must License Applicant Hold | No |

Private Certification?

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Florida

Statute/Regulation/Rule Citation Fla. Admin. Code Ann. r. 6A-4;
Fla. Stat. Ann. § 1012.56

Notes None

Last Reviewed Date 9/28/2023

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

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| State/Territory | Georgia |
| Board/Agency Name | Georgia Professional Standards Commission |
| Board/Agency Website | https://www.gapsc.com/Certification/ |
| License Title | 5-Year Induction Certificate, Health and Physical 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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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>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:</p> <p>(4) Special Education.</p> <p>(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:</p> <ol style="list-style-type: none"> 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)

Exam(s) Required

Georgia

Statute/Regulation/Rule Citation

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

Notes

None

Last Reviewed Date 9/25/2023

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

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| State/Territory | Guam |
| Board/Agency Name | Guam Commission for Educator Certification |
| Board/Agency Website | https://gcec.guam.gov/services-resources/certification |
| License Title | Initial Educator Certification, Physical Education (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 | Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program | Yes, unless NCATE/CAEP accredited |

Graduate Hold License to Qualify?

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)

Exam(s) Required

Praxis

Statute/Regulation/Rule Citation

5A Guam R. & Regs. § 8104

Notes

None


Last Reviewed Date

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| Update Date | State/Territory | License Type | License Title | Update Made |
|-------------|-----------------|----------------------------|------------------|---------------|
| 12/11/2023 | Guam | Teacher_Physical Education | Initial Educator | Updated Board |

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| State/Territory | Hawaii |
| Board/Agency Name | Hawaii Teachers Standards Board |
| Board/Agency Website | https://hawaiiteacherstandardsboard.org/ |
| License Title | Provisional License, 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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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 |
| Statute/Regulation/Rule Citation | Haw. Code R. 8-54 |
| Notes | None |
| Last Reviewed Date | 9/25/2023 |
| Feedback Form (Send us your questions, comments or information about your experience with licensure) | https://forms.gle/zLB3dsG9j6qmx1pU6 |

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| State/Territory | Idaho |
| Board/Agency Name | Idaho State Department of Education |
| Board/Agency Website | https://www.sde.idaho.gov/cert-psc/cert/ |
| License Title | Standard Instructional Certificate or Interim Certificate (if ID coursework or exams needs to be completed), Physical Education (K-12) |
| Specialized Accreditation Required? | Yes, NCATE/CAEP |
| Specialized Accreditation Accepted as Meeting Educational Requirements? | Yes, NCATE/CAEP |
| Curriculum Comparison Needed? | Yes |
| Specific Coursework | Out-of-state program must be NCATE/TEAC/CAEP accredited. Idaho Admin. Code r. 08.02.02.024 06. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: personal and teaching competence in sport, movement, physical activity, and outdoor skills; secondary PE methods; administration and curriculum to include field experiences in physical education; student |

evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current CPR and first aid certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. (7-1-21)T

Idaho Admin. Code r. 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 from an accredited college or university and who meets the following requirements: (7-1-21)T

a. Professional education requirements: (7-1-21)T

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (7-1-21)T

ii. The required 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 as applicable to the endorsement; and (7-1-21)T

b. Completed an approved educator preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they

are eligible to receive an endorsement in; (7-1-21)T

c. Individuals seeking endorsement must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (7-1-21)T

d. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (7-1-21)T

e. The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (7-1-21)T

Idaho Admin. Code r. 08.02.02.015

Must Credits/Courses Be Part of Degree Program?

Yes

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

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

None found

Required In-Program)

Experience (After Graduating/Outside of Program)

Exam(s) Required

N/A

Statute/Regulation/Rule Citation

Idaho Admin. Code r. 08.02.02

Notes

None

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| State/Territory | Illinois |
| Board/Agency Name | Illinois State Board of Education |
| Board/Agency Website | https://www.isbe.net/educatorlicensure |
| License Title | Professional Educator License, Physical 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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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)

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.

No provisional or temporary license available while course(s) are completed.

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>

The coursework requirement does not apply to those out-of-state applicants holding a license, applying through reciprocity.

Experience (After Graduating/Outside of Program)

Exam(s) Required

Illinois

Statute/Regulation/Rule Citation

Ill. Admin. Code tit. 23;
105 Ill. Comp. Stat. Ann. 5/21B-35

Notes

None

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| Update Date | State/Territory | License Type | License Title | Update Ma |
|-------------|-----------------|----------------------------|-----------------------|---------------|
| 12/11/2023 | Illinois | Teacher_Physical Education | Professional Educator | Updated Board |

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| State/Territory | Indiana |
| Board/Agency Name | Indiana Department of Education |
| Board/Agency Website | https://www.in.gov/doe/educators/educator-licensing/ |
| License Title | Initial Practitioner License, Physical Education (PreK-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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to Qualify? | No |
| Must License Applicant | No |

Hold Private Certification?

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Statute/Regulation/Rule Citation 511 IAC 10.1; 511 IAC 16-2-3

Notes None

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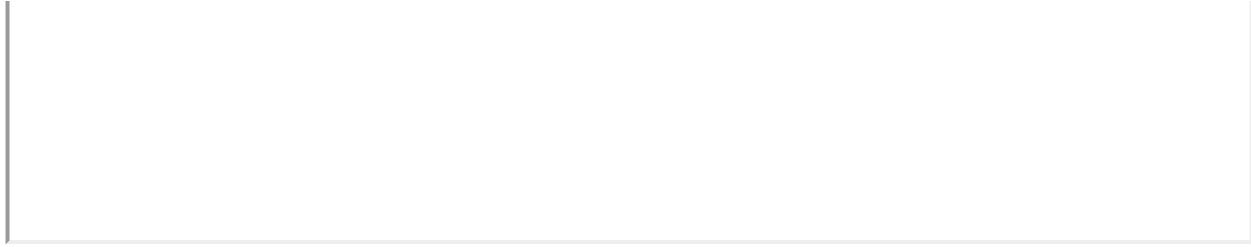
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| State/Territory | Iowa |
| Board/Agency Name | Iowa Board of Education Examiners |
| Board/Agency Website | https://boee.iowa.gov/apply-license |
| License Title | Initial Teaching License, Physical Education (K-8 or 5-12) |
| Specialized Accreditation Required? | No |
| Specialized Accreditation Accepted as Meeting Educational Requirements? | No |
| Curriculum Comparison Needed? | Yes |
| Specific Coursework | Iowa Admin. Code 282-13.28 13.28(14) Physical education. a. K-8. Completion of 24 semester hours in physical education to include coursework in human anatomy, human physiology, movement education, adaptive physical education, personal wellness, human growth and development of children related to physical education, and first aid and emergency care. A current certificate of CPR training is required in addition to the coursework requirements. b. 5-12. Completion of 24 semester hours in |

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| | physical education to include coursework in human anatomy, kinesiology, human physiology, human growth and development related to maturational and motor learning, adaptive physical education, curriculum and administration of physical education, personal wellness, and first aid and emergency care. A current certificate of CPR training is required in addition to the coursework requirements. |
| Must Credits/Courses Be Part of Degree Program? | Yes |
| Supervised Experience (In-Program) | None found |
| 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 | Praxis |
| Statute/Regulation/Rule Citation | Iowa Admin. Code 282-13 |
| Notes | None |
| Last Reviewed Date | 9/28/2023 |
| Feedback Form (Send us your questions, comments or information about your experience with licensure) | https://forms.gle/zLB3dsG9j6qmx1pU6 |

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| State/Territory | Kansas |
| Board/Agency Name | Kansas State Department of Education |
| Board/Agency Website | https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation |
| License Title | Initial Teacher License, Physical Education (PreK-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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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 |
| Statute/Regulation/Rule Citation | K.A.R. 91-1-204 |
| Notes | None |
| Last Reviewed Date | 9/28/2023 |
| Feedback Form (Send us your questions, comments or information about your experience with licensure) | https://forms.gle/zLB3dsG9j6qmx1pU6 |

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| State/Territory | Kentucky |
| Board/Agency Name | Kentucky Education Professional Standards Board |
| Board/Agency Website | http://www.epsb.ky.gov/course/view.php?id=3 |
| License Title | Provisional Certificate or Statement of Eligibility (if not employed), Physical Education (Primary-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 who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to | Yes |

Qualify?

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

Statute/Regulation/Rule Citation

16 Ky. Admin. Regs. 4:030

Notes

None

Last Reviewed Date

9/27/2023

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 | Louisiana |
| Board/Agency Name | Louisiana Department of Education |
| Board/Agency Website | https://www.louisianabelieves.com/teaching/Career-Advancement-Opportunities |
| 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 | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to Qualify? | No, but must be "eligible" |
| Must License Applicant | No |

Hold Private Certification?

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Statute/Regulation/Rule Citation La. Admin Code. tit. 28, Pt CXXXI, § 511

Notes None

Last Reviewed Date 9/27/2023

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 |
| Board/Agency Name | Maine Department of Education |
| Board/Agency Website | https://www.maine.gov/doe/cert/ |
| License Title | Professional Teacher Certificate, Physical Education (PK-12) |
| Specialized Accreditation Required? | No |
| Specialized Accreditation Accepted as Meeting Educational Requirements? | No |
| Curriculum Comparison Needed? | Yes |
| Specific Coursework | 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) 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. |

B. 2. Endorsement Eligibility Pathway 2

(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;

(b) Completed a minimum of 24 semester hours in the areas relevant to the pre-kindergarten through grade 12 endorsement area being sought;

(c) Completed a minimum of three semester hours in diversity-centered content related to today's 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

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| | level. |
| Must Credits/Courses Be Part of Degree Program? | Yes |
| 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. |
| 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 |
| Statute/Regulation/Rule Citation | 05-071 CMR Ch. 115, Pt. II; 20-A M.R.S.A. § 13013 |
| Notes | None |
| Last Reviewed Date | 9/27/2023 |
| Feedback Form (Send us your questions, comments or information about your experience with licensure) | https://forms.gle/zLB3dsG9j6qmx1pU6 |

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| State/Territory | Maryland |
| Board/Agency Name | Maryland State Department of Education |
| Board/Agency Website | https://marylandpublicschools.org/about/Pages/DEE/index.aspx |
| License Title | Professional Eligibility Certificate (if not employed by district) or Standard Professional Certificate (if employed), Physical Education (PreK-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. |
| Must Credits/Courses Be Part of Degree Program? | Yes |
| 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 |
| Must Out-of-State Program Graduate Hold License to Qualify? | No |
| 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)

Exam(s) Required

Praxis

Statute/Regulation/Rule Citation

COMAR 13A.12.01

Notes

None

Last Reviewed Date

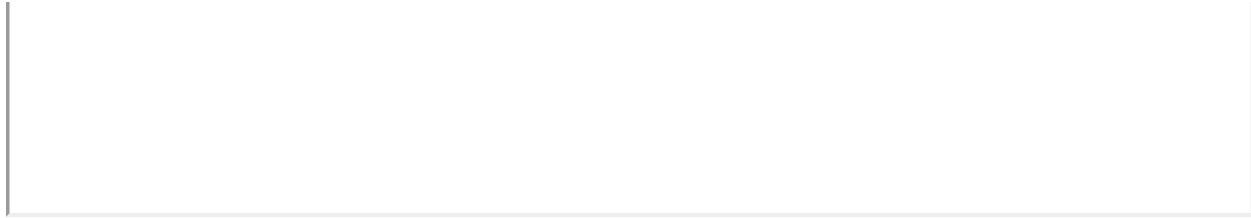
9/27/2023

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| State/Territory | Massachusetts |
| Board/Agency Name | Massachusetts Department of Elementary and Secondary Education |
| Board/Agency Website | https://www.doe.mass.edu/licensure/ |
| License Title | Initial Teaching License (if SEI and MTLE exams completed) or Provisional Teaching License (if SEI not completed), Physical Education (PreK-8 or 5-12) |
| 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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to | No |

Qualify?

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

Sheltered English Immersion (SEI)

You may qualify for the SEI Teacher endorsement through one of the following pathways:

Enroll in and successfully complete a for-cost course sponsored by a DESE-approved vendor; or

Complete a Massachusetts-approved educator preparation program for the applicable license; or

Take and pass the SEI MTEL; or

Hold an ESL/ELL license in Massachusetts; or

Possess a Bachelor's degree in a DESE-approved major or DESE-approved graduate-level training. *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.

Experience (After Graduating/Outside of Program)

Exam(s) Required

Massachusetts

Statute/Regulation/Rule Citation

M.G.L.A. 71 § 38G; 603 CMR 7.05

Notes

None

Last Reviewed Date

9/26/2023

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

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NO RECORDS FOUND.

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| State/Territory | Michigan |
| Board/Agency Name | Michigan Department of Education |
| Board/Agency Website | https://www.michigan.gov/mde/services/ed-serv/ed-cert |
| 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 | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to Qualify? | No |
| Must License Applicant Hold | No |

Private Certification?

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)

Exam(s) Required

Michigan

Statute/Regulation/Rule Citation

Mich. Admin. Code R 390;
M.C.L.A. 380.1531

Notes

None

Last Reviewed Date

9/26/2023

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| State/Territory | Minnesota |
| Board/Agency Name | Minnesota Professional Educator Licensing and Standards Board |
| Board/Agency Website | https://mn.gov/pelsb/aspiring-educators/requirements/ |
| License Title | Teacher License, Physical Education (K-12) |
| Specialized Accreditation Required? | No |
| Specialized Accreditation Accepted as Meeting Educational Requirements? | No |
| Curriculum Comparison Needed? | Yes |
| Specific Coursework | Minnesota Rules, part 8710.4700 Subpart 1. Scope of practice. A teacher of physical education is authorized to provide to students in kindergarten through grade 12 instruction that is designed to enhance physical growth and development through learning to move and learning through movement. Subp. 2. Licensure requirements. A candidate for licensure to teach physical education to students in kindergarten through grade 12 shall: |

- 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; and
 - 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 physical education.
- Subp. 3. Subject matter standard. A candidate for licensure as a teacher of physical education 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 D.

A. A teacher of physical education understands and applies the skills necessary to perform varied physical activities including:

- (1) essential elements and sequencing of basic motor skills;
- (2) individual, dual, and team activities; lifetime fitness activities; fundamental gymnastics; rhythms and dance, for example, singing games and folk, square, ballroom, creative, contemporary, and modern dance; low organization, lead up, and cooperative games; aquatics; aerobics, body mechanics, conditioning exercises, and strength training;
- (3) appropriate instructional cues and prompts for basic motor skills and physical activity; and
- (4) how to support and encourage learner expression through movement.

B. A teacher of physical education understands disciplinary knowledge of physical activities and well-being, including:

(1) the organic, skeletal, and neuromuscular structures of the human body and how these structures adapt and contribute to physical activity, motor performance, fitness, and wellness;

(2) concepts and strategies related to physical activity and fitness;

(3) disciplinary concepts and principles to skillful movement and physical activity;

(4) interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from multiple subject areas;

(5) organization and administration of physical education programs;

(6) etiquette, sportsmanship, and officiating;

(7) selection and use of appropriate supplies and equipment;

(8) safety issues to consider when planning and implementing instruction;

(9) appropriate emergency procedures;

(10) safety, CPR, first aid procedures, and prevention and care of injuries;

(11) the relationship among physical activity, fitness, and health including developmental adaptive physical education programs;

(12) historical, philosophical, sociological, and psychological factors associated with varied physical activities; and

(13) health-related concepts, concerns, assumptions, debates, processes of inquiry, and personal hygiene central to the study of physical activity.

C. A teacher of physical education must demonstrate an understanding of the teaching of physical education that integrates understanding of physical education with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of physical education to children, preadolescents, and adolescents must:

- (1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;
- (2) understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;
- (3) understand the benefits and implications of, and how to, promote lifelong physical recreation;
- (4) develop curriculum goals and purposes based on the central concepts of physical education and know how to apply instructional strategies and materials for achieving student understanding of this discipline;
- (5) understand the role and alignment of district, school, and department mission and goals in program planning;
- (6) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
- (7) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and
- (8) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process.

D. A teacher of physical education must understand the content and methods for teaching reading including the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials including electronic resources to support reading and writing instruction including:

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

(2) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific words; and
(3) the ability to identify instructional practices, approaches, methods, and match materials 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 physical education 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 three levels: kindergarten through grade 6, grades 5 through 8, and 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. 8710.4700

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| Must Credits/Courses Be Part of Degree Program? | Yes |
| Supervised Experience (In-Program) | A minimum of a four-week student teaching experience |
| 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 | Minnesota |
| Statute/Regulation/Rule Citation | M.S.A. § 122A.092; Minnesota Rules, part 8710.0313 |
| Notes | None |
| Last Reviewed Date | 9/26/2023 |
| Feedback Form (Send us your questions, comments or information about your experience with licensure) | https://forms.gle/zLB3dsG9j6qmx1pU6 |

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| State/Territory | Mississippi |
| Board/Agency Name | Mississippi Department of Education |
| Board/Agency Website | https://www.mdek12.org/OEL |
| License Title | Five Year Educator License, 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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to Qualify? | No |
| Must License Applicant Hold Private Certification? | No |

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| Additional Training (Not Required In-Program) | None found |
| Experience (After Graduating/Outside of Program) | |
| Exam(s) Required | Praxis |
| Statute/Regulation/Rule Citation | 7 Miss. Admin. Code Pt. 3, R. 14.9; Miss. Code Ann. § 37-3 |
| Notes | None |
| Last Reviewed Date | 9/26/2023 |
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| State/Territory | Missouri |
| Board/Agency Name | Missouri Department of Elementary & Secondary Education |
| Board/Agency Website | https://dese.mo.gov/educator-quality/certification |
| License Title | Initial Teacher Certificate, 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 who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program | Yes |

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)

Exam(s) Required Missouri

Statute/Regulation/Rule Citation V.A.M.S. 168.021;
5 MO ADC 20-400

Notes None

Last Reviewed Date 9/26/2023

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| State/Territory | Montana |
| Board/Agency Name | Montana Office of Public Instruction |
| Board/Agency Website | https://opi.mt.gov/Educators/Licensure/Educator-Licensure |
| License Title | Standard Teacher License, 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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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)

Exam(s) Required

Praxis

Statute/Regulation/Rule Citation

MCA 20-4-104

Notes

None

Last Reviewed Date

9/26/2023

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

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| State/Territory | Nebraska |
| Board/Agency Name | Nebraska Department of Education |
| Board/Agency Website | https://www.education.ne.gov/TCERT/ |
| License Title | Initial Teaching Certificate, Physical Education (PK-6 or 7-12 or PK-12) |
| Specialized Accreditation Required? | No |
| Specialized Accreditation Accepted as Meeting Educational Requirements? | No |
| Curriculum Comparison Needed? | Yes |
| Specific Coursework | Neb. Admin. R. & Regs. Tit. 92, Ch. 24, § 006 006.39C Persons with this endorsement may teach physical education in prekindergarten through grade 6, grades 7 through 12, or prekindergarten through grade 12. 006.39D Certification Endorsement Requirement: This endorsement requires a minimum of 30 semester hours in physical education courses for prekindergarten through grade 6 or grades 7-12 endorsements. 006.39D1 The PK-6 endorsement requires a |

minimum of 15 semester hours in foundations of physical education including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education; plus a minimum of 15 semester hours of course work in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in elementary school physical education programs.

006.39D2 The 7-12 endorsement requires a minimum of 15 semester hours in foundations of physical education including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education; plus a minimum of 15 semester hours of course work in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in secondary school physical education programs.

006.39D3 Applicants seeking both the PK-6 and 7-12 endorsements or the PK-12 endorsement, are required to earn a minimum of 42 semester hours of course work as prescribed above for elementary and secondary school physical education programs.

Must Credits/Courses Be Part of Degree Program?

Yes

Supervised Experience (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.

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)

Exam(s) Required

Praxis

Statute/Regulation/Rule Citation

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

Notes

None

Last Reviewed Date

9/25/2023

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 | Nevada |
| Board/Agency Name | State of Nevada Department of Education |
| Board/Agency Website | https://doe.nv.gov/Educator_Licensure/ |
| License Title | Standard Teacher License or Non-Renewable/Provisional (if testing or coursework deficiencies), Elementary/Middle-Physical Education or Secondary-Physical Education (K-6 or 7-12) |
| 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 who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |

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)

Exam(s) Required

Praxis

Statute/Regulation/Rule Citation

NAC 391.052

Notes

None

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9/25/2023

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| State/Territory | New Hampshire |
| 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 |
| License Title | Initial Certification, Physical Education (K-12) |
| Specialized Accreditation Required? | No |
| Specialized Accreditation Accepted as Meeting Educational Requirements? | No |
| Curriculum Comparison Needed? | Yes |
| Specific Coursework | N.H. Code Admin. R. Ed 507.16 The following requirements shall apply to the certification of a physical education teacher in grades K-12: (a) To be certified as a physical education teacher, the candidate shall have at least a bachelor's degree. (b) The department of education shall assess the skills, competencies and knowledge of candidates for certification as physical educators by reviewing evidence, such as, but not limited to, college course work, |

documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.

(c) A candidate for certification as a physical education teacher shall have the following skills, competencies and knowledge through a combination of academic experiences and demonstrated competency in the following areas:

(1) In the area of scientific and theoretical knowledge:

a. Describe and apply physiological and biomechanical concepts related to:

1. Skillful movement;
2. Physical activity; and
3. Fitness;

b. Describe and apply motor development theory and principles related to:

1. Skillful movement;
2. Physical activity; and
3. Fitness;

c. Describe and apply motor learning theory and principles related to:

1. Skillful movement;
2. Physical activity; and
3. Fitness;

d. Analyze and correct critical elements of motor skill performance;

e. Identify historical, philosophical, and social perspectives of physical education issues; and

f. Identify specific federal and state legislation relative to the rights of students;

(2) In the area of skill-based and fitness-based competence:

a. Demonstrate or cause to be demonstrated competence in motor skill performance for a variety of physical activities and movement patterns including:

1. Fundamental movement;
2. Sports-related;
3. Dance-related; and

- 4. Health-related fitness; and
- b. Demonstrate, or cause to be demonstrated, performance concepts related to skillful movement in a variety of authentic physical activity environments; and
- (3) In the area of pedagogical content knowledge:
 - a. Design and implement lesson and unit plans linked to program and instructional goals that support the needs of all students;
 - b. Develop and implement developmentally appropriate, measurable, performance-based goals and objectives aligned with local, state, and/or national standards;
 - c. Plan and implement progressive and sequential content that is aligned to instructional goals and objectives and addresses the diverse needs of all students;
 - d. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives;
 - e. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences;
 - f. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment;
 - g. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment; and
 - h. Demonstrate effective verbal and nonverbal communication that conveys respect and sensitivity.

Must Credits/Courses Be Part of Degree Program?

Yes

Supervised Experience (In-Program)

Supervised practical experience

Must Out-of-State Program

No

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)

Exam(s) Required Praxis

Statute/Regulation/Rule Citation N.H. Code Admin. R. Ed 507

Notes None

Last Reviewed Date 9/25/2023

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 Jersey |
| Board/Agency Name | State of New Jersey Department of Education |
| Board/Agency Website | https://www.nj.gov/education/license/ |
| License Title | Instructional Certificate of Eligibility, Physical Education (K-12) |
| Specialized Accreditation Required? | No |
| Specialized Accreditation Accepted as Meeting Educational Requirements? | No |
| Curriculum Comparison Needed? | Yes |
| Specific Coursework | Degree Requirement <ul style="list-style-type: none">• A minimum of a bachelor's degree is required from a regionally accredited college/university. Cumulative GPA Requirement <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.

Subject Matter Preparation

- For certification as a Physical Education teacher, current regulations require that applicants complete a minimum of 30 credits in a coherent sequence in the subject field of Physical Education. A coherent sequence requires that at least 12 credits are completed at the advanced level of study (junior, senior or graduate level). Examples of courses accepted for physical education include: fundamental skills and exercises, gymnastics, individual sports, dual sports, team sports, golf, tennis and basketball. Related courses may be accepted depending on the course description/content. Please provide a course description if a course is not taken from the Physical Education 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 Physical Education 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.

Must Credits/Courses Be Part of Degree Program?

Yes

Supervised Experience (In-Program)

Supervised clinical practice

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

- 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. You will need to include your name and tracking number in the email.

Experience (After Graduating/Outside of Program)

Exam(s) Required

Praxis

Statute/Regulation/Rule Citation

N.J.A.C. 6A:9B-9

Notes

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

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9/25/2023

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| State/Territory | New Mexico |
| Board/Agency Name | New Mexico Public Education Department |
| Board/Agency Website | https://webnew.ped.state.nm.us/bureaus/licensure/ |
| License Title | Specialty, Physical Education (PreK-12) |
| Specialized Accreditation Required? | No |
| Specialized Accreditation Accepted as Meeting Educational Requirements? | No |
| Curriculum Comparison Needed? | Yes |
| Specific Coursework | Official sealed transcripts reflecting completion of a Bachelor's degree from a regionally accredited college or university; and 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 teaching field, e.g., language arts, or social studies with 12 of those hours earned at the upper division (generally 300 or above) |
| Must Credits/Courses Be Part of Degree Program? | Yes |

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| Supervised Experience (In-Program) | No less than sixteen weeks of student teaching |
| 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 |
| Statute/Regulation/Rule Citation | N. M. S. A. 1978, § 22-10A; N.M. Admin. Code 6.60 |
| Notes | None |
| Last Reviewed Date | 9/25/2023 |
| 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 |
| Board/Agency Name | New York Office of Teaching Initiatives |
| Board/Agency Website | http://www.highered.nysed.gov/tcert/ |
| License Title | Conditional Initial (1 year) (if hold out-of-state license, edTPA not required) or Initial, 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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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)

Exam(s) Required New York

Statute/Regulation/Rule Citation 8 NYCRR 80-5

Notes Requirement lookup tool:
<https://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

Resources for course deficiencies:
<https://www.highered.nysed.gov/tcert/cwksatisfyunmetreq.html>

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| State/Territory | North Carolina |
| Board/Agency Name | North Carolina Department of Public Instruction |
| Board/Agency Website | https://www.dpi.nc.gov/educators/educators-licensure |
| License Title | Initial Professional Educator License, 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 who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to Qualify? | Yes |

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| 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 |
| Statute/Regulation/Rule Citation | N.C.G.S.A. § 115C-270; 16 NCAC 6C.0300 |
| Notes | None |
| Last Reviewed Date | 9/25/2023 |
| 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 |
| Board/Agency Name | North Dakota Education Standards and Practices Board |
| Board/Agency Website | https://www.nd.gov/espb/licensure |
| License Title | Out-of-State Reciprocal or Other State Educator, 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 who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to | Yes |

Qualify?

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)

Exam(s) Required

Praxis

Statute/Regulation/Rule Citation

NDCC 15.1-13

Notes

None

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| State/Territory | Northern Mariana Islands |
| Board/Agency Name | Commonwealth of the Northern Mariana Islands State Board of Education |
| Board/Agency Website | https://www.cnmipss.org/state-boe-certification |
| 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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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

Statute/Regulation/Rule Citation

Not available

Notes

None

Last Reviewed Date

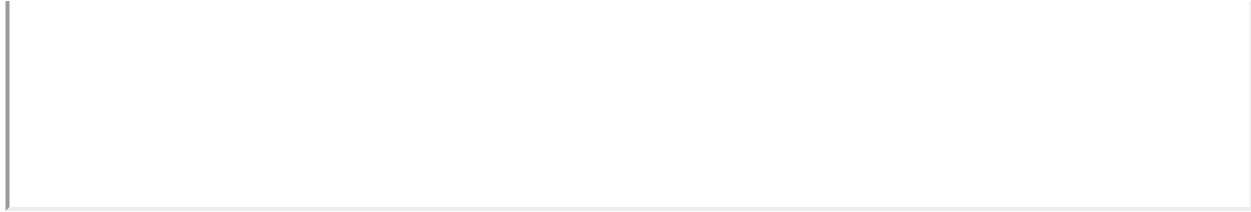
9/28/2023

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| State/Territory | Ohio |
| Board/Agency Name | Ohio Department of Education |
| Board/Agency Website | https://education.ohio.gov/Topics/Teaching/Licensure |
| License Title | Four Year Resident Educator, Physical 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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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 website: https://education.ohio.gov/Topics/Teaching/Licensure/Out-of-State-Licensure</p> <p>Candidates seeking an Early Childhood (grades PreK-3), Primary Childhood (grades PreK-5), Middle Childhood (grades 4-9), or any Intervention Specialist license (including multi-age, PreK-3 and PreK-5) in Ohio, must successfully complete teaching of reading coursework through an accredited college or university (coursework must be reflected on an official transcript from that institution). This coursework includes:</p> <p>Nine semester hours in the teaching of reading, and</p> |

A three-semester hour course in the teaching of phonics (in the context of reading, writing and spelling).

Candidates must have completed at least six of the required 12 semester hours of reading and phonics coursework to be issued a standard teaching license in Ohio. The remaining coursework requirements will be listed as a limitation on their license. License holders must complete the remaining coursework requirements before they may advance or renew their license.

Experience (After Graduating/Outside of Program)

Exam(s) Required

Ohio

Statute/Regulation/Rule Citation

OAC 3301-24;
R.C. § 3319

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>

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| State/Territory | Oklahoma |
| Board/Agency Name | Oklahoma State Department of Education |
| Board/Agency Website | https://sde.ok.gov/teacher-certification |
| 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 | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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 | Oklahoma |
| Statute/Regulation/Rule Citation | Okla. Admin. Code 210:20-9 |
| Notes | None |
| Last Reviewed Date | 9/22/2023 |
| 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 | Oregon |
| Board/Agency Name | Oregon Teacher Standards and Practices Commission |
| Board/Agency Website | https://www.oregon.gov/tspc/Pages/index.aspx |
| License Title | Preliminary Teaching or Reciprocal Teaching (if OR exam requirements are not fulfilled), Physical Education (PreK-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 who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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)

Exam(s) Required Oregon

Statute/Regulation/Rule Citation OAR 584-200

Notes None

Last Reviewed Date 9/22/2023

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| State/Territory | Pennsylvania |
| Board/Agency Name | Pennsylvania Department of Education |
| Board/Agency Website | https://www.education.pa.gov/Educators/Certification/Pages/default.aspx |
| License Title | Instructional Certificate, Physical Education (K-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 | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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 |
| Statute/Regulation/Rule Citation | 24 P.S. § 12-1206; 22 Pa. Code § 49.171 |

Notes None

Last Reviewed Date 9/22/2023

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| State/Territory | Puerto Rico |
| Board/Agency Name | Puerto Rico Department of Education |
| Board/Agency Website | https://de.pr.gov/ |
| License Title | Teacher Certificate, Physical Education (K-6 or 7-12) |
| 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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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 | None found |
| Statute/Regulation/Rule Citation | 18 L.P.R.A. § 260; P.R. Regs. DE Reg. 7643 |
| Notes | None |
| Last Reviewed Date | 9/28/2023 |
| Feedback Form (Send us your questions, comments or information about your experience with licensure) | https://forms.gle/zLB3dsG9j6qmx1pU6 |

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| No records found. |
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| State/Territory | Republic of Palau |
| Board/Agency Name | Republic of Palau Ministry of Education Division of Instructional Implementation and Teacher Training |
| Board/Agency Website | http://moe.epsolutions.pw/ |
| 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 |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In- Program) | N/A |
| Must Out-of-State Program Graduate Hold License to Qualify? | N/A |
| Must License Applicant Hold Private Certification? | No |

| | |
|---|---|
| Additional Training (Not Required In-Program) | N/A |
| Experience (After Graduating/Outside of Program) | |
| Exam(s) Required | N/A |
| Statute/Regulation/Rule Citation | Not available |
| Notes | Unable to locate any information about specific subjects/endorsements. |
| Last Reviewed Date | 11/28/2023 |
| 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 Ma |
|-------------|-------------------|----------------------------|---------------|---------------|
| 12/11/2023 | Republic of Palau | Teacher_Physical Education | None found | Updated Board |

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| | |
|--|---|
| State/Territory | Republic of the Marshall Islands |
| Board/Agency Name | Marshall Islands Public School System |
| Board/Agency Website | https://pss.edu.mh/ |
| 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 |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to Qualify? | N/A |
| Must License Applicant Hold Private Certification? | No |
| Additional Training (Not Required In-Program) | N/A |

Experience (After Graduating/Outside of Program)

Exam(s) Required

N/A

Statute/Regulation/Rule Citation

Not available

Notes

Unable to locate any information about specific subjects/endorsements.

Last Reviewed Date

9/28/2023

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| State/Territory | Rhode Island |
| Board/Agency Name | Rhode Island Department of Education |
| Board/Agency Website | https://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx |
| License Title | Initial Certificate, Physical Education (PK-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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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 |
| Statute/Regulation/Rule Citation | 200-RICR- 20-20 |
| Notes | None |

Last Reviewed Date 9/22/2023

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| State/Territory | South Carolina |
| Board/Agency Name | South Carolina Department of Education |
| Board/Agency Website | https://ed.sc.gov/educators/certification/ |
| License Title | Initial Educator Certificate, Physical Education (PK-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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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 |
| Statute/Regulation/Rule Citation | S.C. Code of Regulations R. 43 |
| Notes | None |
| Last Reviewed Date | 9/22/2023 |
| 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 |
| Board/Agency Name | South Dakota Department of Education |
| Board/Agency Website | https://doe.sd.gov/certification/ |
| License Title | Initial Certificate, Elementary Physical Education or Secondary Physical Education (K-8 or 5-12) |
| 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 who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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.

ARSD 24:28:16:04

The applicant for reciprocal certification shall complete a minimum of one clock hour of suicide awareness and prevention training to obtain an educator certificate.

Experience (After Graduating/Outside of Program)

Exam(s) Required

Praxis

Statute/Regulation/Rule Citation

ARSD 24:28

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

9/22/2023

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| State/Territory | Tennessee |
| Board/Agency Name | Tennessee Department of Education |
| Board/Agency Website | https://www.tn.gov/education/educators/licensing.html |
| License Title | Practitioner License, 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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to Qualify? | No |
| Must License Applicant Hold Private Certification? | No |
| Additional Training (Not | None found |

Required In-Program)

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis


Statute/Regulation/Rule Citation Tenn. Comp. R. & Regs. 0520-02

Notes None

Last Reviewed Date 11/17/2023

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| Update Date | State/Territory | License Type | License Title | Update Made |
|-------------|-----------------|----------------------------|-----------------------|---------------|
| 12/11/2023 | Tennessee | Teacher_Physical Education | Practitioner License, | Updated Board |

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| State/Territory | Texas |
| Board/Agency Name | Texas Education Agency |
| Board/Agency Website | https://tea.texas.gov/texas-educators/certification |
| License Title | Out-of-State One Year Certificate (to complete exams) or Standard Certificate (if exams satisfied), Physical Education (PK-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 who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program | Yes |

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)

Exam(s) Required

Texas

Statute/Regulation/Rule Citation

19 TAC § 230;
V.T.C.A., Education Code § 21

Notes

None

Last Reviewed Date

9/16/2023

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| State/Territory | U.S. Virgin Islands |
| Board/Agency Name | U.S. Virgin Islands Department of Education |
| Board/Agency Website | https://www.vide.vi/ |
| 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 |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to Qualify? | N/A |
| Must License Applicant Hold Private Certification? | No |
| Additional Training (Not Required In-Program) | N/A |

Experience (After Graduating/Outside of Program)

Exam(s) Required

N/A

Statute/Regulation/Rule Citation

17 V.I.C. § 122;
17 V.I. R. & Regs. § 121-1

Notes

<https://vide.vi/human-resources/568-general-certification-requirements.html>

Last Reviewed Date

9/28/2023

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| State/Territory | Utah |
| Board/Agency Name | Utah State Board of Education |
| Board/Agency Website | https://www.schools.utah.gov/licensing |
| License Title | Professional License, 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 who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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 |
| Statute/Regulation/Rule Citation | U.A.C. R277-301 |
| Notes | None |
| Last Reviewed Date | 9/16/2023 |
| Feedback Form (Send us your questions, comments or information about your experience with licensure) | https://forms.gle/zLB3dsG9j6qmx1pU6 |

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| State/Territory | Vermont |
| Board/Agency Name | State of Vermont Agency of Education |
| Board/Agency Website | https://education.vermont.gov/educator-licensure |
| License Title | Professional Educator License, Physical Education (PK-6 or 7-12 or PK-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 | 5440-08 Physical Education The holder is authorized to teach physical education in grades PK-6, 7-12, or PK-12, as specified on the endorsement. Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different |

forms of movement. They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities. These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment. In order for students to achieve these goals, physical Educators should have knowledge and skills in the following domains:

1. Scientific and Theoretical Knowledge-- Physical Educators know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. Physical Educators will:

1.1. Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical domains and age-appropriate indicators of physical development

1.2. Know and apply discipline-specific scientific and theoretical concepts critical to the development of physically literate individuals. In a variety of educational settings, they will describe and apply:

1.2.1. physiological and biomechanical concepts related to skillful movement, physical activity and fitness

1.2.2. motor development theory

1.2.3. psychological and/or behavioral theory

1.3. Identify historical, philosophical and social perspective of physical education issues and legislation.

1.4. Understand the core tenets of Physical Literacy and demonstrate the scientific and theoretical knowledge, skill-based competence, planning and implementation, and instructional delivery and management to help students achieve physical literacy.

1.5. Recognize and understand the effects of age, gender, class, and size upon physical activity preferences and participation and create safe spaces for all students to become physically literate.

1.6. Adopt strategies for modifying instruction in order to be sensitive to students' diverse physical abilities, skills, learning styles, and prior experiences.

1.7. Adopt techniques for designing, implementing, adapting, and extending physical education learning experiences to meet the needs of all students.

2. Planning, Implementation, and Assessment--Physical Educators plan, implement, and assess developmentally appropriate, standards-based learning experiences aligned with state and national standards to address the diverse needs of all students. Physical Educators will:

2.1. Design and implement short- and long-term plans that are linked to program and instructional goals, as well as a variety of student needs.

2.2. Develop and implement measurable, developmentally appropriate, performance-based lessons with content, goals and objectives aligned with state learning standards.

2.3. Plan for and manage resources to provide active, fair, equitable, and flexible learning experiences.

2.4. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

2.5. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

2.6. Select or create appropriate assessments that will measure student achievement of goals and objectives.

2.7. Use appropriate assessments to evaluate

student learning before, during, and after instruction.

2.8. Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.

3. Instructional Delivery and Management-- Physical Educators use effective pedagogical skills and strategies to facilitate development of physical literacy in response to unique and diverse needs. Physical Educators will:

3.1. Demonstrate effective verbal and non-verbal communication skills across a variety of personalized instructional pathways (EQS 2120.2).

3.2. Demonstrate how to connect cross-content concepts and uses differing perspectives and strategies to engage learners in acquisition of transferable skills (e.g. clear and effective communication, creative and practical problem solving, responsible and involved citizen) (EQS 2120.6).

3.3. Provides multiple effective instructional strategies and feedback (peer, self-evaluation, and teacher feedback) for skill acquisition, student learning, and motivation within a multi-tiered system of supports (EQS 2120.1) (EQS 2120.2).

3.4. Creates and adapts a dynamic environment that supports individual and group learning by encouraging positive social interactions and active engagement in learning and self-motivation (EQS 2120.2).

3.5. Implements rules, routines, transitions, and positive behavior management strategies to create and maintain a safe, inclusive, and effective learning environment.

3.6. Employs technological tools that facilitate learning and assessment of physical education and engage students in practical application of technological tools in the monitoring and improvement of their own Physical Literacy.

4. Professionalism and Leadership--Physical Educators demonstrate dispositions essential to becoming effective professionals. Physical Educators will:

4.1. Demonstrates dispositions/behaviors that all students can become physically literate individuals.

4.2. Demonstrate behaviors that are consistent with the professional best practice as established by SHAPE AMERICA.

5. Skill-Based and Fitness-Based Competence-
- Physical Educators are physically literate individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as defined in state standards. Physical Educators will:

5.1. Demonstrate personal competence in motor skills performance for a variety of physical activities and movement patterns.

5.2. Demonstrate performance concepts related to skillful movement in a variety of physical activities.

5.3. Document and reflect upon their own personal fitness and develop a plan to achieve their fitness goals.

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

7. Current certificates in cardiopulmonary resuscitation (CPR), Automated External Defibrillator (AED), and first aid.

8. REQUIRED TESTING: Praxis II Subject Assessment Physical Education - Test Code 5095.

Must Credits/Courses Be Part of Degree Program?

Yes

Supervised Experience (In-Program)

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

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

Statute/Regulation/Rule Citation

Vt. Admin. Code 7-1-13

Notes

None

Last Reviewed Date

9/15/2023

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 | Virginia |
| Board/Agency Name | Virginia Department of Education |
| Board/Agency Website | https://www.doe.virginia.gov/teaching/licensure/ |
| 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 | 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; 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: |

- a. Personal health, safety, and care of athletic injuries: 3 semester hours;
- b. Human anatomy, physiology, exercise physiology, and biomechanics of human movement: 9 semester hours;
- c. General health and physical education theory, including curriculum design and development in health and physical education: 3 semester hours;
- d. Instructional methods and skills for secondary physical education: 3 semester hours;
- e. Concepts of motor learning, instructional methods, and skills for elementary physical education: 3 semester hours;
- f. Instruction methods for elementary and secondary school health: 3 semester hours;
- g. Health and physical education electives: 9 semester hours;
- h. Instructional methods and strategies for adapted physical education: 3 semester hours;
- i. Technology in health and physical education: 3 semester hours;
- j. Principles of human nutrition: 3 semester hours; and
- k. Assessment and evaluation in the content area: 3 semester hours.

8 VAC 20-23-190

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.

1. Human development and learning (birth through adolescence): 3 semester hours.

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.

Must Credits/Courses Be Part of Degree Program?

Yes

Supervised Experience (In-Program)

A minimum of 10 weeks of successful full-time student teaching

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

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

From Application Instructions available on website:<https://doe.virginia.gov/teaching/licensure/>

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.

Emergency First Aid, CPR (including Hands-on Practice), and AED Training or Certification

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.

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.

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

**Experience (After
Graduating/Outside of
Program)**

| | |
|---|---|
| Exam(s) Required | Praxis |
| Statute/Regulation/Rule Citation | 8 VAC 20-23 |
| Notes | None |
| Last Reviewed Date | 9/15/2023 |
| 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 | Washington |
| Board/Agency Name | Washington Office of Superintendent of Public Instruction |
| Board/Agency Website | https://www.k12.wa.us/certification/teacher-certificate |
| 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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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 | Washington |
| Statute/Regulation/Rule Citation | WAC 181-79A |
| Notes | None |
| Last Reviewed Date | 9/15/2023 |
| Feedback Form (Send us your questions, comments or information about your experience with licensure) | https://forms.gle/zLB3dsG9j6qmx1pU6 |

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| State/Territory | West Virginia |
| Board/Agency Name | West Virginia Department of Education |
| Board/Agency Website | https://wvde.us/certification/certification-info/ |
| License Title | Professional Teaching Certificate, Physical Education (PreK-Adult or 5-Adult or 5-9) |
| 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. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| 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 |
| Statute/Regulation/Rule Citation | W. Va. Code § 18A-3 |
| Notes | None |
| Last Reviewed Date | 9/13/2023 |
| 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 | Wisconsin |
| Board/Agency Name | Wisconsin Department of Public Instruction |
| Board/Agency Website | https://dpi.wi.gov/licensing |
| License Title | Provisional Educator License, Physical Education (K-12) |
| Specialized Accreditation Required? | No |
| Specialized Accreditation Accepted as Meeting Educational Requirements? | No |
| Curriculum Comparison Needed? | Yes |
| Specific Coursework | 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. 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).

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. (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.

Must Credits/Courses Be Part of Degree Program?

Yes

Supervised Experience (In-Program)

Yes, per CAEP/SPA standards

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)

Exam(s) Required

Praxis

Statute/Regulation/Rule Citation

Wis. Adm. Code § PI 34

Notes

None

Last Reviewed Date

9/12/2023

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

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| State/Territory | Wyoming |
| Board/Agency Name | Wyoming Professional Teaching Standards Board |
| Board/Agency Website | http://wyomingptsb.com/ |
| License Title | Standard Educator License, Physical Education (K-6 or 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 | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Must Credits/Courses Be Part of Degree Program? | N/A |
| Supervised Experience (In-Program) | N/A |
| Must Out-of-State Program Graduate Hold License to Qualify? | No |
| Must License Applicant Hold | No |

Private Certification?

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)

Exam(s) Required

Praxis

Statute/Regulation/Rule Citation

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

Notes

None

Last Reviewed Date

9/12/2023

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

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Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement 07.01.24

| State EDUC (PHYS ED) | KWU Meets Licensure Requirements | Specialized Accreditation Required | Specialized Accreditation Accepted as Meeting Educational Requirements | Curriculum Comparison Needed | Notes |
|--------------------------------|--|--|---|---|---|
| Alabama | Yes | No | No | No | Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Alaska | Yes | No | Yes, NCATE/CAEP | Yes, if not NCATE/CAEP Accredited | 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. Additional Training updated with trainings for alcohol and drug related disabilities, sexual abuse and sexual assault awareness and prevention, dating violence and abuse awareness and prevention, and suicide prevention. |
| American Samoa | No | NA | NA | NA | Physical Education License Title: Not Found with American Samoa Department of Education (https://www.amsamoadoe.com/) |
| Arizona | Yes | No | No | No | Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Arkansas | Yes | No | No | No | Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. |
| California | Yes | No | No | No | Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Colorado | Yes | No | No | Yes | Based on curriculum review requirements, KWU meets CO curriculum requirements. See tab below for Colorado. |
| Connecticut | Yes | No | No | Yes | Based on curriculum review requirements, KWU meets CT curriculum requirements. See tab below for Connecticut. |
| Delaware | Yes | No | Yes, NCATE/CAEP | Yes, if not NCATE/CAEP Accredited | 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. |
| District of Columbia | Yes | No | No | No | 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 | No | NA | NA | NA | Physical Education License Title: Not Found with American Samoa Department of Education (https://osse.dc.gov/ed-credentials) |
| Florida | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Georgia | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Guam | Yes | No | Yes, NCATE/CAEP | No, if state/territory is party to the NASDTEC Interstate Agreement or program is | 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 | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Idaho | Yes | Yes, NCATE/CAEP | Yes, NCATE/CAEP | Yes, if not NCATE/CAEP Accredited | State of Kansas Department of Education (KSDE) utilizes CAEP accreditation standards and all KWU EDUC programs are accredited by KSDE. |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

| State EDUC (PHYS ED) | KWU Meets Licensure Requirements | Specialized Accreditation Required | Specialized Accreditation Accepted as Meeting Educational Requirements | Curriculum Comparison Needed | Notes |
|--|--|--|---|------------------------------------|---|
| Illinois | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Indiana | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Iowa | Yes | No | No | Yes | Based on curriculum review requirements, KWU meets IA curriculum requirements. See tab below for Iowa. |
| Kansas | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Kentucky | Yes | No | No | No | Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Louisiana | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Maine | Yes | No | No | Yes | Based on curriculum review requirements, KWU meets ME curriculum requirements. See tab below for Maine. |
| Maryland | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Massachusetts | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Michigan | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Minnesota | Yes | No | No | Yes | Based on the curriculum review requirements, KWU meets all of MN requirements. See tab below for Minnesota. |
| Mississippi | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Missouri | Yes | No | No | No | Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Montana | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Nebraska | Yes | No | No | Yes | Based on curriculum review requirements, KWU meets NE curriculum requirements. See tab below for Nebraska. |
| Nevada | Yes | No | No | No | Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. |
| New Hampshire | No | No | No | Yes | 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 | No | No | No | Yes | 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. |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

| State EDUC (PHYS ED) | KWU Meets Licensure Requirements | Specialized Accreditation Required | Specialized Accreditation Accepted as Meeting Educational Requirements | Curriculum Comparison Needed | Notes |
|--|--|--|---|---|--|
| New Mexico | Yes | No | No | Yes | 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 Assessment (CKA) in Health. See tab below for New Mexico. |
| New York | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| North Carolina | Yes | No | No | No | Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. |
| North Dakota | Yes | No | No | No | 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 | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Ohio | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Oklahoma | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Oregon | Yes | No | No | No | Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Pennsylvania | Yes | No | No | No, if state/territory is party to the NASDTEC Interstate Agreement | 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 | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Republic of Palau | No | NA | NA | NA | Physical Education License Title: Not Found with Republic of Palau Ministry of Education/Division of Instructional Implementation and Teacher Training (http://moe.epsolutions.pw/) |
| Republic of the Marshall Islands | No | NA | NA | NA | Physical Education License Title: Not Found with Marshall Islands Public School System (https://pss.edu.mh/) |
| Rhode Island | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| South Carolina | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| South Dakota | Yes | No | No | No | Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Tennessee | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| Texas | Yes | No | No | No | Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

| State EDUC (PHYS ED) | KWU Meets Licensure Requirements | Specialized Accreditation Required | Specialized Accreditation Accepted as Meeting Educational Requirements | Curriculum Comparison Needed | Notes |
|--|--|--|---|---|--|
| U.S. Virgin Islands | No | NA | NA | NA | Physical Education License Title: Not Found with U.S. Virgin Islands Department of Education website https://vide.vi/ |
| Utah | Yes | No | No | No | Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Vermont | Yes | No | No | Yes, if graduate does not first earn out-of-state license | As of 9/1/15, an educator with a non-conditional/non-expired out of state professional educator license, from a state that has signed the Interstate NASDTEC agreement, will be eligible for initial licensure in VT to match the same/equivalent endorsement from the other state. Having an out of state professional educator license from a state that has signed the Interstate NASDTEC agreement would exempt an applicant from the testing requirement for the endorsement on the out of state license. State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs. |
| Virginia | No | No | No | Yes | 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 | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |
| West Virginia | Yes | No | No | No | Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. |
| Wisconsin | No | No | No | Yes | 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 | Yes | No | No | No | Out-of-state approved teacher preparation program graduates meet educational requirements. |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): State, Territory, or District Required Curriculum Comparison 07.01.24

Colorado

| State of Colorado Requirements | KWU Meet Requirement? | KWU Course or Other | KWU Cr. Hrs. |
|---|---|--|---|
| 4.16(1)(a) articulate effectively to students, other educators and interested stakeholders the socio-cultural, philosophical and psychological foundations of physical education, including the historical development of play, games, dance and sports, and the study of human growth and development. | Yes | BIOL221 Human Anatomy & Physiology I BIOL222 Human Anatomy & Physiology II SPES117 Pathway to Wellness SPES120 Personal, Community, and Global Health SPES148 First Aid & CPR SPES150 Foundations of SPES SPES200 Physical Education Activities for Elem. and Middle School Children | 4 4 3 3 1 3 2 |
| 4.16(1)(b) effectively articulate the physical and biological science foundations of physical education including, but not limited to, such areas as human anatomy, exercise physiology, kinesiology and health. | Yes | BIOL221 Human Anatomy & Physiology I BIOL222 Human Anatomy & Physiology II SPES117 Pathway to Wellness SPES380 Physiology of Exercise SPES443 Kinesiology | 4 4 3 3 4 |
| 4.16(1)(c) effectively instruct students about the fundamentals of physical movement including the patterns and types of movement, gymnastics, tumbling, games, team and individual sports, physical fitness and perceptual motor activities. | Yes | SPES200 Physical Education Activities for Elem. and Middle School Children SPES320 Theory of Teaching & Coaching Football SPES321 Theory of Teaching & Coaching Softball & Baseball SPES323 Theory of Teaching & Coaching Soccer SPES324 Theory of Teaching & Coaching Gymnastics & Wrestling SPES325 Theory of Teaching & Coaching Volleyball SPES326 Theory of Teaching & Coaching Track & Field & Cross Country SPES327 Theory of Teaching & Coaching Basketball SPES328 Theory of Teaching & Coaching Swimming SPES342 Introduction to Motor Behavior SPES420 Methods for Teaching Health & Physical Education | 2 1 1 1 1 1 1 1 1 3 3 |
| 4.16(2) The physical education educator is knowledgeable about and able to demonstrate and effectively instruct students at appropriate age/grade levels about: | *** | | |
| 4.16(2)(a) four or more individual and/or dual activities including, but not limited to, wrestling, track and field, tennis, bowling, golf, badminton, archery, rodeo, gymnastics, aquatics, rhythm, dance, weight-training and fitness. | Yes | SPES260 Rhythmic Activities & Dance SPES324 Theory of Teaching & Coaching Gymnastics & Wrestling SPES326 Theory of Teaching & Coaching Track & Field & Cross Country SPES328 Theory of Teaching & Coaching Swimming THEA190 Dance Techniques | 1 1 1 1 1-2 |
| 4.16(2)(b) four or more team sports and/or games including, but not limited to, baseball, softball, basketball, lacrosse, field hockey, water polo, flag and contact football, soccer, volleyball and skiing. | Yes | SPES320 Theory of Teaching & Coaching Football SPES321 Theory of Teaching & Coaching Softball & Baseball SPES323 Theory of Teaching & Coaching Soccer SPES325 Theory of Teaching & Coaching Volleyball SPES327 Theory of Teaching & Coaching Basketball | 1 1 1 1 1 |
| 4.16(3) The physical education educator is knowledgeable about and able to demonstrate the organization, planning, administering, teaching and evaluating of a program of physical education including, but not limited to: | *** | | |
| 4.16(3)(a) adaptive physical education. | Yes | SPES315 Adaptive Physical Education | 3 |
| 4.16(3)(b) first aid. | Yes | SPES138 First Aid & CPR | 1 |
| 4.16(3)(c) prevention and care of athletic injuries. | Yes | SPES256 Care & Prevention of Athletic Injuries | 3 |
| 4.16(3)(d) rules and officiating. | Yes Rules and officiating covered in each of these SPES courses. | SPES320 Theory of Teaching & Coaching Football SPES321 Theory of Teaching & Coaching Softball & Baseball SPES323 Theory of Teaching & Coaching Soccer SPES324 Theory of Teaching & Coaching Gymnastics & Wrestling SPES325 Theory of Teaching & Coaching Volleyball SPES326 Theory of Teaching & Coaching Track & Field & Cross Country SPES327 Theory of Teaching & Coaching Basketball SPES328 Theory of Teaching & Coaching Swimming | 1 1 1 1 1 1 1 1 |
| 4.16(3)(e) analyses and techniques involved with competitive sports. | Yes | SPES376 Measurement & Assessment in SPES | 3 |
| 4.16(4) The physical education educator provides students with motivation and encouragement to establish attitudes and behaviors and to pursue activities which will result in lifetime fitness. | Yes | SPES117 Pathway to Wellness SPES120 Personal, Community, & Global Health SPES150 Foundations for SPES | 3 3 3 |
| 4.16(5) The physical education educator must be able to effectively integrate into instruction the following skills: collaboration, critical thinking and reasoning, information literacy, self-direction and invention. | Yes | SPES332 Theory of Teaching and Coaching Individual & Dual Sports SPES335 Theory of Teaching Team Sports SPES357 Therapeutic Exercise SPES376 Measurement & Assessment in Health & Physical Education SPES420 Methods for Teaching Health & Physical Education SPES440 Advanced Exercise Testing and Prescription SPES456 Advanced Care & Prevention of Injuries SPES460 Internships SPES470 SPES Senior Seminar | 3 3 3 3 3 3 3 1-7 1 |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

| State of Colorado Requirements | KWU Meet Requirement? | KWU Course or Other | KWU Cr. Hrs. |
|---|-----------------------|---|-----------------------------------|
| 4.16(6) The physical education 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 | SPES332 Theory of Teaching and Coaching Individual & Dual Sports SPES335 Theory of Teaching Team Sports SPES345 Organization & Administration in PE, Recreation, & Athletic Train. SPES357 Therapeutic Exercise SPES376 Measurement & Assessment in Health & Physical Education SPES420 Methods for Teaching Health & Physical Education SPES460 Internships SPES470 SPES Senior Seminar | 3 3 3 3 3 1-7 1 |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): State, Territory, or District Required Curriculum Comparison 07.01.24

Connecticut

| State of Connecticut Requirements | KWU Meet Requirement? | KWU Course or Other | KWU Cr. Hrs. |
|--|-----------------------|--|--|
| Regs. Conn. State Agencies § 10-145d-456 | | | |
| 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 | SOCI240 Inequity & Stratification SOCI375 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 | BSHS210 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 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 | Yes | | |
| (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 | Yes | | |
| (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: | | | |
| (1) philosophy of education, | 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: | *** | | |
| (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 |
| (3) Curriculum and methods of teaching. This group includes areas such as: | *** | | |
| (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 SPES332 Theory of Teaching & Coaching Individual & Dual Sports SPES335 Theory of Teaching Team Sports SPES420 Methods for Teaching Health & Physical Education | 3 3 4 3 3 2 2 3 3 3 |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

| State of Connecticut Requirements | KWU Meet Requirement? | KWU Course or Other | KWU Cr. Hrs. |
|--|--|---|--------------|
| (2) effective teaching skills; | Yes | EDUC333 Methods of Teaching Mathematics for Elem. Teachers | 3 |
| | | EDUC335 Methods of Teaching Science for Elem. Teachers | 3 |
| | | EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader | 4 |
| | | EDUC346 Methods of Teaching Social Studies of Elem. Teachers | 3 |
| | | EDUC382 Reading & Language Arts for the Developing Reader | 3 |
| | | EDUC240 Music Methods for the Classroom Teacher | 2 |
| | | EDUC248 Art in the Elementary Classroom | 2 |
| | | SPES332 Theory of Teaching & Coaching Individual & Dual Sports | 3 |
| | | SPES335 Theory of Teaching Team Sports | 3 |
| | | SPES420 Methods for Teaching Health & Physical Education | 3 |
| | | (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 |
| EDUC470 Clinical Practice | 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 | 2 |
| | | DYS351 Assessment of Diverse Reading Profiles Including Dyslexia | 2 |
| | | EDUC250 Education of the Exceptional Learner | 3 |
| | | SPED310 Foundations for Special Education Services | 4 |
| | | SPED320 Beginning American Sign Language | 2 |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

Health & Physical Education Pre K-12 (Physical Ed. Emphasis):
State, Territory, or District Required Curriculum Comparison 07.01.24

Iowa

| State of Iowa Requirements | KWU Meet Requirement? | KWU Course or Other | KWU Cr. Hrs. |
|--|---|--|--|
| Iowa Admin. Code 282-13.28 | | | |
| 13.28(14) Physical education. | | | |
| a. K-8. Completion of 24 semester hours in physical education to include coursework in: | Yes KWU Health and Physical Education Core = 52 credit hours | | |
| Human Anatomy | Yes | BIOL221 Human Anatomy & Physiology I BIOL222 Human Anatomy & Physiology II | 4 4 |
| Human Physiology | Yes | SPES380 Physiology of Exercise | 3 |
| Movement Education | Yes | SPES200 Physical Education Activities for Elem. and Middle School Children SPES260 Rhythmic Activities & Dance THEA190 Dance Techniques | 2 1 1-2 |
| Adaptive Physical Education | Yes | SPES315 Adaptive Physical Education | 3 |
| Personal Wellness | Yes | SPES117 Pathway to Wellness SPES120 Personal, Community, and Global Health | 3 3 |
| Human Growth & Development | Yes | EDUC244 Developmental Psychology EDUC225 Educational Psychology | 3 3 |
| First Aid and Emergency Care | Yes | SPES148 First Aid & CPR | 1 |
| b. 5-12. Completion of 24 semester hours in physical education to include coursework in: | *** | | |
| Human Anatomy | Yes | BIOL221 Human Anatomy & Physiology I BIOL222 Human Anatomy & Physiology II | 4 4 |
| Kinesiology | Yes | SPES443 Kinesiology | 3 |
| Human Physiology | Yes | SPES380 Physiology of Exercise | 3 |
| Human Growth & Development | Yes | EDUC244 Developmental Psychology EDUC225 Educational Psychology | 3 3 |
| Motor Learning | Yes | SPES341 Introduction to Motor Behavior | 3 |
| Adaptive Physical Education | Yes | SPES315 Adaptive Physical Education | 3 |
| Curriculum and Administration of Physical Education | Yes | SPES200 Physical Education Activities for Elem. and Middle School Children SPES320 Theory of Teaching & Coaching Football SPES321 Theory of Teaching & Coaching Softball & Baseball SPES323 Theory of Teaching & Coaching Soccer SPES324 Theory of Teaching & Coaching Gymnastics & Wrestling SPES325 Theory of Teaching & Coaching Volleyball SPES326 Theory of Teaching & Coaching Track & Field & Cross Country SPES327 Theory of Teaching & Coaching Basketball SPES328 Theory of Teaching & Coaching Swimming SPES342 Introduction to Motor Behavior SPES420 Methods for Teaching Health & Physical Education | 2 1 1 1 1 1 1 1 1 1 3 3 |
| Personal Wellness | Yes | SPES117 Pathway to Wellness SPES120 Personal, Community, and Global Health | 3 3 |
| First Aid and Emergency Care | Yes | SPES148 First Aid & CPR | 1 |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): State, Territory, or District Required Curriculum Comparison 07.01.24

Maine

| State of Maine Requirements | KWU Meet Requirement? | KWU Course or Other | KWU Cr. Hrs. |
|---|---|--|--------------|
| 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) | *** | | |
| 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. | *** | | |
| B. 2. Endorsement Eligibility Pathway 2 | *** | | |
| (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; | Yes | | |
| (b) Completed a minimum of 24 semester hours in the areas relevant to the pre-kindergarten through grade 12 endorsement area being sought; | Yes KWU Physical Ed 24+ credit hours | EDUC208 Foundations & History of American Education 3 EDUC225 Educational Psychology 3 EDUC240 Music Methods for the Classroom Teacher 3 EDUC244 Developmental Psychology 3 EDUC245 Child & Adolescent Literature 3 EDUC248 Art in the Elementary Classroom 3 EDUC333 Methods of Teaching Mathematics for Elem. Teachers 3 EDUC335 Methods of Teaching Science for Elem. Teachers 3 EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader 4 EDUC346 Methods of Teaching Social Studies of Elem. Teachers 2 EDUC382 Reading & Language Arts for the Developing Reader 3 PSYC201 Social Psychology 3 SOCI131 The Sociological Imagination 3 SPES341 Introduction to Motor Behavior 3 SPES345 Organization & Administration in PE, Recreation, & Athletic Train. 3 SPES356 Therapeutic Modalities for the Allied Health Professional 3 SPES357 Therapeutic Exercise 3 | |
| (c) Completed a minimum of three semester hours in diversity-centered content related to today's classroom (e.g., culturally responsive teaching, multicultural education, intercultural education, second language acquisition or world language teaching methods); | Yes | EDUC333 Methods of Teaching Mathematics for Elem. Teachers 3 EDUC335 Methods of Teaching Science for Elem. Teachers 3 EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader 4 EDUC346 Methods of Teaching Social Studies of Elem. Teachers 3 EDUC382 Reading & Language Arts for the Developing Reader 3 EDUC240 Music Methods for the Classroom Teacher 2 EDUC248 Art in the Elementary Classroom 2 SPES200 Physical Education Activities for Elem. and Middle School Children 2 SPES320 Theory of Teaching & Coaching Football 1 SPES321 Theory of Teaching & Coaching Softball & Baseball 1 SPES323 Theory of Teaching & Coaching Soccer 1 SPES324 Theory of Teaching & Coaching Gymnastics & Wrestling 1 SPES325 Theory of Teaching & Coaching Volleyball 1 SPES326 Theory of Teaching & Coaching Track & Field & Cross Country 1 SPES327 Theory of Teaching & Coaching Basketball 1 SPES328 Theory of Teaching & Coaching Swimming 1 SPES342 Introduction to Motor Behavior 3 SPES420 Methods for Teaching Health & Physical Education 3 | |
| (d) Completed a minimum of three semester hours in human development, educational psychology, developmental psychology, adolescent psychology, or child development; | Yes | EDUC225 Educational Psychology 3 EDUC244 Developmental Psychology 3 PSYC201 Social Psychology 3 SOCI131 The Sociological Imagination 3 | |
| (e) Passed content area methods course; | Yes | EDUC333 Methods of Teaching Mathematics for Elem. Teachers 3 EDUC335 Methods of Teaching Science for Elem. Teachers 3 EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader 4 EDUC346 Methods of Teaching Social Studies of Elem. Teachers 3 EDUC382 Reading & Language Arts for the Developing Reader 3 EDUC240 Music Methods for the Classroom Teacher 2 EDUC248 Art in the Elementary Classroom 2 SPES200 Physical Education Activities for Elem. and Middle School Children 2 SPES320 Theory of Teaching & Coaching Football 1 SPES321 Theory of Teaching & Coaching Softball & Baseball 1 SPES323 Theory of Teaching & Coaching Soccer 1 SPES324 Theory of Teaching & Coaching Gymnastics & Wrestling 1 SPES325 Theory of Teaching & Coaching Volleyball 1 SPES326 Theory of Teaching & Coaching Track & Field & Cross Country 1 SPES327 Theory of Teaching & Coaching Basketball 1 SPES328 Theory of Teaching & Coaching Swimming 1 SPES342 Introduction to Motor Behavior 3 SPES420 Methods for Teaching Health & Physical Education 3 | |
| (f) Completed an approved course for teaching students with exceptionalities in the regular classroom; | Yes | EDUC250 Education of the Exceptional Individual | 3 |
| (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 | Yes KWU candidate must achieve a cumulative G.P.A. in all courses required for certification | | |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

| State of Maine Requirements | KWU Meet Requirement? | KWU Course or Other | KWU Cr. Hrs. |
|---|---|---|--------------|
| Reading | Yes | EDUC245 Child & Adolescent Literature | 3 |
| | | EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader | 4 |
| Writing | Yes | EDUC382 Reading & Language Arts for the Developing Reader | 3 |
| | | ENGL120 Introductory English Composition | 3 |
| Mathematics | Yes | ENGL121 Intermediate English Composition | 3 |
| | | BSHS210 Statistical Analysis | 3 |
| (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. | Yes KWU requires 16 week clinical (student teaching) | EDUC110 Math Concepts | 3 |
| | | MATH120 College Algebra | 3 |
| | | EDUC438 Clinical Practice Seminar | 2 |
| | | EDUC470 Clinical Practice | 10 |
| | | SPES460 Internship | 3-6 |
| | | SPES470 Senior Seminar | 1 |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

Health & Physical Education Pre K-12 (Physical Ed. Emphasis):
State, Territory, or District Required Curriculum Comparison 07.01.24

Maryland

| State of Maryland Requirements | Cr. Hrs. | KWU Meet Requirement? | KWU Course or Other | KWU Cr. Hrs. |
|--|----------|---|--|--------------------------------------|
| COMAR 13A.12.01.04 | | *** | | |
| .04 Options for Obtaining Initial Maryland Certification. | | *** | | |
| C. Approved Out-of-State Teacher Education Programs. The applicant shall complete a program offered by an IHE leading to teacher certification in the state in which the institution is located, for which a comparable Maryland certificate is issued. | | Yes | | |
| | | | | |
| COMAR 13A.12.02.04 | | *** | | |
| A. To receive certification in elementary education (grades 1-6), the applicant shall: | | *** | | |
| (1) Complete one of the following options: | | *** | | |
| (a) Earn a bachelor's or higher degree from an IHE with a major in interdisciplinary studies or a major in an academic field taught in elementary education including a minimum of 12 semester hours of course work in both mathematics and science and 9 semester hours of course work in both English and social studies; or | | *** | | |
| (b) Earn a bachelor's or higher degree from an IHE and complete not less than 48 semester hours of content course work taken at an IHE including a minimum of 12 semester hours of course work in both mathematics and science and 9 semester hours of course work in both English and social studies; | | Yes - 33 cr. hrs. + 48+ cr. hrs. Content Courses | BSHS210 Statistical Analysis MATH120 College Algebra BIOL102 Environ. Awareness BIOL110 General Biology ENGL120 Intro. Eng. Comp. ENGL121 Intern. Eng. Comp. HIST220 Amer. History I HIST221 Amer. History II | 3 3 3 4 3 3 3 3 |
| (2) Complete 27 semester hours of professional course work taken at an IHE including a course in each of the following at the appropriate age or grade level: | | Yes -33 cr. hrs. | | |
| (a) Child or adolescent development; | | | EDUC244 Dev. Psychology | 3 |
| (b) Human learning; | | | EDUC225 Ed. Psychology | 3 |
| (c) Teaching methodology; | | | EDUC333 Teach Mathematics EDUC335 Teach Science EDUC339 Teach Rd, Lg./Beg. Rd. EDUC346 Teach Social Studies EDUC382 Read/Lg. for Dev. Rd. EDUC240 Music Methods/Cl.rm. | 3 3 4 3 3 3 |
| (d) Inclusion of special needs student populations; | | | SPED 310 Found. Sp. Ed. Services SPED 320 Beg. Sign Language EDUC250 Ed. of Excep. Learner | 3 2 3 |
| (e) Assessment of students; | | | Covered in all Methods Courses; see "c" above | 19 |
| (f) Processes and acquisition of reading skills; | | | EDUC339 Teach Rd, Lg./Beg. Rd. EDUC382 Read/Lg. for Dev. Rd. | 4 3 |
| (g) Best practices in reading instruction that include the cuing systems of graphophonics, semantics, and syntactics; | | | EDUC339 Teach Rd, Lg./Beg. Rd. EDUC382 Read/Lg. for Dev. Rd. | 4 3 |
| (h) Use of reading assessment data to improve instruction; and | | | Covered in all Methods Courses; see "c" above | 19 |
| (i) Materials for teaching reading to gain literary experience, to perform a task, and to read for information; and | | | EDUC339 Teach Rd, Lg./Beg. Rd. EDUC382 Read/Lg. for Dev. Rd. | 4 3 |
| (3) Complete a teaching experience in one of the following ways: | | *** | | |
| (a) A supervised experience in a public or accredited nonpublic school setting at the appropriate age or grade level; or | | Yes | EDUC438 Clinical Prct. Sem. EDUC470 Clinical Practice | 2 10 |
| (b) 1 year of successful full-time teaching experience in a public or accredited nonpublic school setting at the appropriate age or grade level. | | *** | | |
| B. The course work required in §A(2)(f) - (i) of this regulation may also be taken through CPDs. | | Yes | | |
| C. A minimum of 50 percent of the course work required in §A(1) and (2) of this regulation shall be taken at the same institution. | | Yes 50% or > Required for KWU Elem Ed Degree | | |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

Health & Physical Education Pre K-12 (Physical Ed. Emphasis):
State, Territory, or District Required Curriculum Comparison 07.01.24

Minnesota

| State of Minnesota Requirements | KWU Meet Requirement? | KWU Course or Other | KWU Cr. Hrs. |
|--|-----------------------|--|--|
| Minnesota Rules, part 8710.4700 Subpart 1. | *** | | |
| Subpart 1. Scope of practice. A teacher of health is authorized to provide to students in kindergarten through grade 12 instruction that is designed to enhance physical growth and development through learning to move and learning through movement. | *** | | |
| Subp. 2. Licensure requirements. A candidate for licensure to teach health to students in kindergarten through grade 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 physical education. | Yes | | |
| Minnesota Rules, part 8710.4700 Subp. 3. Subject matter standard. A candidate for licensure as a teacher of physical education 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 D. | *** | | |
| A. A teacher of physical education understands and applies the skills necessary to perform varied physical activities including: | *** | | |
| (1) essential elements and sequencing of basic motor skills; | Yes | SPES315 Adaptive Physical Education SPES341 Introduction to Motor Behavior SPES385 Psychology of Sport and Exercise SPES443 Kinesiology | 3 3 3 3 |
| (2) individual, dual, and team activities; lifetime fitness activities; fundamental gymnastics; rhythms and dance, for example, singing games and folk, square, ballroom, creative, contemporary, and modern dance; low organization, lead up, and cooperative games; aquatics; aerobics, body mechanics, conditioning exercises, and strength training; | Yes | SPES260 Rhythmic Activities & Dance SPES324 Theory of Teaching & Coaching Gymnastics & Wrestling SPES326 Theory of Teaching & Coaching Track & Field & Cross Country SPES328 Theory of Teaching & Coaching Swimming SPES341 Introduction to Motor Behavior THEA190 Dance Techniques | 1 1 1 1 3 1-2 |
| (3) appropriate instructional cues and prompts for basic motor skills and physical activity; and | Yes | SPES260 Rhythmic Activities & Dance SPES324 Theory of Teaching & Coaching Gymnastics & Wrestling SPES326 Theory of Teaching & Coaching Track & Field & Cross Country SPES328 Theory of Teaching & Coaching Swimming SPES341 Introduction to Motor Behavior THEA190 Dance Techniques | 1 1 1 1 3 1-2 |
| (4) how to support and encourage learner expression through movement. | Yes | SPES260 Rhythmic Activities & Dance SPES324 Theory of Teaching & Coaching Gymnastics & Wrestling SPES326 Theory of Teaching & Coaching Track & Field & Cross Country SPES328 Theory of Teaching & Coaching Swimming SPES341 Introduction to Motor Behavior THEA190 Dance Techniques | 1 1 1 1 3 1-2 |
| B. A teacher of physical education understands disciplinary knowledge of physical activities and well-being, including: | *** | | |
| (1) the organic, skeletal, and neuromuscular structures of the human body and how these structures adapt and contribute to physical activity, motor performance, fitness, and wellness; | Yes | BIOL221 Human Anatomy & Physiology I BIOL222 Human Anatomy & Physiology II SPES117 Pathway to Wellness SPES120 Personal, Community, and Global Health SPES148 First Aid & CPR SPES150 Foundations of SPES SPES200 Physical Education Activities for Elem. and Middle School Children SPES332 Theory of Teaching & Coaching Individual & Dual Sports SPES335 Theory of Teaching Team Sports SPES420 Methods for Teaching Health & Physical Education | 4 4 3 3 1 3 2 3 3 3 |
| (2) concepts and strategies related to physical activity and fitness; | Yes | BIOL221 Human Anatomy & Physiology I BIOL222 Human Anatomy & Physiology II SPES117 Pathway to Wellness SPES120 Personal, Community, and Global Health SPES148 First Aid & CPR SPES150 Foundations of SPES SPES200 Physical Education Activities for Elem. and Middle School Children SPES332 Theory of Teaching & Coaching Individual & Dual Sports SPES335 Theory of Teaching Team Sports SPES420 Methods for Teaching Health & Physical Education | 4 4 3 3 1 3 2 3 3 3 |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

| State of Minnesota Requirements | KWU Meet Requirement? | KWU Course or Other | KWU Cr. Hrs. | | |
|--|-----------------------|--|--------------|--|---|
| (3) disciplinary concepts and principles to skillful movement and physical activity; | Yes | BIOL221 Human Anatomy & Physiology I | 4 | | |
| | | BIOL222 Human Anatomy & Physiology II | 4 | | |
| | | SPES117 Pathway to Wellness | 3 | | |
| | | SPES120 Personal, Community, and Global Health | 3 | | |
| | | SPES148 First Aid & CPR | 1 | | |
| | | SPES150 Foundations of SPES | 3 | | |
| | | SPES200 Physical Education Activities for Elem. and Middle School Children | 2 | | |
| | | SPES332 Theory of Teaching & Coaching Individual & Dual Sports | 3 | | |
| | | SPES335 Theory of Teaching Team Sports | 3 | | |
| | | SPES420 Methods for Teaching Health & Physical Education | 3 | | |
| (4) interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from multiple subject areas; | Yes | ARTS275 Arts and Culture | 3 | | |
| | | BSHS210 Statistical Analysis | 3 | | |
| | | EDUC244 Developmental Psychology | 3 | | |
| | | ENGL120 Introductory English Composition | 3 | | |
| | | ENGL121 Intermediate English Composition | 3 | | |
| | | ENGL270 Eco-Writing | 3 | | |
| | | HIST355 Political History and Expression | 3 | | |
| | | INTD200 Great Decisions | 3 | | |
| | | MATH110 College Algebra | 3 | | |
| | | PHYS121 Physics of Fun: Conceptual Physics | 3 | | |
| | | SOCI240 Inequity and Stratification | 3 | | |
| | | SOWK140 Social Justice | 3 | | |
| | | THEA100 Exploring Humanity through Theatre | 3 | | |
| (5) organization and administration of physical education programs; | Yes | SPES345 Organization & Administrative P.E., Rec., & Athl. Training | 3 | | |
| (6) etiquette, sportsmanship, and officiating; | Yes | SPES320 Theory of Teaching & Coaching Football | 1 | | |
| | | SPES321 Theory of Teaching & Coaching Softball & Baseball | 1 | | |
| | | SPES323 Theory of Teaching & Coaching Soccer | 1 | | |
| | | SPES324 Theory of Teaching & Coaching Gymnastics & Wrestling | 1 | | |
| | | SPES325 Theory of Teaching & Coaching Volleyball | 1 | | |
| | | SPES326 Theory of Teaching & Coaching Track & Field & Cross Country | 1 | | |
| | | SPES327 Theory of Teaching & Coaching Basketball | 1 | | |
| | | SPES328 Theory of Teaching & Coaching Swimming | 1 | | |
| (7) selection and use of appropriate supplies and equipment; | Yes | SPES200 Physical Education Activities for Elem. and Middle School Children | 2 | | |
| | | SPES320 Theory of Teaching & Coaching Football | 1 | | |
| | | SPES321 Theory of Teaching & Coaching Softball & Baseball | 1 | | |
| | | SPES323 Theory of Teaching & Coaching Soccer | 1 | | |
| | | SPES324 Theory of Teaching & Coaching Gymnastics & Wrestling | 1 | | |
| | | SPES325 Theory of Teaching & Coaching Volleyball | 1 | | |
| | | SPES326 Theory of Teaching & Coaching Track & Field & Cross Country | 1 | | |
| | | SPES327 Theory of Teaching & Coaching Basketball | 1 | | |
| | | SPES328 Theory of Teaching & Coaching Swimming | 1 | | |
| | | SPES342 Introduction to Motor Behavior | 3 | | |
| | | SPES420 Methods for Teaching Health & Physical Education | 3 | | |
| | | (8) safety issues to consider when planning and implementing instruction; | Yes | SPES200 Physical Education Activities for Elem. and Middle School Children | 2 |
| | | | | SPES320 Theory of Teaching & Coaching Football | 1 |
| SPES321 Theory of Teaching & Coaching Softball & Baseball | 1 | | | | |
| SPES323 Theory of Teaching & Coaching Soccer | 1 | | | | |
| SPES324 Theory of Teaching & Coaching Gymnastics & Wrestling | 1 | | | | |
| SPES325 Theory of Teaching & Coaching Volleyball | 1 | | | | |
| SPES326 Theory of Teaching & Coaching Track & Field & Cross Country | 1 | | | | |
| SPES327 Theory of Teaching & Coaching Basketball | 1 | | | | |
| SPES328 Theory of Teaching & Coaching Swimming | 1 | | | | |
| SPES342 Introduction to Motor Behavior | 3 | | | | |
| SPES420 Methods for Teaching Health & Physical Education | 3 | | | | |
| (9) appropriate emergency procedures; | Yes | | | SPES148 First Aid and CPR | 1 |
| | | | | SPES200 Physical Education Activities for Elem. and Middle School Children | 2 |
| | | SPES320 Theory of Teaching & Coaching Football | 1 | | |
| | | SPES321 Theory of Teaching & Coaching Softball & Baseball | 1 | | |
| | | SPES323 Theory of Teaching & Coaching Soccer | 1 | | |
| | | SPES324 Theory of Teaching & Coaching Gymnastics & Wrestling | 1 | | |
| | | SPES325 Theory of Teaching & Coaching Volleyball | 1 | | |
| | | SPES326 Theory of Teaching & Coaching Track & Field & Cross Country | 1 | | |
| | | SPES327 Theory of Teaching & Coaching Basketball | 1 | | |
| | | SPES328 Theory of Teaching & Coaching Swimming | 1 | | |
| | | SPES342 Introduction to Motor Behavior | 3 | | |
| | | SPES420 Methods for Teaching Health & Physical Education | 3 | | |
| | | (10) safety, CPR, first aid procedures, and prevention and care of injuries; | Yes | SPES148 First Aid and CPR | 1 |
| SPES256 Care & Prevention of Athletic Injuries | 3 | | | | |
| (11) the relationship among physical activity, fitness, and health including developmental adaptive physical education programs; | Yes | PSYC385 Psychology of Sport & Exercise | 3 | | |
| | | SPES117 Pathway to Wellness | 3 | | |
| | | SPES120 Personal, Community, & Global Health | 3 | | |
| | | SPES200 Physical Education Activities for Elem. and Middle School Children | 3 | | |
| | | SPES342 Introduction to Motor Behavior | 3 | | |
| | | SPES420 Methods for Teaching Health & Physical Education | 3 | | |
| | | SPES315 Adaptive Physical Education | 3 | | |
| (12) historical, philosophical, sociological, and psychological factors associated with varied physical activities; and | Yes | SPES117 Pathway to Wellness | 3 | | |
| | | SPES120 Personal, Community, & Global Health | 3 | | |
| | | SPES200 Physical Education Activities for Elem. and Middle School Children | 3 | | |
| | | SPES342 Introduction to Motor Behavior | 3 | | |
| | | SPES420 Methods for Teaching Health & Physical Education | 3 | | |
| | | SPES315 Adaptive Physical Education | 3 | | |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

| State of Minnesota Requirements | KWU Meet Requirement? | KWU Course or Other | KWU Cr. Hrs. |
|---|-----------------------|--|---|
| (13) health-related concepts, concerns, assumptions, debates, processes of inquiry, and personal hygiene central to the study of physical activity. | Yes | SPES117 Pathway to Wellness SPES120 Personal, Community, and Global Health SPES148 First Aid & CPR SPES150 Foundations of SPES SPES200 Physical Education Activities for Elem. and Middle School Children SPES332 Theory of Teaching & Coaching Individual & Dual Sports SPES335 Theory of Teaching Team Sports SPES420 Methods for Teaching Health & Physical Education | 3 3 1 3 2 3 3 3 |
| C. A teacher of physical education must demonstrate an understanding of the teaching of physical education that integrates understanding of physical education with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of physical education to children, preadolescents, and adolescents must: | *** | | |
| (1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents; | Yes | SPES332 Theory of Teaching & Coaching Individual & Dual Sports SPES335 Theory of Teaching Team Sports SPES420 Methods for Teaching Health & Physical Education | 3 3 3 |
| (2) understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education; | Yes | SPES332 Theory of Teaching & Coaching Individual & Dual Sports SPES335 Theory of Teaching Team Sports SPES420 Methods for Teaching Health & Physical Education | 3 3 3 |
| (3) understand the benefits and implications of, and how to, promote lifelong physical recreation; | Yes | SPES117 Pathway to Wellness SPES120 Personal, Community, & Global Health | 3 3 |
| (4) develop curriculum goals and purposes based on the central concepts of physical education and know how to apply instructional strategies and materials for achieving student understanding of this discipline; | Yes | SPES332 Theory of Teaching & Coaching Individual & Dual Sports SPES335 Theory of Teaching Team Sports SPES420 Methods for Teaching Health & Physical Education | 3 3 3 |
| (5) 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 |
| (6) 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, & Global Health | 3 3 |
| (7) 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 |
| (8) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process. | Yes | SPES200 Physical Education Activities for Elem. and Middle School Children SPES320 Theory of Teaching & Coaching Football SPES321 Theory of Teaching & Coaching Softball & Baseball SPES323 Theory of Teaching & Coaching Soccer SPES324 Theory of Teaching & Coaching Gymnastics & Wrestling SPES325 Theory of Teaching & Coaching Volleyball SPES326 Theory of Teaching & Coaching Track & Field & Cross Country SPES327 Theory of Teaching & Coaching Basketball SPES328 Theory of Teaching & Coaching Swimming SPES342 Introduction to Motor Behavior SPES420 Methods for Teaching Health & Physical Education | 2 1 1 1 1 1 1 1 1 3 3 |
| D. A teacher of physical education must understand the content and methods for teaching reading including the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials including electronic resources to support reading and writing instruction including: | *** | | |
| (1) selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities; | Yes | SPES332 Theory of Teaching & Coaching Individual & Dual Sports SPES335 Theory of Teaching Team Sports SPES420 Methods for Teaching Health & Physical Education | 3 3 3 |
| (2) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific words; and | Yes | SPES332 Theory of Teaching & Coaching Individual & Dual Sports SPES335 Theory of Teaching Team Sports SPES420 Methods for Teaching Health & Physical Education | 3 3 3 |
| (3) the ability to identify instructional practices, approaches, methods, and match materials 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 physical education 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. | Yes | EDUC438 Clinical Practice Seminar EDUC470 Clinical Practice SPES460 Internship SPES470 Senior Seminar | 2 10 3-6 1 |
| Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12. | Yes | EDUC438 Clinical Practice Seminar EDUC470 Clinical Practice SPES460 Internship SPES470 Senior Seminar | 2 10 3-6 1 |
| 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 SPES460 Internship SPES470 Senior Seminar | 2 10 3-6 1 |
| 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. | Yes | | |
| Subp. 5. [Repealed, L 2015 c 21 art 1 s 110] | *** | | |
| Minn. R. 8710.4700 | *** | | |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

| State of New Hampshire Requirements | KWU Meet Requirement? | KWU Course or Other | KWU Cr. Hrs. |
|---|-----------------------|--|--|
| <p>(3) in the area of pedagogical content knowledge:</p> <p>a. design and implement lesson and unit plans linked to program and instructional goals that support the needs of all students.</p> <p>b. develop and implement developmentally appropriate, measurable, performance-based goals and objectives aligned with local, state, and/or national standards.</p> <p>c. plan and implement progressive and sequential content that is aligned to instructional goals and objectives and addresses the diverse needs of all students.</p> <p>d. demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.</p> <p>e. implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.</p> <p>f. utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.</p> <p>g. implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.</p> <p>h. demonstrate effective verbal and nonverbal communication that conveys respect and sensitivity.</p> | Yes | DYS331 Foundations of Literacy and Diverse Reading Profiles 2 DYS351 Assessment of Diverse Reading Profiles Including Dyslexia 2 COMM130 Public Speaking 3 EDUC250 Education of the Exceptional Learner 3 EDUC385 Reading in the Content Areas 2 EDUC388 Methods of Teaching in the Secondary School 3 ED415 Methods for Teaching English in the Secondary School 3 ENGL120 Introductory English Composition 3 ENGL121 Intermediate English Composition 3 SPED310 Foundations for Special Education Services 4 SPED320 Beginning Sign Language 2 SPES332 Theory of Teaching & Coaching Elem. & Middle School Child. 3 SPES335 Theory of Teaching Team Sports 3 SPES420 Methods for Teaching Health & Physical Education 3 | 2 2 3 3 2 3 3 3 3 4 2 3 3 3 |
| Supervised practical experience | Yes | EDUC438 Clinical Practice Seminar EDUC470 Clinical Practice SPES460 Internship SPES470 Senior Seminar | 2 10 3-6 1 |
| | | | |
| | | 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. | |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): State, Territory, or District Required Curriculum Comparison 07.01.24

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; or | Yes | | |
| 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 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. | *** | | |
| 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 3 1-3 3 4 2 |
| 2. Curriculum and instruction: 3 semester hours. | Yes | SPES332 Theory of Teaching & Coaching Individual & Dual Sports SPES335 Theory of Teaching Team Sports SPES420 Methods for Teaching Health & Physical Education | 3 3 3 |
| 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 |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

| 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. | | 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 |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

| State of Virginia Requirements | KWU Meet Requirement? | KWU Course or Other | KWU Cr. Hrs. |
|--|-----------------------|--|---|
| 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 |
| 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 |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): State, Territory, or District Required Curriculum Comparison 07.01.24

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 |
| (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 |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

| 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 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 |
| (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 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 |
| (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 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 |
| 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. | SOCl131 The Sociological Imagination SOCl240 Social Inequality & Stratification SOCl250 Racial and Ethnic Minorities SOCl370 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. 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. | *** Yes Yes Yes | EDUC380 Classroom Management EDUC380 Classroom Management EDUC380 Classroom Management | 3 3 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. | *** | | |

Health & Physical Education Pre K-12 (Physical Ed. Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison

| 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> | | |