



**MUSIC EDUCATION
Pre K-12 PROGRAM
(Vocal 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 Music Education Pre K-12 Program (Vocal Emphasis)

The Music Education Pre- K-12 Program (Vocal 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 music education Pre K-12 program (vocal 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 Music Education Pre- K-12 Program (Vocal 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 Music Education Pre- K-12 Program (Vocal Emphasis).
- KWU's Director of Teacher Education, in consultation with KWU personnel, will chart and record all prospective and currently enrolled students in the Music Education Pre- K-12 Program (Vocal 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 Music Education Pre- K-12 Program (Vocal 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 “Music Education Pre K-12 Program (Vocal 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 Music Education Pre- K-12 Program (Vocal 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 “Music Education Pre K-12 Program (Vocal 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?
Music Education PreK - 12 (Vocal Emphasis)	
Alabama	Yes
Alaska	Yes
American Samoa	No
Arizona	Yes
Arkansas	Yes
California	Yes
Colorado	No
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	No
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	Yes
Texas	Yes
Utah	Yes
Vermont	Yes
Virginia	Yes
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, Choral Music (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

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.



BACK TO SEARCH

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, Music – Choral (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?	Must follow NCATE/CAEP standards
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
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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
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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Update Date	State/Territory	License Type	License Title	Update Made
12/10/2023	American Samoa	Teacher_Music: Vocal	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 PreK-12 Music Education Certificate (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, Vocal Music (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 M
12/11/2023	Arkansas	Teacher_Music: Vocal	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, Music (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	California
Statute/Regulation/Rule Citation	West's Ann.Cal.Educ.Code § 44274
Notes	None
Last Reviewed Date	9/3/2023
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	Colorado
Board/Agency Name	Colorado Department of Education
Board/Agency Website	http://www.cde.state.co.us/cdeprof
License Title	Initial License, Music (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	1 CCR 301-101:4.15 To be endorsed in music, 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 music; be knowledgeable about the Colorado Academic Standards in music; and have demonstrated the competencies specified below: 4.15(1) The music educator is knowledgeable about the content and

creative processes of music and is able to:

4.15(1)(a) teach the historical and cultural context of music including, but not limited to, global musical styles, techniques and traditions over time and acknowledging music in society as creative, expressive, communicable and social.

4.15(1)(b) use a variety of approaches to critically analyze, observe and critique a variety of styles, genres, aesthetics and technical aspects of music.

4.15(1)(c) develop music literacy in students, demonstrating ways to read, write and communicate using the language of music.

4.15(1)(d) provide informed demonstration and identification of a variety of techniques and styles of music with confidence, expression, accuracy and intent.

4.15(1)(e) use a variety of approaches to teach students to design, write, problem-solve and innovate to find their own unique musical voice.

4.15(2) The music educator is able to instruct about, effectively demonstrate and provide experiences for students in various areas of music pedagogical theory and practice including, but not limited to:

4.15(2)(a) determining and interpreting meaning in musical works.

4.15(2)(b) methods of teaching music to students, as age and grade appropriate, and to other educators, regarding the direction and selection of musical repertoire; communication of ideas through music; distinguishing musical forms and styles; creation of a variety of musical works; employing skills related to musical performances; evaluation of musical works and relating music to diverse cultures.

4.15(2)(c) knowledge and method of how music relates, informs, connects and transfers to other subjects and disciplines.

4.15(2)(d) knowledge and the ability to

envision and implement the creative cyclical process, including applying and demonstrating a variety of music theory skills, creating musical works; expressing music in a performance setting; and critiquing, evaluating and refining musical works.

4.15(3) The music educator shall facilitate students' learning in order to develop critical-thinking and reasoning skills, information literacy, collaboration, self-direction and invention skills for lifelong learning about music including the personal pursuit of further experience in music.

4.15(4) The music educator shall self-assess and act upon feedback regarding 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?

N/A

Supervised Experience (In-Program)

N/A

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

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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, Music (P-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	Conn. Agencies Regs. 10-145d-456 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.

Must Credits/Courses Be Part of Degree Program?

Yes

Supervised Experience (In-Program)

Supervised observation, participation and full-time responsible student teaching in a secondary school totaling at least six but not more than 12 semester hours of credit as part of the requirement

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, Music Teacher Standard Certificate (K-12)
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. 1563 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 Music 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 music from an educator preparation program approved or recognized by 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 music as provided in 14 Del.C. §§ 1260 - 1266; or

4.1.1.4 Satisfactorily completed a Department-approved educator preparation program in music 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 related to music education of which at least six credits focus on pedagogy 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.

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 music 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 music 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 music 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 a minimum score of 155 on the Praxis Subject Assessment - Music: Content Knowledge (ETS Test Code # 5113).

4.2 For an applicant who holds at least one

content area Standard Certificate, the applicant shall have achieved a minimum score of 155 on the Praxis Subject Assessment - Music: Content Knowledge (ETS Test Code # 5113).

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

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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, Vocal Music (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

11/28/2023

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HISTORY LOGS

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Update Date	State/Territory	License Type	License Title	Update Made
12/11/2023	Federated States of	Teacher_Music: Vocal	None found	Updated Board

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BACK TO SEARCH

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, Music (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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No records found.

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BACK TO SEARCH

State/Territory	Georgia
Board/Agency Name	Georgia Professional Standards Commission
Board/Agency Website	https://www.gapsc.com/Certification/
License Title	5-Year Induction Certificate, Music (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, Music (6-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	Yes, NCATE/CAEP
Curriculum Comparison Needed?	No
Specific Coursework	Out-of-state approved 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, unless NCATE/CAEP accredited

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

All persons issued an educational professional certificate who have not completed a three (3) semester credit course in Guam history of culture shall complete one (1) such course during the first year after certification. Failure to meet this requirement shall constitute sufficient cause to cancel the certificate until the deficiency is corrected.

Experience (After Graduating/Outside of Program)

Exam(s) Required

Praxis

Statute/Regulation/Rule Citation

5A Guam R. & Regs. § 8104

Notes

None


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Update Date	State/Territory	License Type	License Title	Update Made
12/11/2023	Guam	Teacher_Music: Vocal	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, Music (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), Music (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 03. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: theory and harmony; aural skills, music history; conducting; applied music; and piano proficiency (class piano or applied piano), and secondary music

methods/materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music 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

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 Required In-Program)

03. Idaho Comprehensive Literacy Course. For all Idaho teachers working on interim certificates, (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), completion of a state board approved Idaho Comprehensive Literacy course or assessment, or approved secondary

equivalent shall be a one-time requirement for full certification. (7-1-21)T
a. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (7-1-21)T

Idaho Admin. Code r. 08.02.02.016

Experience (After Graduating/Outside of Program)

Exam(s) Required

Praxis

Statute/Regulation/Rule Citation

Idaho Admin. Code r. 08.02.02

Notes

None

Last Reviewed Date

9/25/2023

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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, Music (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

Last Reviewed Date

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Update Date	State/Territory	License Type	License Title	Update Made
12/11/2023	Illinois	Teacher_Music: Vocal	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, Music: Vocal (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

Last Reviewed Date 9/29/2023

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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, Music (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(13) Music. a. K-8. Completion of 24 semester hours in music to include coursework in music theory (at least two courses), music history, and applied music, and a methods course in each of the following: general, choral, and instrumental music. b. 5-12. Completion of 24 semester hours in music to include coursework in music theory (at least two courses), music history (at least two courses), applied music, and conducting, and a methods course in each of the following: general, choral, and instrumental

	music.
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, Music: Vocal (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), Vocal Music (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

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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, Music (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 Hold Private	No

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

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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, Music (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 1.6 Endorsement: Pre-Kindergarten through Grade 12 Teacher (Music and Art) 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 15 semester hours in performance/studio coursework in the areas relevant to the pre-kindergarten through grade 12 endorsement area being sought;

- (c) Completed a minimum of 9 semester hours in theory/history coursework in the areas relevant to the pre-kindergarten through grade 12 endorsement area being sought;
- (d) 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);
- (e) Completed a minimum of three semester hours in human development, educational psychology, developmental psychology, adolescent psychology, or child development;
- (f) Passed content area methods course;
- (g) Completed an approved course for teaching students with exceptionalities in the regular classroom;
- (h) 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
- (i) 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.

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	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

HISTORY LOGS

No records found.

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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), Music (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

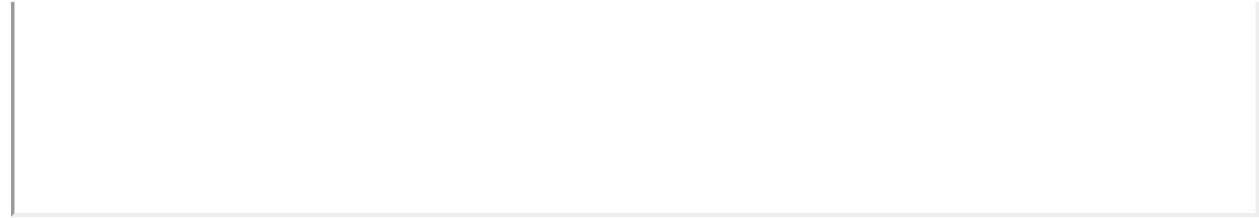
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BACK TO SEARCH

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), Music: Vocal (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	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

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NO RECORDS FOUND.

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BACK TO SEARCH

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, Music 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)

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

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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, Vocal Music (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	Minnesota Rules, part 8710.4725 Subpart 1. Scope of practice. A teacher of reading is authorized to facilitate and provide for kindergarten through grade 12 students instruction that is designed to develop reading skills, strategies, and comprehension. The teacher of reading is also authorized to provide assistance to teachers who have responsibility for providing reading instruction. Nothing in this part restricts teachers of elementary education, teachers of English as a second

language, or teachers of special education from providing reading instruction to students they are licensed to teach nor restricts any other teacher from providing instruction in reading in their content areas.

Subp. 2. Licensure requirements. A candidate for licensure to teach reading to students in kindergarten through grade 12 shall:

A. hold or qualify for a teaching license, as defined in part 8710.0310, valid for:

- (1) one or more of the following student levels: elementary, middle, or secondary;
- (2) kindergarten through grade 12 special education teaching under parts 8710.5000 to 8710.5800;
- (3) English as a second language teaching under part 8710.4400; or
- (4) adult basic education teaching under part 8710.4000; and

B. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of reading including standards under subpart 3a.

Subp. 3. [Repealed, 34 SR 595]

Subp. 3a. Subject matter standard. A candidate for licensure as a teacher of reading must complete a preparation program under subpart 2, item B, that must include the candidate's demonstration of the knowledge and skills in items A to E.

A. A teacher of reading must have knowledge of the foundations of reading processes and instruction:

- (1) demonstrate the ability to support a philosophy of literacy instruction with theory and research;
- (2) indicate knowledge of reading theories and how these translate into effective practices;
- (3) apply reading research studies and

articulate how these studies impact reading instruction at the elementary, middle, and high school levels;

(4) understand the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents as it pertains to reading instruction;

(5) understand the progression of reading development (emergent, beginning, transitional, intermediate, and advanced) and the variations related to cultural and linguistic diversity with a heightened awareness to the needs of struggling readers;

(6) describe developmental progress in oral language and its relationship to reading;

(7) teach and foster emergent reading skills such as phonemic awareness, alphabet recognition, and understanding that printed words convey meaning;

(8) teach and foster word recognition skills including phonics, structural analysis, and contextual analysis;

(9) foster the development of an initial sight vocabulary and an increasingly larger and more complex vocabulary, mastering word-learning strategies such as the use of context and structural analysis, and developing word consciousness;

(10) teach and foster fluency and automaticity in both oral and silent reading;

(11) teach and foster comprehension and appreciation of a wide range of children's and adolescent literature;

(12) teach comprehension strategies such as adjusting reading approach, activating background knowledge, summarizing, generating questions, constructing mental representations, and self-monitoring;

(13) teach and foster critical thinking skills and behaviors such as thinking independently, withholding judgment, recognizing point of view and bias, and

considering multiple solutions; and
(14) teach writing to advance reading development and learning from text.

B. A teacher of reading must be able to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction:

(1) organize and manage effective reading instruction appropriate across developmental levels, proficiency, and linguistic backgrounds;

(2) implement a variety of appropriate grouping strategies including individual, small group, and whole group reading instruction;

(3) implement and reflect on the use of instructional practices, approaches, and methods, which support the cognitive, cultural, and linguistic differences of readers;

(4) understand and apply instructional and informational technologies, digital literacy, and electronic resources to support literacy;

(5) identify, secure, and use high-quality literature, which meets the interest and reading needs of all readers and represents various cultures and genres;

(6) understand the rationale for using a wide range of texts and show evidence of using multiple texts within instruction, including informational texts, content area texts, electronic texts, and nonprint materials;

(7) understand the structures of texts, both print and electronic, and the challenges presented by these materials, and use this knowledge in lesson design to match materials to the cognitive levels of all readers and across the curriculum; and

(8) demonstrate competency through a variety of clinical experiences with elementary, middle, and high school students.

C. A teacher of reading must be able to use a variety of assessment tools and practices

to plan and evaluate effective reading instruction:

- (1) understand the principles surrounding a wide variety of instruments, their purposes, strengths, and limitations;
- (2) select appropriate tools for specific situations that includes assessment for diagnosis and progress monitoring;
- (3) demonstrate expertise in the administration and interpretation of a wide variety of measures that track student progress by individual, class, cohort, and school;
- (4) demonstrate expertise in using assessment information to plan differentiated classroom instruction for students, including those at different cognitive and developmental stages, and those from different cultural and linguistic backgrounds;
- (5) use assessment data to develop interventions that address specific student needs;
- (6) select materials, identify appropriate instructional strategies, and allocate resources needed to implement interventions and remediations; and
- (7) communicate results of assessments, students, parents, caregivers, colleagues, and administrators.

D. A teacher of reading must be able to create a literate environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:

- (1) use students' interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;
- (2) support students and colleagues in the selection of materials, print and electronic, that match students' reading levels,

interests, cultural, and linguistic backgrounds;

(3) develop and implement classroom and schoolwide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;

(4) integrate technology into reading instruction to create and maintain an environment that includes conventional and new literacies and ensures equity of access to technology;

(5) create and maintain a motivating classroom and school environment that promotes ongoing student engagement and literacy for all students;

(6) promote a shared vision that all students can learn literacy regardless of their cognitive, cultural, or linguistic backgrounds;

(7) use literature to engage students in dialogue, critical thinking, and reflection around issues of social justice;

(8) promote critical literacy by encouraging student to question what they are reading while analyzing texts from multiple viewpoints or perspectives; and

(9) understand the importance of and facilitate home school connections.

E. A teacher of reading must view professional development as a career-long effort and responsibility including:

(1) serve as a role model and display positive attitudes toward literacy in the district/building by engaging in reading and writing practices;

(2) promote and facilitate ongoing self-reflection related to teaching and student learning;

(3) seek to be well informed and share up-to-date knowledge of literacy learning with colleagues;

(4) apply aspects of coaching feedback to

instructional practice;
(5) actively seek opportunities to participate in learning communities and professional organizations;
(6) collaborate with and provide guidance for colleagues who seek classroom instruction support in reading;
(7) engage in, initiate, implement, and evaluate professional development programs; and
(8) understand current state and federal legislation as it relates to reading.
Subp. 4. Professional license. A professional license shall be issued and renewed according to the rules of the Professional Educator Licensing and Standards Board governing licensure.
Subp. 5. Effective date. The requirements in this part for licensure as a teacher of reading are effective on September 1, 2010, and thereafter.

Minn. R. 8710.4725

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)

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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, Music Education: Vocal (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	7 Miss. Admin. Code Pt. 3, R. 14.9; Miss. Code Ann. § 37-3
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	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, Music (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)

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, Music (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	No

Hold Private Certification?

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

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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, Vocal Music (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, § 006 006.37C Persons with this endorsement may teach music in prekindergarten through grade 12. 006.37D Certification Endorsement Requirements: This endorsement requires a minimum of 54 semester hours in music education. Music coursework will include theory, composition, arranging, improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.

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

No

Private Certification?

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

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9/25/2023

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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), Middle School/Junior High-Vocal Music or Secondary-Vocal Music (7-9 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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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, Music Teacher (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 507.39 The following requirements shall apply to the certification of a music teacher in grades K-12: (a) To be certified as a music teacher, the candidate shall have at least a bachelor's degree. (b) A candidate for certification as a music teacher shall have the following skills, competencies and knowledge through a combination of academic experiences and demonstrated competency and equivalent

experiences in the following areas:

(1) Personal musicianship and performance ability including:

a. Performing as a soloist and as a member of a musical ensemble accurately and expressively from notation either vocally or instrumentally;

b. Improvising to a structured harmonic accompaniment, in a variety of styles, including but not limited to jazz;

c. Playing and transposing on;

1. Piano; and

2. Guitar;

d. Conducting representative musical literature; and

e. Researching, planning, and presenting a musical performance;

(2) Aural skills and theory including:

a. Hearing and correcting individual parts;

b. Aurally recognizing a variety of historical and contemporary musical forms and genres;

c. Sight singing;

d. Notating music from listening;

e. Reading and writing music in:

1. Traditional notation using a variety of clefs; and

2. Non-traditional notation;

f. Making common transpositions;

g. Analyzing formal and expressive elements in written music; and

h. Composing and arranging music;

(3) Music history and culture including:

a. Describing the development of Western art music beginning with The Middle Ages;

b. Analyzing the role of music in a variety of cultures; and

c. Describing the music of a variety of cultures;

(4) K-12 general music pedagogy including:

a. Develop in students the ability to read and write music in traditional and non-traditional notation;

- b. Guide students to express themselves musically through singing, playing instruments, moving purposefully, improvising, composing and arranging;
- c. Develop in students the ability to describe, analyze and evaluate music and musical performances through a variety of methods including guided listening;
- d. Create sequential instruction in music history, its role in culture, and its relationship to other disciplines;
- e. Design standards-based curriculum, planning and instruction and assessments including modifications to meet the needs of all learners;
- f. Use competency-based assessment strategies to determine and communicate student progress and achievement;
- g. Work with colleagues to provide interdisciplinary instruction;
- h. Describing and advocating for a comprehensive K-12 music program; and
- i. Use current technologies and multimedia to:
 - 1. Plan and prepare instruction;
 - 2. Deliver instruction;
 - 3. Provide opportunities for music students to create, perform, and respond; and
 - 4. Amplify and augment performance; and
 - (5) K-12 music performance pedagogy including:
 - a. Develop in students the ability to sing and perform expressively alone and with others at a beginning level in healthy, age appropriate ways including:
 - 1. Tone production in the general and extended ranges of the voice including the changing voice;
 - 2. Vocal techniques, including, but not limited to diction, breathing, and posture; and
 - 3. Varied repertoire;
 - b. Develop in students the ability to play and

perform expressively alone and with others at a beginning level on classroom instruments, beginning band, and orchestra instruments in healthy, age appropriate ways including:

1. Tone production;
 2. Articulation;
 3. Fingerings; and
 4. Transposition for commonly used instruments; and
- c. Instruct, rehearse, assess and refine either:
1. Vocalists throughout their school career and in performances of choral music with knowledge of advanced techniques of:
 - (i) Tone production in the general and extended ranges of the voice including the changing voice;
 - (ii) Vocal techniques, including, but not limited to diction in English and in foreign languages; and
 - (iii) Varied repertoire, including music of four or more parts, accompanied or a cappella; or
 2. Instrumentalists throughout their school career in performances including advanced techniques of:
 - (i) Tone production;
 - (ii) Articulation;
 - (iii) Fingerings, including alternate fingerings; and
 - (iv) Transposition for less commonly used instruments.

Must Credits/Courses Be Part of Degree Program?

Yes

Supervised Experience (In-Program)

Supervised practical experience

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.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

HISTORY LOGS

No records found.

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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, Music (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	Degree Requirement • A minimum of a bachelor's degree is required from a regionally accredited college/university. Cumulative GPA Requirement • New Jersey requires that candidates for certification achieve a cumulative GPA of at least 3.0 when a GPA of 4.00 equals an A grade for students graduating on or after September 1, 2016 (2.75 for those graduating before September 1, 2016) in a baccalaureate

degree program, higher degree program or a State-approved postbaccalaureate certification program with a minimum of 13 semester-hour credits.

- 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 Music teacher, current regulations require that applicants complete a minimum of 30 credits in a coherent sequence in the subject field of Music. 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 Music include vocal, instrumental and theory. Related courses may be accepted depending on the course description/content. Please provide a course description if a course is not taken from the Music 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 Music 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

None

Last Reviewed Date

9/25/2023

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

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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, Performing Arts-Music (PreK-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	Teachers with a concentration in Music, will need to have 24 credit hours in music courses (12 of the hours must be upper division courses, if adding the endorsement to a secondary or Pre K-12 specialty license)
Must Credits/Courses Be Part of Degree Program?	Yes
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, Music (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)

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

None

Last Reviewed Date

9/25/2023

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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, Music (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	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, Music: Vocal (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

Last Reviewed Date

9/25/2023

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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, Music (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)

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

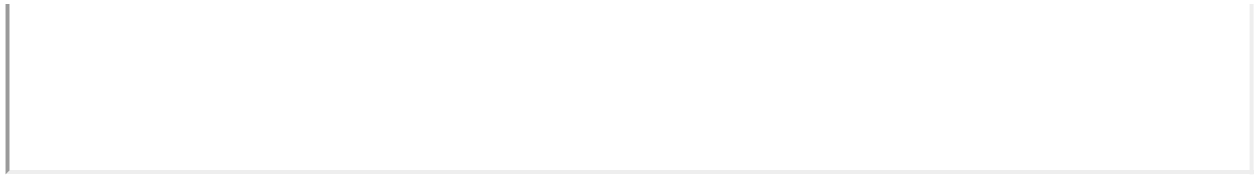
9/28/2023

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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, Music (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)	From website: https://education.ohio.gov/Topics/Teaching/Licensure/Out-of-State-Licensure

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:

Nine semester hours in the teaching of reading, and 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

None

Last Reviewed Date

9/25/2023

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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, Music, Vocal/General Music (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	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

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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), Music (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

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

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State/Territory	Pennsylvania
Board/Agency Name	Pennsylvania Department of Education
Board/Agency Website	https://www.education.pa.gov/Educators/Certification/Pages/default.aspx
License Title	Instructional Certificate, Music Education (PK-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No, if state/territory is party to the NASDTEC Interstate Agreement
Specific Coursework	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

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

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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, Fine Arts Education: Music (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	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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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 Made
12/11/2023	Republic of Palau	Teacher_Music: Vocal	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

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

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HISTORY LOGS

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BACK TO SEARCH

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, Music (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, Music Education - Choral (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, Vocal Music (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	No

Private Certification?

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

None

Last Reviewed Date

9/22/2023

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HISTORY LOGS

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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, Music-Vocal/General (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_Music: Vocal	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), Music (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	Standard Certificate, Music (K-6 or 7-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	No subject area-specific requirements are available. From website: https://www.myviboe.com/certifications How to Qualify for Certification For initial certification in the U.S. Virgin Islands, all candidates must: Earn a baccalaureate degree. Submit appropriate applications. Submit official transcripts from all accredited institutions. Demonstrate proof of U.S. citizenship, permanent residency or other approved work

status.

Complete a course in U.S. Virgin Islands history within the first year of employment. Pass the Praxis® tests for their certification area.

According to the U.S. Virgin Island's Board of Education's Certification document, there are also general course requirements for any person who would like to teach in the U.S. Virgin Islands. Elementary school teachers need 36 education credits, and secondary school teachers need 26 education credits.

The areas are:

1. Foundations of Education. (This group includes areas such as philosophy of Education, school effectiveness, history of education, and comparative education);
2. Educational Psychology (This group includes such areas as growth and development of children from birth through life span, psychology of learning, child-adolescent psychology and mental hygiene);
3. Curriculum and Methods (This group includes a minimum of [18 for elementary, 8 for secondary] semester hours of credit in teaching language arts, reading, mathematics, fine arts, science, social studies, and effective teaching skills, classroom management, measurement and evaluation);
4. Educational Technology;
5. Special Education;
6. Student Teaching (supervised observation, participation and full-time responsible teaching in an elementary school, totaling at least 6 but not more than 12 semester hours of credit). Teachers who have taught in the Virgin Islands public school system with satisfactory or better evaluations for five consecutive years do not have to complete a student teaching course. This applies only to teachers hired in 1997 or before.

All teachers must have a minimum of a Bachelor's Degree, and secondary school teacher applicants must possess a minimum of a college major and/or 30 credits in a content area. Secondary school applicants with less than 30 credits in their content area, but more than 15 credits in that area, can take the Praxis II exam in that subject area to show content area competency.

Must Credits/Courses Be Part of Degree Program?

Yes

Supervised Experience (In-Program)

Student Teaching (supervised observation, participation and full-time responsible teaching in an elementary school, totaling at least 6 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)

Complete a course in U.S. Virgin Islands history within the first year of employment.

Experience (After Graduating/Outside of Program)

Exam(s) Required

Praxis

Statute/Regulation/Rule Citation

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

Notes

None

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, Music (K-6 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 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, Music (PK-8 or 5-12 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	5440-12 Music The holder is authorized to teach music in grades PK-8, 5-12, or PK-12, based on practicum and student teaching experience. In order to qualify for this endorsement, the candidate shall demonstrate the following: 1. Knowledge Standards: Demonstrate knowledge of music and music education concepts and skills delineated in current national professional standards and in the National Core Arts Standards, including: 1.1. The processes and stages of student

musical development

1.2. Philosophies and methods of music education for example, Dalcroze, Feierabend Gordon, Kodaly, Orff, Suzuki,

1.3. The historical development and role of music in contemporary and past cultures and music as a fundamental expression of human emotion and form of communication

1.4. Music theory, including an understanding of composition, arranging and expressive elements

1.5. Basic improvisational techniques and how to teach them including but not limited to imitation, variation, and techniques specific to various styles

1.6. Sight-reading and sight-singing skills

1.7. Basic knowledge of performance and pedagogy in the areas of brass, keyboard, percussion, string, voice and woodwind; and expert performance ability in at least one area

1.8. Understanding of current technologies used in music production including but not limited to sound reinforcement and software for music performance creation, recording, and notation

1.9. Awareness of aware of career opportunities available in music and how to introduce them to students

1.10. Principles, purposes, and design of assessments in music, including the concepts of critical response and self-assessment

1.11. Best practices for arts integration

2. Performance Standards:

Implements a music curriculum that enables students to experience the beauty, emotional intensity, and thoughtfulness of music through making, studying, interpreting, and evaluating music. Specifically, the Educator:

2.1. Demonstrates comprehensive performing, creating and responding musicianship skills and specialized knowledge in general, choral, or instrumental music, while proving students with quality, sequential

instruction in music

2.2. Applies effective techniques for conducting and rehearsing with small and large groups

2.3. Selects a developmentally appropriate music repertoire for study and performance

2.4. Creates an emotionally and physically safe environment where artistic risk-taking, self-exploration, collaboration, discovery, experimentation, problem solving, and reflection can take place

2.5. Creates, selects, and adapts a variety of resources, materials, and technologies that support students as they learn through and about music

2.6. Supports students in the development of independent musicianship including but not limited to student driven selection, rehearsing, evaluating and refining repertoire

2.7. Models the use of the vocabulary of music to respond and connect to musical works

2.8. Creates opportunities for students to learn tolerance and respect for others through instruction in multicultural music

2.9. Uses a variety of appropriate methods, including student self-assessment, to assess students' musical development, and uses assessment results to evaluate the effectiveness of one's teaching and curriculum

2.10. Adapts materials, tasks etc. to ensure the full access of all students, including special needs students, to a rich music education

2.11. Advocates for a rich music education for all students at the earliest possible age

3. A major in music, or the equivalent in undergraduate and/or graduate coursework.

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

authorization, a minimum of a practicum, or the equivalent, in music education at both the PK-8 and 5-12 instructional levels is required.
5. REQUIRED TESTING: Praxis II Subject Assessment Music - Test Code 5114.

Must Credits/Courses Be Part of Degree Program?

Yes

Supervised Experience (In-Program)

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

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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, Music Education-Vocal/Choral (PreK-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	8 VAC 20-23-460 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 music education--vocal/choral; or 2. Earned a baccalaureate degree from a regionally accredited college or university and completed 42 semester hours of coursework distributed in each of the following areas: a. Basic music knowledge. Experiences shall be

related to music theory, music history, and literature: 18 semester hours;

- b. Musical performance. Experiences shall consist of developing competency in a primary and secondary medium, selected from voice or keyboard, and in teaching, rehearsing, and conducting ensembles: 18 semester hours; and
- c. Electives with coursework selected from either of the two areas listed in subdivisions 2 a and 2 b of this section: 6 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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BACK TO SEARCH

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, Music-Choral (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	No

Hold Private Certification?

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>

HISTORY LOGS

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[BACK TO SEARCH](#)

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, Music (PreK-Adult)
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

No records found.

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BACK TO SEARCH

State/Territory	Wisconsin
Board/Agency Name	Wisconsin Department of Public Instruction
Board/Agency Website	https://dpi.wi.gov/licensing
License Title	Provisional Educator License, Music (K-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>Wisconsin standards are aligned with CAEP (and relevant SPA) standards.</p> <p>Wis. Adm. Code § PI 34.040 (g) Out-of-state program. The applicant meets all of the following requirements: 1. Completed an out-of-state educator preparation program that meets all of the following requirements: a. Is approved by the state education agency of the state in which it is located. b. Is comparable to an approved program, including student teaching experience. 2. Received an institutional endorsement from the preparation program. 3. Demonstrated</p>

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)

<https://forms.gle/zLB3dsG9j6qmx1pU6>

HISTORY LOGS

No records found.

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BACK TO SEARCH

State/Territory	Wyoming
Board/Agency Name	Wyoming Professional Teaching Standards Board
Board/Agency Website	http://wyomingptsb.com/
License Title	Standard Educator License, Music Vocal (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)

<https://forms.gle/zLB3dsG9j6qmx1pU6>

HISTORY LOGS

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Music Education Pre K-12 (Vocal Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison 07.01.24

Music Education Pre K-12 (Vocal Emphasis): Determination Supplement 07.01.24

State EDUC (MUSI VOCAL)	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	No subject area-specific requirements are available. 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	License title not found from the 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	No	No	No	Yes	CO requires 800 hours of clinical practice; KWU requires 640 hours of clinical practice; KWU curriculum does not meet 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	License title not found from the Federated States of Micronesia (FSM) Teacher Certification Program (https://www.national.doe.com/).
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	Yes, if not NCATE/CAEP Accredited	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.

Music Education Pre K-12 (Vocal Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison 07.01.24

State EDUC (MUSI VOCAL)	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	No	No	No	Yes	Based on the curriculum review requirements, KWU meets all of MN requirements, but one, I(3), which refers to "history, government, and culture of Minnesota-based American Indian tribes as integrating concepts throughout the elementary curriculum". See tab below for Minnesota (row 155).
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, c.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.

Music Education Pre K-12 (Vocal Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison 07.01.24

State EDUC (MUSI VOCAL)	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. 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	Music 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	Music Education License Title: Not Found with Marshall Islands Public School System (http://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.

Music Education Pre K-12 (Vocal Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison 07.01.24

State EDUC (MUSI VOCAL)	KWU Meets Licensure Requirements	Specialized Accreditation Required	Specialized Accreditation Accepted as Meeting Educational Requirements	Curriculum Comparison Needed	Notes
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.
U.S. Virgin Islands	Yes	No	No	Yes	No subject area-specific requirements are available from the U.S. Virgin Islands Department of Education (https://www.vide.vi). All teachers must have a minimum of a Bachelor's Degree, and secondary school teacher applicants must possess a minimum of a college major and/or 30 credits in a content area. Based on curriculum review requirements, KWU meets USVI curriculum requirements. See tab below for U.S. Virgin Islands.
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	Yes	No	No	Yes	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. Based on Virginia State Code, KWU meets state requirements and additional curriculum comparison is not warranted. Candidates who are without degree, but have taken coursework, would require a curriculum comparison, and would additionally be required to pass a rigorous elementary subject tests in English, Mathematics, Laboratory Sciences, and History. 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 tab below for Wisconsin.
Wyoming	Yes	No	No	No	Out-of-state approved teacher preparation program graduates meet educational requirements.

Music Education Pre K-12 (Vocal Emphasis): Determination Supplement &
State/Territory/District Required Curriculum Comparison 07.01.24

Music Education Pre K-12 (Vocal 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.
2.03(3)(a) has completed an educator preparation program approved or authorized by a state other than Colorado, including a program at an accepted institution of higher education in the endorsement area sought or another educator preparation program	Yes		
2.03(3)(b) has successfully completed an educator preparation program approved or authorized by a state other than Colorado, including a program at an accepted institution of higher education in the endorsement area sought or another educator preparation program, including an alternative teacher preparation program;	Yes		
2.03(3)(c) has successfully completed field-based experience that meets or exceeds Colorado's field-based experience requirement as provided by section 23-1-121(2)(d), C.R.S.	Yes	EDUC222	1 - 3
2.03(3)(d) holds a standard license issued by the state education agency of another state or country, is eligible to hold a standard license issued by the state education agency of the preparing state, or meets the official requirements of the legally designated licensing agency of the preparing state; and	Yes		
2.03(3)(e) has provided evidence of satisfactory completion of the approved content tests appropriate to the license and endorsement requested. (Praxis)	Yes	Praxis Required	
C.R.S.A. § 23-1-121 (d) Intentional clinical experience, early and throughout preparation, relating to predetermined state content standards, which experiences afford candidates multiple, intentional experiences to learn from practice. Clinical experiences must be aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge. Teacher preparation candidates must complete a minimum of eight hundred hours... of clinical practice. A teacher candidate must complete the hours of clinical practice while enrolled in an approved educator preparation program; except that a program, after review, may accept clinical practice hours completed before enrolling in the program. A majority of the clinical practice hours must be completed through a continuous placement. For every additional endorsement or advanced degree, a candidate must complete an appropriate period of supervised field experiences that relate to predetermined standards, including best practices and relevant national norms related to the candidate's endorsements.	No; KWU requires 640 clock hours	16 weeks: 5 days x 8 hrs/day = 40 week x 16 wks = 640 clock hours	
		EDUC438 Clinical Practice Seminar	2
		EDUC470 Clinical Practice	10
1 OCR 301-101.4.15			
To be endorsed in music, 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 music; be knowledgeable about the Colorado Academic Standards in music; and have demonstrated the competencies specified below:	***		
4.15(1) The music educator is knowledgeable about the content and reative processes of music and is able to:	***		
4.15(1)(a) teach the historical and cultural context of music including, but not limited to, global musical styles, techniques and traditions over time and acknowledging music in society as creative, expressive, communicable and social.	Yes	MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI115 Music Appreciation MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form and Analysis MUSI315 Music History I MUSI316 Music History II	1 1 3 3 3 1 3 3 2 3 3
4.15(1)(b) use a variety of approaches to critically analyze, observe and critique a variety of styles, genres, aesthetics and technical aspects of music.	Yes	MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI115 Music Appreciation MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form and Analysis MUSI315 Music History I MUSI316 Music History II	1 1 3 3 3 1 3 3 2 3 3

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State of Colorado Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
4.15(1)(c) develop music literacy in students, demonstrating ways to read, write and communicate using the language of music.	Yes	MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI115 Music Appreciation MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form and Analysis MUSI315 Music History I MUSI316 Music History II	1 1 3 3 3 1 3 3 3 2 3 3
4.15(1)(d) provide informed demonstration and identification of a variety of techniques and styles of music with confidence, expression, accuracy and intent.	Yes	MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI115 Music Appreciation MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form and Analysis MUSI315 Music History I MUSI316 Music History II	1 1 3 3 3 1 3 3 3 2 3 3
4.15(1)(e) use a variety of approaches to teach students to design, write, problem-solve and innovate to find their own unique musical voice.	Yes	MUSI140 Class Voice MUSI151 String Orchestra MUSI159 Injyana Choir MUSI160 Philharmonic Choir MUSI162 Instrumental Ensemble MUSI163 Athletic Band: The Howl MUSI164 Jazz Ensemble MUSI165 Jazz Improvisations MUSI166 Wind Ensemble MUSI167 Wesleyan Chorale MUSI180-197 Journeys in Musicianship (applied lessons) MUSI236 Basic Conducting MUSI238 Intermediate Conducting MUSI239 Advanced Choral Conducting and Rehearsal Techniques MUSI240 Advanced Instrumental Conducting & Rehearsal Techniques MUSI277-297 Lower-Level Applied Music MUSI377-297 Upper-Level Applied Music MUSI477-497 Upper-Level Applied Music	2 1 1 1 1 1 1 1 1 1 1-2 2 2 2 2 2 2 2
4.15(2) The music educator is able to instruct about, effectively demonstrate and provide experiences for students in various areas of music pedagogical theory and practice including, but not limited to:	***		
4.15(2)(a) determining and interpreting meaning in musical works.	Yes	MUSI140 Class Voice MUSI151 String Orchestra MUSI159 Injyana Choir MUSI160 Philharmonic Choir MUSI162 Instrumental Ensemble MUSI163 Athletic Band: The Howl MUSI164 Jazz Ensemble MUSI165 Jazz Improvisations MUSI166 Wind Ensemble MUSI167 Wesleyan Chorale MUSI180-197 Journeys in Musicianship (applied lessons) MUSI236 Basic Conducting MUSI238 Intermediate Conducting MUSI239 Advanced Choral Conducting and Rehearsal Techniques MUSI240 Advanced Instrumental Conducting & Rehearsal Techniques MUSI277-297 Lower-Level Applied Music MUSI377-297 Upper-Level Applied Music MUSI477-497 Upper-Level Applied Music	2 1 1 1 1 1 1 1 1 1 1-2 2 2 2 2 2 2 2
4.15(2)(b) methods of teaching music to students, as age and grade appropriate, and to other educators, regarding the direction and selection of musical repertoire; communication of ideas through music; distinguishing musical forms and styles; creation of a variety of musical works; employing skills related to musical performances; evaluation of musical works and relating music to diverse cultures.	Yes	EDUC240 Music Methods for the Classroom Teacher MUSI300 Secondary Instrumental Methods MUSI321 Pedagogy MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods MUSI400 Senior Music Education Seminar	2 3 2 3 3 2 1
4.15(2)(c) knowledge and method of how music relates, informs, connects and transfers to other subjects and disciplines.	Yes	EDUC240 Music Methods for the Classroom Teacher MUSI300 Secondary Instrumental Methods MUSI321 Pedagogy MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods MUSI400 Senior Music Education Seminar	2 3 2 3 3 2 1

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State of Colorado Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
4.15(2)(d) knowledge and the ability to envision and implement the creative cyclical process, including applying and demonstrating a variety of music theory skills, creating musical works; expressing music in a performance setting; and critiquing, evaluating and refining musical works.	Yes	MUSI140 Class Voice	2
		MUSI151 String Orchestra	1
		MUSI159 Injyana Choir	1
		MUSI160 Philharmonic Choir	1
		MUSI162 Instrumental Ensemble	1
		MUSI163 Athletic Band: The Howl	1
		MUSI164 Jazz Ensemble	1
		MUSI165 Jazz Improvisations	1
		MUSI166 Wind Ensemble	1
		MUSI167 Wesleyan Chorale	1
		MUSI180-197 Journeys in Musicianship (applied lessons)	1-2
		MUSI236 Basic Conducting	2
		MUSI238 Intermediate Conducting	2
		MUSI239 Advanced Choral Conducting and Rehearsal Techniques	2
		MUSI240 Advanced Instrumental Conducting & Rehearsal Techniques	2
		MUSI277-297 Lower-Level Applied Music	2
		MUSI377-297 Upper-Level Applied Music	2
		MUSI477-497 Upper-Level Applied Music	2
		EDUC240 Music Methods for the Classroom Teacher	2
		MUSI300 Secondary Instrumental Methods	3
		MUSI321 Pedagogy	2
		MUSI336 Secondary General Music Methods	3
		MUSI337 Secondary Choral Methods	3
		MUSI338 Elementary Music Methods	2
		MUSI400 Senior Music Education Seminar	1
		EDUC240 Music Methods for the Classroom Teacher	2
		MUSI300 Secondary Instrumental Methods	3
		MUSI321 Pedagogy	2
		MUSI336 Secondary General Music Methods	3
		MUSI337 Secondary Choral Methods	3
MUSI338 Elementary Music Methods	2		
MUSI400 Senior Music Education Seminar	1		
4.15(3) The music educator shall facilitate students' learning in order to develop critical thinking and reasoning skills, information literacy, collaboration, self-direction and invention skills for lifelong learning about music including the personal pursuit of further experience in music.	Yes	MUSI140 Class Voice	2
		MUSI151 String Orchestra	1
		MUSI159 Injyana Choir	1
		MUSI160 Philharmonic Choir	1
		MUSI162 Instrumental Ensemble	1
		MUSI163 Athletic Band: The Howl	1
		MUSI164 Jazz Ensemble	1
		MUSI165 Jazz Improvisations	1
		MUSI166 Wind Ensemble	1
		MUSI167 Wesleyan Chorale	1
		MUSI180-197 Journeys in Musicianship (applied lessons)	1-2
		MUSI236 Basic Conducting	2
		MUSI238 Intermediate Conducting	2
		MUSI239 Advanced Choral Conducting and Rehearsal Techniques	2
		MUSI240 Advanced Instrumental Conducting & Rehearsal Techniques	2
		MUSI277-297 Lower-Level Applied Music	2
		MUSI377-297 Upper-Level Applied Music	2
		MUSI477-497 Upper-Level Applied Music	2
		EDUC240 Music Methods for the Classroom Teacher	2
		MUSI300 Secondary Instrumental Methods	3
		MUSI321 Pedagogy	2
		MUSI336 Secondary General Music Methods	3
		MUSI337 Secondary Choral Methods	3
		MUSI338 Elementary Music Methods	2
		MUSI400 Senior Music Education Seminar	1
		EDUC240 Music Methods for the Classroom Teacher	2
		MUSI300 Secondary Instrumental Methods	3
		MUSI321 Pedagogy	2
		MUSI336 Secondary General Music Methods	3
		MUSI337 Secondary Choral Methods	3
MUSI338 Elementary Music Methods	2		
MUSI400 Senior Music Education Seminar	1		

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State of Colorado Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
4.15(4) The music educator shall self-assess and act upon feedback regarding 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.		MUSI140 Class Voice	2
		MUSI151 String Orchestra	1
		MUSI159 Injyana Choir	1
		MUSI160 Philharmonic Choir	1
		MUSI162 Instrumental Ensemble	1
		MUSI163 Athletic Band: The Howl	1
		MUSI164 Jazz Ensemble	1
		MUSI165 Jazz Improvisations	1
		MUSI166 Wind Ensemble	1
		MUSI167 Wesleyan Chorale	1
		MUSI180-197 Journeys in Musicianship (applied lessons)	1-2
		MUSI236 Basic Conducting	2
		MUSI238 Intermediate Conducting	2
		MUSI239 Advanced Choral Conducting and Rehearsal Techniques	2
		MUSI240 Advanced Instrumental Conducting & Rehearsal Techniques	2
		MUSI277-297 Lower-Level Applied Music	2
		MUSI377-297 Upper-Level Applied Music	2
		MUSI477-497 Upper-Level Applied Music	2
	Yes	EDUC240 Music Methods for the Classroom Teacher	2
		MUSI300 Secondary Instrumental Methods	3
		MUSI321 Pedagogy	2
		MUSI336 Secondary General Music Methods	3
		MUSI337 Secondary Choral Methods	3
		MUSI338 Elementary Music Methods	2
	MUSI400 Senior Music Education Seminar	1	
		EDUC240 Music Methods for the Classroom Teacher	2
		MUSI300 Secondary Instrumental Methods	3
		MUSI321 Pedagogy	2
		MUSI336 Secondary General Music Methods	3
		MUSI337 Secondary Choral Methods	3
MUSI338 Elementary Music Methods		2	
MUSI400 Senior Music Education Seminar	1		

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Music Education Pre K-12 (Vocal Emphasis):
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Connecticut

State of Connecticut Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
C.G.S.A. § 10-145b (a) The State Board of Education, upon receipt of a proper application, shall issue an initial educator certificate to any person who (1) holds a bachelor's degree or an advanced degree from an institution of higher education that is regionally accredited or has received an equivalent accreditation, and (2) has completed (A) an educator preparation program approved by the State Board of Education or the appropriate governing body in the state in which the institution of higher education is located Conn. Agencies Regs. 10-145d-456	Yes		
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 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; 41	variable course selections	
(1) English;	Yes	HIST 220 US History I HIST 221 US History II	3 3
(2) Natural sciences;	Yes	ENGL120 Introductory English Composition ENGL121 Intermediate English Composition COMM130 Public Speaking	3 3 3
(3) Mathematics;	Yes	BIOL102 Environmental Awareness BIOL110 General Biology	3 4
(4) Social studies; and	Yes	BSHS210 Statistical Analysis MATH120 College Algebra EDUC110 Math Concepts	3 3 3
(5) Foreign language; or (6) Fine arts;	Yes	SOCI240 Inequity & Stratification SOCI375 Environmental Sociology	3 3
(c) Has completed a subject-area major consisting of one of the following:	Yes	EDUC240 Music Methods EDUC248 Art in the Elementary School SPED320 Beginning Sign Language	2 2 2
(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	Yes 45 credit hours	MNPO Piano Proficiency Exam MUSI100 Recital MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI115 Music Appreciation MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI136 String Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI236 Basic Conducting MUSI238 Intermediate Conducting MUSI315 Music History I MUSI316 Music History II MUSI336 Secondary General Music Methods MUSI338 Elementary Music Methods MUSI400 Senior Music Education Seminar MUSI431 Advanced Theory (Orchestra & Arranging) MUSISREC Senior Degree Recital	0 0 1 1 3 3 3 2 2 2 2 2 3 3 3 3 3 3 3 3 1 2 0
(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;	Yes; KWU requires 3 cr. hrs.	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, (2) psychology of learning, (3) child-adolescent psychology and (4) mental hygiene;	Yes; KWU requires 9 cr. hrs.	EDUC 225 Educational Psychology EDUC244 Developmental Psychology EDUC250 Education of the Exceptional Individual	3 3 3

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State of Connecticut Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(3) Curriculum and methods of teaching. This group includes areas such as: (1) subject-area curriculum and methodology and (2) effective teaching skills;	Yes; KWU requires 7 cr. hrs. in Language Arts	EDUC240 Music Methods for the Classroom Teacher	2
		EDUC248 Art in the Elementary Classroom	2
		EDUC333 Teaching Mathematics for Elementary Teachers	3
		EDUC335 Teaching Science for Elementary Teachers	3
		EDUC Teaching Reading & Language Arts for the Beginning Reader	4
		EDUC346 Teaching Social Studies for Elementary Teachers	3
		EDUC382 Teaching Language Arts for the Developing Reader	3
(4) Supervised observation, participation, and full-time responsible student teaching in an elementary school, totaling at least six but not more than 12 semester hours of credit; and	Yes; KWU requires 12 cr. hrs.	EDUC438 Clinical Practice Seminar	2
		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; KWU requires 45 clock hours	DYS331 Foundations of Literacy and Diverse Reading Profiles	2
		DYS351 Assessment of Diverse Reading Profiles Including Dyslexia	2
		EDUC250 Education of the Exceptional Individual	3
		EDUC387 Methods for Teaching ESL in the Classroom	3
		SPED310 Foundations for Special Education Services	4
		SPED320 Beginning Sign Language	2
Supervised observation, participation and full-time responsible student teaching in a secondary school totaling at least six but not more than 12 semester hours of credit as part of the requirement.	Yes KWU requires 12 credit hours	EDUC438 Clinical Practice Seminar	2
		EDUC470 Clinical Practice	10

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Iowa

State of Iowa Requirements		KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
Iowa Admin. Code 282-13.28				
13.28(13) Music.				
a. K-8. Completion of 24 semester hours in music to include coursework in:		Yes 59 credit hours		
(1) music theory (at least two courses),		Yes	MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI431 Advanced Theory (Orchestration & Arranging)	1 1 3 3 1 3 3 2
(2) music history,		Yes	MUSI115 Music Appreciation MUSI315 Music History I MUSI316 Music History II	3 3 3
(3) applied music,		Yes	MUSI180-197 Journeys in Musicianship (woodwind, brass, string, percussion) MUSI277-297 Lower-Level Applied Music (woodwind, brass, string, percussion) MUSI377-397 Upper-Level Applied Music (woodwind, brass, string, percussion) MUSI476-497 Upper-Level Applied Music (woodwind, brass, string, percussion)	4 4 4 4
(4) general music methods,		Yes	MUSI336 Secondary General Music Methods MUSI338 Elementary Music Methods	3 3
(5) choral methods, and		Yes	MUSI337 Secondary Choral Methods	3
(6) instrumental methods.		Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods	2 2 2 2
b. 5-12. Completion of 24 semester hours in music to include coursework in:		Yes 63 credit hours		
(1) music theory (at least two courses),		Yes	MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI431 Advanced Theory (Orchestration & Arranging)	1 1 3 3 1 3 3 2
(2) music history,		Yes	MUSI115 Music Appreciation MUSI315 Music History I MUSI316 Music History II	3 3 3
(3) applied music,		Yes	MUSI180-197 Journeys in Musicianship (Voice) MUSI277-297 Lower-Level Applied Music (Voice) MUSI377-397 Upper-Level Applied Music (Voice) MUSI476-497 Upper-Level Applied Music (Voice)	4 4 4 4
(4) conducting,		Yes	MUSI236 Basic Conducting MUSI238 Intermediate Conducting MUSI239 Advanced Choral Conducting & Rehearsal Techniques	2 2 2
(5) general music methods,		Yes	MUSI336 Secondary General Music Methods MUSI338 Elementary Music Methods	3 3
(6) choral methods, and		Yes	MUSI337 Secondary Choral Methods	3
(7) instrumental methods.		Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods	2 2 2 2

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Music Education Pre K-12 (Vocal Emphasis):
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Maine

State of Maine Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
20-A M.R.S.A. § 13013	***		
2-B. Qualifications. State board rules governing the qualifications for a professional teacher certificate must require that the certificate may be issued only to an applicant who, at a minimum, meets one of the following criteria:	***		
A. Has graduated from an educator preparation program;	Yes		
B. Has met the criteria established by the state board by:	***		
(1) Passing a qualifying examination;	Yes Praxis Core and Praxis Content		
(2) Meeting grade point average requirements in required course work; or	2.75 Cummul. - Yes		
(3) Successful completion of a portfolio review demonstrating competency through academic or work experience;	Portfolio - Yes		
C. Has successfully completed a preparation program in another state, the District of Columbia, a United States territory or another country, subject to the completion of an approved preparation program for the endorsement or certificate being sought with a formal recommendation for certification from the institution that provided the program	Yes		
05-071 CMR Ch. 115, Pt. II, § 1 (1.1)	***		
1.6 Endorsement: Pre-Kindergarten through Grade 12 Teacher (Music and Art)	***		
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	MNPO Piano Proficiency Exam MUSI100 Recital MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI115 Music Appreciation MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI136 String Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI236 Basic Conducting MUSI238 Intermediate Conducting MUSI315 Music History I MUSI316 Music History II MUSI336 Secondary General Music Methods MUSI338 Elementary Music Methods MUSI400 Senior Music Education Seminar MUSI431 Advanced Theory (Orchestra & Arranging) MUSISREC Senior Degree Recital EDUC240 Music Methods for the Classroom Teacher MUSI300 Secondary Instrumental Methods MUSI321 Pedagogy MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods MUSI400 Senior Music Education Seminar EDUC240 Music Methods for the Classroom Teacher MUSI300 Secondary Instrumental Methods MUSI321 Pedagogy MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods MUSI400 Senior Music Education Seminar	0 0 1 1 3 3 3 2 2 2 2 1 3 3 2 2 3 3 3 2 3 3 3 1 2 0 2 3 2 3 3 3 2 2 3 3 3 2 1
(b) Completed a minimum of 15 semester hours in performance/studio coursework in the areas relevant to the pre-kindergarten through grade 12 endorsement area being sought;	Yes	MUSI180-197 Journeys in Musicianship (Vocal) MUSI277-297 Lower-Level Applied Music (Vocal) MUSI377-397 Upper-Level Applied Music (Vocal) MUSI476-497 Upper-Level Applied Music (Vocal)	4 4 4 4
(c) Completed a minimum of 9 semester hours in theory/history coursework in the areas relevant to the pre-kindergarten through grade 12 endorsement area being sought;	Yes	MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI431 Advanced Theory (Orchestration & Arranging) MUSI115 Music Appreciation MUSI315 Music History I MUSI316 Music History II	1 1 3 3 1 3 3 2 3 3 3 3
(d) 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	EDUC380 Classroom Management	3

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State of Maine Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(e) Completed a minimum of three semester hours in human development, educational psychology, developmental psychology, adolescent psychology, or child development;	Yes	EDUC225 Educational Psychology EDUC244 Developmental Psychology	3 3
(f) Passed content area methods course;	Yes	MUSI336 Secondary General Music Methods MUSI338 Elementary Music Methods MUSI337 Secondary Choral Methods MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods	3 3 3 2 2 2 2
(g) Completed an approved course for teaching students with exceptionalities in the regular classroom;	Yes	EDUC250 Education of the Exceptional Individual	3
(h) 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 requires Praxis Core Exams in reading, writing, & mathematics		
(i) 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 weeks	EDUC438 Clinical Practice Seminar EDUC470 Clinical Practice	2 10

Music Education Pre K-12 (Vocal Emphasis):
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Minnesota

State of Minnesota Requirements retrieved from: https://www.revisor.mn.gov/rules/8710.4650/	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
8710.46008710.4700			
Minnesota Administrative Rules			
8710.4650 TEACHERS OF VOCAL MUSIC AND OF INSTRUMENTAL MUSIC.	***		
Subp. 1.	***		
Scope of practice.	***		
A teacher of vocal music is authorized to provide to students in kindergarten through grade 12 instruction that is designed to develop vocal music competence and understanding of general music history, theory, and practice. A teacher of instrumental music is authorized to provide to students in kindergarten through grade 12 instruction that is designed to develop instrumental music competence and understanding of general music history, theory, and practice.	***		
Subp. 2.	***		
Licensure requirements.	***		
A. A candidate for licensure to teach vocal music or instrumental music to students in kindergarten through grade 12 shall:	***		
B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; and	***		
demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; and		No - KWU does not meet MN State requirement regarding the standard of history, government, and culture of Minnesota-based American Indian tribes as integrating concepts throughout the elementary curriculum; all other standards, however, are met by KWU education graduates.	
C. show verification of completing a Professional Educator Licensure and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of vocal music and of instrumental music.	Yes		
Subp. 3.	Yes		
Subject matter standard.	***		
A candidate for licensure as a teacher of vocal music or instrumental music must complete a program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A, B, D, and E, or A, C, D, and E.	Yes		
A. All music teachers must have the ability to:	***		
1. identify and analyze representative musical forms, styles, performance contexts, performance media, and composers and compositions of western music, and describe the musical traditions, context, and characteristics of diverse and representative world cultures;	Yes	MUSI115 Music Appreciation MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form & Analysis MUSI315 Music History I MUSI316 Music History II MUSI431 Advanced Theory (Orchestration & Arranging)	3 3 3 3 3 2 3 3 2
2. demonstrate a basic knowledge of vocal development and production and instrumental techniques and acoustics;	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 2 2 2 3 3 2
3. perform simple keyboard accompaniments and play parts from a musical score;	Yes	MUSI142 Piano Proficiency MUSI143 Piano Proficiency I MUSI144 Piano Proficiency II	1 1 1
4. demonstrate basic skills and techniques for playing typical classroom instruments including recorder or fretted instruments;	Yes	MUSI338 Elementary Music Methods	3
5. demonstrate competence in improvising, composing, and arranging music examples for diverse developmental and ability groupings represented by students;	Yes	MUSI431 Advanced Theory (Orchestration & Arranging)	2
6. demonstrate physical response to music through movement or dance;	Yes	MUSI338 Elementary Music Methods THEA190 Dance Techniques	3 1-2

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State of Minnesota Requirements retrieved from: https://www.revisor.mn.gov/rules/8710.4650/	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
7. identify and reproduce intervals, scales, and chord structures;	Yes	MUSI115 Music Appreciation MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI431 Advanced Theory (Orchestration & Arranging)	3 3 3 3 3 2
8. demonstrate a basic knowledge of approaches to general music instruction, materials, and literature for students of varying abilities;	Yes	MUSI336 Secondary General Music Methods	3
9. demonstrate the understandings and skills necessary to choose appropriate current technology and integrate its use into instruction for music classroom and ensemble settings in kindergarten through grade 12; and	Yes	EDUC210 Instructional Technology MUSI321 Pedagogy (studio setting) MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	3 2 3 3 2
10. demonstrate a basic knowledge of the interrelationship of music with other art forms and disciplines.	Yes	MUSI115 Music Appreciation MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI315 Music History I MUSI316 Music History II MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	3 2 2 2 2 3 3 3 3 2
B. A teacher of <u>vocal</u> music must:	***		
1. demonstrate advanced vocal ensemble performance and advanced solo performance with the voice, keyboard, or guitar and demonstrate musical accuracy and expressiveness using music examples from diverse styles and time periods;	Yes	MUSI142 Piano Proficiency MUSI143 Piano Proficiency I MUSI144 Piano Proficiency II MUSI160 Philharmonic Choir MUSI164 Jazz Ensemble MUSI167 Wesleyan Chorale MUSI197 Journeys in Musicianship: Voice MUSI239 Advanced Choral Conducting and Rehearsal Techniques MUSI297 Lower-Level Applied Music: Voice MUSI309 Diction I MUSI310 Diction II MUSI337 Secondary Choral Methods MUSI397 Upper-Level Applied Music: Voice	1 1 1 7 1-2 1-7 2 2 4 2 2 3 4
2. demonstrate ability to accompany a vocal ensemble on a keyboard instrument;	Yes	MUSI142 Piano Proficiency MUSI143 Piano Proficiency I MUSI144 Piano Proficiency II	1 1 1
3. interpret choral music scores with an understanding of range, tessitura, phrasing, diction, and articulation;	Yes	MUSI160 Philharmonic Choir MUSI167 Wesleyan Chorale MUSI239 Advanced Choral Conducting and Rehearsal Techniques MUSI309 Diction I MUSI310 Diction II MUSI337 Secondary Choral Methods	7 1-7 2 2 2 3
4. interpret vocal and instrumental scores and understand percussion, string, or wind instrument requirements necessary for interpreting and producing music from scores;	Yes	MUSI115 Music Appreciation MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI336 Secondary General Music Methods MUSI338 Elementary Music Methods	3 2 2 2 2 3 2
5. know vocal and choral instructional materials and solo and ensemble repertoire, representing diverse periods and cultures, and beginning, intermediate, and advanced levels from kindergarten through grade 12;	Yes	MUSI115 Music Appreciation MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI315 Music History I MUSI316 Music History II MUSI320 Performance Repertoire MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	3 2 2 2 2 3 3 2 3 3 2
6. demonstrate understandings and skills of vocal performance pedagogy and vocal health, including the child voice and the changing voice;	Yes	MUSI160 Philharmonic Choir MUSI167 Wesleyan Chorale MUSI239 Advanced Choral Conducting and Rehearsal Techniques MUSI309 Diction I MUSI310 Diction II MUSI321 Pedagogy (studio setting) MUSI337 Secondary Choral Methods	7 1-7 2 2 2 2 3

Music Education Pre K-12 (Vocal Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison 07.01.24

State of Minnesota Requirements retrieved from: https://www.revisor.mn.gov/rules/8710.4650/	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
7. rehearse and conduct small and large vocal and choral performance ensembles; and	Yes	MUSI160 Philharmonic Choir MUSI167 Westeyan Chorale MUSI236 Basic Conducting MUSI238 Intermediate Conducting MUSI239 Advanced Choral Conducting and Rehearsal Techniques MUSI321 Pedagogy (studio setting) MUSI337 Secondary Choral Methods	7 1-7 2 2 2 2 3
8. improvise using keyboard or voice.	Yes	MUSI142 Piano Proficiency MUSI143 Piano Proficiency I MUSI144 Piano Proficiency II MUSI197 Journeys in Musicianship: Voice MUSI297 Lower-Level Applied Music: Voice MUSI397 Upper-Level Applied Music: Voice MUSI497 Upper-Level Applied Music: Voice	1 1 1 2 2 4 4
C. A teacher of instrumental music must:	***		
1. demonstrate advanced solo and ensemble performance on at least one instrument of the keyboard, percussion, string, or wind families and demonstrate musical accuracy and expressiveness using music examples from diverse styles and time periods;	Yes	MUSI142 Piano Proficiency MUSI143 Piano Proficiency I MUSI144 Piano Proficiency II MUSI151 String Orchestra MUSI162 Instrumental Ensemble MUSI163 Athletic Band: The Howl MUSI164 Jazz Ensemble MUSI165 Jazz Improvisations MUSI166 Wind Ensemble MUSI169 Praise Band: Rise Up! MUSI180-197 Journeys in Musicianship (instrumental) MUSI277-297 Lower-Level Applied Music (instrumental) MUSI377-397 Upper-Level Applied Music (instrumental)	1 1 1 1-7 1-2 1-2 1-2 1-2 1-2 1-2 2 4 4
2. interpret scores designed for instrumental ensembles and understand bowing, fingering, or articulation specific to percussion, string, and wind instruments;	Yes	MUSI115 Music Appreciation MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI336 Secondary General Music Methods MUSI338 Elementary Music Methods	3 2 2 2 2 3 2
3. interpret combined vocal and instrumental scores and understand vocal requirements necessary for interpreting and producing music from scores;	Yes	MUSI115 Music Appreciation MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI336 Secondary General Music Methods MUSI338 Elementary Music Methods	3 2 2 2 2 3 2
4. know instrumental instructional materials and solo and ensemble repertoire, representing diverse periods and cultures, and beginning, intermediate, and advanced levels;	Yes	MUSI115 Music Appreciation MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI336 Secondary General Music Methods MUSI338 Elementary Music Methods	3 2 2 2 2 3 2
5. demonstrate understandings and skills or performance pedagogy for percussion, string, and wind instruments;	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI336 Secondary General Music Methods MUSI338 Elementary Music Methods	2 2 2 2 3 2
6. rehearse and conduct small and large instrumental ensembles;	Yes	MUSI236 Basic Conducting MUSI238 Intermediate Conducting MUSI240 Advanced Instrumental Conducting & Rehearsal Techniques	2 2 2
7. improvise by means of a keyboard, percussion, string, or wind instrument; and	Yes	MUSI142 Piano Proficiency MUSI143 Piano Proficiency I MUSI144 Piano Proficiency II MUSI180-197 Journeys in Musicianship (Instrumental) MUSI277-297 Lower-Level Applied Music (Instrumental) MUSI300 Secondary Instrumental Methods MUSI377-397 Upper-Level Applied Music (Instrumental) MUSI477-497 Upper-Level Applied Music (Instrumental)	1 1 1 2 2 3 4 4
8. understand the fundamentals of the construction, operation, and repair of percussion, string, and wind instruments.	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI338 Elementary Music Methods	2 2 2 2 3 3 2

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State of Minnesota Requirements retrieved from: https://www.revisor.mn.gov/rules/8710.4650/	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
D. All teachers of music must demonstrate an understanding of the teaching of music that integrates understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of music shall:	***		
1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;	Yes	EDUC225 Educational Psychology EDUC244 Developmental Psychology EDUC250 Education of the Exceptional Learner PSYC201 Social Psychology	3 3 3 3
2. understand and apply the research base for and the best practices of kindergarten or primary, intermediate, and middle level and high school education;	Yes	EDUC225 Educational Psychology EDUC244 Developmental Psychology EDUC250 Education of the Exceptional Learner PSYC201 Social Psychology	3 3 3 3
3. develop curriculum goals and purposes based on the central concepts of vocal or instrumental music and know how to apply instructional strategies and materials for achieving student understanding of this discipline;	Yes	EDUC240 Music Methods for the Classroom Teacher EDUC380 Classroom Management EDUC387 Methods for Teaching ESL in the Classroom EDUC388 Methods of Teaching in the Secondary School MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods SPED320 Beginning American Sign Language SPED331 Foundations for Special Education Services	2 3 3 3 2 2 2 2 3 3 3 2 2 4
4. understand the role and alignment of district, school, and department mission and goals in program planning;	Yes	EDUC240 Music Methods for the Classroom Teacher EDUC380 Classroom Management EDUC387 Methods for Teaching ESL in the Classroom EDUC388 Methods of Teaching in the Secondary School MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods SPED320 Beginning American Sign Language SPED331 Foundations for Special Education Services	2 3 3 3 2 2 2 2 3 3 3 2 2 4
5. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;	Yes	PSYC201 Social Psychology SOWK225 Human Behavior & the Social Environment EDUC240 Music Methods for the Classroom Teacher EDUC380 Classroom Management EDUC387 Methods for Teaching ESL in the Classroom EDUC388 Methods of Teaching in the Secondary School MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods SPED320 Beginning American Sign Language SPED331 Foundations for Special Education Services	3 3 2 3 3 3 2 2 2 2 3 3 3 2 2 4
6. know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and	Yes	PSYC201 Social Psychology SOWK225 Human Behavior & the Social Environment EDUC240 Music Methods for the Classroom Teacher EDUC380 Classroom Management EDUC387 Methods for Teaching ESL in the Classroom EDUC388 Methods of Teaching in the Secondary School MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods SPED320 Beginning American Sign Language SPED331 Foundations for Special Education Services	3 3 2 3 3 3 2 2 2 2 3 3 3 2 2 4
7. understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process.	Yes	EDUC225 Educational Psychology EDUC244 Developmental Psychology EDUC250 Education of the Exceptional Learner PSYC201 Social Psychology	3 3 3 3

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State of Minnesota Requirements retrieved from: https://www.revisor.mn.gov/rules/8710.4650/	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
E. All teachers of music must understand the content and methods for teaching reading including:	***		
1. knowledge of reading processes and instruction including the relationships between and among print processing abilities, motivation, background, and discourse knowledge, cognitive abilities, and reader's interest and how those relationships impact comprehension; and	Yes	DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles including Dyslexia EDUC339 Methods of Teaching Reading & Language Arts for the Beg. Reader EDUC382 Reading and Language Arts for the Developing Reader EDUC385 Reading in the Content Areas SPED310 Foundations for Special Education Services	2 2 4 3 3 4
2. the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction including the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific words.	Yes	DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles including Dyslexia EDUC339 Methods of Teaching Reading & Language Arts for the Beg. Reader EDUC382 Reading and Language Arts for the Developing Reader EDUC385 Reading in the Content Areas SPED310 Foundations for Special Education Services	2 2 4 3 3 4
Subp. 3a.	***		
Student teaching and field experiences.	***		
<u>A candidate for licensure to teach vocal music and instrumental music 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.</u>	Yes All KWU EDUC & MUSI methods courses require a field experience component; In excess of the required MN 100 clock hours at elementary, middle school, & high school settings	ED415 Methods for Teaching English in the Secondary School ED440 Methods for Social Science in the Secondary School EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary Classroom EDUC333 Methods of Teaching Mathematics for Elementary Teachers EDUC335 Methods of Teaching Science for Elementary Teachers EDUC339 Methods of Teaching Reading & Language Arts for the Beg. Reader EDUC346 Methods of Teaching Social Studies for Elementary Teachers EDUC387 Methods for Teaching ESL in the Classroom EDUC388 Methods of Teaching in the Secondary School MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	3 3 2 2 3 3 4 3 3 3 2 2 2 3 3 3 3 3 2
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 All KWU EDUC & MUSI methods courses require a field experience component; In excess of the required MN 100 clock hours at elementary, middle school, & high school settings	ED415 Methods for Teaching English in the Secondary School ED440 Methods for Social Science in the Secondary School EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary Classroom EDUC333 Methods of Teaching Mathematics for Elementary Teachers EDUC335 Methods of Teaching Science for Elementary Teachers EDUC339 Methods of Teaching Reading & Language Arts for the Beg. Reader EDUC346 Methods of Teaching Social Studies for Elementary Teachers EDUC387 Methods for Teaching ESL in the Classroom EDUC388 Methods of Teaching in the Secondary School MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	3 3 2 2 3 3 4 3 3 3 2 2 2 3 3 3 3 2
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 KWU requires 16 weeks	EDUC438 Clinical Practice Seminar EDUC470 Clinical Practice	2 10
Subp. 4.	***		
Continuing license.	***		
A continuing license shall be issued and renewed according to the rules of the Professional Educator Licensing and Standards Board governing continuing licensure.	***		
Subp. 5.	***		
[Repealed, L 2015 c 21 art 1 s 110]	***		
Statutory Authority:	***		
MS s 122A.09 ; 122A.18	***		
History:	***		
23 SR 1928; 34 SR 595; L 2015 c 21 art 1 s 110; 39 SR 822; L 2017 1Sp5 art 12 s 22	***		

Music Education Pre K-12 (Vocal Emphasis):
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Nebraska

State of Nebraska Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
Neb. Admin. R. & Regs. Tit. 92, Ch. 24, § 006	***		
006.37C Persons with this endorsement may teach music in prekindergarten through grade 12.	***		
006.37D Certification Endorsement Requirements: This endorsement requires a minimum of 54 semester hours in music education. Music coursework will include:	Yes KWU requires 65 cr. hrs. of music coursework for MUSI ED degree		
1. theory	Yes	MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form & Analysis MUSI431 Advanced Theory (Orchestration & Arranging)	3 3 3 3 2 2
2. composition,	Yes	MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form & Analysis MUSI431 Advanced Theory (Orchestration & Arranging)	3 3 3 3 2 2
3. arranging,	Yes	MUSI431 Advanced Theory (Orchestration & Arranging)	2
4. improvisation,	Yes	MUSI165 Jazz Improvisations MUSI180-197 Journeys in Musicianship (Instrumental) MUSI277-297 Lower-Level Applied Music (Instrumental) MUSI377-397 Upper-Level Applied Music (Instrumental) MUSI477-497 Upper-Level Applied Music (Instrumental) MUSI300 Secondary Instrumental Methods MUSI321 Pedagogy (studio setting)	1 2 2 4 4 3 2
5. music history,	Yes	MUSI115 Music Appreciation MUSI315 Music History I MUSI316 Music History II	3 3 3
6. applied music,	Yes	MUSI180-197 Journeys in Musicianship (Instrumental) MUSI277-297 Lower-Level Applied Music (Instrumental) MUSI377-397 Upper-Level Applied Music (Instrumental) MUSI477-497 Upper-Level Applied Music (Instrumental)	2 2 4 4
7. ensemble performance,	Yes	MUSI151 String Orchestra MUSI162 Instrumental Ensemble MUSI163 Athletic Band: The Howl MUSI164 Jazz Ensemble MUSI166 Wind Ensemble MUSI169 Praise Band: Rise Up!	1 1 1 1 1 1
8. conducting,	Yes	MUSI236 Basic Conducting MUSI238 Intermediate Conducting MUSI239 Advanced Choral Conducting and Rehearsal Techniques MUSI240 Advanced Instrumental Conducting and Rehearsal Techniques	2 2 2 2
9. pedagogy,	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 2 2 2 3 3 2
10. technology.	Yes	EDUC210 Instructional Technology EDUC388 Methods of Teaching in the Secondary School MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form & Analysis MUSI431 Advanced Theory (Orchestration & Arranging)	3 3 3 3 3 3 2 2

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State of Nebraska Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
005.03 Field Experience Coursework. The institution shall require practicum and clinical experiences that provide candidates opportunities to work with students and school partners to develop knowledge, skills, and professional dispositions. When viewed as a whole, field experiences are central to candidate preparation and shall provide opportunities to work with diverse students which may include, but is not limited to, differences based on ethnicity, race, socioeconomic status, gender, exceptionalities, and language.	Yes All KWU EDUC & MUSI methods courses require a field experience component; In excess of the required NE 100 clock hours at elementary, middle school, & high school settings	ED415 Methods for Teaching English in the Secondary School	3
		ED440 Methods for Social Science in the Secondary School	3
		EDUC240 Music Methods for the Classroom Teacher	2
		EDUC248 Art in the Elementary Classroom	2
		EDUC333 Methods of Teaching Mathematics for Elementary Teachers	3
		EDUC335 Methods of Teaching Science for Elementary Teachers	3
		EDUC339 Methods of Teaching Reading & Language Arts for the Beg. Reader	4
		EDUC346 Methods of Teaching Social Studies for Elementary Teachers	3
		EDUC387 Methods for Teaching ESL in the Classroom	3
		EDUC388 Methods of Teaching in the Secondary School	3
		MUSI136 String Instrument Methods	2
		MUSI137 Woodwind Instrument Methods	2
		MUSI138 Brass Instrument Methods	2
		MUSI139 Percussion Instrument Methods	2
		MUSI300 Secondary Instrumental Methods	3
MUSI336 Secondary General Music Methods	3		
MUSI337 Secondary Choral Methods	3		
MUSI338 Elementary Music Methods	2		
005.03A Initial Program Field Experience. These experiences shall range from candidate interaction with students to assuming responsibility for instructional planning and implementation, and assessment of student learning.	Yes All KWU EDUC & MUSI methods courses require a field experience component; In excess of the required NE 100 clock hours at elementary, middle school, & high school settings	ED415 Methods for Teaching English in the Secondary School	3
		ED440 Methods for Social Science in the Secondary School	3
		EDUC240 Music Methods for the Classroom Teacher	2
		EDUC248 Art in the Elementary Classroom	2
		EDUC333 Methods of Teaching Mathematics for Elementary Teachers	3
		EDUC335 Methods of Teaching Science for Elementary Teachers	3
		EDUC339 Methods of Teaching Reading & Language Arts for the Beg. Reader	4
		EDUC346 Methods of Teaching Social Studies for Elementary Teachers	3
		EDUC387 Methods for Teaching ESL in the Classroom	3
		EDUC388 Methods of Teaching in the Secondary School	3
		MUSI136 String Instrument Methods	2
		MUSI137 Woodwind Instrument Methods	2
		MUSI138 Brass Instrument Methods	2
		MUSI139 Percussion Instrument Methods	2
		MUSI300 Secondary Instrumental Methods	3
MUSI336 Secondary General Music Methods	3		
MUSI337 Secondary Choral Methods	3		
MUSI338 Elementary Music Methods	2		
005.03A1 Practicum experience consists of a minimum of one hundred (100) clock hours of contact with students. Field-based practicum experiences are completed prior to clinical practice and provide opportunities for candidates to observe, assist, tutor, instruct, or conduct research. Practicum experiences may occur in settings such as school systems, or other settings serving students.	Yes All KWU EDUC & MUSI methods courses require a field experience component; In excess of the required NE 100 clock hours at elementary, middle school, & high school settings	ED415 Methods for Teaching English in the Secondary School	3
		ED440 Methods for Social Science in the Secondary School	3
		EDUC240 Music Methods for the Classroom Teacher	2
		EDUC248 Art in the Elementary Classroom	2
		EDUC333 Methods of Teaching Mathematics for Elementary Teachers	3
		EDUC335 Methods of Teaching Science for Elementary Teachers	3
		EDUC339 Methods of Teaching Reading & Language Arts for the Beg. Reader	4
		EDUC346 Methods of Teaching Social Studies for Elementary Teachers	3
		EDUC387 Methods for Teaching ESL in the Classroom	3
		EDUC388 Methods of Teaching in the Secondary School	3
		MUSI136 String Instrument Methods	2
		MUSI137 Woodwind Instrument Methods	2
		MUSI138 Brass Instrument Methods	2
		MUSI139 Percussion Instrument Methods	2
		MUSI300 Secondary Instrumental Methods	3
MUSI336 Secondary General Music Methods	3		
MUSI337 Secondary Choral Methods	3		
MUSI338 Elementary Music Methods	2		
005.03A2 Clinical Practice. The institution shall require a clinical practice experience for initial teacher certification in which candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing.	Yes KWU requires 16 weeks	EDUC438 Clinical Practice Seminar	2
		EDUC470 Clinical Practice	10

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New Hampshire

State of New Hampshire Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
N.H. Code Admin. R. Ed 507.39	***		
The following requirements shall apply to the certification of a music teacher in grades K-12:	***		
(a) To be certified as a music teacher, the candidate shall have at least a bachelor's degree.	Yes		
(b) A candidate for certification as a music teacher shall have the following skills, competencies and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the following areas:	Yes		
(1) Personal musicianship and performance ability including:			
a. Performing as a soloist and as a member of a musical ensemble accurately and expressively from notation either vocally or instrumentally;	Yes	MUSI151 String Orchestra MUSI162 Instrumental Ensemble MUSI163 Athletic Band: The Howl MUSI164 Jazz Ensemble MUSI166 Wind Ensemble MUSI169 Praise Band: Rise Up! MUSI180-197 Journeys in Musicianship (Voice & Instrumental Solo) MUSI277-297 Lower-Level Applied Music (Voice & Instrumental Solo) MUSI377-397 Upper-Level Applied Music (Voice & Instrumental Solo) MUSI477-497 Upper-Level Applied Music (Voice & Instrumental Solo)	1 1 1 1 1 1 1-2 2 2 2
b. Improvising to a structured harmonic accompaniment, in a variety of styles, including but not limited to jazz;	Yes	MUSI151 String Orchestra MUSI162 Instrumental Ensemble MUSI163 Athletic Band: The Howl MUSI164 Jazz Ensemble MUSI165 Jazz Improvisation MUSI166 Wind Ensemble MUSI169 Praise Band: Rise Up!	1 1 1 1 1 1 1
c. Playing and transposing on; 1. Piano; and 2. Guitar;	Yes	MUSI142 Piano Proficiency MUSI143 Piano Proficiency I MUSI144 Piano Proficiency II MUSI187 Journeys in Musicianship: Guitar MUSI190 Journeys in Musicianship: Piano MUSI284 Lower-Level Applied Music: Guitar MUSI289 Lower-Level Applied Music: Piano MUSI384 Upper-Level Applied Music: Guitar MUSI389 Upper-Level Applied Music: Piano MUSI484 Upper-Level Applied Music: Guitar MUSI389 Upper-Level Applied Music: Piano	1 1 1 1-2 1-2 2 2 2 2 2 2
d. Conducting representative musical literature; and	Yes	MUSI236 Basic Conducting MUSI238 Intermediate Conducting MUSI239 Advanced Choral Conducting and Rehearsal Techniques MUSI240 Advanced Instrumental Conducting and Rehearsal Techniques	2 2 2 2
e. Researching, planning, and presenting a musical performance;	Yes	MUSI236 Basic Conducting MUSI238 Intermediate Conducting MUSI239 Advanced Choral Conducting and Rehearsal Techniques MUSI240 Advanced Instrumental Conducting and Rehearsal Techniques	2 2 2 2
(2) Aural skills and theory including:			
a. Hearing and correcting individual parts;	Yes	MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form and Analysis MUSI431 Advanced Theory (Orchestration and Arranging)	1 1 3 3 1 3 3 2 2
b. Aurally recognizing a variety of historical and contemporary musical forms and genres;	Yes	MUSI115 Music Appreciation MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form and Analysis MUSI315 Music History I MUSI316 Music History II MUSI431 Advanced Theory (Orchestration and Arranging)	3 1 1 3 3 1 3 3 2 3 3 2

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State of New Hampshire Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
c. Sight singing;	Yes	MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form and Analysis MUSI431 Advanced Theory (Orchestration and Arranging)	1 1 3 3 1 3 3 2 2
d. Notating music from listening;	Yes	MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form and Analysis MUSI431 Advanced Theory (Orchestration and Arranging)	1 1 3 3 1 3 3 2 2
e. Reading and writing music in:	***		
1. Traditional notation using a variety of clefs; and	Yes	MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form and Analysis MUSI431 Advanced Theory (Orchestration and Arranging)	1 1 3 3 1 3 3 2 2
2. Non-traditional notation;	Yes	MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form and Analysis MUSI431 Advanced Theory (Orchestration and Arranging)	1 1 3 3 1 3 3 2 2
f. Making common transpositions;	Yes	MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form and Analysis MUSI431 Advanced Theory (Orchestration and Arranging)	1 1 3 3 1 3 3 2 2
g. Analyzing formal and expressive elements in written music; and	Yes	MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form and Analysis MUSI431 Advanced Theory (Orchestration and Arranging)	1 1 3 3 1 3 3 2 2
h. Composing and arranging music;	Yes	MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI234 Form and Analysis MUSI431 Advanced Theory (Orchestration and Arranging)	3 3 3 3 2 2
(3) Music history and culture including:		***	
a. Describing the development of Western art music beginning with The Middle Ages;	Yes	MUSI115 Music Appreciation MUSI315 Music History I MUSI316 Music History II	3 3 3
b. Analyzing the role of music in a variety of cultures; and	Yes	MUSI115 Music Appreciation MUSI315 Music History I MUSI316 Music History II	3 3 3
c. Describing the music of a variety of cultures;	Yes	MUSI115 Music Appreciation MUSI315 Music History I MUSI316 Music History II	3 3 3

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State of New Hampshire Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(4) K-12 general music pedagogy including:			

a. Develop in students the ability to read and write music in traditional and non-traditional notation;	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 2 2 2 3 3 3 2
b. Guide students to express themselves musically through singing, playing instruments, moving purposefully, improvising, composing and arranging;	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 2 2 2 3 3 3 2
c. Develop in students the ability to describe, analyze and evaluate music and musical performances through a variety of methods including guided listening;	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 2 2 2 3 3 3 2
d. Create sequential instruction in music history, its role in culture, and its relationship to other disciplines;	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 2 2 2 3 3 3 2
e. Design standards-based curriculum, planning and instruction and assessments including modifications to meet the needs of all learners;	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 2 2 2 3 3 3 2
f. Use competency-based assessment strategies to determine and communicate student progress and achievement;	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 2 2 2 3 3 3 2
g. Work with colleagues to provide interdisciplinary instruction;	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 2 2 2 3 3 3 2
h. Describing and advocating for a comprehensive K-12 music program; and	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 2 2 2 3 3 3 2

i. Use current technologies and multimedia to:			
1. Plan and prepare instruction;	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 2 2 2 3 3 3 2

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State of New Hampshire Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
2. Deliver instruction;	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 2 2 2 3 3 3 2
3. Provide opportunities for music students to create, perform, and respond; and	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 2 2 2 3 3 3 2
4. Amplify and augment performance; and	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 2 2 2 3 3 3 2
(5) K-12 music performance pedagogy including:			
a. Develop in students the ability to sing and perform expressively alone and with others at a beginning level in healthy, age appropriate ways including:	***		
1. Tone production in the general and extended ranges of the voice including the changing voice;	Yes	MUSI321 Pedagogy MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 3 2
2. Vocal techniques, including, but not limited to diction, breathing, and posture; and	Yes	MUSI321 Pedagogy MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 3 2
3. Varied repertoire;	Yes	MUSI321 Pedagogy MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 3 2
b. Develop in students the ability to play and perform expressively alone and with others at a beginning level on classroom instruments, beginning band, and orchestra instruments in healthy, age appropriate ways including:	***		
1. Tone production;	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI321 Pedagogy MUSI338 Elementary Music Methods	2 2 2 2 3 2 2
2. Articulation;	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI321 Pedagogy MUSI338 Elementary Music Methods	2 2 2 2 3 2 2
3. Fingerings; and	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI321 Pedagogy MUSI338 Elementary Music Methods	2 2 2 2 3 2 2
4. Transposition for commonly used instruments; and	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI321 Pedagogy MUSI338 Elementary Music Methods	2 2 2 2 3 2 2
c. Instruct, rehearse, assess and refine either:	***		
1. Vocalists throughout their school career and in performances of choral music with knowledge of advanced techniques of:	***		
(i) Tone production in the general and extended ranges of the voice including the changing voice;	Yes	MUSI321 Pedagogy MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 3 2
(ii) Vocal techniques, including, but not limited to diction in English and in foreign languages; and	Yes	MUSI321 Pedagogy MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 3 2

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State of New Hampshire Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(iii) Varied repertoire, including music of four or more parts, accompanied or a cappella; or	Yes	MUSI321 Pedagogy MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	2 3 2
2. Instrumentalists throughout their school career in performances including advanced techniques of:	***		
(i) Tone production;	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI321 Pedagogy MUSI338 Elementary Music Methods	2 2 2 2 3 2 2
(ii) Articulation;	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI321 Pedagogy MUSI338 Elementary Music Methods	2 2 2 2 3 2 2
(iii) Fingerings, including alternate fingerings; and	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI321 Pedagogy MUSI338 Elementary Music Methods	2 2 2 2 3 2 2
(iv) Transposition for less commonly used instruments.	Yes	MUSI136 String Instrument Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI321 Pedagogy MUSI338 Elementary Music Methods	2 2 2 2 3 2 2

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New Jersey

State of New Jersey Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
From https://nj.gov/education/license/endorsements/1001CE.pdf	***		
Degree Requirement	***		
• A minimum of a bachelor's degree is required from a regionally accredited college/university.	Yes		
Cumulative GPA Requirement	***		
• New Jersey requires that candidates for certification achieve a cumulative GPA of at least 3.0 when a GPA of 4.00 equals an A grade for students graduating on or after September 1, 2016 (2.75 for those graduating before September 1, 2016) in a baccalaureate degree program, higher degree program or a State-approved postbaccalaureate certification program with a minimum of 13 semester-hour credits.	No...if a student should have a GPA between a 2.75 and 2.99 they will not meet this standard unless they have a high Praxis score.		
• Please note that there are GPA Flexibility Rules where a high praxis score may offset a GPA that is lower than 3.0, but higher than 2.75.	***		
Subject Matter Preparation	***		
For certification as a Music teacher, current regulations require that applicants complete a minimum of 30 credits in a coherent sequence in the subject field of Music.	Yes	MNPO Piano Proficiency Exam MUSI100 Recital MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI115 Music Appreciation MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI136 String Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI236 Basic Conducting MUSI238 Intermediate Conducting MUSI315 Music History I MUSI316 Music History II MUSI336 Secondary General Music Methods MUSI338 Elementary Music Methods MUSI400 Senior Music Education Seminar MUSI431 Advanced Theory (Orchestra & Arranging) MUSISREC Senior Degree Recital	0 0 1 1 3 3 3 2 2 2 2 2 2 3 3 3 3 3 2 0
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 Music include vocal, instrumental and theory.	Yes	MUSI315 Music History I MUSI316 Music History II MUSI336 Secondary General Music Methods MUSI338 Elementary Music Methods MUSI400 Senior Music Education Seminar MUSI431 Advanced Theory (Orchestra & Arranging) MUSISREC Senior Degree Recital	3 3 3 3 1 2 0
Related courses may be accepted depending on the course description/content. Please provide a course description if a course is not taken from the Music 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 Music subject matter is based on professional and content standards found in the NJ Licensing Code.	Yes		
All credits must appear on a regionally accredited 2 or 4-year college/university transcript.	Yes		

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New Mexico

State of New Mexico Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.		
Teachers with a concentration in Music, will need to have 24 credit hours in music courses (12 of the hours must be upper division courses, if adding the endorsement to a secondary or Pre K-12 specialty license).	Yes KWU requires 65 music course credit hours; upper division course work surpasses NM's 12 credit hour standard.	MUSI111 Aural Skills I	1		
		MUSI112 Aural Skills II	1		
		MUSI115 Music Appreciation	3		
		MUSI131 Theory of Music I	3		
		MUSI132 Theory of Music II	3		
		MUSI136 String Methods	2		
		MUSI137 Woodwind Instrument Methods	2		
		MUSI138 Brass Instrument Methods	2		
		MUSI139 Percussion Instrument Methods	2		
		MUSI180-197 Journeys in Musicianship (Voice and Instrumental)	2		
		MUSI211 Aural Skills III	1		
		MUSI231 Theory of Music III	3		
		MUSI232 Theory of Music IV	3		
		MUSI236 Basic Conducting	2		
		MUSI238 Intermediate Conducting	2		
		MUSI239 Advanced Choral Conducting & Rehearsal Techniques	2		
		MUSI240 Advanced Instrumental Conducting & Rehearsal Techniques	2		
		MUSI277-297 Lower-Level Applied Music (Voice and Instrumental)	4		
				MUSI309 Diction I	3
				MUSI310 Diction II	3
MUSI315 Music History I	3				
MUSI316 Music History II	3				
MUSI321 Pedagogy	2				
MUSI336 Secondary General Music Methods	3				
MUSI337 Secondary Choral Methods	3				
MUSI338 Elementary Music Methods	2				
MUSI377-397 Upper-Level Applied Music (Voice and Instrumental)	4				
MUSI400 Senior Music Education Seminar	1				
MUSI431 Advanced Theory (Orchestra & Arranging)	2				
MUSI377-497 Upper-Level Applied Music (Voice and Instrumental)	4				
No less than sixteen weeks of student teaching.		EDUC438 Clinical Practice Seminar	2		
		EDUC470 Clinical Practice	10		

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U.S. Virgin Islands

Territory of U.S. Virgin Islands Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
All teachers must have a minimum of a Bachelor's Degree, and secondary school teacher applicants must possess a minimum of a college major and/or 30 credits in a content area. Secondary school applicants with less than 30 credits in their content area, but more than 15 credits in that area, can take the Praxis II exam in that subject area to show content area competency.	Yes KWU requires 65 music course credit hours.	MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI115 Music Appreciation MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI136 String Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI180-197 Journeys in Musicianship (Voice and Instrumental) MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI236 Basic Conducting MUSI238 Intermediate Conducting MUSI239 Advanced Choral Conducting & Rehearsal Techniques MUSI240 Advanced Instrumental Conducting & Rehearsal Techniques MUSI277-297 Lower-Level Applied Music (Voice and Instrumental)	1 1 3 3 3 2 2 2 2 2 1 3 3 2 2 2 2 2 4
		MUSI309 Diction I MUSI310 Diction II MUSI315 Music History I MUSI316 Music History II MUSI321 Pedagogy MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods MUSI377-397 Upper-Level Applied Music (Voice and Instrumental) MUSI400 Senior Music Education Seminar MUSI431 Advanced Theory (Orchestra & Arranging) MUSI377-497 Upper-Level Applied Music (Voice and Instrumental)	3 3 3 3 2 3 3 2 4 1 2 4
According to the U.S. Virgin Island's Board of Education's Certification document, there are also general course requirements for any person who would like to teach in the U.S. Virgin Islands. Elementary school teachers need 36 education credits, and secondary school teachers need 26 education credits.	***		
The areas are:	***		
1. Foundations of Education. (This group includes areas such as philosophy of Education, school effectiveness, history of education, and comparative education);	Yes	ED11:E16DUC208 Foundations and History of American Education EDUC380 Classroom Management	3 3
2. Educational Psychology (This group includes such areas as growth and development of children from birth through life span, psychology of learning, child/adolescent psychology and mental hygiene);	Yes	EDUC225 Educational Psychology EDUC244 Developmental Psychology EDUC250 Education of the Exceptional Individual PSYC201 Social Psychology SOWK225 Human Behavior & the Social Environment	3 3 3 3 3
3. Curriculum and Methods (This group includes a minimum of [18 for elementary, 8 for secondary] semester hours of credit in teaching language arts, reading, mathematics, fine arts, science, social studies, and effective teaching skills, classroom management, measurement and evaluation);	Yes	Elementary: EDUC110 Math Concepts in Elementary Education EDUC240 Music Methods for the Classroom Teacher EDUC245 Child & Adolescent Literature EDUC248 Art in the Elementary School 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 EDUC387 Methods for Teaching ESL in the Classroom EDUC382 Reading and Language Arts for Developing Reader Secondary: EDUC385 Reading in the Content Areas EDUC387 Methods for Teaching ESL in the Classroom EDUC388 Methods of Teaching in the Secondary School EDUC415 Methods for Teaching English in the Secondary School ED440 Methods for Social Science in the Secondary School MUSI135 Marching Band Methods MUSI136 String Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI300 Secondary Instrumental Methods MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods	*** 3 2 3 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 2 3 3 3 3 3 3 3 2

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Territory of U.S. Virgin Islands Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
4. Educational Technology;	Yes	EDUC210 Instructional Technology	3
5. Special Education;	Yes	DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse REading Profiles Including Dyslexia EDUC250 Education of the Exceptional Individual EDUC387 Methods for Teaching ESL in the Classroom SPED310 Foundations for Special Education Services SPED 320 Beginning American Sign Language	2 2 2 3 4 2
6. Student Teaching (supervised observation, participation and full-time responsible teaching in an elementary school, totaling at least 6 but not more than 12 semester hours of credit). Teachers who have taught in the Virgin Islands public school system with satisfactory or better evaluations for five consecutive years do not have to complete a student teaching course. This applies only to teachers hired in 1997 or before.	Yes	EDUC438 Clinical Practice Seminar EDUC470 Clinical Practice	2 10
***	***		
All teachers must have a minimum of a Bachelor's Degree, and secondary school teacher applicants must possess a minimum of a college major and/or 30 credits in a content area. Secondary school applicants with less than 30 credits in their content area, but more than 15 credits in that area, can take the Praxis II exam in that subject area to show content area competency.	Yes		

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Virginia

State of Virginia Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
8 VAC20-23-460	KWU Meet ***		
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 music education--instrumental; or	Yes	MUSI111 Aural Skills I MUSI112 Aural Skills II MUSI115 Music Appreciation MUSI131 Theory of Music I MUSI132 Theory of Music II MUSI136 String Methods MUSI137 Woodwind Instrument Methods MUSI138 Brass Instrument Methods MUSI139 Percussion Instrument Methods MUSI180-197 Journeys in Musicianship (Voice and Instrumental) MUSI211 Aural Skills III MUSI231 Theory of Music III MUSI232 Theory of Music IV MUSI236 Basic Conducting MUSI238 Intermediate Conducting MUSI239 Advanced Choral Conducting & Rehearsal Techniques MUSI240 Advanced Instrumental Conducting & Rehearsal Techniques MUSI277-297 Lower-Level Applied Music (Voice and Instrumental)	1 1 3 3 3 2 2 2 2 2 1 3 3 2 2 2 2 2 2 4
	Yes	MUSI309 Diction I MUSI310 Diction II MUSI315 Music History I MUSI316 Music History II MUSI321 Pedagogy MUSI336 Secondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods MUSI377-397 Upper-Level Applied Music (Voice and Instrumental) MUSI400 Senior Music Education Seminar MUSI431 Advanced Theory (Orchestra & Arranging) MUSI377-497 Upper-Level Applied Music (Voice and Instrumental)	3 3 3 3 2 3 3 2 4 1 2 4
2. Earned a baccalaureate degree from a regionally accredited college or university and completed 42 semester hours of coursework...	DNA		
Based on Virginia Code of Regulations, it is apparent that the Bachelor's degree from an accredited college or university (approved teacher preparation program in music education - instrumental) will suffice.	Yes		

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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) 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

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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.	***		

Music Education Pre K-12 (Vocal Emphasis): Determination Supplement & State/Territory/District Required Curriculum Comparison 07.01.24

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>		