



**ELEMENTARY EDUCATION
PROGRAM:
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.

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

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

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Professional Licensure and Certification Disclosure Processes

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

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

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

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



PROFESSIONAL LICENSURE AND DISCLOSURE POLICY

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

Purpose

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

Implementation

This policy is effective July 1, 2024.

Definitions

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

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

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

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

certificate or license in one state, district, or territory to earn a certificate or license in another state, district, or territory.

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

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

Distance education involves:

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

For purposes of determining student location in distance education situations:

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

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

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

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

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

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

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

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

State, District, or Territory:

State: A State of the Union

District: District of Columbia

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

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

Students: This term encompasses both current and prospective students.

Policy and Procedure

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

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

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

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

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

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

Student Location: This is defined as:

- The state, district, or territory where the **enrolled student** resides, based on the permanent home address entered into Jenzabar, the KWU student information system (unless exceptions are noted; see '*Distant Education*').
- For **prospective students**, it refers to the state, district, or territory of residency at the time of application for admission, intended enrollment, and entry into Jenzabar (unless additional exceptions are noted; see '*Distant Education*').

- If a student’s permanent address is outside the U.S. or its territories, their location will be considered to be Kansas (unless additional exceptions are noted; see *‘Distant Education’*).
- All other university policies that determine Kansas residency for tuition assessment purposes will not be superseded by this policy.
- Location designations will remain in effect until the student notifies the institution in writing of a change of U.S. state, district, or territory location.
- Once the student has notified the institution of their location change and the institution has noted the change in Jenzabar, the date of entry of the new student location in Jenzabar will serve as the effective date of the student’s revised location for the purposes of this policy.
- The institution will then have 14 calendar days to provide a direct disclosure to the student once it has been determined whether the program’s curriculum does or does not meet the student’s revised location’s educational requirements for licensure or certification.

Academic Programs

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

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

Veterans Affairs

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

Disclaimer

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

Compliance

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

KWU Elementary Education Program

The Elementary Education Program 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 an elementary education program 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 Elementary Education 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 Elementary Education Program.
- KWU's Director of Teacher Education, in consultation with KWU personnel, will chart and record all prospective and currently enrolled students in the Elementary Education Program.
- KWU's Director of Teacher Education, will review and make a determination whether its curriculum will or will not be approved by the prospective or currently enrolled student's home/residence state.
 - This determination process will involve whether the prospective or currently enrolled student's home/residence state participates in the NASDTEC interstate agreement or requires CAEP accreditation (State of Kansas Department of Education utilizes CAEP standards).
 - For states where a curriculum comparison is not required, no comparison will be made, but will be noted that the program meets educational requirements of the compact/reciprocity agreement.
 - For states where a curriculum comparison is required or if the state is not part of a compact or reciprocity agreement, the program will conduct a curriculum comparison.
 - Findings of the curriculum comparison will be disclosed to individual students based on the student's state location designation as 'meeting' or 'not meeting' state requirements.
 - In either scenario where a curriculum comparison is or is not required, any other additional state requirements will be noted and disclosed to each individual student as appropriate.
- KWU will be responsible for maintaining and updating its website with 'Public' disclosure information as it becomes available.
- KWU will be responsible for sending the appropriate 'Direct Disclosures.'

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

Sample ‘Direct Disclosure’ Communication to Prospective & Current Students

‘Direct Disclosure’ – Positive Determination Draft Message

Due to recent changes in Federal Legislation, we are now required to contact you regarding your program of study in Elementary Education, 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 “Elementary Education Professional Licensure Manual & Evidence” link.

‘Direct Disclosure’ – Negative Determination Draft Message

Due to recent changes in Federal Legislation, we are now required to contact you regarding your program of study in Elementary Education, 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 “Elementary Education Professional Licensure Manual & Evidence” link.

‘Direct Disclosure’ - Veteran Affairs Addendum

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

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

‘Direct Disclosure’ – Veteran Affairs Addendum: Minimum Compliance

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

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

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

Sample 'Attestation' Statement for Prospective and Current Students

Dear KWU <ADMISSIONS/REGISTRAR> Office,

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

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

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

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

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

Student Name

Date

KWU Determination by State, Territory, or District

U.S. State, District, or Territory	KWU Curriculum Meets State, District or Territory Requirements?
Elementary Education	
Alabama	Yes
Alaska	Yes
American Samoa	Yes
Arizona	Yes
Arkansas	Yes
California	Yes
Colorado	No
Connecticut	Yes
Delaware	Yes
District of Columbia	Yes
Federated States of Micronesia	Yes
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
Texas	Yes
U.S. Virgin Islands	Yes
Utah	Yes
Vermont	Yes
Virginia	Yes
Washington	Yes
West Virginia	Yes
Wisconsin	No
Wyoming	Yes

Elementary Education: Determination Supplement

State, District, or Territory Name & Board/Agency Name for EDUC (ELEM)	Board or Agency Website Address	KWU Meets Licensure Requirements	Specialized Accreditation Required	Specialized Accreditation Accepted as Meeting Educational Requirements	Curriculum Comparison Needed	Trainings, Experience, or Exams	Notes
Alabama - Alabama State Department of Education	https://www.alabamaachieves.org/teacher_center/teacher-certification/	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Alaska - Alaska Department of Education & Early Development	https://education.alaska.gov/TeacherCertification	Yes	No	Yes, NCATE/CAEP	Yes, if not NCATE/CAEP Accredited	AS § 14.20.020(k) requires that out-of-state applicants complete within 90 days of license training regarding alcohol and drug related disabilities, training regarding sexual abuse and sexual assault awareness and prevention required, training regarding dating violence and abuse awareness and prevention, and training related to suicide prevention. 3 semester hours of approved Alaska studies coursework 3 semester hours of approved Alaska multicultural coursework/ Praxis.	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards. State of Kansas Department of Education (KSDE) utilizes CAEP accreditation standards and all KWU EDUC programs are accredited by KSDE. State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs.
American Samoa - American Samoa Department of Education	https://www.amsamoadoe.com/	Yes	No	No	No	None Found	Out-of-state approved teacher preparation program graduates meet educational requirements.
Arizona - Arizona Department of Education	https://www.azed.gov/educator-certification/	Yes	No	No	No	Completion of the United States and Arizona Constitution coursework from an accredited institution or the Constitution of the United States and Arizona exam, AZ033. (This is an allowable 3-year deficiency. *)	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Arkansas - Arkansas Department of Education	https://dese.ade.arkansas.gov/Offices/educator_effectiveness/licensure	Yes	No	No	No	Successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through Arkansas IDEAS; 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.	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
California - California Commission on Teacher Credentialing	https://www.ctc.ca.gov/	Yes	No	No	No	California Exam	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Colorado - Colorado Department of Education	http://www.cde.state.co.us/cdeprpt/	No	No	No	Yes	Praxis	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 - Connecticut State Department of Education	https://portal.ct.gov/SDE/Certification/Bureau-of-Certification	Yes	No	No	Yes	Special Education Course of not fewer than 36 clock hours.	Based on curriculum review requirements, KWU meets CT curriculum requirements. See tab below for Connecticut.
Delaware - Delaware Department of Education	https://www.doe.k12.de.us/Page/3476	Yes	No	Yes, NCATE/CAEP	Yes, if not NCATE/CAEP Accredited	Praxis	Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards. State of Kansas Department of Education (KSDE) utilizes CAEP accreditation standards and all KWU EDUC programs are accredited by KSDE.
District of Columbia - District of Columbia Office of the State Superintendent of Education	https://osse.dc.gov/ed-credentials	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

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

State, District, or Territory Name & Board/Agency Name for EDUC (ELEM)	Board or Agency Website Address	KWU Meets Licensure Requirements	Specialized Accreditation Required	Specialized Accreditation Accepted as Meeting Educational Requirements	Curriculum Comparison Needed	Trainings, Experience, or Exams	Notes
Louisiana - Louisiana Department of Education	https://www.louisianabelieves.com/teaching/Career-Advancement-Opportunities	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates who are eligible to hold license/certificate from state/territory where program is approved meet educational requirements.
Maine - Maine Department of Education	https://www.maine.gov/doe/cert/	Yes	No	No	Yes	Praxis	Based on curriculum review requirements, KWU meets ME curriculum requirements. See tab below for Maine.
Maryland - Maryland State Department of Education	https://marylandpublicschools.org/about/Pages/DEE/index.aspx	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates meet educational requirements.
Massachusetts - Massachusetts Department of Elementary and Secondary Education	https://www.doe.mass.edu/licensure/	Yes	Only if out-of-state program was completed in non-NASDTEC state.	Yes	No	Massachusetts Exam	Out-of-state approved or accredited teacher preparation program graduates meet educational requirements. State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs.
Michigan - Michigan Department of Education	https://www.michigan.gov/mde/services/ed-served_cert	Yes	No	No	No	Need to complete course in first aid and cardiopulmonary resuscitation issued by Red Cross; Michigan Exam	Out-of-state approved teacher preparation program graduates meet educational requirements.
Minnesota - Minnesota Professional Educator Licensure and Standards Board	https://mn.gov/nelsb/aspiring_educator	No	No	No	Yes	Minnesota Exam	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 - Mississippi Department of Education	https://www.mdek12.org/OEL	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates meet educational requirements.
Missouri - Missouri Department of Elementary & Secondary Education	https://dese.mo.gov/educator-quality/certification	Yes	No	No	No	Missouri Exam	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Montana - Montana Office of Public Instruction	https://opi.mt.gov/Educators/Licensure/Educator_Licensure	Yes	No	No	No	Completion and verification of the free, online course: An Introduction to Indian Education for All in Montana. Praxis	Out-of-state approved teacher preparation program graduates meet educational requirements.
Nebraska - Nebraska Department of Education	https://www.education.ne.gov/TCERT/	Yes	No	No	Yes	Human Relations Training and Special Education Training; Praxis	Based on curriculum review requirements, KWU meets NE curriculum requirements. See tab below for Nebraska.
Nevada - State of Nevada Department of Education	https://doe.nv.gov/Educator_Licensure/	Yes	No	No	No	Parental Involvement and Family Engagement (PIFE) course who can take the course any time prior to license renewal; Special Education course work - Three (3) semester credits in a course of study regarding education or curricular adaptation for pupils with disabilities; Praxis	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
New Hampshire - New Hampshire Department of Education	https://www.education.nh.gov/who-we-are/division-of-educator-support-and-higher-education/bureau-of-credentialing	No	No	No	Yes	Praxis	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 (row 61).

State, District, or Territory Name & Board/Agency Name for EDUC (ELEM)	Board or Agency Website Address	KWU Meets Licensure Requirements	Specialized Accreditation Required	Specialized Accreditation Accepted as Meeting Educational Requirements	Curriculum Comparison Needed	Trainings, Experience, or Exams	Notes
New Jersey - State of New Jersey Department of Education	https://www.nj.gov/education/licensure/	No	No	No	Yes	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; Praxis	Based on the curriculum review requirements, KWU meets all of NJ requirements, but KWU Candidates will need to: 1) Maintain a 3.00 cumulative G.P.A.; 2) Have taken the SAT, ACT, or GRE Exam and score in top third in the year exam was taken; and 3) complete an online exam provided by the NJ Department of Education. See tab below for New Jersey (rows 28, 34, 40, 46-47, 50-52, & 54).
New Mexico - New Mexico Public Education Department	https://webnew.ped.state.nm.us/bureaus/licensure/	Yes	No	No	Yes	Praxis	State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs. State of New Mexico states, "C. Except for licensure by reciprocity, the department shall require, prior to initial licensure, no less than sixteen weeks of student teaching, a portion of which shall occur in the first thirty credit hours taken in the college of education and shall be under the direct supervision of a teacher and a portion of which shall occur in the student's senior year with the student teacher being directly responsible for the classroom." KWU requires 16 weeks of clinical practice (student teaching). Based on curriculum review requirements, KWU meets NM curriculum requirements. See tab below for New Mexico.
New York - New York Office of Teaching Initiatives	http://www.highered.nysed.gov/tce/rt/	Yes	No	No	No	All candidates shall have completed at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment. All candidates shall have completed at least two clock hours of coursework or training in school violence prevention and intervention. New York Exam	Out-of-state approved teacher preparation program graduates meet educational requirements.
North Carolina - North Carolina Department of Public Instruction	https://www.dpi.nc.gov/educators/educators-licensure	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
North Dakota - North Dakota Education Standards and Practices Board	https://www.nd.gov/espb/licensure	Yes	No	No	No	Senate Bill 2048 mandates a mental health competency course for all initial licenses. Coursework in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners is required. Praxis	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Northern Mariana Islands - Commonwealth of the Northern Mariana Islands State Board of Education	https://www.cnmipss.org/state-boe-certification	Yes	No	No	No	None Found	Out-of-state approved teacher preparation program graduates meet educational requirements.
Ohio - Ohio Department of Education	https://education.ohio.gov/Topics/Teaching/Licensure	Yes	No	No	No	Ohio Exam	Out-of-state approved teacher preparation program graduates meet educational requirements.
Oklahoma - Oklahoma State Department of Education	https://sde.ok.gov/teacher-certification	Yes	No	No	No	Oklahoma Exam	Out-of-state approved teacher preparation program graduates meet educational requirements.
Oregon - Oregon Teacher Standards and Practices Commission	https://www.oregon.gov/tspc/Pages/index.aspx	Yes	No	No	No	Oregon Exam	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Pennsylvania - Pennsylvania Department of Education	https://www.education.pa.gov/Educators/Certification/Pages/default.aspx	Yes	No	No	No, if state/territory is party to the NASDTEC Interstate Agreement	Praxis	Out-of-state approved teacher preparation program graduates from NASDTEC states meet educational requirements. State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs.

State, District, or Territory Name & Board/Agency Name for EDUC (ELEM)	Board or Agency Website Address	KWU Meets Licensure Requirements	Specialized Accreditation Required	Specialized Accreditation Accepted as Meeting Educational Requirements	Curriculum Comparison Needed	Trainings, Experience, or Exams	Notes
Puerto Rico - Puerto Rico Department of Education	https://de.pr.gov/	Yes	No	No	No	None Found	Out-of-state approved teacher preparation program graduates meet educational requirements.
Republic of Palau - Republic of Palau Ministry of Education Division of Instructional Implementation and Teacher Training	http://moe.epsolutions.pw/	No	NA	NA	NA	NA	Elementary 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 - Marshall Islands Public School System	https://pss.edu.mh/	No	NA	NA	NA	NA	Elementary Education License Title: Not Found with Marshall Islands Public School System (https://pss.edu.mh/)
Rhode Island - Rhode Island Department of Education	https://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates meet educational requirements.
South Carolina - South Carolina Department of Education	https://ed.sc.gov/educators/certification/	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates meet educational requirements.
South Dakota - South Dakota Department of Education	https://doe.sd.gov/certification/	Yes	No	No	No	Will need to complete a South Dakota Indian Studies (SDIS) Course; Praxis	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Tennessee - Tennessee Department of Education	https://www.tn.gov/education/educators/licensing.html	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates from a state that is a partner in the NASDTEC Interstate agreement meet educational requirements. State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs.
Texas - Texas Education Agency	https://tea.texas.gov/texas-educators/certification	Yes	No	No	No	Texas Exam	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
U.S. Virgin Islands - U.S. Virgin Islands Department of Education	https://www.vide.vi/	Yes	No	No	Yes	Praxis	Based on curriculum review requirements, KWU meets USVI curriculum requirements, but candidates will have to complete a course in U.S. Virgin Islands history within the first year of employment . See tab below for U.S. Virgin Islands.
Utah - Utah State Board of Education	https://www.schools.utah.gov/licensing	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Vermont - State of Vermont Agency of Education	https://education.vermont.gov/educator-licensure	Yes	No	No	Yes, if graduate does not first earn out-of-state license	Praxis	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 - Virginia Department of Education	https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/licensure	Yes	No	No	Yes	Praxis	Virginia is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs. As a result of NASDTEC participation, a curriculum comparison is not warranted. Candidates, however, 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.

State, District, or Territory Name & Board/Agency Name for EDUC (ELEM)	Board or Agency Website Address	KWU Meets Licensure Requirements	Specialized Accreditation Required	Specialized Accreditation Accepted as Meeting Educational Requirements	Curriculum Comparison Needed	Trainings, Experience, or Exams	Notes
Washington - Washington Office of Superintendent of Public Instruction	https://www.k12.wa.us/certification/teacher-certificate	Yes	No	No	No	Washington Exam	Out-of-state approved teacher preparation program graduates meet educational requirements.
West Virginia - West Virginia Department of Education	https://wvde.us/certification/certification-info/	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates meet educational requirements.
Wisconsin - Wisconsin Department of Public Instruction	https://dpi.wi.gov/licensing	No	No	No	Yes	Praxis	State of Kansas Department of Education (KSDE) utilizes CAEP accreditation standards and all KWU EDUC programs are accredited by KSDE. Wisconsin standards are aligned with CAEP standards. Based on the curriculum comparison, KWU meets all WI standards, except for two: 1. instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in Wisconsin and 2. the applicant/candidate is required to pass an examination identical to the Foundations of Reading test administered in 2012 as part of the Massachusetts Tests for Educator Licensure. See below for Wisconsinson (rows 22 & 28).
Wyoming - Wyoming Professional Teaching Standards Board	http://wyomingptsb.com/	Yes	No	No	No	Praxis	Out-of-state approved teacher preparation program graduates meet educational requirements.

Elementary Education: State, Territory, or District Required Curriculum Comparison 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 All methods coursework contain field experience	EDUC222 Early Field Experience EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary School 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 EDUC382 Reading and Language Arts for the Developing Reader EDUC387 Methods for Teaching ESL in the Classroom EDUC388 Methods of Teaching in the Secondary School ED415 Methods for Teaching English in the Secondary School ED440 Methods for Social Science in the Secondary School	1 - 3 2 2 3 3 4 3 3 3 3 3 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 hrs/day x 16 wks = 640 clock hours	
		EDUC438 Clinical Practice Seminar	2
		EDUC470 Clinical Practice	10
1 CCR 301-37:3.00			
3.01 Initial Teacher License			
An initial teacher license is valid for three years from the date of issuance and may be renewed as provided in section 7.01 of these rules.			
3.01(1)(a) holds an earned bachelor's or higher degree from an accepted institution of higher education;	Yes		
3.01(1)(b) has completed an approved program of preparation at an accepted institution of higher education, including the field-based experience required by section 23-1-121(2)(d), C.R.S.;	Yes		
3.01(1)(c) has provided an institutional recommendation which meets the requirements outlined in 2.04(2)(b), and:	Yes		
3.01(1)(c)(i) verifies satisfactory completion of the approved program;	Yes		
3.01(1)(c)(ii) specifies the grade/developmental level(s), endorsement area(s), or specialization(s) completed by the applicant;	Yes		
3.01(1)(c)(iii) verifies successful completion of student teaching, internship, or practicum as specified in 2.01(41) of these rules; the grade/developmental level(s) and endorsement/specialization areas of the experience; and	Yes		
3.01(1)(c)(iv) certifies that the applicant has demonstrated thorough knowledge of the subject matter to be taught and has the competencies essential for educational service.	Yes		
3.01(1)(d) has submitted a complete application for a license as defined in section 2.04 of these rules; and	***		
3.01(1)(e) has demonstrated subject matter knowledge necessary for teaching in the endorsement area:	Yes		
3.01(1)(e)(i) for elementary education teachers (grades K-6), special education generalist teachers (ages 5-21), early childhood educators (ages birth-8) and early childhood special education teachers (ages birth-8) by passage of the approved content tests.	K-6 Yes		

Connecticut

C.G.S.A. § 10-145b (a) The State Board of Education, upon receipt of a proper application, shall issue an initial educator certificate to any person who (1) holds a bachelor's degree or an advanced degree from an institution of higher education that is regionally accredited or has received an equivalent accreditation, and (2) has completed (A) an educator preparation program approved by the State Board of Education or the appropriate governing body in the state in which the institution of higher education is located	Yes		
Regs. Conn. State Agencies § 10-145d-436			
On and after July 1, 1993, to receive an initial educator certificate for elementary teaching an applicant shall present evidence of meeting the following requirements, in addition to meeting the assessment requirements, as appropriate:			
(a) Holds a bachelor's degree from an approved institution;	Yes		
(b) On and after July 1, 1998, has completed a minimum of six semester hours of credit in child and/or human growth and development. This may be completed as part of the subject area major or general academic course requirement;	Yes	EDUC225 Educational Psyc EDUC250 Excep. Individual	3 3
(c) Has a minimum of 39 semester hours of credit in general academic courses:		variable course selections	
In five of the six areas listed below. A survey course in United States history, comprised of not fewer than three semester hours of credit shall be included.		HIST 220 US History I or HIST 221 US History II	3 3
(1) English;		ENGL120 Introductory English Composition ENGL121 Intermediate English Composition COMM130 Public Speaking	3 3 3
(2) Natural sciences;	Yes; 41	BIOL102 Environmental Awareness BIOL110 General Biology	3 4
(3) Mathematics;		BSHS210 Statistical Analysis MATH120 College Algebra EDUC110 Math Concepts in Elementary Education	3 3 3
(4) Social studies; and		SOCI240 Inequity & Stratification SOCI375 Environmental Sociology	3 3
(5) Foreign language; or (6) Fine arts;		EDUC240 Music Methods EDUC248 Art in Elementary School	2 2
(d) Has completed a subject-area major consisting of one of the following:	Yes		
(1) A major awarded by an approved institution in any one subject area, except that a major in professional education may not be accepted in fulfillment of this requirement; or	***		
(2) A 39-semester-hours-credit interdisciplinary major consisting of a concentration of at least 18 semester hours of credit in any one subject area with the remainder distributed among no more than three additional subjects related to the area of concentration, except that a major or course work in professional education may not be accepted in fulfillment of any portion of this requirement; and	Yes		
(e) Has a minimum of 30 semester hours of credit in professional education in a planned program of study and experience in elementary education to be distributed among each of the following:	Yes		
(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
(3) Curriculum and methods of teaching. This group shall include six semester hours of credit in language arts, which may include reading, writing, speaking, listening, and spelling. This group may include areas such as: (1) effective teaching skills, (2) teaching language arts, (3) teaching mathematics and (4) teaching the arts;	Yes; KWU requires 7 cr. hrs. in Language Arts	EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary School EDUC 333 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 EDUC382 Reading & Language Arts for the Developing Reader	2 2 3 3 4 3 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 EDUC470 Clinical Practice	2 10
(5) A course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.	Yes; KWU requires 45 clock hours		

Iowa

State of Iowa Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
Required coursework: Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children.	***		
At least 9 semester hours in literacy which must include:	Yes		27
1. Content:			
a. Children's literature;		EDUC245 Child and Adolescent Literature	3
		ENGL120 Introductory English Composition	3
b. Oral and written communication skills for the twenty-first century.		ENGL121 Intermediate English Composition	3
		COMM130 Public Speaking	3
2. Methods:			
a. Assessment, diagnosis and evaluation of student learning in literacy;		EDUC382 Reading & Language Arts for the Developing Reader	3
b. Integration of the language arts (to include reading, writing, speaking, viewing, and listening);		EDUC339 Methods of Teaching Reading & Language Arts for the Beg. Reader	4
		EDUC382 Reading & Language Arts for the Developing Reader	3
3. Integration of technology in teaching and student learning in literacy;		EDUC210 Instructional Technology	2
4. Current best-practice, research-based approaches of literacy instruction;		EDUC210 Instructional Technology	2
5. Classroom management as it applies to literacy methods;		EDUC380 Classroom Management	3
6. Pre-student teaching clinical experience in teaching literacy.		EDUC339 Methods of Teaching Reading & Language Arts for the Beg. Reader	4
		EDUC382 Reading & Language Arts for the Developing Reader	3
At least 9 semester hours in mathematics which must include:	Yes		14
1. Content:			
a. Numbers and operations;		MATH105 Survey of College Mathematics	3
		EDUC333 Methods of Teaching Mathematics for Elementary Teachers	3
b. Algebra/number patterns;		MATH105 Survey of College Mathematics	3
		EDUC333 Methods of Teaching Mathematics for Elementary Teachers	3
c. Geometry;		MATH105 Survey of College Mathematics	3
d. Measurement;		MATH105 Survey of College Mathematics	3
e. Data analysis/probability.		BSHS Statistical Analysis	3
		MATH105 Survey of College Mathematics	3
2. Methods:			
a. Assessment, diagnosis and evaluation of student learning in mathematics;		EDUC333 Methods of Teaching Mathematics for Elementary Teachers	3
b. Current best-practice, research-based instructional methods in mathematical processes (to include problem solving; reasoning; communication; the ability to recognize, make and apply connections; integration of manipulatives; the ability to construct and to apply multiple connected representations; and the application of content to real world experiences);		EDUC333 Methods of Teaching Mathematics for Elementary Teachers	3
3. Integration of technology in teaching and student learning in mathematics;		EDUC210 Instructional Technology	2
		EDUC333 Methods of Teaching Mathematics for Elementary Teachers	3
4. Classroom management as it applies to mathematics methods;		EDUC333 Methods of Teaching Mathematics for Elementary Teachers	3
		EDUC380 Classroom Management	2
5. Pre-student teaching clinical experience in teaching mathematics.		EDUC333 Methods of Teaching Mathematics for Elementary Teachers	3
At least 9 semester hours in social sciences which must include:	Yes		32
1. Content:			
a. History;		HIST105 World Civilization I	3
		HIST106 World Civilization II	3
		HIST220 American History I	3
		HIST 221 American History II	3
b. Geography;		HIST130 World Geography	3
c. Political science/civic literacy;		SOCI250 Racial & Ethnic Minorities	3
		SOCI240 Social Inequity & Stratification	3
d. Economics;		SOCI250 Racial & Ethnic Minorities	3
		SOCI240 Social Inequity & Stratification	3
e. Behavioral sciences.		EDUC224 Developmental Psychology	3
		EDUC225 Educational Psychology	3
		EDUC250 Education of the Exceptional Individual	3
2. Methods:			
a. Current best-practice, research-based approaches to the teaching and learning of social sciences;		EDUC346 Methods of Teaching Social Studies for Elementary Teachers	3
b. Integration of technology in teaching and student learning in social sciences;		EDUC346 Methods of Teaching Social Studies for Elementary Teachers	3
		EDUC210 Instructional Technology	2
c. Classroom management as it applies to social science methods.		EDUC346 Methods of Teaching Social Studies for Elementary Teachers	3
		EDUC380 Classroom Management	3
At least 9 semester hours in science which must include:	Yes		14
1. Content:			
a. Physical science;		BIOL102 Environmental Awareness	3
b. Earth/space science;		BIOL102 Environmental Awareness	3
c. Life science.		SOCI375 Environmental Sociology	3
2. Methods:			
a. Current best-practice, research-based methods of inquiry-based teaching and learning of science;		EDUC335 Methods of Teaching Science for Elementary Teachers	3
b. Integration of technology in teaching and student learning in science;		EDUC335 Methods of Teaching Science for Elementary Teachers	3
		EDUC210 Instructional Technology	2
c. Classroom management as it applies to science methods.		EDUC335 Methods of Teaching Science for Elementary Teachers	3
		EDUC380 Classroom Management.	3

State of Iowa Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
At least 3 semester hours to include all of the following:	Yes		9
1. Methods of teaching elementary physical education, health, and wellness;		SPES120 Personal, Community, & Global Health	3
2. Methods of teaching visual arts for the elementary classroom;		EDUC248 Art in the Elementary School	3
3. Methods of teaching performance arts for the elementary classroom		EDUC240 Music Methods for the Classroom Teacher	3
Pre-student teaching field experience in at least two different grade levels to include one primary and one intermediate placement.	Yes	Variable coursework; Will require transcript audit	12+
A field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours.			
Iowa Admin. Code 282-13.5	***		
(1) General requirements. The applicant shall:	***		
a. Have a baccalaureate degree.	Yes		
b. Have completed a state-approved teacher education program.	Yes		
c. Have completed the teacher preparation coursework set forth in 281--subrules 79.15(2) to 79.15(5).	Yes		
d. Have completed student teaching in the subject area and grade level endorsement desired.	Yes		
e. Have completed the requirements for one of the basic teaching endorsements.	Yes		
f. Provide a recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed.	Yes		
13.5(2) Applicants from non-Iowa institutions.	***		
a. Original application. Applicants under this subrule have completed a teacher preparation program outside the state of Iowa and are applying for their first Iowa teaching license.	Yes		
b. In addition to the requirements set forth in subrule 13.5(1), an applicant from a non-Iowa institution:	***		
(1) Shall submit a copy of a valid or expired regular teaching certificate or license exclusive of a temporary, emergency or substitute license or certificate.	Yes		
(2) Shall provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013, and the applicant has verified fewer than three years of valid out-of-state teaching experience. If the teacher preparation program was completed prior to January 1, 2013, or if the applicant has verified three years of valid out-of-state teaching experience, the applicant must provide verification of successfully passing the mandated assessment(s) in the state in which the applicant is currently licensed (or verify highly qualified status) or must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education.	Yes		
(3) Shall provide an official institutional transcript(s) to be analyzed for the requirements necessary for Iowa licensure. An applicant must have completed at least 75 percent of the coursework as outlined in 281--subrules 79.15(2) to 79.15(5) and an endorsement requirement through a two- or four-year institution in order for the endorsement to be included on the license. An applicant who has not completed at least 75 percent of the coursework for at least one of the basic Iowa teaching endorsements completed will not be issued a license. An applicant seeking a board of educational examiners transcript review must have achieved a C- grade or higher in the courses that will be considered for licensure. An applicant who has met the minimum coursework requirements in this subrule will not be subject to additional coursework deficiency requirements if the applicant provides verification of ten years of successful teaching experience or if the applicant provides verification of five years of successful experience and a master's degree.	Yes		
(4) Shall demonstrate recency of experience by providing verification of either one year of teaching experience or six semester hours of college credit during the five-year period immediately preceding the date of application.	Yes		
(5) Shall not be subject to any pending disciplinary proceedings in any state or country.	Yes		
(6) Shall comply with all requirements with regard to application processes and payment of licensure fees.	Yes		
Iowa Admin. Code 281-79.15(256)	***		
Teacher candidates demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.	Yes		
79.15(1) Each teacher candidate demonstrates the acquisition of a core of liberal arts knowledge including but not limited to English composition, mathematics, natural sciences, social sciences, and humanities.	Yes	ENGL120 Introductory English Composition ENGL121 Intermediate English Composition BSHS210 Statistical Analysis MATH120 College Algebra BIOL102 Environmental Awareness BIOL105 Biology for Non-Majors BIOL110 General Biology SOQ130 The Sociological Imagination SOQ240 Inequity & Stratification ARTS275 Arts and Culture MUSI115 Music Appreciation	3 3 3 3 3 4 4 3 3 3 3 3
79.15(2) Each teacher candidate receives dedicated coursework related to the study of human relations, cultural competency, and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in rule 281-79.2(256). The unit shall provide evidence that teacher candidates develop the ability to identify and meet the needs of all learners, including:	Yes	SOQ131 The Sociological Imagination SOQ240 Inequity & Stratification SOQ250 Racial & Ethnic Minorities SOWK225 Human Behavior & the Social Environment PSYC201 Social Psychology	3 3 3 3 3
a. Students from diverse ethnic, racial and socioeconomic backgrounds.	Yes	SOQ131 The Sociological Imagination SOQ240 Inequity & Stratification SOQ250 Racial & Ethnic Minorities SOWK225 Human Behavior & the Social Environment PSYC201 Social Psychology	3 3 3 3 3

State of Iowa Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
c. Students who are struggling with literacy, including those with dyslexia.	Yes	EDUC250 Education of the Exceptional Individual EDUC387 Methods for Teaching ESL in the Classroom SPED310 Foundations for Special Education Service SPED320 Beginning American Sign Language DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles Including Dyslexia	3 3 4 2 2 2
d. Students who are gifted and talented.	Yes	EDUC250 Education of the Exceptional Individual	3
e. English language learners.	Yes	EDUC387 Methods for Teaching ESL in the Classroom	3
f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.	Yes	BSHS105 Foundations of Addiction EDUC380 Classroom Management	
79.15(3) Each teacher candidate demonstrates competency in literacy, to include reading theory, knowledge, strategies, and approaches; and integrating literacy instruction into content areas. The teacher candidate demonstrates competency in making appropriate accommodations for students who struggle with literacy. Demonstrated competency shall address the needs of all students, including but not limited to, students with disabilities; students who are at risk of academic failure; students who have been identified as gifted and talented or limited English proficient; and students with dyslexia, whether or not such students have been identified as children requiring special education under Iowa Code chapter 256B. Literacy instruction shall include evidence-based best practices, determined by research, including that identified by the Iowa reading research center.	Yes	EDUC339 Methods of Teaching Reading & Language Arts for the Beg. Reader EDUC380 Classroom Management EDUC382 Reading & Language Arts for the Developing Reader EDUC385 Reading in the Content Areas EDUC387 Methods for Teaching ESL in the Classroom EDUC388 Methods of Teaching in the Secondary School SPED310 Foundations for Special Education Service SPED320 Beginning American Sign Language DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles Including Dyslexia	4 3 3 2 3 3 4 2 2 2
79.15(4) Each unit defines unit standards (aligned with InTASC standards) and embeds them in courses and field experiences.	Yes		
79.15(5) Each teacher candidate demonstrates competency in all of the following professional core curricula:	***		
a. Learner development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Yes	EDUC225 Educational Psychology EDUC244 Developmental Psychology PSYC201 Social Psychology SOWK225 Human Behavior & the Social Environment	3 3 3 3
b. Learning differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Yes	EDUC225 Educational Psychology EDUC244 Developmental Psychology PSYC201 Social Psychology SOWK225 Human Behavior & the Social Environment	3 3 3 3
c. 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	EDUC225 Educational Psychology EDUC244 Developmental Psychology PSYC201 Social Psychology SOWK225 Human Behavior & the Social Environment	3 3 3 3
d. Content knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Yes	EDUC225 Educational Psychology EDUC244 Developmental Psychology PSYC201 Social Psychology	3 3 3
e. Application of content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Yes	EDUC225 Educational Psychology EDUC244 Developmental Psychology PSYC201 Social Psychology SOWK225 Human Behavior & the Social Environment SOWK320 Personal, Community, & Global Health	3 3 3 3 3
f. Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Yes	EDUC250 Education of the Exceptional Individual EDUC387 Methods for Teaching ESL in the Classroom SPED310 Foundations for Special Education Service SPED320 Beginning American Sign Language DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles Including Dyslexia	3 3 4 2 2 2
g. Planning for instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Yes	EDUC339 Methods of Teaching Reading & Language Arts for the Beg. Reader EDUC380 Classroom Management EDUC382 Reading & Language Arts for the Developing Reader EDUC385 Reading in the Content Areas EDUC387 Methods for Teaching ESL in the Classroom EDUC388 Methods of Teaching in the Secondary School SPED310 Foundations for Special Education Service SPED320 Beginning American Sign Language DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles Including Dyslexia	4 3 3 2 3 3 4 2 2 2
h. Instructional strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Yes	EDUC339 Methods of Teaching Reading & Language Arts for the Beg. Reader EDUC380 Classroom Management EDUC382 Reading & Language Arts for the Developing Reader EDUC385 Reading in the Content Areas EDUC387 Methods for Teaching ESL in the Classroom EDUC388 Methods of Teaching in the Secondary School SPED310 Foundations for Special Education Service SPED320 Beginning American Sign Language DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles Including Dyslexia	4 3 3 2 3 3 4 2 2 2
i. Professional learning and ethical practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Yes	SOWK140 Human Behavior & the Social Environment SOWK332 Social Work with Individuals, Families, & Groups SOWK342 Social Work with Communities & Organizations	3 3 3

State of Iowa Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
j. Leadership and collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Yes	EDUC339 Methods of Teaching Reading & Language Arts for the Beg. Reader EDUC380 Classroom Management EDUC382 Reading & Language Arts for the Developing Reader EDUC385 Reading in the Content Areas EDUC387 Methods for Teaching ESL in the Classroom EDUC388 Methods of Teaching in the Secondary School SPED310 Foundations for Special Education Service SPED320 Beginning American Sign Language DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles Including Dyslexia	4 3 3 2 3 3 4 2 2 2
k. Technology. The teacher candidate effectively integrates technology into instruction to support student learning.	Yes	EDUC210 Instructional Technology	2
l. Methods of teaching. The teacher candidate understands and uses methods of teaching that have an emphasis on the subject and grade-level endorsement desired.	Yes	EDUC339 Methods of Teaching Reading & Language Arts for the Beg. Reader EDUC380 Classroom Management EDUC382 Reading & Language Arts for the Developing Reader EDUC385 Reading in the Content Areas EDUC387 Methods for Teaching ESL in the Classroom EDUC388 Methods of Teaching in the Secondary School SPED310 Foundations for Special Education Service SPED320 Beginning American Sign Language DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles Including Dyslexia	4 3 3 2 3 3 4 2 2 2
79.15(6) Assessment requirements.	***		
a. Each teacher candidate must either meet or exceed a score on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area as approved by the director of the department of education, or the teacher candidate must meet or exceed the equivalent of a score on an alternate assessment also approved by the director. That alternate assessment must be a valid and reliable subject-area-specific, performance-based assessment for preservice teacher candidates that is centered on student learning. The required passing score will be determined by the director using considerations described in Iowa Code section 256.16(1)"a"(2) as amended by 2019 Iowa Acts, Senate File 159, section 2. A candidate who successfully completes the practitioner preparation program as required under this subparagraph shall be deemed to have attained a passing score on the assessments administered under this subparagraph even if the department subsequently sets different minimum passing scores.	Yes		
b. The director shall waive the assessment requirements in 79.15(6)"a" for not more than one year for a person who has completed the course requirements for an approved practitioner preparation program but attained an assessment score below the minimum passing scores set by the department for successful completion of the program under 79.15(6)"a." The department shall forward to the BOEE the names of all candidates granted a waiver for consideration for a temporary license.	Yes		
79.15(7) Each teacher candidate must complete a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Additionally, each elementary teacher candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours. Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the teacher candidate is recommended.	Yes		
79.15(8) Each teacher candidate demonstrates competency in content coursework directly related to the Iowa Core.	Yes Praxis Content & Praxis Core		
79.15(9) Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.	Yes		

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;	Praxis - Yes		
(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 (1.2)	***		
2. Endorsement Eligibility Pathway 2	***		
(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;	B.A. Degree - Yes		
(b) Completed a minimum of six semester hours in each of the following: liberal arts English, liberal arts mathematics, liberal arts science, and liberal arts social studies;	Yes - 25 cr. hrs.	ENGL120 Introductory English Composition 3 ENGL121 Intermediate English Composition 3 BSHS210 Statistical Analysis 3 MATH120 College Algebra 3 BIOL102 Environmental Awareness 3 BIOL110 General Biology 4 SOCI240 Inequity & Stratification 3 SOCI375 Environmental Sociology 3	
(c) Completed a minimum of three semester hours in elementary reading methods;	Yes - 7 cr. hrs.	EDUC339 Methods of Teaching reading & Language Arts for the Beg. Reader 4 EDUC382 Reading & Language Arts for the Developing Reader 3	
(d) Completed a minimum of three semester hours from the following courses: children's literature, elementary language arts methods, or the writing process;	Yes - 10 cr. hrs.	EDUC245 Child & Adolescent Literature 3 EDUC339 Methods of Teaching reading & Language Arts for the Beg. Reader 4 EDUC382 Reading & Language Arts for the Developing Reader 3	
(e) Completed a minimum of three semester hours in elementary mathematics methods;	Yes - 3 cr. hrs.	EDUC333 Methods of Teaching Mathematics for Elementary Teachers	3
(f) Completed a minimum of three semester hours in elementary science methods;	Yes - 3 cr. hrs.	EDUC335 Methods of Teaching Science for Elementary Teachers	3
(g) Completed a minimum of three semester hours in elementary social studies methods;	Yes - 3 cr. hrs.	EDUC346 Methods of Teaching Social Studies for Elementary Teachers	3
(h) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";	Yes - 3 cr. hrs.	EDUC250 Education of the Exceptional Individual	3
(i) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;	Yes - Praxis		
(j) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13;	Yes - Praxis		
(k) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program; and	Yes - Praxis		
(l) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in this endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a targeted need certificate, a conditional certificate, or a transitional endorsement in this endorsement area at the specified grade level.	Yes 12 cr. hrs.	EDUC438 Clinical Practice Seminar EDUC470 Clinical Practice	2 10

Minnesota

State of Minnesota Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
Minnesota Rules, part 8710.3200 Subp. 2. Licensure requirements. A candidate for licensure to teach elementary students in kindergarten through grade 6 shall:	***		
A. hold a baccalaureate degree from a college or university that is accredited by the regional association for the accreditation of colleges and secondary schools;	Yes		
B. demonstrate the standards for effective practice for licensing of beginning teachers listed in part 8710.2000; and	Yes		
C. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of elementary education in kindergarten through grade 6 in subpart 3.	Yes		
Minnesota Rules, part 8710.3200 Subp. 3. Subject matter standards, elementary education. A candidate must complete a preparation program for licensure under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.	***		
A. A teacher of children in kindergarten through grade 6 must:	***		
(1) understand and apply the research base for and the best practices of kindergarten and elementary level education;	Yes	EDUC208 Found./His. of Am. Ed.	3
(2) understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children;	Yes	EDUC225 Educational Psychology	3
(3) understand and apply the concepts of "belonging" and "family connectedness" as crucial to the development of young children;	Yes	EDUC380 Classroom Management	3
(4) understand and apply the process and necessity of collaboration with families and other adults in support of the learning of young children; and	Yes	SOWK225 Human Behavior/Social Environment	3
(5) understand how to integrate curriculum across subject areas in developmentally appropriate ways.	Yes	EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elem. Teachers EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies of Elem. Teachers EDUC382 Reading & Language Arts for the Developing Reader EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary Classroom	3 3 4 3 3 2 2
B. A teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them. The teacher must:	***		
(1) develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking EDUC210 Instructional Technology EDUC245 Child & Adolescent Literature	4 3 3 3 3
(2) understand and apply teaching methods related to the developmental stages of language;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader	4 3
(3) use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader	4 3
(4) know how to integrate the communication arts;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(5) develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(6) develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(7) know children's and young adolescents' literature representing a variety of genre; and	Yes	EDUC245 Child & Adolescent Literature	3
(8) know how to use books and other printed sources to develop children's personal growth and lifelong learning.	Yes	EDUC245 Child & Adolescent Literature	3
C. A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including:	***		
(1) oral and written language development, including:	***		
(a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(b) the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly English learners; and	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(c) the interrelated elements of language arts instruction that support the reading development of English learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another.	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(2) phonological and phonemic awareness, including:	***		
(a) the phonemes that make up the English language;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3

State of Minnesota Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(b) the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(c) the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(3) concepts about print, including:	***		
(a) knowledge about how letters, words, and sentences are represented in written English;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(b) the importance of teaching uppercase and lowercase letter recognition and formation; and	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(c) the instructional progression of the alphabetic principle;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(4) phonics and other word identification strategies and fluency, including:	***		
(a) systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(b) word identification strategies and common, irregular sight words;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(c) the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(d) how the etymology and morphology of words relate to orthographic patterns in English; and	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(e) the development of reading fluency;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(5) knowledge of how to develop vocabulary knowledge, including:	***		
(a) understanding the critical role vocabulary knowledge plays in reading;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(b) how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(c) how to provide opportunities for students to engage in early and continual language experiences to increase vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(6) comprehension processes related to reading, including:	***		
(a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(c) how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(7) content-area literacy, including:	***		
(a) knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(b) the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(8) literary response and analysis, including:	***		
(a) knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes;	Yes	EDUC245 Child & Adolescent Literature	3
(b) knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and	Yes	EDUC245 Child & Adolescent Literature	3
(c) knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests;	Yes	EDUC245 Child & Adolescent Literature	3
(9) structure of the English language, including:	***		
(a) basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(b) knowledge of how to enhance literacy skills including helping students understand similarities and differences between language structures used in spoken and written English;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3

State of Minnesota Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(c) basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence, including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(d) knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:	***		
(1) appropriate, motivating instruction, both explicit and implicit, in:	***		
(a) oral language development;	Yes	COMM130 Public Speaking	3
(b) auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;	Yes	COMM130 Public Speaking	3
(c) the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities; and	Yes	COMM130 Public Speaking	3
(d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts;	Yes	COMM130 Public Speaking	3
(2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:	***		
(a) multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(b) teaching vocabulary using a range of instructional activities to extend students' understanding of words; and	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(c) teaching comprehension skills and strategies, including opportunities for guided and independent work;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(3) selection and appropriate use of a wide range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students' responses to literature and critical reading abilities through high level, interactive discussions about texts;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking EDUC245 Child & Adolescent Literature	4 3 3 3
(4) selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader	4 3
(5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice, and independent work; and	Yes	EDUC225 Educational Psychology EDUC244 Developmental Psychology EDUC250 Education of the Exceptional Individual	3 3 3
(6) the ability to design purposeful lessons and tasks based on the qualities, structures, and difficulty of texts and the reading needs of individuals, including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader	4 3
E. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:	***		
(1) formal and informal tools to assess students':	***		
(a) oral and written language development;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(b) auditory awareness, discrimination of sounds, and phonological and phonemic awareness;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(c) understanding of concepts about print and the alphabetic principle;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(e) vocabulary knowledge in relation to specific reading needs and texts;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(f) comprehension of narrative and expository texts and the use of comprehension strategies, including determining independent, instructional, and frustration reading levels;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking	4 3 3
(g) comprehension in content area reading;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader	4 3
(h) ability to evaluate and respond to a range of literature and analyze text structures and elements; and	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking EDUC245 Child & Adolescent Literature	4 3 3 3
(i) oral and written language to determine understanding and use of English language structures and conventions;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking EDUC245 Child & Adolescent Literature	4 3 3 3

State of Minnesota Requirements		KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(2) formal and informal tools to:		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking EDUC245 Child & Adolescent Literature	4 3 3 3
(a) plan, evaluate, and differentiate instruction to meet the needs of students from various cognitive, linguistic, and cultural backgrounds; and		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking EDUC245 Child & Adolescent Literature	4 3 3 3
(b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers;		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking EDUC245 Child & Adolescent Literature	4 3 3 3
(3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking EDUC245 Child & Adolescent Literature	4 3 3 3
(4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking EDUC245 Child & Adolescent Literature	4 3 3 3
(5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading course work; and		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking EDUC245 Child & Adolescent Literature	4 3 3 3
(6) the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability.		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking EDUC245 Child & Adolescent Literature	4 3 3 3
F. A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating 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) knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader	4 3
(2) the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds;		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader	4 3
(3) the development and implementation of 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;		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader	4 3
(4) the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing student engagement and literacy for students;		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader	4 3
(5) the ability to foster independence and self-efficacy in readers;		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader	4 3
(6) the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud and providing access to a variety of reading materials; and		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader DYS331 Foundations of Literacy and Diverse Reading Profiles	4 3 2
(7) the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English learners; and to use additional strategies to promote literacy in the home.		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader SOWK225 Human Behavior & the Social Environment DYS331 Foundations of Literacy and Diverse Reading Profiles	4 3 3 2
G. A teacher of children in kindergarten through grade 6 must demonstrate a view of professional development as a career-long effort and responsibility. The teacher must:		***		
(1) exhibit a particular stance towards professional development. A beginning teacher must view learning about reading processes and student reading development, and becoming more proficient as a teacher of reading, as a career-long effort and responsibility;		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader SOWK225 Human Behavior & the Social Environment DYS331 Foundations of Literacy and Diverse Reading Profiles	4 3 3 2
(2) display positive dispositions toward the act of reading and the teaching of reading, including a belief that students can learn to read regardless of cognitive, cultural, or linguistic backgrounds;		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader SOWK225 Human Behavior & the Social Environment DYS331 Foundations of Literacy and Diverse Reading Profiles	4 3 3 2
(3) provide support for reading development by communicating regularly with parents or caregivers and eliciting their support in a student's reading development;		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader SOWK225 Human Behavior & the Social Environment DYS331 Foundations of Literacy and Diverse Reading Profiles	4 3 3 2
(4) understand how to provide instructions for paraprofessionals and volunteers working in the classroom to ensure that these individuals provide effective supplementary reading instruction;		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader SOWK225 Human Behavior & the Social Environment DYS331 Foundations of Literacy and Diverse Reading Profiles	4 3 3 2
(5) engage in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices to improve daily instructional decisions and interactions with students; and		Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader SOWK225 Human Behavior & the Social Environment DYS331 Foundations of Literacy and Diverse Reading Profiles	4 3 3 2

State of Minnesota Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(6) collaborate with other professionals on literacy learning initiatives.	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader SOWK225 Human Behavior & the Social Environment DYS331 Foundations of Literacy and Diverse Reading Profiles	4 3 3 2
H. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental concepts of mathematics and the connections between them. The teacher must know and apply: (1) concepts of mathematical patterns, relations, and functions, including the importance of number and geometric patterns in mathematics and the importance of the educational link between primary school activities with patterns and the later conceptual development of important ideas related to functions and be able to:	***		
(a) identify and justify observed patterns;	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics MATH120 College Algebra EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3 3
(b) generate patterns to demonstrate a variety of relationships; and	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics MATH120 College Algebra EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3 3
(c) relate patterns in one strand of mathematics to patterns across the discipline;	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics MATH120 College Algebra EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3 3
(2) concepts and techniques of discrete mathematics and how to use them to solve problems from areas including graph theory, combinatorics, and recursion and know how to:	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics MATH120 College Algebra EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3 3
(a) help students investigate situations that involve counting finite sets, calculating probabilities, tracing paths in network graphs, and analyzing iterative procedures; and	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics MATH120 College Algebra EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3 3
(b) apply these ideas and methods in settings as diverse as the mathematics of finance, population dynamics, and optimal planning;	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics MATH120 College Algebra EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3 3
(3) concepts of numerical literacy:	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics MATH120 College Algebra EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3 3
(a) possess number sense and be able to use numbers to quantify concepts in the students' world;	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics MATH120 College Algebra EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3 3
(b) understand a variety of computational procedures and how to use them in examining the reasonableness of the students' answers;	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics MATH120 College Algebra EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3 3
(c) understand the concepts of number theory including divisibility, factors, multiples, and prime numbers, and know how to provide a basis for exploring number relationships; and	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics MATH120 College Algebra EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3 3
(d) understand the relationships of integers and their properties that can be explored and generalized to other mathematical domains;	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics MATH120 College Algebra EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3 3
(4) concepts of space and shape:	Yes	MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3
(a) understand the properties and relationships of geometric figures;	Yes	MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3
(b) understand geometry and measurement from both abstract and concrete perspectives and identify real world applications; and	Yes	MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3

State of Minnesota Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(c) know how to use geometric learning tools such as geoboards, compass and straight edge, ruler and protractor, patty paper, reflection tools, spheres, and platonic solids;	Yes	MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3
(5) data investigations:	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3
(a) use a variety of conceptual and procedural tools for collecting, organizing, and reasoning about data;	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3
(b) apply numerical and graphical techniques for representing and summarizing data;	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3
(c) interpret and draw inferences from data and make decisions in a wide range of applied problem situations; and	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3
(d) help students understand quantitative and qualitative approaches to answering questions and develop students' abilities to communicate mathematically;	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3
(6) concepts of randomness and uncertainty:	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3
(a) probability as a way of describing chance in simple and compound events; and	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3
(b) the role of randomness and sampling in experimental studies;	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3
(7) mathematical processes:	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3
(a) know how to reason mathematically, solve problems, and communicate mathematics effectively at different levels of formality;	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3
(b) understand the connections among mathematical concepts and procedures, as well as their application to the real world;	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3
(c) understand the relationship between mathematics and other fields; and	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3
(d) understand and apply problem solving, reasoning, communication, and connections; and	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3
(8) mathematical perspectives:	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3
(a) understand the history of mathematics and the interaction between different cultures and mathematics; and	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3
(b) know how to integrate technological and nontechnological tools with mathematics.	Yes	BSHS210 Statistical Analysis MATH105 Survey of College Mathematics EDUC110 Math Concepts in Elementary Education EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3 3 3 3
I. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental social studies concepts and the connections among them. The teacher must know and apply:	***		
(1) tools of inquiry and problem solving;	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers SOCI131 The Sociological Imagination SOCI250 Racial and Ethnic Minorities SOCI240 Social Inequality and Stratification SOCI370 Environmental Sociology SOWK225 Human Behavior and the Social Environment	3 3 3 3 3 3

State of Minnesota Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(2) concepts of:	***		
(a) culture and cultural diversity;	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers SOCI131 The Sociological Imagination SOCI250 Racial and Ethnic Minorities SOCI240 Social Inequality and Stratification SOCI370 Environmental Sociology SOWK225 Human Behavior and the Social Environment	3 3 3 3 3 3
(b) the ways human beings view themselves in and over time;	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers SOCI131 The Sociological Imagination SOCI250 Racial and Ethnic Minorities SOCI240 Social Inequality and Stratification SOCI370 Environmental Sociology SOWK225 Human Behavior and the Social Environment	3 3 3 3 3 3
(c) the interaction between people, places, and environments;	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers SOCI131 The Sociological Imagination SOCI250 Racial and Ethnic Minorities SOCI240 Social Inequality and Stratification SOCI370 Environmental Sociology SOWK225 Human Behavior and the Social Environment	3 3 3 3 3 3
(d) individual development and identity;	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers SOCI131 The Sociological Imagination SOCI250 Racial and Ethnic Minorities SOCI240 Social Inequality and Stratification SOCI370 Environmental Sociology SOWK225 Human Behavior and the Social Environment	3 3 3 3 3 3
(e) interactions among individuals, groups, and institutions;	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers SOCI131 The Sociological Imagination SOCI250 Racial and Ethnic Minorities SOCI240 Social Inequality and Stratification SOCI370 Environmental Sociology SOWK225 Human Behavior and the Social Environment	3 3 3 3 3 3
(f) how people create and change structures of power and authority and of governance;	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers SOCI131 The Sociological Imagination SOCI250 Racial and Ethnic Minorities SOCI240 Social Inequality and Stratification SOCI370 Environmental Sociology SOWK225 Human Behavior and the Social Environment	3 3 3 3 3 3
(g) how people organize for the production, distribution, and consumption of goods and services and how those choices impact the environment;	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers SOCI131 The Sociological Imagination SOCI250 Racial and Ethnic Minorities SOCI240 Social Inequality and Stratification SOCI370 Environmental Sociology SOWK225 Human Behavior and the Social Environment	3 3 3 3 3 3
(h) the relationships among science, technology, and society;	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers SOCI131 The Sociological Imagination SOCI250 Racial and Ethnic Minorities SOCI240 Social Inequality and Stratification SOCI370 Environmental Sociology SOWK225 Human Behavior and the Social Environment	3 3 3 3 3 3
(i) global connections and independence; and	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers SOCI131 The Sociological Imagination SOCI250 Racial and Ethnic Minorities SOCI240 Social Inequality and Stratification SOCI370 Environmental Sociology SOWK225 Human Behavior and the Social Environment	3 3 3 3 3 3
(j) the ideals, principles, and practices that promote productive community involvement;	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers SOCI131 The Sociological Imagination SOCI250 Racial and Ethnic Minorities SOCI240 Social Inequality and Stratification SOCI370 Environmental Sociology SOWK225 Human Behavior and the Social Environment	3 3 3 3 3 3
(3) history, government, and culture of Minnesota-based American Indian tribes as integrating concepts throughout the elementary curriculum; and	No		
(4) the environment as an integrating concept through understanding of how to use the sciences, social sciences, mathematics, arts, and communications in the exploration of environmental issues and topics.	Yes	EDUC333 Methods of Teaching Mathematics for Elem. 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 the Developing Reader SOCI131 The Sociological Imagination SOCI370 Environmental Sociology	3 4 3 3 3 3
J. A teacher of children in kindergarten through grade 6 must demonstrate a fundamental knowledge of scientific perspectives, scientific connections, science in personal and social perspectives, the domains of science, and the methods and materials for teaching science and scientific inquiry. The teacher must:	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers BIOL102 Environmental Awareness ENGL270 Eco-Writing SOCI375 Environmental Sociology	3 3 3 3
(1) understand science as a human endeavor, the nature of scientific knowledge, and the historical perspective of science;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers BIOL102 Environmental Awareness ENGL270 Eco-Writing SOCI375 Environmental Sociology	3 3 3 3

State of Minnesota Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(2) know and apply the understandings and abilities of scientific inquiry including the ability to:	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers BIOL102 Environmental Awareness ENGL270 Eco-Writing SOQI375 Environmental Sociology	3 3 3 3
(a) identify questions and concepts that can be explored through scientific inquiry;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers BIOL102 Environmental Awareness ENGL270 Eco-Writing SOQI375 Environmental Sociology	3 3 3 3
(b) design and conduct scientific investigations;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers BIOL102 Environmental Awareness ENGL270 Eco-Writing SOQI375 Environmental Sociology	3 3 3 3
(c) use appropriate scientific instrumentation and equipment and mathematics as tools to improve scientific investigations and communications;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers BIOL102 Environmental Awareness ENGL270 Eco-Writing SOQI375 Environmental Sociology	3 3 3 3
(d) compare the use of multiple types of inquiry for answering questions;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers BIOL102 Environmental Awareness ENGL270 Eco-Writing SOQI375 Environmental Sociology	3 3 3 3
(e) evaluate alternative explanations and models based on evidence, current scientific understanding, and logic; and	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers BIOL102 Environmental Awareness ENGL270 Eco-Writing SOQI375 Environmental Sociology	3 3 3 3
(f) communicate and defend a scientific argument;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers BIOL102 Environmental Awareness ENGL270 Eco-Writing SOQI375 Environmental Sociology	3 3 3 3
(3) know how to make connections across the domains of science, between science and technology, and between science and other school subjects;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers BIOL102 Environmental Awareness ENGL270 Eco-Writing SOQI375 Environmental Sociology	3 3 3 3
(4) use scientific understandings and abilities when making decisions about personal and societal issues;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers BIOL102 Environmental Awareness ENGL270 Eco-Writing SOQI375 Environmental Sociology	3 3 3 3
(5) know and apply the fundamental concepts and principles of physical science concerning properties of and changes in matter; position, motion, and force; light, heat, electricity, and magnetism; and kinds of and ways to transfer energy;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers BIOL102 Environmental Awareness ENGL270 Eco-Writing SOQI375 Environmental Sociology	3 3 3 3
(6) know and apply the fundamental concepts and principles of life science concerning the characteristics of organisms, the life cycle of organisms, the interrelationships of organisms and environments, structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems and their interrelationships, and diversity and adaptations of organisms;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers BIOL102 Environmental Awareness BIOL110 General Biology ENGL270 Eco-Writing SOQI375 Environmental Sociology	3 3 4 3 3
(7) know and apply the fundamental concepts and principles of earth and space science concerning properties of earth materials; objects in the sky; changes in earth and sky; structure of the earth system, including hydrosphere, biosphere, atmosphere, and lithosphere; history of the earth; and earth in the solar system; and	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers BIOL102 Environmental Awareness BIOL110 General Biology ENGL270 Eco-Writing SOQI375 Environmental Sociology	3 3 4 3 3
(8) know and apply pedagogy and classroom management in science and scientific inquiry including understanding:	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers EDUC380 Classroom Management BIOL102 Environmental Awareness BIOL110 General Biology ENGL270 Eco-Writing SOQI375 Environmental Sociology	3 3 3 4 3 3
(a) content standards under chapter 3501 for recommendations regarding curriculum, instruction, assessment, professional development, and program development;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers EDUC380 Classroom Management BIOL102 Environmental Awareness BIOL110 General Biology ENGL270 Eco-Writing SOQI375 Environmental Sociology	3 3 3 4 3 3
(b) how to teach scientific inquiry in a developmentally appropriate manner;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers EDUC380 Classroom Management BIOL102 Environmental Awareness BIOL110 General Biology ENGL270 Eco-Writing SOQI375 Environmental Sociology	3 3 3 4 3 3
(c) common student misconceptions in science and developmentally appropriate strategies to elicit students' misconceptions and help them move to accepted scientific understandings; and	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers EDUC380 Classroom Management BIOL102 Environmental Awareness BIOL110 General Biology ENGL270 Eco-Writing SOQI375 Environmental Sociology	3 3 3 4 3 3

State of Minnesota Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(d) how to implement safe environments for learning science through knowing:	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers EDUC380 Classroom Management BIOL102 Environmental Awareness BIOL110 General Biology ENGL270 Eco-Writing SOQ375 Environmental Sociology	3 3 3 4 3 3
i. state and national legal responsibilities and safety guidelines for teaching science;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers EDUC380 Classroom Management BIOL102 Environmental Awareness BIOL110 General Biology ENGL270 Eco-Writing SOQ375 Environmental Sociology	3 3 3 4 3 3
ii. how to establish and enforce recognized safety procedures during the science learning experience;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers EDUC380 Classroom Management BIOL102 Environmental Awareness BIOL110 General Biology ENGL270 Eco-Writing SOQ375 Environmental Sociology	3 3 3 4 3 3
iii. how to use required safety equipment for classroom, field, and laboratory settings including goggles, fire extinguisher, fire blanket, eye wash, and chemical shower;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers EDUC380 Classroom Management BIOL102 Environmental Awareness BIOL110 General Biology ENGL270 Eco-Writing SOQ375 Environmental Sociology	3 3 3 4 3 3
iv. how to manage, maintain, and utilize science supplies and equipment;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers EDUC380 Classroom Management BIOL102 Environmental Awareness BIOL110 General Biology ENGL270 Eco-Writing SOQ375 Environmental Sociology	3 3 3 4 3 3
v. state and national guidelines and plan for the care, storage, use, and disposal of chemicals and equipment used to teach science;	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers EDUC380 Classroom Management BIOL102 Environmental Awareness BIOL110 General Biology ENGL270 Eco-Writing SOQ375 Environmental Sociology	3 3 3 4 3 3
vi. the ethics of and restrictions on making and maintaining collections of scientific specimens and data; and	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers EDUC380 Classroom Management BIOL102 Environmental Awareness BIOL110 General Biology ENGL270 Eco-Writing SOQ375 Environmental Sociology	3 3 3 4 3 3
vii. the ethics of and restrictions on the use of live organisms, and how to acquire, care, handle, and dispose of organisms.	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers EDUC380 Classroom Management BIOL102 Environmental Awareness BIOL110 General Biology ENGL270 Eco-Writing SOQ375 Environmental Sociology	3 3 3 4 3 3
K. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental physical education and health concepts and the connections among them. The teacher must:	Yes	EDUC244 Developmental Psychology EDUC225 Educational Psychology SPES120 Personal, Community, and Global Health SPES200 Physical Education Activities for Elem. And Mid. Sch. Child.	3 3 3 3
(1) understand the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention and safety, and proper nutritional choices;	Yes	EDUC244 Developmental Psychology EDUC225 Educational Psychology SPES120 Personal, Community, and Global Health SPES200 Physical Education Activities for Elem. And Mid. Sch. Child.	3 3 3 3
(2) understand strategies for reducing and preventing accidents; drug, alcohol, and tobacco use; and high-risk situations and relationships;	Yes	EDUC244 Developmental Psychology EDUC225 Educational Psychology SPES120 Personal, Community, and Global Health SPES200 Physical Education Activities for Elem. And Mid. Sch. Child.	3 3 3 3
(3) understand and apply movement concepts and principles to the learning and development of motor skills; and	Yes	EDUC244 Developmental Psychology EDUC225 Educational Psychology SPES120 Personal, Community, and Global Health SPES200 Physical Education Activities for Elem. And Mid. Sch. Child.	3 3 3 3
(4) understand the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness.	Yes	EDUC244 Developmental Psychology EDUC225 Educational Psychology SPES120 Personal, Community, and Global Health SPES200 Physical Education Activities for Elem. And Mid. Sch. Child.	3 3 3 3
L. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental visual and performing arts, including music, dance, and theater, concepts and the connections among them. The teacher must:	***		
(1) understand the basic structural elements, principles, and vocabulary of the visual and performing arts;	Yes	EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary School	2 2
(2) be able to perform and create using the basic elements and processes of visual and performing arts;	Yes	EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary School	2 2

State of Minnesota Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(3) know and apply within the elementary curriculum strategies for nurturing artistic modes of expression and thinking;	Yes	EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary School	2 2
(4) understand the role of visual and performing arts in culture; and	Yes	EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary School	2 2
(5) know the characteristics of children's developmental stages in the visual and performing arts.	Yes	EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary School EDUC244 Developmental Psychology EDUC225 Educational Psychology	2 2 3 3

Nebraska

State of Nebraska Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
From website https://www.education.ne.gov/tcert/out-of-state-certification/reciprocity-information/	***		
Nebraska does not have full reciprocity with other states, but we do recognize approved teacher preparation programs from other states. The coursework needs to appear on an official transcript from a standard institution of higher education, which is defined as any college or university whose educator preparation program is fully approved by the board or comparable agency in any other state or country.	***		
Neb. Admin. R. & Regs. Tit. 92, Ch. 24, § 006			
006.20D Certification Endorsement Requirements: This endorsement requires professional education coursework related to teaching children from kindergarten through grade eight and academic coursework in all areas of the elementary curriculum.	***		
006.20D1 A minimum of 40 semester hours of professional education coursework will include the following:	Yes - KWU 40+ cr. hrs.		
006.20D1a Child growth and development; and	Yes	EDUC244 Developmental Psychology EDUC225 Educational Psychology	3 3
006.20D1b Curriculum, methodology, and assessment appropriate for all students in all areas of the elementary school curriculum; and	Yes	EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elem. Teachers EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies of Elem. Teachers EDUC382 Reading & Language Arts for the Developing Reader EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary Classroom EDUC385 Reading in the Content Areas EDUC388 Methods of Teaching in the Secondary School ED415 Methods for Teaching English in the Secondary School ED440 Methods for Social Science in the Secondary School	3 3 4 3 3 2 2 2 3 3 3 3
006.20D1c Instructional strategies that are adapted for diverse students; and	Yes	EDUC250 Education of the Exceptional Individual SPED310 Foundations for Special Education Services DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles including Dyslexia SPED320 Beginning American Sign Language	3 4 2 2 2
006.20D1d Organization and management of the classroom; and	Yes	EDUC210 Instructional Technology EDUC380 Classroom Management	3 3
006.20D1e Communication skills in collaborating with parents and other adults, including those with diverse languages and cultures; and	Yes	EDUC387 Methods for Teaching ESL in the Classroom SOWK225 Human Behavior and the Social Environment PSYC201 Social Psychology	3 3 3
006.20D1f History, trends, and societal and cultural issues which impact elementary education.	Yes	EDUC208 Foundations and History of American Education PSYC201 Social Psychology	3 3
006.20D2 A minimum of 30 semester hours of academic coursework distributed across the four curriculum areas of English language arts, mathematics, science, and social studies/history. A minimum of six (6) semester hours is required in each of the four areas. Course work in the four core areas includes:			
006.20D2a Communication, including literature, composition and speech, and reading instruction to include identification of deficiencies and effective instructional and intervention strategies; and	Yes - KWU 30+ cr. hrs.		
006.20D2a Communication, including literature, composition and speech, and reading instruction to include identification of deficiencies and effective instructional and intervention strategies; and	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader EDUC245 Child and Adolescent Literature COMM130 Public Speaking	4 3 3 3
006.20D2b Mathematics, including identification of deficiencies and effective instructional and intervention strategies; and	Yes	EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC388 Methods of Teaching in the Secondary School BSHS210 Statistical Analysis MATH120 College Algebra	3 3 3 3
006.20D2c Natural sciences; and	Yes	EDUC335 Methods of Teaching Science for Elem. Teachers EDUC388 Methods of Teaching in the Secondary School BIOL102 Environmental Awareness BIOL110 General Biology	3 3 3 4
006.20D2d Social sciences.	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC388 Methods of Teaching in the Secondary School ED440 Methods for Social Science in the Secondary School SOCI131 The Sociological Imagination SOCI 250 Racial and Ethnic Minorities SOCI240 Social Inequality and Stratification	3 3 3 3 3 3
006.20D3 In addition to the 30 semester hours listed above, academic coursework is required in each of the following areas:			
006.20D3a Fine arts and humanities; and;	Yes - KWU 12+ cr. hrs.		
006.20D3a Fine arts and humanities; and;	Yes	EDUC300 Secondary Instrumental Methods EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary School EDUC336 Secondary General Music Methods EDUC337 Secondary Choral Methods EDUC338 Elementary Music Methods EDUC388 Methods of Teaching in the Secondary School	3 2 2 3 3 3 3
006.20D3b Health and wellness.	Yes	EDUC388 Methods of Teaching in the Secondary School SPES120 Personal, Community, and Global Health SPES200 Physical Education Activities for Elementary & Middle School SPES420 Methods of Teaching Health & Physical Education	3 3 2 3
State of Nebraska Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.

006.20E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.		***		
006.20F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.		Yes - Praxis		
Neb. Admin. R. & Regs. Tit. 92, Ch. 20, § 005				
005.01 General Education Coursework. The institution shall require that all undergraduate candidates meet the institution's general education course requirements. These courses may also be used to meet endorsement requirements. General education course requirements are established by the institution for all students.		Yes KWU Requires 24 cr. hrs. of Gen Ed. (Liberal Studies)		
005.02 Professional Education Coursework. At least one-sixth of the total credit hour requirement established by the institution for the completion of a degree shall be professional education coursework which may include practicum experiences, but shall not include clinical experiences.		Yes KWU Requires 17 cr. hrs. of Professional Ed. Coursework (not including Clinical)		
The institution shall identify required coursework leading to candidate development and competency demonstration in the following areas:				
005.02A Student Development. The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.		Yes	EDUC244 Developmental Psychology EDUC225 Educational Psychology EDUC387 Methods for Teaching ESL in the Classroom SOWK225 Human Behavior and the Social Environment SPED310 Foundations for Special Education Services PSYC201 Social Psychology	3 3 3 3 4 3
005.02B Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each student to meet high standards.		Yes	EDUC250 Education of the Exceptional Individual SPED310 Foundations for Special Education Services DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles including Dyslexia SPED320 Beginning American Sign Language	3 4 2 2 2
005.02C Learning Environments. The candidate 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	EDUC300 Secondary Instrumental Methods EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary School EDUC336 Secondary General Music Methods EDUC337 Secondary Choral Methods EDUC338 Elementary Music Methods EDUC388 Methods of Teaching in the Secondary School	3 2 2 3 3 3 3
005.02D Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content, including the ability to integrate the Nebraska Content Standards (92 NAC 10 Appendices A-D) into instruction.		Yes	EDUC300 Secondary Instrumental Methods EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary School EDUC336 Secondary General Music Methods EDUC337 Secondary Choral Methods EDUC338 Elementary Music Methods EDUC388 Methods of Teaching in the Secondary School	3 2 2 3 3 3 3
005.02E Application of Content. The candidate understands how to connect concepts and use differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.		Yes	EDUC300 Secondary Instrumental Methods EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary School EDUC336 Secondary General Music Methods EDUC337 Secondary Choral Methods EDUC338 Elementary Music Methods EDUC388 Methods of Teaching in the Secondary School	3 2 2 3 3 3 3
005.02F Assessment. The candidate understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the candidate's and student's decision making.		Yes	EDUC300 Secondary Instrumental Methods EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary School EDUC336 Secondary General Music Methods EDUC337 Secondary Choral Methods EDUC338 Elementary Music Methods EDUC388 Methods of Teaching in the Secondary School	3 2 2 3 3 3 3
005.02G Planning for Instruction. The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of the student and the community context.		Yes	EDUC300 Secondary Instrumental Methods EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary School EDUC336 Secondary General Music Methods EDUC337 Secondary Choral Methods EDUC338 Elementary Music Methods EDUC388 Methods of Teaching in the Secondary School	3 2 2 3 3 3 3
005.02H Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, build reading and writing skills, and to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication.		Yes	EDUC300 Secondary Instrumental Methods EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary School EDUC336 Secondary General Music Methods EDUC337 Secondary Choral Methods EDUC338 Elementary Music Methods EDUC388 Methods of Teaching in the Secondary School	3 2 2 3 3 3 3
005.02I Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning, models ethical professional practice, and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.		Yes	EDUC300 Secondary Instrumental Methods EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary School EDUC336 Secondary General Music Methods EDUC337 Secondary Choral Methods EDUC338 Elementary Music Methods EDUC388 Methods of Teaching in the Secondary School	3 2 2 3 3 3 3

State of Nebraska Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
005.02J Leadership and Collaboration. The candidate seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, other school professionals, and community members to ensure student growth, and to advance the profession.	Yes	EDUC387 Methods for Teaching ESL in the Classroom SOWK225 Human Behavior and the Social Environment PSYC201 Social Psychology	3 3 3
005.02K Human Relations. The institution shall offer training integrated into a required course or combination of required courses which shall be designed to lead to the following skills as enumerated in Section 79-807(6) R.R.S.:	Yes	EDUC387 Methods for Teaching ESL in the Classroom SOWK225 Human Behavior and the Social Environment PSYC201 Social Psychology	3 3 3
005.02K1 An awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society;	Yes	EDUC387 Methods for Teaching ESL in the Classroom SOWK225 Human Behavior and the Social Environment PSYC201 Social Psychology	3 3 3
005.02K2 The ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations;	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC388 Methods of Teaching in the Secondary School ED440 Methods for Social Science in the Secondary School SOCl131 The Sociological Imagination SOCl 250 Racial and Ethnic Minorities SOCl240 Social Inequality and Stratification	3 3 3 3 3 3
005.02K3 The ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students;	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC388 Methods of Teaching in the Secondary School ED440 Methods for Social Science in the Secondary School SOCl131 The Sociological Imagination SOCl 250 Racial and Ethnic Minorities SOCl240 Social Inequality and Stratification	3 3 3 3 3 3
005.02K4 The ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials;	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC388 Methods of Teaching in the Secondary School ED440 Methods for Social Science in the Secondary School SOCl131 The Sociological Imagination SOCl 250 Racial and Ethnic Minorities SOCl240 Social Inequality and Stratification	3 3 3 3 3 3
005.02K5 Respect for human dignity and individual rights; and	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC388 Methods of Teaching in the Secondary School ED440 Methods for Social Science in the Secondary School SOCl131 The Sociological Imagination SOCl 250 Racial and Ethnic Minorities SOCl240 Social Inequality and Stratification	3 3 3 3 3 3
005.02K6 The ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own.	Yes	EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC388 Methods of Teaching in the Secondary School ED440 Methods for Social Science in the Secondary School SOCl131 The Sociological Imagination SOCl 250 Racial and Ethnic Minorities SOCl240 Social Inequality and Stratification	3 3 3 3 3 3
005.02L Special Education. The institution will require one (1) or more courses which provide candidates with systematic and continuing opportunities to develop knowledge, skills, and professional dispositions for teaching students with disabilities, including the areas enumerated by Section 79-807(7) R.R.S.:	***		
005.02L1 Knowledge of the exceptional educational needs of the disabilities defined by Section 79-1118.01 R.R.S.;	Yes	EDUC250 Education of the Exceptional Individual SPED310 Foundations for Special Education Services DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles including Dyslexia SPED320 Beginning American Sign Language	3 4 2 2 2
005.02L2 Knowledge of the major characteristics of each disability defined by Section 79-1118.01 R.R.S. in order to recognize its existence in children;	Yes	EDUC250 Education of the Exceptional Individual SPED310 Foundations for Special Education Services DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles including Dyslexia SPED320 Beginning American Sign Language	3 4 2 2 2
005.02L3 Knowledge of various alternatives for providing the least restrictive environment for children with disabilities;	Yes	EDUC250 Education of the Exceptional Individual SPED310 Foundations for Special Education Services DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles including Dyslexia SPED320 Beginning American Sign Language	3 4 2 2 2
005.02L4 Knowledge of methods of teaching children with disabilities in the regular classroom; and	Yes	EDUC250 Education of the Exceptional Individual SPED310 Foundations for Special Education Services DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles including Dyslexia SPED320 Beginning American Sign Language	3 4 2 2 2
005.02L5 Knowledge of prereferral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.	Yes	EDUC250 Education of the Exceptional Individual SPED310 Foundations for Special Education Services DYS331 Foundations of Literacy and Diverse Reading Profiles DYS351 Assessment of Diverse Reading Profiles including Dyslexia SPED320 Beginning American Sign Language	3 4 2 2 2

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.	***		
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 - Field Experiences Included as Part of Coursework	EDUC222 Early Field Experience EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elem. Teachers EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies of Elem. Teachers EDUC382 Reading & Language Arts for the Developing Reader EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary Classroom EDUC385 Reading in the Content Areas EDUC388 Methods of Teaching in the Secondary School ED415 Methods for Teaching English in the Secondary School ED440 Methods for Social Science in the Secondary School	3 3 4 3 3 2 2 3 3 3 3 3
005.03A1 Practicum experience consists of a minimum of one hundred (100) clock hours of contact with students. Field-based practicum experiences are completed prior to clinical practice and provide opportunities for candidates to observe, assist, tutor, instruct, or conduct research. Practicum experiences may occur in settings such as school systems, or other settings serving students.	Yes - 100+ clocks hours are completed	EDUC222 Early Field Experience EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elem. Teachers EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies of Elem. Teachers EDUC382 Reading & Language Arts for the Developing Reader EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary Classroom EDUC385 Reading in the Content Areas EDUC388 Methods of Teaching in the Secondary School ED415 Methods for Teaching English in the Secondary School ED440 Methods for Social Science in the Secondary School	3 3 4 3 3 2 2 3 3 3 3 3
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.		EDUC438 Clinical Practice Seminar EDUC470 Clinical Practice	2 10
005.03A2a The institution shall have a clear statement of policies and procedures relating to clinical practice which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the clinical practice experience.	Yes Found in Teacher Education Handbook		
005.03A2b All clinical practice shall be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation's educational authority.	Yes		
005.03A2c The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop opportunities for faculty and school-based educators to work collaboratively to enhance candidate development.	Yes		
005.03A2c1 The institution shall negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.	Yes		
005.03A2d The institution shall require a clinical practice experience equivalent to:	Yes		
005.03A2d1 A minimum of one (1) semester (at least fourteen (14) full-day weeks) for one (1) field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement and is at the same grade level; or up to two (2) subject endorsements at the same grade level;	Yes		
005.03A2d2 A minimum of eighteen (18) full-day weeks for two (2) field endorsements; one (1) field endorsement and one (1) subject endorsement which is not a content area specified in the field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement but is not at the same grade level; or two (2) subject endorsements which are not at the same grade level;	We believe the KWU meets NE curricular requirements even though the State of Kansas does not participate in multiple endorsements for licensure		
005.03A2d3 A minimum of an additional nine (9) full-day weeks for each field or subject endorsement added to those described in Section 005.03A2d1 or Section 005.03A2d2 of this chapter.	We believe the KWU meets NE curricular requirements even though the State of Kansas does not participate in multiple endorsements for licensure		
005.03A2e The institution shall ensure that a minimum of five (5) formal observations by faculty shall be conducted during clinical practice for candidates preparing for initial level teaching certification. Three (3) observations must be onsite and two (2) of the observations may be conducted utilizing technology which allows for visual contact between the parties.	Yes		

New Hampshire

State of New Hampshire Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
N.H. Code Admin. R. Ed 507.11	***		
(a) To be certified as an elementary education teacher for grades K-6, the candidate shall:	***		
(1) Have at least a bachelor's degree;	Yes		
(2) Qualify for certification under one of the alternatives in Ed 505.01 - Ed 505.05; and	Yes		
(3) Complete the requirements in (c) below.	***		
(b) To be certified as an elementary education teacher for grades K-8 the candidate shall:	***		
(1) Have at least a bachelor's degree;	Yes		
(2) Have a content concentration in English/language arts, mathematics, social studies or general science;	Yes		
(3) Have a passing middle school content Praxis II score in the given content area listed in (2);	Yes - Praxis		
(4) Qualify for certification under one of the alternatives in Ed 505.01 - Ed 505.05; and	Yes		
(5) Complete the requirements in (c) below.	***		
(c) A candidate for certification as an elementary education teacher for grades K-6 or K-8 shall have the following skills, competencies and knowledge developed through a combination of academic and supervised practical experiences in the following areas:	***		
(1) In the area of curriculum and assessment, demonstrate the ability to promote student learning in:	***		
a. Literacy and language arts across media, genres and content areas through knowledge and application of:	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking EDUC210 Instructional Technology EDUC245 Child & Adolescent Literature	4 3 3 3 3
1. Five components of basic early literacy:	Yes	DYS331 Foundations of Literacy and Diverse Reading Profiles	2
(i) Phonemic awareness;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader	4
(ii) Phonics;	Yes	EDUC382 Reading & Language Arts for the Developing Reader	3
(iii) Fluency;	Yes	COMM130 Public Speaking	3
(iv) Vocabulary; and	Yes	EDUC210 Instructional Technology	3
(v) Comprehension;	Yes	EDUC245 Child & Adolescent Literature	3
2. Text complexity measures, qualitative, quantitative and reader and task, and other strategies to identify and select appropriate text;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader COMM130 Public Speaking EDUC210 Instructional Technology EDUC245 Child & Adolescent Literature	4 3 3 3 3
3. The writing process to compose a variety of text types and structures including informational, opinion, research and narrative, in print and digital formats on and off-line;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader ENGL120 Introductory English Composition ENGL121 Intermediate English Composition	4 3 3 3
4. Standard English and English language conventions to speaking and writing including:	***		
(i) Usage;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader	4
(ii) Spelling;	Yes	EDUC382 Reading & Language Arts for the Developing Reader	3
(iii) Grammar;	Yes	ENGL120 Introductory English Composition	3
(iv) Mechanics;	Yes	ENGL121 Intermediate English Composition	3
(v) Syntax; and	Yes		
(vi) Semantics;	Yes		
5. Speaking and listening skills through the use of effective communication, collaboration, and presentation skills demonstrated in diverse formats, for varied audiences and purposes;	Yes	COMM130 Public Speaking	3
6. Gross motor, fine motor and graphomotor skills and their relationship to reading, writing, handwriting and other literacy learning; and	Yes	DYS331 Foundations of Literacy and Diverse Reading Profiles EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader	2 4 3
7. Characteristics of the 3 tiers of words, every-day language, general academic words, and domain-specific words;	Yes	EDUC339 Methods of Teaching Reading/Language Arts for Beg. Reader EDUC382 Reading & Language Arts for the Developing Reader EDUC210 Instructional Technology EDUC245 Child & Adolescent Literature	4 3 3 3
b. Mathematics across content areas through knowledge and application of:	***		
1. Conceptual and procedural knowledge with:	Yes - All 6 Courses Listed in Column D Address Different Aspects of Item 1 in Column A		

State of New Hampshire Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(i) Counting and cardinality;	Yes	BSHS210 Statistical Analysis	3
(ii) Operations and algebraic thinking;	Yes	MATH105 Survey of College Mathematics	3
(iii) Number and operations;	Yes	MATH120 College Algebra	3
(iv) Measurement and data;	Yes	EDUC110 Math Concepts in Elementary Education	3
(v) Geometry;	Yes	EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3
(vi) Ratios and proportional relationships;	Yes	EDUC388 Methods of Teaching in the Secondary Schools	3
(vii) Number systems;	Yes		
(viii) Expressions and equations; and	Yes		
(ix) Statistics and probability; and	Yes		
2. Mathematical practices to include:	Yes - All 6 Courses Listed in Column D Address Different Aspects of Item 2 in Column A		
(i) Solving to mastery;	Yes	BSHS210 Statistical Analysis	3
(ii) Abstract and quantitative reasoning;	Yes	MATH105 Survey of College Mathematics	3
(iii) Constructing arguments and critiquing student reasoning;	Yes	MATH120 College Algebra	3
(iv) Modeling and strategic use of mathematical tools and manipulatives;	Yes	EDUC110 Math Concepts in Elementary Education	3
(v) Attention to precision;	Yes	EDUC333 Methods of Teaching Mathematics for Elem. Teachers	3
(vi) Finding and making use of structure; and	Yes	EDUC388 Methods of Teaching in the Secondary Schools	3
(vii) Expressing regularity in repeated reasoning;	Yes		
c. Social studies through knowledge and application of:			
1. Basic concepts in the 5 strands of social studies:	***		
(i) Civics;	Yes	SOCI131 The Sociological Imagination SOCI250 Racial & Ethnic Minorities SOCI240 Social Inequality and Stratification PSYC201 Social Psychology SOWK225 Human Behavior and the Social Environment	3 3 3 3 3
(ii) Economics;	Yes	SOCI131 The Sociological Imagination SOCI250 Racial & Ethnic Minorities SOCI240 Social Inequality and Stratification PSYC201 Social Psychology SOWK225 Human Behavior and the Social Environment	3 3 3 3 3
(iii) Geography;	Yes	HIST130 World Geography	3
(iv) NH, US and world history; and	Yes - US & World History No - NH History	HIST105 World Civilization I HIST106 World Civilization II HIST220 American History I HIST221 American History II	3 3 3 3
(v) Contemporary issues;	Yes	SOCI131 The Sociological Imagination SOCI250 Racial & Ethnic Minorities SOCI240 Social Inequality and Stratification PSYC201 Social Psychology SOWK225 Human Behavior and the Social Environment	3 3 3 3 3
2. The 10 themes of social studies:	Yes - All 10 Courses Listed in Column D Address Different Aspects of the 10 Social Studies Themes		
(i) Culture;	Yes	HIST130 World Geography	3
(ii) Time/continuity/change;	Yes	HIST105 World Civilization I	3
(iii) People/places/environments;	Yes	HIST106 World Civilization II	3
(iv) Individual development and identity;	Yes	HIST220 American History I	3
(v) Individuals/groups/institutions;	Yes	HIST221 American History II	3
(vi) Power/authority/governance;	Yes	SOCI131 The Sociological Imagination	3
(vii) Production/distribution/consumption;	Yes	SOCI250 Racial & Ethnic Minorities	3
(viii) Science/technology/society;	Yes	SOCI240 Social Inequality and Stratification	3
(ix) Global connections and civic ideals/practices; and	Yes	PSYC201 Social Psychology	3
(x) Their interdisciplinary nature	Yes	SOWK225 Human Behavior and the Social Environment	3
d. Science through knowledge and application of:			
1. Basic concepts, structure of knowledge, and history in the 4 domains of science:	***		
(i) Earth and space science;	Yes	BIOL102 Environmental Awareness EDUC335 Methods of Teaching Science for Elem. Teachers	3 3
(ii) Life science;	Yes	BIOL110 General Biology EDUC335 Methods of Teaching Science for Elem. Teachers	4 3
(iii) Physical science; and	Yes	PHYS121 Physics of Fun: Conceptual Physics EDUC335 Methods of Teaching Science for Elem. Teachers	3 3
(iv) Engineering, technology and applications of science; and	Yes	EDUC210 Instructional Technology EDUC335 Methods of Teaching Science for Elem. Teachers	3 3
2. The scientific method through the use of the observation and inquiry processes; and	Yes	BIOL102 Environmental Awareness BIOL110 General Biology PHYS121 Physics of Fun: Conceptual Physics EDUC210 Instructional Technology EDUC335 Methods of Teaching Science for Elem. Teachers	3 4 3 3 3

State of New Hampshire Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
e. Technology and information literacy through knowledge and application of:	***		
1. The ability to develop and use spreadsheets, data systems, analysis tools and statistical measures;	Yes	EDUC210 Instructional Technology COMP120 Excel with Applications	3 3
2. Digital citizenship, ethics and internet safety; and	Yes	COMP210 Digital Masks ENGL275 Writing in the Digital Age: Crafting Multimedia	3 3
3. How to use changing instructional technologies in daily instruction;	Yes	EDUC210 Instructional Technology ENGL275 Writing in the Digital Age: Crafting Multimedia COMP120 Excel with Applications COMP210 Digital Masks	3 3 3 3
(2) In the area of communication and collaboration, demonstrate the ability to promote student learning through:	***		
a. Knowledge of the roles, responsibilities, and interdependency of personnel indigenous to elementary schools; and	Yes	EDUC208 Foundations and History of American Education EDUC210 Instructional Technology EDUC225 Educational Psychology	3 3 3
b. Application of technology as a tool to communicate with members of the professional community and parents; and	Yes	EDUC210 Instructional Technology SOWK225 Human Behavior and the Social Environment	3 3
(3) In the area of integration across content areas, demonstrate the ability to promote student learning through knowledge and application of:	***		
a. Visual arts, music, theatre, dance and media arts; and	Yes	EDUC240 Music Methods for the Classroom Teacher EDUC248 Art in the Elementary School MUSI300 Secondary Instrumental Methods MUSI336 Scondary General Music Methods MUSI337 Secondary Choral Methods MUSI338 Elementary Music Methods THEA100 Exploring Humanity Through Theatre	2 2 3 3 3 3 3
b. Health, wellness and safety.	Yes	SPES120 Personal, Community, and Global Health SPES200 Physical Education Activities for Elem. & Mid. School Child.	3 3

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 an elementary school teacher, completion of a major in the liberal arts, sciences, or a minimum of 60 liberal arts credits is required . A "Liberal arts major" means any college major such as philosophy, history, literature, sociology, science, mathematics or world language that is intended primarily to provide general knowledge and to develop an individual's general intellectual capacities to reason and evaluate, as opposed to professional or vocational skills. The final determination as to which courses will be counted towards the subject matter is based on professional and content standards found in the NJ Licensing Code . All credits must appear on a regionally accredited 2- or 4-year college/university transcript.	*** Yes See Standards Below KWU Elem Ed Degree = 120 cr. hrs.		
Standard One: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	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
Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Yes	HIST130 World Geography HIST105 World Civilization I HIST106 World Civilization II HIST220 American History I HIST221 American History II SOCI131 The Sociological Imagination SOCI250 Racial & Ethnic Minorities SOCI240 Social Inequality and Stratification PSYC201 Social Psychology SOWK225 Human Behavior and the Social Environment	3 3 3 3 3 3 3 3 3
Standard Three: 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
Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the New Jersey Student Learning Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners 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	3 2 3 3 4 3 3
Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners 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 SOCI131 The Sociological Imagination SOCI240 Social Inequality & Stratification SOCI250 Racial and Ethnic Minorities SOCI370 Environmental Sociology SPES120 Personal, Community, and Global Health	3 2 3 3 4 3 3 3 3 3 3 3

State of New Jersey Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner'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
Standard Seven: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Yes	EDUC110 Math Concepts in Elementary Education EDUC240 Music Methods for the Classroom Teacher EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elementary Teachers EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC382 Reading and Language Arts for Developing Reader PSYC365 Environmental Psychology SOC131 The Sociological Imagination SOC240 Social Inequality & Stratification SOC250 Racial and Ethnic Minorities SOC370 Environmental Sociology SPES120 Personal, Community, and Global Health	3 2 3 3 4 3 3 3 3 3 3 3
Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	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
Standard Nine: Professional Learning. The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.	Yes	EDUC110 Math Concepts in Elementary Education EDUC240 Music Methods for the Classroom Teacher EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elementary Teachers EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC382 Reading and Language Arts for Developing Reader PSYC365 Environmental Psychology SOC131 The Sociological Imagination SOC240 Social Inequality & Stratification SOC250 Racial and Ethnic Minorities SOC370 Environmental Sociology SPES120 Personal, Community, and Global Health	3 2 3 3 4 3 3 3 3 3 3 3
Standard Ten: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Yes	EDUC110 Math Concepts in Elementary Education EDUC240 Music Methods for the Classroom Teacher EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elementary Teachers EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC382 Reading and Language Arts for Developing Reader PSYC365 Environmental Psychology SOC131 The Sociological Imagination SOC240 Social Inequality & Stratification SOC250 Racial and Ethnic Minorities SOC370 Environmental Sociology SPES120 Personal, Community, and Global Health	3 2 3 3 4 3 3 3 3 3 3 3
Standard Eleven: Ethical Practice. The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.	Yes	EDUC110 Math Concepts in Elementary Education EDUC240 Music Methods for the Classroom Teacher EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elementary Teachers EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC382 Reading and Language Arts for Developing Reader PSYC365 Environmental Psychology SOC131 The Sociological Imagination SOC240 Social Inequality & Stratification SOC250 Racial and Ethnic Minorities SOC370 Environmental Sociology SPES120 Personal, Community, and Global Health	3 2 3 3 4 3 3 3 3 3 3 3

Testing Requirements	***		
• Praxis II Test Requirement	***		
Official scores must be presented directly from Educational Testing Service to the NJ Department of Education. Only official scores are accepted. The New Jersey Department of Education code (R7666) and your Social Security number must appear on your test score report in order to be accepted. Please submit a copy of your test score report if you have taken the appropriate exam.	Yes KWU Elem Ed. Program Utilizes Praxis and Praxis II Testing		

State of New Jersey Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
<p>• Basic Skills Assessment Requirement (choose one)</p> <p>All candidates applying for their initial CE must pass a Commissioner-approved test of basic skills. Scores must be presented directly from Educational Testing Service to the NJ Department of Education. Only official scores are accepted. The New Jersey Department of Education code (R7666) and your Social Security number must appear on your test score report in order to be accepted. Please submit a copy of your test score report if you have taken the appropriate exams. OR Score in the top one-third percentile on the SAT, ACT, or GRE for the year the test was taken. Official score reports must be sent directly from the testing agency.</p>	<p>***</p> <p>No Unless Candidate Has Taken SAT, ACT, or GRE Exam and Scoring in Top One-third % in Year Exam was Taken.</p>		
<p>Physiology and Hygiene Requirement</p> <p>• This requirement may be completed by choosing one of the following options:</p>	<p>***</p> <p>***</p>		
<p>1.) Present evidence of basic military training</p>	<p>Yes If Applicable to Respective Candidate</p>		
<p>2.) Complete a course such as biology, health or nutrition that appears on a regionally accredited 2 or 4-year college/university transcript</p>	<p>Yes</p>	<p>BIOL105 Biology for Non-Majors: Understanding Our World BIOL110 General Biology: The Study of Life & Our Role In It SPES175 Principles of Nutrition</p>	<p>4 4 3</p>
<p>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.</p>	<p>No Candidate Will Need to Complete Online Test</p>		
<p>N.J.A.C. 6A:9B-8.3</p> <p>(a) Except as indicated in N.J.A.C. 6A:9B-8.8, 10, and 11, the candidate shall meet the following criteria to be eligible for a CE in instructional areas:</p>	<p>***</p> <p>***</p>		
<p>1. Hold a bachelor's or an advanced degree from a regionally accredited college or university;</p>	<p>Yes</p>		
<p>2. Meet all minimum requirements in N.J.A.C. 6A:9B-5, including, but not limited to, citizenship, minimum age, and examination in physiology, hygiene, and substance abuse requirements;</p>	<p>Yes</p>		
<p>3. Achieve a cumulative GPA of at least 3.00 when a GPA of 4.00 equals an A grade for candidates graduating on or after September 1, 2016, in a baccalaureate degree program, higher degree program or a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits.</p>	<p>No Candidate Will Need to Maintain Cumulative 3.00 Minimum G.P.A. KWU G.P.A. Requirement is 2.75 Cumulative G.P.A.</p>		
<p>i. Candidates whose college transcripts demonstrate completion of all requirements for graduation prior to September 1 in any year, but whose baccalaureate or higher degree was conferred between September 1 and December 31 of the same year, shall be deemed to have graduated prior to September 1 of the same year.</p>	<p>Yes</p>		
<p>ii. If the candidate does not meet the 3.00 GPA requirement, he or she shall meet the exception criteria in (b) below;</p>	<p>***</p>		
<p>4. Satisfy the endorsement requirements and exceptions pursuant to N.J.A.C. 6A:9B-9 through 11, including, but not limited to, passing the appropriate State test(s) of subject matter knowledge and completing the required subject-area course requirements;</p>	<p>***</p>		
<p>5. After September 1, 2015, achieve a minimum score established by the Department on a Commissioner-approved test of basic reading, writing, and mathematics skills, except:</p>	<p>***</p>		
<p>i. A candidate may demonstrate proficiency in the use of the English language and in mathematics by achieving a minimum score established by the Commissioner on the SAT, ACT, or GRE pursuant to (a)5i(1) below.</p>	<p>***</p>		
<p>(1) The Department shall maintain on its website a list of qualifying minimum scores for each test, which shall be approximately equal to the top-third percentile score for all test takers in the year the respective test was taken, for each year such data is available.</p>	<p>No Unless KWU Candidates Must Take SAT, ACT, or GRE and Attain Minimum Score Requirement As Stated in Row 28 Above</p>		
<p>(2) A candidate shall qualify for the exception at (a)5i above only if he or she achieves at least the minimum qualifying score posted pursuant to (a)5i(1) above; and</p>			
<p>6. For candidates applying for a CE prior to academic year 2017-2018, demonstrate knowledge of basic pedagogical skills, including, but not limited to, classroom management, lesson planning, introduction to the NJSL and Professional Standards for Teachers, and assessment of student progress as documented through successful completion of a minimum of 24 hours of study offered through a Department-authorized provider or through equivalent coursework documented on a transcript from a regionally accredited college or university.</p>	<p>Does Not Apply</p>		

State of New Jersey Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(b) The following exceptions shall apply to the 3.00 GPA requirement in (a) above:	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 SOCI131 The Sociological Imagination SOCI240 Social Inequality & Stratification SOCI250 Racial and Ethnic Minorities SOCI370 Environmental Sociology SPES120 Personal, Community, and Global Health	3 2 3 3 4 3 3 3 3 3 3 3 3
1. Candidates graduating before September 1, 2016, shall achieve a cumulative GPA of at least 2.75 when a GPA of 4.00 equals an A in a baccalaureate degree program, higher degree program, or a Commissioner-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits.	No Candidate Will Need to Maintain Cumulative 3.00 Minimum G.P.A KWU G.P.A. Requirement is 2.75 Cumulative G.P.A.		
2. A candidate who graduates on or after September 1, 2016, with a GPA that is below 3.00, but at least 2.75 when a GPA of 4.00 equals an A grade, and whose score on the appropriate State test of subject matter knowledge exceeds the passing score by 10 percent or more shall meet the requirements of (a)2 and 4 above.	No Candidate Will Need to Maintain Cumulative 3.00 Minimum G.P.A KWU G.P.A. Requirement is 2.75 Cumulative G.P.A.		
i. Effective until September 1, 2016, a candidate with a GPA that is below 2.75, but at least 2.50 when a GPA of 4.00 equals an A grade, and whose score on the appropriate State test of subject matter knowledge exceeds the passing score by 10 percent or more shall meet the requirements of (a)2 and 4 above.	No Candidate Will Need to Maintain Cumulative 3.00 Minimum G.P.A KWU G.P.A. Requirement is 2.75 Cumulative G.P.A.		
ii. This alternative requirement to (a)2 and 4 above shall not be construed as a waiver under N.J.A.C. 6A:9B-4.12.	***		
3. A candidate who graduates on or after September 1, 2016, may have a cumulative GPA lower than 3.00 but equal to or higher than a 2.75 if he or she is sponsored by a provisional training program prior to applying for a CE, so long as the candidate is employed when he or she participates in the CE educator preparation program. Candidates sponsored for the purpose of meeting the exception set forth in this paragraph shall make up no more than 10 percent of a CE educator preparation program's annual accepted candidates.	No Candidate Will Need to Maintain Cumulative 3.00 Minimum G.P.A KWU G.P.A. Requirement is 2.75 Cumulative G.P.A.		
(c) A candidate who has graduated from a regionally accredited college or university that does not award grades and does not calculate GPAs shall be exempt from the requirements in (a)3 above.	Yes KWU Utilizes G.P.A. Calculations		
1. Upon application, the candidate shall provide the Office with an original registrar's letter from the college or university bearing the college or university seal and clarifying the institution's policy regarding GPAs.	Yes KWU Utilizes G.P.A. Calculations		
2. The candidate shall satisfy all other requirements for certification, without exception.	***		
(d) The GPA requirements and their exceptions listed in (b) above shall apply to all relevant sections in N.J.A.C. 6A:9B-8 and 11.	Yes		
(e) The candidate shall ensure official test scores are transmitted to the Office from the test vendor.	Yes		
(f) A candidate who meets all requirements in N.J.A.C. 6A:9B-8.2(a)1 through 5 but did not take a state-approved performance assessment because it was not required for educator preparation program completion and/or for certification in an out-of-State program attended pursuant to N.J.A.C. 6A:9B-8.2(b) shall be issued a CE. The candidate shall meet all requirements for provisional and standard certification pursuant to N.J.A.C. 6A:9B-8.4 and 8.7, respectively, but shall be exempt from:	Yes As Requested by New Jersey Department of Education		
1. CE certification requirements pursuant to (a) above;	***		
2. The provisional certification requirement to be enrolled in a CE educator preparation program pursuant to N.J.A.C. 6A:9B-8.4(a)4;	Yes As Requested by New Jersey Department of Education		
3. The renewal of provisional certification requirement to be enrolled in or to have completed a CE educator preparation program pursuant to N.J.A.C. 6A:9B-8.5(b)4; and	Yes As Requested by New Jersey Department of Education		

State of New Jersey Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
4. The standard certification requirement to complete a CE educator preparation program pursuant to N.J.A.C. 6A:9B-8.7(a)4i.	Yes As Requested by New Jersey Department of Education		

New Mexico

State of New Mexico Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
N. M. S. A. 1978, § 22-10A-6 A. The department shall require a person seeking licensure or reciprocity in elementary, special, early childhood or secondary education to have completed the following minimum requirements in the college of arts and sciences: (1) nine semester hours in communication;	***		
	Yes	ENGL118 College Writing ENGL120 Introductory English Composition ENGL121 Intermediate English Composition COMP106 Visual Communication COMP130 Public Speaking: The Art of Oral Communication SPED320 Beginning Sign Language	4 3 3 3 3 2
(2) six semester hours in mathematics;	Yes	BSHS210 Statistical Analysis MATH117 College Algebra: Foundations & Equations MATH118 College Algebra: Functions & Graphs MATH120 College Algebra	3 2 2 3
(3) eight semester hours in laboratory science;	Yes	BIOL203 Environmental Awareness BIOL105 Biology for Non-Majors: Understanding Our World BIOL110 General Biology: The Study of Life & Our Role In It BIOL226 General Microbiology CHEM120 Concepts in Chemistry PHYS121 Physics of Fun: Conceptual Physics	3 4 4 4 4 3
(4) nine semester hours in social and behavioral science; and	Yes	EDUC225 Educational Psychology EDUC244 Developmental Psychology PSYC365 Environmental Psychology SOC1131 The Sociological Imagination SOC1240 Social Inequality & Stratification SOC1250 Racial and Ethnic Minorities SOC1370 Environmental Sociology	3 3 3 3 3 3 3
(5) nine semester hours in humanities and fine arts.	Yes	ARTS205 Painting I: Fundamental Approaches ARTS260 Photography I ARTS275 Arts and Culture HIST130 World Geography HIST105 World Civilization I HIST106 World Civilization II HIST220 American History I HIST221 American History II MUSI180-197 Journeys in Musicianship (lessons) MUSI115 Music Appreciation SOWK225 Human Behavior & the Social Environment THEA100 Exploring Humanity Through Theatre	3 3 3 3 3 3 3 3 3 1-2 3 3 3
B. In addition to the requirements specified in Subsections A and C of this section, the departments shall require that a person seeking standard or alternative elementary licensure shall have (6) completed six hours of reading courses, and	***		
	Yes	EDUC245 Child & Adolescent Literature ENGL125 Introduction to Literature ENGL210 Eras in Literature ENGL296 Borders & Crossings ENGL307 Studies in World Literature	3 3 3 3 3
a person seeking standard or alternative secondary licensure shall have completed three hours of reading courses in subject matter content. The department shall establish requirements that provide a reasonable period of time to comply with the provisions of this subsection.	Yes	EDUC245 Child & Adolescent Literature EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC382 Reading and Lang. Arts for the Developing Reader EDUC385 Reading in the Content Areas ENGL125 Introduction to Literature ENGL210 Eras in Literature ENGL296 Borders & Crossings ENGL307 Studies in World Literature	3 4 3 2 3 3 3 3
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.	Yes	State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs. New Mexico is also a NASDTEC member. As a result, reciprocity between New Mexico and Kansas exists.	
D. Nothing in this section shall preclude the department from establishing or accepting equivalent requirements for purposes of reciprocal licensure or minimum requirements for alternative licensure.	***		
N.M. Admin. Code 6.60.4.8 A. Persons seeking a reciprocal level 1 license for elementary k-8, early childhood birth-grade 3, secondary or secondary vocational technical 7-12, middle level 5-9, special education pre K-12, or grade pre K-12 specialty area, or grade pre K-12 blind and visually impaired, through reciprocity, shall meet the following requirements: (1) hold a bachelor's degree or higher degree from a regionally accredited or PED approved college or university; and	Yes KWU is regionally approved institution	State of Kansas is party to the NASDTEC Interstate Agreement for all EDUC programs. New Mexico is also a NASDTEC member. As a result, reciprocity between New Mexico and Kansas exists.	

State of New Mexico Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(2) hold and provide a copy of at least one current valid teaching license issued by a state education agency, including PED or department of defense dependent schools or foreign country that is comparable to the license they are seeking; and	Yes		
(3) have completed a standard or alternative teacher preparation program approved in another state or accepted by the PED; and	Yes		
(4) provide copies of test scores for exams that were required to receive the license; and	Yes		
(5) if applying for:	***		
(a) early childhood birth-grade 3 or k-8 elementary licensure, provide evidence of having passed a content knowledge or professional knowledge test on the basic early childhood or elementary school curriculum and on any additional core academic endorsement areas or have completed 24 lower or upper division credit hours across the elementary education core academic subjects of language arts, social studies, mathematics, and science with at least six credit hours in each core area;	Yes KWU utilizes Praxis exams		
(b) secondary or secondary vocational and technical 7-12, middle level 5-9, or grades pre K-12 specialty area licensure in the core academic areas, provide evidence of having passed a content knowledge test in each of the core academic subjects in which the applicant seeks licensure or having completed an academic major, a graduate degree, or coursework equivalent to an academic major in each of the core academic subjects in which the applicant seeks licensure;	Yes KWU utilizes Praxis exams		
(c) licensure in non-core academic subjects, special education pre K-12, or blind and visually impaired pre K-12 licensure, have, on a form acceptable to the PED, provided evidence of having satisfactorily taught under their out of state license or licenses or have passed the applicable New Mexico teacher assessment ("NMTA") and	Yes KWU Elem Ed Program does not offer non-core academic subjects such as special education pre K-12		
(6) have, on a form acceptable to the professional licensure bureau ("PLB") of the PED, provided evidence of having satisfactorily taught in any state or foreign country or combination of other states or countries other than New Mexico for fewer than three (3) full school years at any time preceding their application for licensure while holding at least one standard out-of-state or New Mexico teaching license or foreign country authorization to teach or combination of any of the aforementioned licenses or authorizations, and	Yes KWU Elem Ed Program does not offer non-core academic subjects such as special education pre K-12		
(7) submit to and satisfactorily clear a fingerprintbased background check pursuant to Section 22-10A-5, NMSA 1978."	Yes		

U.S. Virgin Islands

Territory of U.S. Virgin Islands Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
How to Qualify for Certification For initial certification in the U.S. Virgin Islands, all candidates must:	***		
Earn a baccalaureate degree.	Yes		
Submit appropriate applications.	Yes		
Submit official transcripts from all accredited institutions.	Yes		
Demonstrate proof of U.S. citizenship, permanent residency or other approved work status.	Yes		
Complete a course in U.S. Virgin Islands history within the first year of employment.	Yes		
Pass the Praxis® tests for their certification area.	Yes KWU Elem. Ed utilizes Praxis I exam and Praxis II content exams		
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.	Yes KWU requires a minimum of		
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 All KWU Elem and Secondary Methods & Curriculum Courses Include Measurement and Evaluations in Each.	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 4 3 3 3 3 3 3 3 3 3 3 1 2 2 2 2 3 3 3 3 3 3 3 2
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		

Virginia

State of Virginia Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
8 VAC 20-23-100 A. An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual	***		
(i) has completed a state approved teacher preparation program through a regionally accredited four-year college or university or	Yes		
(ii) holds a valid out of-state teaching license (full credential without deficiencies) that shall be in force at the time the application for a Virginia license is made. An individual shall meet licensure requirements set forth in the Code of Virginia.	DNA		
An individual seeking licensure shall establish a file in the Virginia Department of Education by submitting a complete application packet that includes official student transcripts. Unless exempted by the criteria in this chapter, professional teacher's assessment requirements prescribed by the Virginia Board of Education shall be satisfied.	***		
8 VAC 20-23-160	***		
1. The candidate shall have graduated from an approved teacher preparation program in elementary education preK-6; or	Yes KWU meets this requirement and option 2 is therefore not applicable. As a result, curriculum comparison is not required.		
2. The candidate for the elementary education preK-6 endorsement shall have earned a baccalaureate degree from a regionally accredited college or university majoring in the liberal arts or sciences (or equivalent) and meet the following semester hour requirements:	DNA		
a. English (shall include composition, oral communication, and literature): 12 semester hours; or complete 6 semester hours in English and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;	DNA		
b. Mathematics (shall include algebra, geometry, probability and statistics, and teaching elementary mathematics): 15 semester hours; or complete 6 hours in mathematics, complete a methods in teaching elementary mathematics course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;	DNA		
c. Laboratory sciences: 15 semester hours in at least three science disciplines and at least a three credit science methods course; or complete 9 semester hours (in two science disciplines), complete a methods in teaching elementary science course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education;	DNA		
d. History (shall include American history and world history): 6 semester hours, and Social Science (shall include geography and economics): 6 semester hours; or complete 3 semester hours in history, complete 3 semester hours in social science (geography or economics), complete a methods in teaching elementary history and social sciences course (3 semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education; and	DNA		
e. Arts: 3 semester hours.	DNA		

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 SOCI131 The Sociological Imagination SOCI250 Racial & Ethnic Minorities SOCI240 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 SOCI131 The Sociological Imagination SOCI240 Social Inequality & Stratification SOCI250 Racial and Ethnic Minorities SOCI370 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 SOCI131 The Sociological Imagination SOCI240 Social Inequality & Stratification SOCI250 Racial and Ethnic Minorities SOCI370 Environmental Sociology SPES120 Personal, Community, and Global Health	3 2 3 3 4 3 3 3 3 3 3 3

State of Wisconsin Requirements	KWU Meet Requirement?	KWU Course or Other	KWU Cr. Hrs.
(6) ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.	Yes	EDUC110 Math Concepts in Elementary Education EDUC240 Music Methods for the Classroom Teacher EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elementary Teachers EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC380 Classroom Management EDUC382 Reading and Language Arts for Developing Reader	3 2 3 3 4 3 3 3
(7) PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross--disciplinary skills, pedagogy, pupils, and pupils' communities.	Yes	EDUC110 Math Concepts in Elementary Education EDUC240 Music Methods for the Classroom Teacher EDUC333 Methods of Teaching Mathematics for Elem. Teachers EDUC335 Methods of Teaching Science for Elementary Teachers EDUC339 Methods of Teaching Reading & Lang. Arts for Beg. Reader EDUC346 Methods of Teaching Social Studies for Elem. Teachers EDUC382 Reading and Language Arts for Developing Reader PSYC365 Environmental Psychology 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.	Yes	EDUC380 Classroom Management	3
2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.	Yes	EDUC380 Classroom Management	3
3. Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations, that may arise in school or at activities supervised by a school as a result of conflicts between pupils or between pupils and other persons.	Yes	EDUC380 Classroom Management	3
(9)(b) The state superintendent may waive the requirements under par. (a) if the applicant demonstrates competency in the subjects under par. (a)1. to 3. within 12 months after the date on which the license is issued.	***		

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

Annual Professional Licensure Update Schedule

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

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

Students,

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

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

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

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

Sincerely,

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

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

Listed in alphabetical order beginning on the next page.



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State/Territory

*KEY

License Title

Specific title of license issued by the state/territory.

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

**Specialized Accreditation
Required?**

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

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

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

**Specialized Accreditation
Accepted as Meeting Educational
Requirements?**

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

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

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

Curriculum Comparison Needed?

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

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

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

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

Specific Coursework

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

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

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

Supervised Experience (In-Program)

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

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

Member of Compact or Reciprocity Agreement?

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

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

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

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

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

Board/Agency Name

Licensing board or agency name

Board/Agency Website

Statute/Regulation/Rule Citation

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

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

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

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

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

Must License Applicant Hold Private Certification?

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

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

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

Additional Training (Not Required In-Program)

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

Experience (After Graduating/Outside of Program)

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

Exam(s) Required

Any exams required for the type of license.

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

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

Notes

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

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

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

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

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

Last Reviewed Date

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

<https://forms.gle/zLB3dsG9j6qmx1pU6>

HISTORY LOGS

No records found.

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

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

	Ala. Admin. Code 290-3-2-.20
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Alabama State Department of Education
Board/Agency Website	https://www.alabamaachieves.org/teacher-center/teacher-certification/
Statute/Regulation/Rule Citation	Ala.Code 1975 § 16-23-14 Ala. Admin. Code r. 290-3-2-.03
Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	7/5/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

HISTORY LOGS

No records found.

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

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[BACK TO SEARCH](#)

State/Territory	Alaska
License Title	Initial Teacher Certificate, Elementary Education (K-8)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	Yes, NCATE/CAEP
Curriculum Comparison Needed?	Yes, if not NCATE/CAEP accredited.
Specific Coursework	<p>No subject area-specific requirements are available. Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards.</p> <p>(a) For purposes of issuing a certificate under this chapter, the commissioner will accept the educator preparation program completed by an applicant for a professional teacher certificate under 4 AAC 12.305(b), special education endorsement certificate under 4 AAC 12.330, school administrator or special education administrator certificate under 4 AAC 12.345, and a special education administrator certificate under 4 AAC 12.347, if the preparation program</p> <p>(1) is approved by the board under 4 AAC 12.308; or</p> <p>(2) for a program offered in another state, is</p> <p>(A) offered by a regionally accredited institution of higher education or was an alternate program approved by the board of education or chief school officer in the state in which the program is offered as meeting the state's standards for comparable certificates; and</p>

(B) approved by the board of education or chief school officer of the state in which the program is offered as substantially meeting the unit standards set out in Professional Standards for the Accreditation of Teacher Preparation Institutions, adopted by reference in 4 AAC 12.308.

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

Alaska Admin. Code tit. 4, § 12.307

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

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

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

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

Supervised Experience (In-Program)

Must follow NCATE/CAEP standards

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

Alaska Department of Education & Early Development

Board/Agency Website

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

Statute/Regulation/Rule Citation

4 AAC 12.305

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

Yes

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

AS § 14.20.020(k) requires that out-of-state applicants complete within 90 days of license training regarding alcohol and drug related disabilities, training regarding sexual abuse and sexual assault awareness and prevention required, training regarding dating violence and abuse awareness and prevention, and training related to suicide prevention.

Must be completed prior to renewal of Initial Out-of-State Certificate:

3 semester hours of approved Alaska studies coursework

3 semester hours of approved Alaska multicultural coursework

From website: Can I apply for Alaska certification without having taken the required Alaska studies and Alaska multicultural coursework?

If you are new to Alaska, you will have two years to satisfy the coursework requirement in Alaska studies and Alaska multicultural. If you have not met those requirements when you first apply, you will only be eligible for an Initial or Provisional certificate.

Please note that teachers, administrators, and special service providers must satisfy the coursework requirement within two years of the issue date of their Initial or Provisional certificate. If the requirement is not met in those two years, the individual will no longer be eligible to hold a certified position in an Alaska

public school.

Experience (After Graduating/Outside of Program) None found


Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/6/2024

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

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Update Date	State/Territory	License Type	License Title	Update Made
5/11/2023	Alaska	Teacher_Elementary Education	Initial Teacher	Additional Training

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State/Territory	American Samoa
License Title	Professional Teacher Certification (PTC I)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	Out-of-state approved teacher preparation program graduates meet educational requirements.
Supervised Experience (In-Program)	N/A
Member of Compact or Reciprocity Agreement?	N/A
Board/Agency Name	American Samoa Department of Education
Board/Agency Website	https://www.amsamoadoe.com/
Statute/Regulation/Rule Citation	Not available
Must Out-of-State Program Graduate Hold License to Qualify?	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

Notes None

Last Reviewed Date 7/6/2024

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Update Date	State/Territory	License Type	License Title	Update Made
12/10/2023	American Samoa	Teacher_Elementary Education	Professional Teacher	Updated Board

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State/Territory	Arizona
License Title	Standard Professional Certificate, Elementary Education (K-8)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Arizona Department of Education
Board/Agency Website	https://www.azed.gov/educator-certification/
Statute/Regulation/Rule Citation	A.A.C. R7-2-610 A.A.C. R7-2-621
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 the Constitution of the United States and Arizona exam, AZ033. (This is an allowable 3-year deficiency. *)

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Arizona

Notes

None

Last Reviewed Date

7/6/2024

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

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HISTORY LOGS

No records found.

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State/Territory	Arkansas
License Title	Provisional (for up to 3 years if exams/courses not completed) or Standard License, Elementary Education (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>4-3.01 The Division shall grant reciprocity to a person who holds a current or expired Standard License (or Standard License Equivalent) from another state upon receipt of the following:</p> <p>4-3.01.1 A valid, Standard License (or Standard License Equivalent) that:</p> <p>4-3.01.1.1 Was issued in another state; and</p> <p>4-3.01.1.2 Has been in good standing during the most recent three (3) years of the applicant's teaching experience;</p> <p>4-3.01.7 Documentation of one (1) of the following:</p> <p>4-3.01.7.1 Successful completion of a program of</p>

	<p>teacher education at a nationally or regionally accredited institution of higher education, but only if the applicant possesses a Standard License Equivalent;</p> <p>4-3.01.7.2 Successful completion of an educator preparation program that is nationally accredited by an accrediting organization recognized by the United States Department of Education, the Council for Higher Education, or the Council for the Accreditation of Educator Preparation (CAEP); or</p> <p>4-3.01.7.3 If the applicant is a National Board Certified Teacher, documentation of current certification from the National Board of Professional Teaching Standards.</p> <p>Code Ark. R. 005.28.3-4-3.0</p>
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Arkansas Department of Education
Board/Agency Website	https://dese.ade.arkansas.gov/Offices/educator-effectiveness/licensure
Statute/Regulation/Rule Citation	Ark. Admin. Code 005.28.3-4-3.0 A.C.A. § 6-17-403(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)	<p>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;</p> <p>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;</p> <p>4-3.01.9 Documentation of the completion of the</p>

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

Experience (After Graduating/Outside of Program)

Exam(s) Required

Praxis

Notes

None


Last Reviewed Date

7/8/2024

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

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State/Territory	California
License Title	Preliminary Credential, Multiple Subjects Teaching Credential (K-8)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>(a) Notwithstanding any provision of this chapter, the commission shall issue a five-year preliminary multiple subject teaching credential authorizing instruction in a self-contained classroom, a five-year preliminary single subject teaching credential authorizing instruction in departmentalized classes, or a five-year preliminary education specialist credential authorizing instruction of special education pupils to an out-of-state prepared teacher who meets all of the following requirements:</p> <p>(1) Possesses a baccalaureate degree from a regionally accredited institution of higher education.</p> <p>(2) Has completed a teacher preparation program at a regionally accredited institution of higher</p>

education or a state-approved teacher preparation program offered by a local educational agency.

(3) Meets the subject matter knowledge requirements for the credential. If the subject area listed on the out-of-state credential does not correspond to a California subject area, as specified in Sections 44257 and 44282, the commission may require the applicant to meet California subject matter requirements before issuing a clear credential.

(4) Has earned a valid corresponding elementary, secondary, or special education teaching credential based upon the out-of-state teacher preparation program. For the education specialist credential, the commission shall determine the area of concentration based on the special education program completed out of state, or shall allow the candidate to demonstrate the area of concentration based on two years of experience in California, while the candidate holds the preliminary credential.

Cal. Educ. Code § 44274.2

Supervised Experience (In-Program)

N/A

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

California Commission on Teacher Credentialing

Board/Agency Website

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

Statute/Regulation/Rule Citation

West's Ann.Cal.Educ.Code § 44257
5 CCR § 80413.3

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

Yes

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

Exam(s) Required


California

Notes None

Last Reviewed Date 7/14/2024

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

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

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[BACK TO SEARCH](#)

State/Territory	Colorado
License Title	Initial License, Elementary Education (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>From website http://www.cde.state.co.us/cdeprof/coloradoreciprocity Per Colorado State Board of Education rule 1 CCR 301-37 2.03(3), individuals who complete endorsement or degree programs outside Colorado must hold or be eligible to hold the associated license in the state of preparation in order for Colorado to recognize that program.</p> <p>1 CCR 301-37:2.00 2.03(3) Out-of-state applicants. An initial license may be issued to an applicant from another state or country whose qualifications meet or exceed the requirements of the State Board of Education and who has met the following requirements: 2.03(3)(a) has completed the appropriate degree, experiences, and educational level for the license and endorsement(s) requested as specified in these rules; 2.03(3)(b) has successfully completed an educator preparation program approved or authorized by a state</p>

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;

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.;

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

2.03(3)(e) has provided evidence of satisfactory completion of the approved content tests appropriate to the license and endorsement requested.

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, and principal and administrator candidates must complete a minimum of three 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.

1 CCR 301-37:3.00

3.01 Initial Teacher License

An initial teacher license is valid for three years from the date of issuance and may be renewed as provided in section 7.01 of these rules.

3.01(1) An initial teacher license may be issued to an applicant who:

3.01(1)(a) holds an earned bachelor's or higher degree from an accepted institution of higher education;
 3.01(1)(b) has completed an approved program of preparation at an accepted institution of higher education, including the field-based experience required by section 23-1-121(2)(d), C.R.S.;

3.01(1)(c) has provided an institutional recommendation which meets the requirements outlined in 2.04(2)(b), and:
 3.01(1)(c)(i) verifies satisfactory completion of the approved program;
 3.01(1)(c)(ii) specifies the grade/developmental level(s), endorsement area(s), or specialization(s) completed by the applicant;
 3.01(1)(c)(iii) verifies successful completion of student teaching, internship, or practicum as specified in 2.01(41) of these rules; the grade/developmental level(s) and endorsement/specialization areas of the experience; and
 3.01(1)(c)(iv) certifies that the applicant has demonstrated thorough knowledge of the subject matter to be taught and has the competencies essential for educational service.

3.01(1)(d) has submitted a complete application for a license as defined in section 2.04 of these rules; and
 3.01(1)(e) has demonstrated subject matter knowledge necessary for teaching in the endorsement area:
 3.01(1)(e)(i) for elementary education teachers (grades K-6), special education generalist teachers (ages 5-21), early childhood educators (ages birth-8) and early childhood special education teachers (ages birth-8) by passage of the approved content tests.

Supervised Experience (In-Program)	Completion of field experiences, student teaching or practicum or internship
Member of Compact or Reciprocity Agreement?	Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Colorado Department of Education
Board/Agency Website	http://www.cde.state.co.us/cdeprof
Statute/Regulation/Rule Citation	C.R.S.A. § 22-60.5-201 1 CCR 301-37:2.00
Must Out-of-State Program Graduate Hold License to Qualify?	No, but must be "eligible" for out-of-state license. Practically, students should earn the out-of-state license first.
Must License Applicant Hold Private Certification?	No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found


Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/14/2024

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Update Date	State/Territory	License Type	License Title	Update Made
11/12/2024	Colorado	Teacher_Elementary Education	Initial License,	Updated citation to

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State/Territory	Connecticut
License Title	Initial Educator Certificate, Elementary Education (PreK-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>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</p> <p>Regs. Conn. State Agencies § 10-145d-436 On and after July 1, 1993, to receive an initial educator certificate for elementary teaching an applicant shall present evidence of meeting the following requirements, in addition to meeting the assessment requirements, as appropriate: (a) Holds a bachelor's degree from an approved institution;</p>

(b) On and after July 1, 1998, has completed a minimum of six semester hours of credit in child and/or human growth and development. This may be completed as part of the subject area major or general academic course requirement;

(c) 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.

(1) English;

(2) Natural sciences;

(3) Mathematics;

(4) Social studies; and

(5) Foreign language; or

(6) Fine arts;

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

(1) A major awarded by an approved institution in any one subject area, except that a major in professional education may not be accepted in fulfillment of this requirement; or

(2) A 39-semester-hours-credit interdisciplinary major consisting of a concentration of at least 18 semester hours of credit in any one subject area with the remainder distributed among no more than three additional subjects related to the area of concentration, except that a major or course work in professional education may not be accepted in fulfillment of any portion of this requirement; and

(e) Has a minimum of 30 semester hours of credit in professional education in a planned program of study and experience in elementary education 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 shall include six semester hours of credit in language arts, which may include reading, writing, speaking, listening, and spelling. This group may include areas such as: (1) effective teaching skills, (2) teaching

language arts, (3) teaching mathematics and (4) teaching the arts;
(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
(5) A course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.

Supervised Experience (In-Program)

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

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

Connecticut State Department of Education

Board/Agency Website

<https://portal.ct.gov/SDE/Certification/Bureau-of-Certification>

Statute/Regulation/Rule Citation

C.G.S.A. § 10-145b
Regs. Conn. State Agencies § 10-145d-451

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

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

1 year Interim Certificate available to complete coursework.

Regs. Conn. State Agencies § 10-145d-412(4) The applicant shall be required to complete a course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying,

planning for and working effectively with special needs children in the regular classroom. (B) An applicant who fulfills all requirements for issuance of the initial educator certificate but lacks a course of study in special education, may be issued an interim educator certificate with a deficiency, provided such applicant completed a teacher preparation program either in the state prior to July 1, 1987, or outside the state, or completed the necessary combination of professional experience or course work. This deficiency in a special education course of study shall be satisfied prior to receipt of further certification.

Experience (After Graduating/Outside of Program)

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

7/15/2024

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State/Territory	Delaware
License Title	Initial License, Standard Certificate, Elementary (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	Yes, NCATE/CAEP
Curriculum Comparison Needed?	Yes, if not NCATE/CAEP accredited.
Specific Coursework	<p>Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards.</p> <p>14 Del.C. § 1220 (a) The Department shall issue a standard certificate to an applicant who meets the requirements for licensure and has acquired the prescribed knowledge, skill, or education to practice in a particular area, to teach a particular subject or to instruct a particular category of students. Where applicable and available, an applicant for a standard certificate must have achieved a passing score on an examination of content knowledge, such as Praxis II. This requirement shall apply to all applicants teaching special education in a “core content area,” as defined in § 1210 of this title, in secondary schools.</p> <p>(b) Notwithstanding the provisions of subsection (a) of this section, the Department shall issue a</p>

standard certificate to an applicant who:
(1) Meets the requirements for licensure and holds a valid and current license or certificate from another state

14 Del. Admin. Code 1505

The Department shall issue a Standard Certificate to an educator who holds a valid Delaware Initial, Continuing or Advanced License; or Standard or Professional Status Certificate issued prior to August 31, 2003, who has met the following requirements:

3.2 Met the requirements for licensure and holding a valid and current license or certificate from another state in the area for which a Standard Certificate is requested.

“Valid and Current License or Certificate from Another State” means a current full or permanent certificate or license issued by another state. This means the educator is fully credentialed by having met all of the requirements for full licensure or certification in another state. It does not include temporary, emergency, conditional certificates of eligibility or expired certificates or licenses issued from another state.

14 Del. Admin. Code 1521

4.1.1.2 Earned a bachelor's degree from a regionally accredited college or university with a Major or Its Equivalent in elementary education from an educator preparation program approved or recognized by the National Council for the Accreditation of Teacher Education (NCATE), the Council for the Accreditation of Educator Preparation (CAEP), or a state where the state approval body employed the appropriate standards. “Major or Its Equivalent” means a minimum of 30 semester hours of course work in a particular content area.

Supervised Experience (In-Program)

Must follow NCATE/CAEP standards

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

Delaware Department of Education

Board/Agency Website	https://www.doe.k12.de.us/Page/3476
Statute/Regulation/Rule Citation	14 Del.C. § 1220 14 Del. Admin. Code 1505
Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	7/17/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	District of Columbia
License Title	Standard Teacher Credential, Elementary Education (1-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>1605.3 OSSE shall award a credential to any applicant who holds or qualifies for an equivalent credential awarded by a state that has established a reciprocity agreement with the District of Columbia.</p> <p>1605.4 OSSE shall grant an appropriate credential to any applicant from another state that has completed teacher preparation that is at least comparable or equivalent to preparation that meets teacher preparation standards in the District of Columbia, as determined by OSSE, if both of the following circumstances exist:</p> <p>(a) A reciprocity agreement with the other state is pending completion, or the other state has declined to enter into a reciprocity agreement with the</p>

District of Columbia; and
 (b) The applicant has met the requirements of the District of Columbia for obtaining a credential in accordance with this section.
 D.C. Mun. Regs. tit. 5-A, § 1605

Supervised Experience (In-Program)

N/A

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

District of Columbia Office of the State Superintendent of Education

Board/Agency Website

<https://osse.dc.gov/ed-credentials>

Statute/Regulation/Rule Citation

5-A DCMR § 1601.9

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

Yes

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

7/14/2024

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

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

Private Certification?

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required None found

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

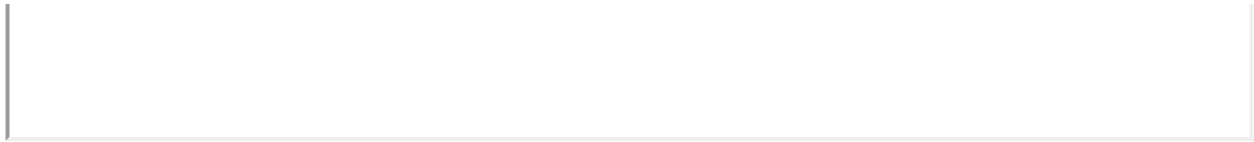
<https://www.national.doe.fm/teacher-certification-regulations/>

Last Reviewed Date 7/18/2024

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State/Territory	Florida
License Title	Temporary Certificate (for 5 years to complete required FL exams) or Professional Certificate, Elementary Education (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>(c) Teacher education programs in states other than Florida. A teacher education program at the bachelor's or higher degree level shall fulfill the general and professional preparation requirements and the specialization requirements for a certification subject area in accordance with the following provisions:</p> <ol style="list-style-type: none">1. The teacher education program shall have been granted by an accredited or a Department approved institution; and,2. The major subject of the approved program shall be in a subject in which Florida offers certification; and,3. The instructional level of the major subject of the approved program shall be comparable to or broader

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

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

Supervised Experience (In-Program)

None found

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

Florida Department of Education

Board/Agency Website

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

Statute/Regulation/Rule Citation

West's F.S.A. § 1012.56
F.A.C. Rule 6A-4.006

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

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Florida

Notes

None


Last Reviewed Date

7/22/2024

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Update Date	State/Territory	License Type	License Title	Update Made
11/14/2024	Florida	Teacher_Elementary Education	Temporary Certificate	License term extended

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

including student teaching. If field experiences, clinical practice or student teaching was completed in a Georgia local unit of administration (LUA) requiring GaPSC certification, the individual must have held a Pre-Service certificate and have worked with a cooperating teacher holding renewable professional certification in the field in which the individual completed a state-approved certification program, or in a closely related field as outlined below. If clinical practice was completed in a Georgia LUA that has the legal authority to waive certification, the cooperating teacher must, at a minimum meet federal requirements under Title IIA regulations or Every Student Succeeds Act (ESSA) of 2015 In-field requirements. If the cooperating teacher does not meet these requirements, the clinical practice or field experience does not meet Georgia certification requirements and will not be accepted.
Ga. Comp. R. & Regs. 505-2-.22

Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Georgia Professional Standards Commission
Board/Agency Website	https://www.gapsc.com/Certification/
Statute/Regulation/Rule Citation	Ga Comp. R. & Regs. 505-2-.21 Ga Comp. R. & Regs. 505-2-.04
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	Completion of a course in identifying and educating exceptional children is not required for initial issuance of an Induction certificate, but it is required for conversion to a Professional certificate or reissuance of the Induction certificate.

Ga Comp. R. & Regs. 505-2-.24(1) Summary: All individuals applying for certification in Georgia shall satisfy certain Special Georgia Requirements. These requirements are in the areas of: content knowledge; standards of conduct; special education; ethics assessments; and content pedagogy assessments. Special Georgia Requirements, with the exception of the standards of conduct, do not apply to individuals holding Georgia Life certificates.
(2) Content Knowledge Assessment(s). An individual applying for certification in Georgia must pass or meet exemption criteria for content knowledge assessment(s) appropriate to the field of certification and/or any other assessment(s) as required by the Georgia

Professional Standards Commission (GaPSC) (See GaPSC Rule 505-2-.26 CERTIFICATION AND LICENSURE ASSESSMENTS).

GACE content assessments have two passing levels: Induction and Professional. All passing scores earned on GACE assessments will be treated as Professional level scores even if the official score report reflects an Induction level score. As of October 15, 2011, Georgia educators who complete out-of-state programs and/or pass out-of-state assessments leading to certification in a new field in another state must pass the appropriate GACE content assessment for Georgia certification in the new field.

(a) An individual may be exempt from passing the GACE content knowledge assessment(s) in the following scenarios:

1. Out-of-state certificate holders applying for initial Georgia certification who satisfy the out-of-state certificate and experience criteria outlined in paragraph (6) below.
2. Out-of-state professional certificate holders applying for initial Georgia certification who have passed the out-of-state content assessment required for issuance of the out-of-state certificate field.
3. Individuals holding valid National Board for Professional Teaching Standards (NBPTS) certification in the specific field, with the exception of the Middle Grades Generalist Field. The NBPTS Middle Grades Generalist field does not exempt the GACE Middle Grades content assessments.
4. Individuals seeking certification in a field for which the GaPSC has not adopted a content assessment.

(b) Completers of GaPSC-approved programs who have satisfied all program requirements with the exception of the content knowledge assessment(s), and have obtained a valid recommendation from the educator preparation provider (EPP) may be issued a one (1)-year Induction or Non-Renewable Professional certificate, as appropriate, at the request of an employing Georgia local unit of administration (LUA).

(c) Additional information on the required content assessment(s) is available on the GaPSC web site at

<https://www.gapsc.com/EducatorPreparation/Assessment/Testing.aspx>.

(3) Standards of Conduct. An individual applying for certification in Georgia must comply with the ethical standards of the profession. An FBI background check (fingerprint) is required for employment in Georgia public schools and a Georgia criminal history check is required every five (5) years for certificate renewal. In addition, individuals applying for certification must respond to background check questions on the application form. Individuals applying for or already holding certification who violate standards of conduct may be subject to a GaPSC investigation, which could involve certificate denial, suspension or revocation (See GaPSC Rule 505-2-.30 REFERRAL TO EDUCATOR ETHICS DIVISION).

(4) Special Education.

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

1. Teaching fields.
2. Leadership fields.

3. Service fields of Media Specialist and School Counseling.

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

1. Initial Professional or Induction certificate issued based on interstate reciprocity.
2. Initial Induction certificate issued based on completion of an out-of-state approved educator preparation program with student teaching outside of Georgia.
3. Initial Professional certificate in School Counseling based on holding an acceptable valid state license issued by the Georgia Secretary of State Office.

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

1. Earning three (3) semester hours of college credit with a grade of "B" or better
- (i) The grade requirement of "B" or better is effective July 1, 2019, for courses completed on or after this date.
2. Earning five (5) Georgia professional learning units satisfied through a Georgia public school system or RESA.
3. Holding valid National Board for Professional Teaching Standards (NBPTS) certification.
4. Meeting out-of-state experience exemption outlined in section (6) below.
- (5) Ethics Assessment.

(a) A passing score on the GACE Educator Ethics Assessment is required for the following:

1. Issuance of a Pre-Service certificate.
2. Issuance of an initial Clearance certificate to individuals who are not required to hold an in-field certificate as outlined in GaPSC Rule 505-2-.42 CLEARANCE CERTIFICATE.
3. Issuance of a Provisional teaching certificate.
4. Issuance of an Induction certificate in a teaching field.
5. Issuance of the International Exchange certificate.
6. Conversion of a Provisional or Induction Pathway 4 teaching certificate to a Professional certificate.
7. Issuance of an initial three-year Permit.
8. Conversion to the five-year Permit if initial Permit was issued on or after October 15, 2017.

(b) A passing score on the GACE Ethics for Educational Leadership is required for the following:

1. Issuance of a Non-Renewable certificate in educational leadership for completion of an approved program.
2. Issuance of an initial professional certificate in educational leadership.
3. Issuance of an initial Superintendent Permit
4. Conversion to the five-year Permit if initial Permit was issued on or after October 15, 2017.

(6) Out-of-State Experience Exemption. Veteran out-of-state educators moving into Georgia may be eligible to exempt all Special Georgia Requirements except the Standards of Conduct. To be eligible, the applicant must hold a valid out-of-state certificate and have a minimum of five (5) full years of successful education experience as

defined in section (5) of GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS.

Experience (After Graduating/Outside of Program) None found


Exam(s) Required Georgia

Notes None

Last Reviewed Date 7/22/2024

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Update Date	State/Territory	License Type	License Title	Update Made
11/14/2024	Georgia	Teacher_Elementary Education	5-Year Induction Certificate,	Citation added to support

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State/Territory	Guam
License Title	Initial Educator, Elementary (K-5)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	Yes, NCATE/CAEP
Curriculum Comparison Needed?	No, if state/territory is party to the NASDTEC Interstate Agreement or program is NCATE/CAEP accredited
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>(l) Holders of Degrees from NCATE-Accredited Institutions. Holders of degrees in teacher preparation awarded by an institution accredited by the National Council for Accreditation of Teacher Education (NCATE) shall be eligible for an Initial Educator Certificate with the addition of the requirements that are stated in § 8105 (b)(1)(A), (B), (C) and (D).</p> <p>(m) Interstate Reciprocity. Individuals holding a valid state teaching credential, such as a license or certificate, may qualify for an initial Guam certificate with comparable endorsement areas provided such license is issued by a state that has signed the NASDTEC Inter-State Agreement and</p>

	is a full credential without deficiencies; or holds national certification from the National Board for Professional Teaching Standards (NBPTS). 5A GU ADC 8104
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Guam Commission for Educator Certification
Board/Agency Website	https://gcec.guam.gov/services-resources/certification
Statute/Regulation/Rule Citation	5A Guam R. & Regs. § 8104 5A Guam R. & Regs. § 8105
Must Out-of-State Program Graduate Hold License to Qualify?	Yes, unless NCATE/CAEP accredited
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	All persons issued an educational professional certificate who have not completed a three (3) semester credit course in Guam history of culture shall complete one (1) such course during the first year after certification. Failure to meet this requirement shall constitute sufficient cause to cancel the certificate until the deficiency is corrected.
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	7/22/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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

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

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

Supervised Experience (In-Program)

N/A

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

Hawaii Teachers Standards Board

Board/Agency Website

<https://hawaiiteacherstandardsboard.org/>

Statute/Regulation/Rule Citation

Haw. Admin. Rules (HAR) § 8-54-9.1

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

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

Exam(s) Required

Praxis

Notes

None

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State/Territory	Idaho
License Title	Standard Instructional Certificate or Interim Certificate (if ID coursework or exams needs to be completed), All Subjects (K-8)
Specialized Accreditation Required?	Yes, NCATE/CAEP
Specialized Accreditation Accepted as Meeting Educational Requirements?	Yes, NCATE/CAEP
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>Out-of-state program must be NCATE/TEAC/CAEP accredited, if graduate does not get licensed in state where program completed first.</p> <p>From website FAQ https://www.sde.idaho.gov/cert-psc/cert/ If you complete an out-of-state teacher preparation program that does not have a National Council for Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC), or Council for the Accreditation of Education Preparation (CAEP) accreditation, you may have to apply for that state's certification in order to use that current, valid out-of-state certificate to apply for Idaho certification.</p> <p>IDAPA 08.02.02.022 01. All Subjects (K-8). Allows one to teach in any</p>

educational setting (K-8). Twenty (20) semester credit hours, or thirty (30) quarter credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum one (1) additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12. (7-1-21)T

IDAPA 08.02.02.015

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

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

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

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

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

	teaching. Effective date (3-15-22) ii. To receive endorsement in (1) field of teaching, preparation must consist of completion of at least forty-five (45) semester credit hours in a single subject area; Effective date (3-15-22)
Supervised Experience (In-Program)	Minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Idaho State Department of Education
Board/Agency Website	https://www.sde.idaho.gov/cert-psc/cert/
Statute/Regulation/Rule Citation	I.C. § 33-1201 IDAPA 08.02.02.014
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)	IDAPA 08.02.02.016 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 04. Mathematical Thinking for Instruction. For all Idaho teachers or administrators working on interim certificates (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), with an All Subjects (K-8) endorsement, any mathematics endorsement,

Exceptional Child Generalist endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete a state board approved Mathematical Thinking for Instruction, or another State Department of Education approved alternative course, as a one-time requirement for full certification. (7-1-21)T

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

7/26/2024

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State/Territory	Illinois
License Title	Professional Educator License, Elementary Education (1-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	Out-of-state approved teacher preparation program graduates meet educational requirements. (2) the applicant must: (A) have completed a state-approved program for the licensure area sought, including coursework concerning (i) methods of instruction of the exceptional child, (ii) methods of reading that align with all applicable standards set forth in Part 23 of Title 23 of the Illinois Administrative Code and reading in the content area, and (iii) instructional strategies for English learners; 105 Ill. Comp. Stat. Ann. 5/21B-35
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name	Illinois State Board of Education
Board/Agency Website	https://www.isbe.net/educatorlicensure
Statute/Regulation/Rule Citation	105 ILCS 5/21B-35 23 Ill. Adm. Code 25.25
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. 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
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Illinois
Notes	None
Last Reviewed Date	7/28/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

HISTORY LOGS

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Update Date	State/Territory	License Type	License Title	Update Made
12/11/2023	Illinois	Teacher_Elementary	Professional	Updated

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State/Territory	Indiana
License Title	Initial Practitioner License, Elementary Generalist (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	Yes, NCATE/CAEP
Curriculum Comparison Needed?	No
Specific Coursework	Out-of-state approved and/or NCATE/CAEP accredited teacher preparation program graduates meet educational requirements. (C) Holds a bachelor's degree from a teacher education program approved by NCATE/CAEP or its successor, or a state accredited teacher preparation program in good standing. 511 Ind. Admin. Code 16-2-3
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Indiana Department of Education
Board/Agency Website	https://www.in.gov/doe/educators/educator-licensing/

Statute/Regulation/Rule Citation	511 IAC 16-2-3 511 IAC 10.1-1-1
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	Valid CPR certification from an IDOE approved provider. Suicide prevention training certificate.
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	7/28/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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

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State/Territory	Iowa
License Title	Initial Teaching License, Teacher Elementary Classroom (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	Required coursework: Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children. At least 9 semester hours in literacy which must include: <ol style="list-style-type: none">1. Content:<ol style="list-style-type: none">1. Children's literature;2. Oral and written communication skills for the twenty-first century.2. Methods:<ol style="list-style-type: none">1. Assessment, diagnosis and evaluation of student learning in literacy;2. Integration of the language arts (to include reading, writing, speaking, viewing, and listening);3. Integration of technology in teaching and student learning in literacy;4. Current best-practice, research-based approaches of literacy instruction;

5. Classroom management as it applies to literacy methods;
6. Pre-student teaching clinical experience in teaching literacy.

At least 9 semester hours in mathematics which must include:

1. Content:
 1. Numbers and operations;
 2. Algebra/number patterns;
 3. Geometry;
 4. Measurement;
 5. Data analysis/probability.
2. Methods:
 1. Assessment, diagnosis and evaluation of student learning in mathematics;
 2. Current best-practice, research-based instructional methods in mathematical processes (to include problem solving; reasoning; communication; the ability to recognize, make and apply connections; integration of manipulatives; the ability to construct and to apply multiple connected representations; and the application of content to real world experiences);
 3. Integration of technology in teaching and student learning in mathematics;
 4. Classroom management as it applies to mathematics methods;
 5. Pre-student teaching clinical experience in teaching mathematics.

At least 9 semester hours in social sciences which must include:

1. Content:
 1. History;
 2. Geography;
 3. Political science/civic literacy;
 4. Economics;
 5. Behavioral sciences.
2. Methods:
 1. Current best-practice, research-based approaches to the teaching and learning of social sciences;
 2. Integration of technology in teaching and student learning in social sciences;
 3. Classroom management as it applies to social science methods.

At least 9 semester hours in science which must include:

1. Content:

1. Physical science;
2. Earth/space science;
3. Life science.

2. Methods:

1. Current best-practice, research-based methods of inquiry-based teaching and learning of science;
2. Integration of technology in teaching and student learning in science;
3. Classroom management as it applies to science methods.

At least 3 semester hours to include all of the following:

1. Methods of teaching elementary physical education, health, and wellness;
2. Methods of teaching visual arts for the elementary classroom;
3. Methods of teaching performance arts for the elementary classroom

Pre-student teaching field experience in at least two different grade levels to include one primary and one intermediate placement.

A field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours.

Iowa Admin. Code 282-13.5

(1) General requirements. The applicant shall:

- a. Have a baccalaureate degree.
- b. Have completed a state-approved teacher education program.
- c. Have completed the teacher preparation coursework set forth in 281--subrules 79.15(2) to 79.15(5).
- d. Have completed student teaching in the subject area and grade level endorsement desired.
- e. Have completed the requirements for one of the basic teaching endorsements.
- f. Provide a recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed.

13.5(2) Applicants from non-Iowa institutions.

a. Original application. Applicants under this subrule have completed a teacher preparation program outside the state of Iowa and are applying for their first Iowa teaching license.

b. In addition to the requirements set forth in subrule 13.5(1), an applicant from a non-Iowa institution:

(1) Shall submit a copy of a valid or expired regular teaching certificate or license exclusive of a temporary, emergency or substitute license or certificate.

(2) Shall provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013, and the applicant has verified fewer than three years of valid out-of-state teaching experience. If the teacher preparation program was completed prior to January 1, 2013, or if the applicant has verified three years of valid out-of-state teaching experience, the applicant must provide verification of successfully passing the mandated assessment(s) in the state in which the applicant is currently licensed (or verify highly qualified status) or must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education.

(3) Shall provide an official institutional transcript(s) to be analyzed for the requirements necessary for Iowa licensure. An applicant must have completed at least 75 percent of the coursework as outlined in 281--subrules 79.15(2) to 79.15(5) and an endorsement requirement through a two- or four-year institution in order for the endorsement to be included on the license. An applicant who has not completed at least 75 percent of the coursework for at least one of the basic Iowa teaching endorsements completed will not be issued a license. An applicant seeking a board of educational examiners transcript review must have achieved a C- grade or higher in the courses that will be considered for licensure. An applicant who has met the minimum coursework requirements in this subrule will not be subject to

additional coursework deficiency requirements if the applicant provides verification of ten years of successful teaching experience or if the applicant provides verification of five years of successful experience and a master's degree.

(4) Shall demonstrate recency of experience by providing verification of either one year of teaching experience or six semester hours of college credit during the five-year period immediately preceding the date of application.

(5) Shall not be subject to any pending disciplinary proceedings in any state or country.

(6) Shall comply with all requirements with regard to application processes and payment of licensure fees.

Iowa Admin. Code 281-79.15(256)

Teacher candidates demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn in accordance with the following provisions.

79.15(1) Each teacher candidate demonstrates the acquisition of a core of liberal arts knowledge including but not limited to English composition, mathematics, natural sciences, social sciences, and humanities.

79.15(2) Each teacher candidate receives dedicated coursework related to the study of human relations, cultural competency, and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in rule 281-79.2(256). The unit shall provide evidence that teacher candidates develop the ability to identify and meet the needs of all learners, including:

- a. Students from diverse ethnic, racial and socioeconomic backgrounds.
- b. Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.
- c. Students who are struggling with literacy, including those with dyslexia.
- d. Students who are gifted and talented.

- e. English language learners.
- f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.

79.15(3) Each teacher candidate demonstrates competency in literacy, to include reading theory, knowledge, strategies, and approaches; and integrating literacy instruction into content areas. The teacher candidate demonstrates competency in making appropriate accommodations for students who struggle with literacy. Demonstrated competency shall address the needs of all students, including but not limited to, students with disabilities; students who are at risk of academic failure; students who have been identified as gifted and talented or limited English proficient; and students with dyslexia, whether or not such students have been identified as children requiring special education under Iowa Code chapter 256B. Literacy instruction shall include evidence-based best practices, determined by research, including that identified by the Iowa reading research center.

79.15(4) Each unit defines unit standards (aligned with InTASC standards) and embeds them in courses and field experiences.

79.15(5) Each teacher candidate demonstrates competency in all of the following professional core curricula:

- a. Learner development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- b. Learning differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- c. 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.
- d. Content knowledge. The teacher understands the

central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

e. Application of content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

f. Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

g. Planning for instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

h. Instructional strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

i. Professional learning and ethical practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

j. Leadership and collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

k. Technology. The teacher candidate effectively integrates technology into instruction to support student learning.

l. Methods of teaching. The teacher candidate understands and uses methods of teaching that have an emphasis on the subject and grade-level endorsement desired.

79.15(6) Assessment requirements.

a. Each teacher candidate must either meet or exceed a score on subject assessments designed by a nationally recognized testing service that measure pedagogy and knowledge of at least one subject area as approved by the director of the department of education, or the teacher candidate must meet or exceed the equivalent of a score on an alternate assessment also approved by the director. That alternate assessment must be a valid and reliable subject-area-specific, performance-based assessment for preservice teacher candidates that is centered on student learning. The required passing score will be determined by the director using considerations described in Iowa Code section 256.16(1)“a”(2) as amended by 2019 Iowa Acts, Senate File 159, section 2. A candidate who successfully completes the practitioner preparation program as required under this subparagraph shall be deemed to have attained a passing score on the assessments administered under this subparagraph even if the department subsequently sets different minimum passing scores.

b. The director shall waive the assessment requirements in 79.15(6)“a” for not more than one year for a person who has completed the course requirements for an approved practitioner preparation program but attained an assessment score below the minimum passing scores set by the department for successful completion of the program under 79.15(6)“a.” The department shall forward to the BOEE the names of all candidates granted a waiver for consideration for a temporary license.

79.15(7) Each teacher candidate must complete a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements. Additionally, each elementary teacher candidate must also complete a field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours. Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the teacher candidate is recommended.

79.15(8) Each teacher candidate demonstrates competency in content coursework directly related

to the Iowa Core.
79.15(9) Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department.

Supervised Experience (In-Program)

Have completed student teaching in the subject area and grade level endorsement desired.

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

Iowa Board of Education Examiners

Board/Agency Website

<https://educate.iowa.gov/pk-12/educator-quality/become-educator>

Statute/Regulation/Rule Citation

Iowa Code §272

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

Yes, but "The application for this license can be in progress if you can obtain verification that you are eligible" for the out-of-state license.

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

Exam(s) Required

None

Notes

None


Last Reviewed Date

7/29/2024

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

<https://forms.gle/zLB3dsG9j6qmx1pU6>

HISTORY LOGS

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Update Date	State/Territory	License Type	License Title	Update Made
11/29/2024	Iowa	Teacher - Elementary	Initial	Updated

The Bookmark

11/27/2025	Iowa	Teacher_Elementary Education	Initial Teaching	Updated Board
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State/Territory	Kansas
License Title	Initial Teacher License, Elementary (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>(b) (1) Any person who holds or has held a standard teaching, school leadership, or school specialist license issued by another state may apply for either an initial teaching license, an initial school specialist license, or an initial school leadership license or a professional teaching license, a professional school specialist license, or a professional school leadership license.</p> <p>(2) To obtain an initial teaching license, each applicant specified in paragraph (b)(1) shall submit the following:</p> <p>(A) An official transcript verifying the granting of a bachelor's degree;</p> <p>(B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education</p>

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

Supervised Experience (In-Program)

None found

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

Kansas State Department of Education

Board/Agency Website

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

Statute/Regulation/Rule Citation

K.S.A. 72-2157
K.A.R. 91-1-204

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

Yes

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

7/31/2024

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

<https://forms.gle/zLB3dsG9j6qmx1pU6>

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Update Date	State/Territory	License Type	License Title	Update Made
11/29/2024	Kansas	Teacher_Elementary Education	Initial Teacher	Corrected out-of-state

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State/Territory	Kentucky
License Title	Provisional Certificate or Statement of Eligibility for Elementary School (Primary-5)
Specialized Accreditation Required?	If out-of-state online program, yes. CAEP.
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved and/or CAEP accredited teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>Section 1. Definition. “Out-of-state educator preparation provider” means an educator preparation provider located outside of the Commonwealth of Kentucky or an online educator preparation provider not subject to the licensing requirements of 13 KAR 1:020 that is not accredited by the Education Professional Standards Board.</p> <p>Section 2. (1) An applicant for Kentucky teacher or administrative certification whose professional preparation was completed at an out-of-state educator preparation provider, excluding providers that are solely online, shall have completed a</p>

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

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

(a) Completed a program of preparation that is:

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

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

16 Ky. Admin. Regs. 4:030

Section 3. Teacher Certification.

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

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

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

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

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

16 Ky. Admin. Regs. 4:030

Supervised Experience (In-Program)

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

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

Kentucky Education Professional Standards Board

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

HISTORY LOGS

No records found.

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State/Territory	Louisiana
License Title	Out-of-state Certificate, Elementary (K-5)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who are eligible to hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>B. OS Eligibility requirements:</p> <ol style="list-style-type: none"> 1. earn a minimum of a baccalaureate degree from a college or university accredited in accordance with 34 CFR 602; 2. complete a teacher preparation program in another state; 3. hold a standard out-of-state teaching certificate, or if no certificate was issued, a letter from the state department of education or college of education dean verifying eligibility in that state for a certificate in the certification area(s); <p>28 La. Admin. Code Pt CXXXI, 511</p>
Supervised Experience (In-Program)	N/A
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Louisiana Department of Education
Board/Agency Website	https://www.louisianabelieves.com/teaching/Career-Advancement-Opportunities
Statute/Regulation/Rule Citation	La. Admin Code. tit. 28, Pt CXXXI, § 201
Must Out-of-State Program Graduate Hold License to Qualify?	<p>Must hold or be eligible to hold certification. Practically, yes.</p> <p>2. Hold or be eligible to hold a standard professional level out-of-state teaching certificate as documented with a copy of the certificate AND the Teacher Preparation/Certification Status form (included with this application packet). If no certificate was issued in another state, the Teacher Preparation/Certification Status form will serve as documentation indicating deficiency which may permit certification in Louisiana.</p> <p>5. Teacher Preparation/Certification Status form (required) completed by the initial credentialing agency if applicant holds or is eligible to hold certification in another state. If credentialing agency is unable to complete this form, the information may be provided by the teacher preparation program provider, university or college. (https://www.teachlouisiana.net/pdf/applications/OutofState_Application_8_17_withfillablefields.pdf)</p>

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

HISTORY LOGS

No records found.

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State/Territory	Maine
License Title	Professional Teacher Certificate, Elementary Teacher (K-8)
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 (1.2) 2. Endorsement Eligibility Pathway 2 (a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; (b) Completed a minimum of six semester hours in each of the following: liberal arts English, liberal arts mathematics, liberal arts science, and liberal arts social studies; (c) Completed a minimum of three semester hours in elementary reading methods; (d) Completed a minimum of three semester hours from the following courses: children's literature, elementary language arts methods, or the writing process; (e) Completed a minimum of three semester hours in elementary mathematics methods; (f) Completed a minimum of three semester hours in elementary science methods; (g) Completed a minimum of three semester hours

	<p>in elementary social studies methods;</p> <p>(h) Completed an approved course for “Teaching Exceptional Students in the Regular Classroom”;</p> <p>(i) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;</p> <p>(j) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13;</p> <p>(k) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program; and</p> <p>(l) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in this endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a targeted need certificate, a conditional certificate, or a transitional endorsement in this endorsement area at the specified grade level.</p>
Supervised Experience (In-Program)	Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in this endorsement area at the specified grade level.
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Maine Department of Education
Board/Agency Website	https://www.maine.gov/doe/cert/
Statute/Regulation/Rule Citation	20-A M.R.S.A. § 13013 05-071 CMR Ch. 115, Pt. II, § 1 (1.4)
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found

Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	6/12/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

HISTORY LOGS

No records found.

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BACK TO SEARCH

State/Territory	Maryland
License Title	Initial Professional License, Elementary Education (1-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>B. Out-of-State Pathways to Initial Teacher License.</p> <p>(1) Out-of-State Teacher Preparation Program. Teacher candidates who complete a teacher preparation program in another state or foreign country shall meet the following requirements:</p> <p>(a) Bachelor's degree or higher, or a U.S. equivalent of a foreign degree;</p> <p>(b) Complete a teacher preparation program, to include a clinical internship, approved to lead to licensure in another state or foreign country, in the license area being sought;</p> <p>Md. Code Regs. 13A.12.02.03</p>
Supervised Experience (In-Program)	A supervised experience in a public or accredited nonpublic school setting at the appropriate age or grade level and in the subject area for which the applicant is seeking certification
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Maryland State Department of Education
Board/Agency Website	https://marylandpublicschools.org/about/Pages/DEE/index.aspx
Statute/Regulation/Rule Citation	COMAR 13A.12.02.03
Must Out-of-State	No

**Program Graduate
Hold License to
Qualify?**

**Must License Applicant
Hold Private
Certification?** No

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

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

Exam(s) Required Praxis

Notes New testing requirements go into effect in 2025. They include:
– edTPA OR PPAT (Required July 1, 2025)
([https://marylandpublicschools.org/about/Documents/DEE/Certification/MSDE-LicensureGuide-v4\(a11y\).pdf](https://marylandpublicschools.org/about/Documents/DEE/Certification/MSDE-LicensureGuide-v4(a11y).pdf))

Last Reviewed Date 8/26/2024

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

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State/Territory	Massachusetts
License Title	Initial Teaching License (if SEI and MTLE exams completed) or Provisional Teaching License (if SEI not completed), Elementary (1-6)
Specialized Accreditation Required?	Only if out-of-state program was completed in non-NASDTEC state.
Specialized Accreditation Accepted as Meeting Educational Requirements?	Yes
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved or accredited teacher preparation program graduates meet educational requirements.</p> <p>(3) Route Three is for candidates from outside Massachusetts. Candidates seeking licensure under Route Three shall meet the following requirements:</p> <p>(a) Evidence of one of the following:</p> <ol style="list-style-type: none">1. Completion of a state-approved educator preparation program in a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.2. Completion of an educator preparation program sponsored by a college or university outside Massachusetts that has been accredited by a national organization accepted by the Commissioner.

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

Notes

None

Last Reviewed Date

8/26/2024

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

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

	teacher certification. Mich. Admin. Code R 390.1130
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Michigan Department of Education
Board/Agency Website	https://www.michigan.gov/mde/services/ed-serv/ed-cert
Statute/Regulation/Rule Citation	Mich. Admin. Code R 390.1130 M.C.L.A. 380.1531
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	M.C.L.A. 380.1531d (1) Beginning July 1, 2004, the superintendent of public instruction shall not issue an initial teaching certificate to a person unless the person presents evidence satisfactory to the superintendent of public instruction that the person meets 1 of the following: (a) Has successfully completed a course approved by the department in first aid and cardiopulmonary resuscitation, including a test demonstration on a mannequin, and has successfully completed instruction approved by the department in foreign body airway obstruction management, and holds valid certification in these topics issued by the American red cross, American heart association, or a comparable organization or institution approved by the department. (b) Has physical limitations that make it impracticable for the person to complete the instruction and obtain the required certification under subdivision (a). (2) A person who meets the requirements described in subsection (1)(a) and who performs first aid, cardiopulmonary resuscitation, or foreign body airway obstruction management on another person in the course of his or her employment as a teacher is not liable in a civil action for damages resulting from

an act or omission occurring in that performance except an act or omission constituting gross negligence or willful and wanton misconduct.
(3) This section does not create a duty to act on the part of a person who holds the certification described in subsection (1)(a).

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Michigan

Notes

None

Last Reviewed Date

8/26/2024

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[BACK TO SEARCH](#)

State/Territory	Minnesota
License Title	Tier 3 License, Elementary Education (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>Minnesota Rules, part 8710.3200 Subp. 2. Licensure requirements. A candidate for licensure to teach elementary students in kindergarten through grade 6 shall:</p> <ul style="list-style-type: none">A. hold a baccalaureate degree from a college or university that is accredited by the regional association for the accreditation of colleges and secondary schools;B. demonstrate the standards for effective practice for licensing of beginning teachers listed in part 8710.2000; andC. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of elementary education in kindergarten through grade 6 in subpart 3. <p>Minnesota Rules, part 8710.3200 Subp. 3. Subject matter standards, elementary education. A candidate must complete a preparation program for</p>

licensure under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.

A. A teacher of children in kindergarten through grade 6 must:

(1) understand and apply the research base for and the best practices of kindergarten and elementary level education;

(2) understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children;

(3) understand and apply the concepts of “belonging” and “family connectedness” as crucial to the development of young children;

(4) understand and apply the process and necessity of collaboration with families and other adults in support of the learning of young children; and

(5) understand how to integrate curriculum across subject areas in developmentally appropriate ways.

B. A teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them. The teacher must:

(1) develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;

(2) understand and apply teaching methods related to the developmental stages of language;

(3) use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children;

(4) know how to integrate the communication arts;

(5) develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;

(6) develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;

(7) know children's and young adolescents' literature representing a variety of genre; and

(8) know how to use books and other printed sources to develop children's personal growth and lifelong learning.

C. A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of

reading processes, development, and instruction, including:

(1) oral and written language development, including:

(a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency;

(b) the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly English learners; and

(c) the interrelated elements of language arts instruction that support the reading development of English learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another.

(2) phonological and phonemic awareness, including:

(a) the phonemes that make up the English language;

(b) the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and

(c) the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;

(3) concepts about print, including:

(a) knowledge about how letters, words, and sentences are represented in written English;

(b) the importance of teaching uppercase and lowercase letter recognition and formation; and

(c) the instructional progression of the alphabetic principle;

(4) phonics and other word identification strategies and fluency, including:

(a) systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;

(b) word identification strategies and common, irregular sight words;

(c) the stages of spelling development and systematic planning for spelling instruction related

to the stages of spelling development;

(d) how the etymology and morphology of words relate to orthographic patterns in English; and

(e) the development of reading fluency;

(5) knowledge of how to develop vocabulary knowledge, including:

(a) understanding the critical role vocabulary knowledge plays in reading;

(b) how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and

(c) how to provide opportunities for students to engage in early and continual language experiences to increase vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;

(6) comprehension processes related to reading, including:

(a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;

(b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and

(c) how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;

(7) content-area literacy, including:

(a) knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and

(b) the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading;

(8) literary response and analysis, including:

(a) knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes;

(b) knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and

(c) knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and

interests;

(9) structure of the English language, including:

(a) basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);

(b) knowledge of how to enhance literacy skills including helping students understand similarities and differences between language structures used in spoken and written English;

(c) basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence, including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and

(d) knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.

D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

(1) appropriate, motivating instruction, both explicit and implicit, in:

(a) oral language development;

(b) auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;

(c) the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities; and

(d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts;

(2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:

(a) multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters;

(b) teaching vocabulary using a range of instructional activities to extend students' understanding of words; and

(c) teaching comprehension skills and strategies, including opportunities for guided and independent work;

(3) selection and appropriate use of a wide range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students' responses to literature and critical reading abilities through high level, interactive discussions about texts;

(4) selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language;

(5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice, and independent work; and

(6) the ability to design purposeful lessons and tasks based on the qualities, structures, and difficulty of texts and the reading needs of individuals, including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.

E. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

(1) formal and informal tools to assess students':

(a) oral and written language development;

(b) auditory awareness, discrimination of sounds, and phonological and phonemic awareness;

(c) understanding of concepts about print and the alphabetic principle;

(d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;

(e) vocabulary knowledge in relation to specific reading needs and texts;

(f) comprehension of narrative and expository texts and the use of comprehension strategies, including determining independent, instructional, and frustration reading levels;

(g) comprehension in content area reading;

(h) ability to evaluate and respond to a range of literature and analyze text structures and elements;

and

- (i) oral and written language to determine understanding and use of English language structures and conventions;
- (2) formal and informal tools to:
 - (a) plan, evaluate, and differentiate instruction to meet the needs of students from various cognitive, linguistic, and cultural backgrounds; and
 - (b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers;
- (3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;
- (4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;
- (5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading course work; and
- (6) the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability.

F. A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating 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) knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;
- (2) the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds;
- (3) the development and implementation of 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) the ability to create and maintain a motivating classroom and school environment and teacher and

student interactions that promote ongoing student engagement and literacy for students;

(5) the ability to foster independence and self-efficacy in readers;

(6) the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud and providing access to a variety of reading materials; and

(7) the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English learners; and to use additional strategies to promote literacy in the home.

G. A teacher of children in kindergarten through grade 6 must demonstrate a view of professional development as a career-long effort and responsibility. The teacher must:

(1) exhibit a particular stance towards professional development. A beginning teacher must view learning about reading processes and student reading development, and becoming more proficient as a teacher of reading, as a career-long effort and responsibility;

(2) display positive dispositions toward the act of reading and the teaching of reading, including a belief that students can learn to read regardless of cognitive, cultural, or linguistic backgrounds;

(3) provide support for reading development by communicating regularly with parents or caregivers and eliciting their support in a student's reading development;

(4) understand how to provide instructions for paraprofessionals and volunteers working in the classroom to ensure that these individuals provide effective supplementary reading instruction;

(5) engage in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices to improve daily instructional decisions and interactions with students; and

(6) collaborate with other professionals on literacy learning initiatives.

H. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental concepts of mathematics and the connections between them. The teacher must know and apply:

(1) concepts of mathematical patterns, relations, and functions, including the importance of number and geometric patterns in mathematics and the importance of the educational link between primary school activities with patterns and the later conceptual development of important ideas related to functions and be able to:

(a) identify and justify observed patterns;
(b) generate patterns to demonstrate a variety of relationships; and

(c) relate patterns in one strand of mathematics to patterns across the discipline;

(2) concepts and techniques of discrete mathematics and how to use them to solve problems from areas including graph theory, combinatorics, and recursion and know how to:

(a) help students investigate situations that involve counting finite sets, calculating probabilities, tracing paths in network graphs, and analyzing iterative procedures; and

(b) apply these ideas and methods in settings as diverse as the mathematics of finance, population dynamics, and optimal planning;

(3) concepts of numerical literacy:

(a) possess number sense and be able to use numbers to quantify concepts in the students' world;

(b) understand a variety of computational procedures and how to use them in examining the reasonableness of the students' answers;

(c) understand the concepts of number theory including divisibility, factors, multiples, and prime numbers, and know how to provide a basis for exploring number relationships; and

(d) understand the relationships of integers and their properties that can be explored and generalized to other mathematical domains;

(4) concepts of space and shape:

(a) understand the properties and relationships of geometric figures;

(b) understand geometry and measurement from both abstract and concrete perspectives and identify real world applications; and

(c) know how to use geometric learning tools such as geoboards, compass and straight edge, ruler and protractor, patty paper, reflection tools, spheres, and platonic solids;

(5) data investigations:

(a) use a variety of conceptual and procedural tools for collecting, organizing, and reasoning about data;

(b) apply numerical and graphical techniques for representing and summarizing data;

(c) interpret and draw inferences from data and make decisions in a wide range of applied problem situations; and

(d) help students understand quantitative and qualitative approaches to answering questions and develop students' abilities to communicate mathematically;

(6) concepts of randomness and uncertainty:

(a) probability as a way of describing chance in simple and compound events; and

(b) the role of randomness and sampling in experimental studies;

(7) mathematical processes:

(a) know how to reason mathematically, solve problems, and communicate mathematics effectively at different levels of formality;

(b) understand the connections among mathematical concepts and procedures, as well as their application to the real world;

(c) understand the relationship between mathematics and other fields; and

(d) understand and apply problem solving, reasoning, communication, and connections; and

(8) mathematical perspectives:

(a) understand the history of mathematics and the interaction between different cultures and mathematics; and

(b) know how to integrate technological and nontechnological tools with mathematics.

I. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental social studies concepts and the connections among them. The teacher must know and apply:

(1) tools of inquiry and problem solving;

(2) concepts of:

(a) culture and cultural diversity;

(b) the ways human beings view themselves in and

over time;

(c) the interaction between people, places, and environments;

(d) individual development and identity;

(e) interactions among individuals, groups, and institutions;

(f) how people create and change structures of power and authority and of governance;

(g) how people organize for the production, distribution, and consumption of goods and services and how those choices impact the environment;

(h) the relationships among science, technology, and society;

(i) global connections and independence; and

(j) the ideals, principles, and practices that promote productive community involvement;

(3) history, government, and culture of Minnesota-based American Indian tribes as integrating concepts throughout the elementary curriculum; and

(4) the environment as an integrating concept through understanding of how to use the sciences, social sciences, mathematics, arts, and communications in the exploration of environmental issues and topics.

J. A teacher of children in kindergarten through grade 6 must demonstrate a fundamental knowledge of scientific perspectives, scientific connections, science in personal and social perspectives, the domains of science, and the methods and materials for teaching science and scientific inquiry. The teacher must:

(1) understand science as a human endeavor, the nature of scientific knowledge, and the historical perspective of science;

(2) know and apply the understandings and abilities of scientific inquiry including the ability to:

(a) identify questions and concepts that can be explored through scientific inquiry;

(b) design and conduct scientific investigations;

(c) use appropriate scientific instrumentation and equipment and mathematics as tools to improve scientific investigations and communications;

(d) compare the use of multiple types of inquiry for answering questions;

(e) evaluate alternative explanations and models

based on evidence, current scientific understanding, and logic; and

(f) communicate and defend a scientific argument;

(3) know how to make connections across the domains of science, between science and technology, and between science and other school subjects;

(4) use scientific understandings and abilities when making decisions about personal and societal issues;

(5) know and apply the fundamental concepts and principles of physical science concerning properties of and changes in matter; position, motion, and force; light, heat, electricity, and magnetism; and kinds of and ways to transfer energy;

(6) know and apply the fundamental concepts and principles of life science concerning the characteristics of organisms, the life cycle of organisms, the interrelationships of organisms and environments, structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems and their interrelationships, and diversity and adaptations of organisms;

(7) know and apply the fundamental concepts and principles of earth and space science concerning properties of earth materials; objects in the sky; changes in earth and sky; structure of the earth system, including hydrosphere, biosphere, atmosphere, and lithosphere; history of the earth; and earth in the solar system; and

(8) know and apply pedagogy and classroom management in science and scientific inquiry including understanding:

(a) content standards under chapter 3501 for recommendations regarding curriculum, instruction, assessment, professional development, and program development;

(b) how to teach scientific inquiry in a developmentally appropriate manner;

(c) common student misconceptions in science and developmentally appropriate strategies to elicit students' misconceptions and help them move to accepted scientific understandings; and

(d) how to implement safe environments for learning science through knowing:

i. state and national legal responsibilities and

- safety guidelines for teaching science;
- ii. how to establish and enforce recognized safety procedures during the science learning experience;
- iii. how to use required safety equipment for classroom, field, and laboratory settings including goggles, fire extinguisher, fire blanket, eye wash, and chemical shower;
- iv. how to manage, maintain, and utilize science supplies and equipment;
- v. state and national guidelines and plan for the care, storage, use, and disposal of chemicals and equipment used to teach science;
- vi. the ethics of and restrictions on making and maintaining collections of scientific specimens and data; and
- vii. the ethics of and restrictions on the use of live organisms, and how to acquire, care, handle, and dispose of organisms.

K. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental physical education and health concepts and the connections among them. The teacher must:

- (1) understand the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention and safety, and proper nutritional choices;
- (2) understand strategies for reducing and preventing accidents; drug, alcohol, and tobacco use; and high-risk situations and relationships;
- (3) understand and apply movement concepts and principles to the learning and development of motor skills; and
- (4) understand the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness.

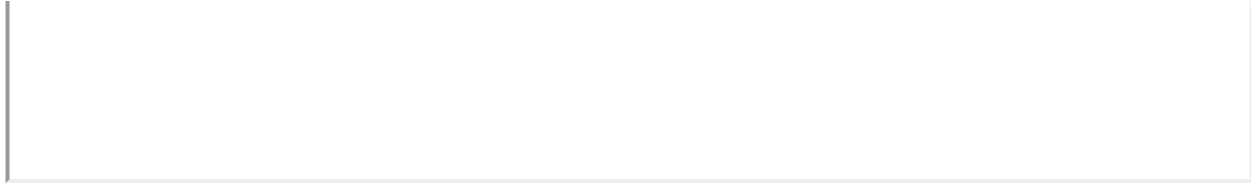
L. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental visual and performing arts, including music, dance, and theater, concepts and the connections among them. The teacher must:

- (1) understand the basic structural elements, principles, and vocabulary of the visual and performing arts;
- (2) be able to perform and create using the basic elements and processes of visual and performing arts;
- (3) know and apply within the elementary

	curriculum strategies for nurturing artistic modes of expression and thinking; (4) understand the role of visual and performing arts in culture; and (5) know the characteristics of children's developmental stages in the visual and performing arts.
Supervised Experience (In-Program)	A minimum of a four-week student teaching experience
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Minnesota Professional Educator Licensing and Standards Board
Board/Agency Website	https://mn.gov/pelsb/aspiring-educators/requirements/
Statute/Regulation/Rule Citation	M.S.A. § 122A.06
Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Minnesota
Notes	None
Last Reviewed Date	9/5/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

HISTORY LOGS

No records found.



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State/Territory	Mississippi
License Title	Initial Teacher License, Elementary Education (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>Licensure Preparation and Other Programs Completed Outside the State of Mississippi Prospective and practicing educators seeking to obtain initial licensure in the state of Mississippi by way of completion of a traditional state approved or nationally accredited licensure-track teacher, administrator, certain supplemental service provider, and supplemental endorsement preparation program from a regionally/nationally accredited institution of higher education outside of Mississippi, shall first obtain Institutional Program Verification (IPV) from the educator preparation provider in the state where the preparation occurred. Upon obtaining Institutional Program Verification (IPV) using the form established by the MDE Division of Educator Licensure, the candidate shall submit an</p>

application with required supporting documentation to the MDE Division of Educator Licensure for the purpose of determining eligibility to obtain a Mississippi license via guidelines in effect on the date the complete application is received by the MDE. Educators that complete a nontraditional licensure-track program outside of Mississippi shall first be licensed in another state and seek to obtain a Mississippi license via Reciprocity guidelines in effect on the date the complete application and required supporting documentation is received by the MDE.
CMSR 07-000-004

Supervised Experience (In-Program)

None found

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

Mississippi Department of Education

Board/Agency Website

<https://www.mdek12.org/OEL>

Statute/Regulation/Rule Citation

7 Miss. Admin. Code Pt. 3, R. 14.4

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

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

9/5/2024

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

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State/Territory	Missouri
License Title	Initial Teacher Certificate, Elementary Education (1-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>https://dese.mo.gov/educator-quality/certification/become-certified-teacher#holdoutofstatecertificate</p> <p>An applicant who completed a teacher education program in another state and who possesses a valid professional certificate in that state may be granted a Missouri certificate in an area most closely aligned to the certification if Missouri issues such certificate. If an educator is completing or has completed a teacher education program in another state (either on campus or online), it would be beneficial to obtain that state's certificate whether one plans to reside in that state or not. In most cases, a Missouri certificate is issued with no further coursework or test requirements. If an area</p>

of certification is not equivalent, an educator may be evaluated based upon Missouri's current requirements for the most closely aligned certificate.

Supervised Experience (In-Program)

None found

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

Missouri Department of Elementary & Secondary Education

Board/Agency Website

<https://dese.mo.gov/educator-quality/certification>

Statute/Regulation/Rule Citation

V.A.M.S. 168.011

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

Yes

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Missouri

Notes

No. OOS licensure is encouraged but not required to qualify.

<https://dese.mo.gov/educator-quality/certification/out-state-information>
As noted within the checklist, if your out-of-state professional certificates have expired, or if you never held an out-of-state certificate, you must provide an institutional recommendation from the certification officer at the college or university where you completed your initial teacher education program. The recommendation form can be downloaded by clicking on the appropriate button when completing the online Non-Missouri Graduate Application. The form should be mailed back to you to be included in your packet. Educator Certification will evaluate your transcripts based on current Missouri requirements

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

Last Reviewed Date

9/30/2024

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

<https://forms.gle/zLB3dsG9j6qmx1pU6>

HISTORY LOGS

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State/Territory	Montana
License Title	Standard Teacher License, Elementary (K-8)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>https://opi.mt.gov/Educators/Licensure/Educator-Licensure/Educator-Licenses#9389210445-class-2-standard-teaching-license</p> <p>10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE</p> <p>(3) To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following:</p> <ul style="list-style-type: none">(a) a bachelor's or master's degree from an institutionally accredited college or university, or a completed evaluation of foreign transcripts that demonstrates equivalency to a bachelor's degree through a National Association of Credential Evaluation Services (NACES) agency;(b) completion of an approved educator preparation program including appropriate supervised teaching

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

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

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

(e) proof of:

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

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

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

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

ARM 10.57.410

Supervised Experience (In-Program)

10.57.102 DEFINITIONS

The following definitions apply to this chapter.

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

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

ARM 10.57.102

Member of Compact or Reciprocity Agreement?

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

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

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

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

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

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

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

ARM 10.57.412

Last Reviewed Date

9/30/2024

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

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HISTORY LOGS

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State/Territory	Nebraska
License Title	Initial Teaching Certificate, Elementary (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>From website https://www.education.ne.gov/tcert/out-of-state-certification/reciprocity-information/ Nebraska does not have full reciprocity with other states, but we do recognize approved teacher preparation programs from other states. The coursework needs to appear on an official transcript from a standard institution of higher education, which is defined as any college or university whose educator preparation program is fully approved by the board or comparable agency in any other state or country.</p> <p>ALSO Neb. Admin. R. & Regs. Tit. 92, Ch. 21, § 002 - 002. Definitions. 002.03 Approved program means a teacher education or educator preparation program approved pursuant to 92 NAC 20, approved in another state or country pursuant to standards which are comparable and equivalent to 92 NAC 20, or a program capable of meeting such standards;</p>

Neb. Admin. R. & Regs. Tit. 92, Ch. 24, § 006
006.20D Certification Endorsement Requirements:
This endorsement requires professional education coursework related to teaching children from kindergarten through grade eight and academic coursework in all areas of the elementary curriculum.

006.20D1 A minimum of 40 semester hours of professional education coursework will include the following:

006.20D1a Child growth and development; and

006.20D1b Curriculum, methodology, and assessment appropriate for all students in all areas of the elementary school curriculum; and

006.20D1c Instructional strategies that are adapted for diverse students; and

006.20D1d Organization and management of the classroom; and

006.20D1e Communication skills in collaborating with parents and other adults, including those with diverse languages and cultures; and

006.20D1f History, trends, and societal and cultural issues which impact elementary education.

006.20D2 A minimum of 30 semester hours of academic coursework distributed across the four curriculum areas of English language arts, mathematics, science, and social studies/history. A minimum of six (6) semester hours is required in each of the four areas. Course work in the four core areas includes:

006.20D2a Communication, including literature, composition and speech, and reading instruction to include identification of deficiencies and effective instructional and intervention strategies; and

006.20D2b Mathematics, including identification of deficiencies and effective instructional and intervention strategies; and

006.20D2c Natural sciences; and

006.20D2d Social sciences.

006.20D3 In addition to the 30 semester hours listed above, academic coursework is required in each of the following areas:

006.20D3a Fine arts and humanities, and;

006.20D3b Health and wellness.

006.20E Endorsement Program Requirements:
Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the

courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.20F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

Supervised Experience (In-Program)

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

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

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

005.03A1 Practicum experience consists of a minimum of one hundred (100) clock hours of contact with students. Field-based practicum experiences are completed prior to clinical practice and provide opportunities for candidates to observe, assist, tutor, instruct, or conduct research. Practicum experiences may occur in settings such as school systems, or other settings serving students.

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

Member of Compact or Reciprocity Agreement?

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

	Agreement
Board/Agency Name	Nebraska Department of Education
Board/Agency Website	https://www.education.ne.gov/TCERT/
Statute/Regulation/Rule Citation	Neb.Rev.St. § 79-808 Neb. Admin. R. & Regs. Tit. 92, Ch. 21, § 005
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	Human Relations Training and Special Education Training
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

HISTORY LOGS

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State/Territory	Nevada
License Title	Standard Teacher License or Non-Renewable/Provisional (if testing or coursework deficiencies), Elementary Education (K-6)
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.

391.052. Criteria for approval of standards for licensing teachers of another state; credit for previous teaching service.

1. The Commission will approve the standards for licensing teachers of another state or foreign country for the purposes of subsection 2 of NRS 391.167 if:

(a) The state or foreign country in which the teacher earned the previous teaching service is a signatory with this State on the National Association of State Directors of Teacher Education and Certification Interstate Agreement; or

	(b) The Department has determined that the state or foreign country in which the teacher earned the previous teaching service has standards for licensing a teacher that are similar to the standards for licensing a teacher in this State.
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	State of Nevada Department of Education
Board/Agency Website	https://doe.nv.gov/Educator_Licensure/
Statute/Regulation/Rule Citation	N.R.S. 391.021 NAC 391.052
Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	Parental Involvement and Family Engagement (PIFE) course work requirement has changed from a provision to a renewal requirement and allows a licensee to take the course at any time prior to the renewal of a license. You can view a list of approved courses on by going to the Nevada Department of Education Family Engagement Approved Courses page. We DO NOT accept any other courses which are not on the course matrix. Special Education course work Three (3) semester credits in a course of study regarding education or curricular adaptation for pupils with disabilities. If you are applying for a Special Education license, an additional course is not required.
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis

Notes

None

Last Reviewed Date

9/30/2024

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

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State/Territory	New Hampshire
License Title	Initial Certification, Elementary Education (K-6 or K-8)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>N.H. Code Admin. R. Ed 507.11</p> <p>(a) To be certified as an elementary education teacher for grades K-6, the candidate shall:</p> <ul style="list-style-type: none">(1) Have at least a bachelor's degree;(2) Qualify for certification under one of the alternatives in Ed 505.01 - Ed 505.05; and(3) Complete the requirements in (c) below. <p>(b) To be certified as an elementary education teacher for grades K-8 the candidate shall:</p> <ul style="list-style-type: none">(1) Have at least a bachelor's degree;(2) Have a content concentration in English/language arts, mathematics, social studies or general science;(3) Have a passing middle school content Praxis II score in the given content area listed in (2);(4) Qualify for certification under one of the alternatives in Ed 505.01 - Ed 505.05; and(5) Complete the requirements in (c) below. <p>(c) A candidate for certification as an elementary education teacher for grades K-6 or K-8 shall have</p>

the following skills, competencies and knowledge developed through a combination of academic and supervised practical experiences in the following areas:

(1) In the area of curriculum and assessment, demonstrate the ability to promote student learning in:

a. Literacy and language arts across media, genres and content areas through knowledge and application of:

1. Five components of basic early literacy:

(i) Phonemic awareness;

(ii) Phonics;

(iii) Fluency;

(iv) Vocabulary; and

(v) Comprehension;

2. Text complexity measures, qualitative, quantitative and reader and task, and other strategies to identify and select appropriate text;

3. The writing process to compose a variety of text types and structures including informational, opinion, research and narrative, in print and digital formats on and off-line;

4. Standard English and English language conventions to speaking and writing including:

(i) Usage;

(ii) Spelling;

(iii) Grammar;

(iv) Mechanics;

(v) Syntax; and

(vi) Semantics;

5. Speaking and listening skills through the use of effective communication, collaboration, and presentation skills demonstrated in diverse formats, for varied audiences and purposes;

6. Gross motor, fine motor and graphomotor skills and their relationship to reading, writing, handwriting and other literacy learning; and

7. Characteristics of the 3 tiers of words, every-day language, general academic words, and domain-specific words;

b. Mathematics across content areas through knowledge and application of:

1. Conceptual and procedural knowledge with:

(i) Counting and cardinality;

(ii) Operations and algebraic thinking;

(iii) Number and operations;

(iv) Measurement and data;

- (v) Geometry;
 - (vi) Ratios and proportional relationships;
 - (vii) Number systems;
 - (viii) Expressions and equations; and
 - (ix) Statistics and probability; and
2. Mathematical practices to include:
- (i) Solving to mastery;
 - (ii) Abstract and quantitative reasoning;
 - (iii) Constructing arguments and critiquing student reasoning;
 - (iv) Modeling and strategic use of mathematical tools and manipulatives;
 - (v) Attention to precision;
 - (vi) Finding and making use of structure; and
 - (vii) Expressing regularity in repeated reasoning;
- c. Social studies through knowledge and application of:
1. Basic concepts in the 5 strands of social studies:
- (i) Civics;
 - (ii) Economics;
 - (iii) Geography;
 - (iv) NH, US and world history; and
 - (v) Contemporary issues;
2. The 10 themes of social studies:
- (i) Culture;
 - (ii) Time/continuity/change;
 - (iii) People/places/environments;
 - (iv) Individual development and identity;
 - (v) Individuals/groups/institutions;
 - (vi) Power/authority/governance;
 - (vii) Production/distribution/consumption;
 - (viii) Science/technology/society;
 - (ix) Global connections and civic ideals/practices; and
 - (x) Their interdisciplinary nature
- d. Science through knowledge and application of:
1. Basic concepts, structure of knowledge, and history in the 4 domains of science:
- (i) Earth and space science;
 - (ii) Life science;
 - (iii) Physical science; and
 - (iv) Engineering, technology and applications of science; and
2. The scientific method through the use of the observation and inquiry processes; and
- e. Technology and information literacy through knowledge and application of:
1. The ability to develop and use spreadsheets, data

	systems, analysis tools and statistical measures; 2. Digital citizenship, ethics and internet safety; and 3. How to use changing instructional technologies in daily instruction; (2) In the area of communication and collaboration, demonstrate the ability to promote student learning through: a. Knowledge of the roles, responsibilities, and interdependency of personnel indigenous to elementary schools; and b. Application of technology as a tool to communicate with members of the professional community and parents; and (3) In the area of integration across content areas, demonstrate the ability to promote student learning through knowledge and application of: a. Visual arts, music, theatre, dance and media arts; and b. Health, wellness and safety.
Supervised Experience (In-Program)	Supervised practical experience
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	New Hampshire Department of Education
Board/Agency Website	https://www.education.nh.gov/who-we-are/division-of-educator-support-and-higher-education/bureau-of-credentialing
Statute/Regulation/Rule Citation	N.H. Rev. Stat. § 200-E:1 N.H. Code Admin. R. Ed 507.24
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis

Notes

None

Last Reviewed Date

9/30/2024

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

<https://forms.gle/zLB3dsG9j6qmx1pU6>

HISTORY LOGS

No records found.

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State/Territory	New Jersey
License Title	Instructional Certificate of Eligibility, Elementary (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>From https://nj.gov/education/license/endorsements/1001CE.pdf</p> <p>Degree Requirement</p> <ul style="list-style-type: none">• A minimum of a bachelor's degree is required from a regionally accredited college/university. <p>Cumulative GPA Requirement</p> <ul style="list-style-type: none">• New Jersey requires that candidates for certification achieve a cumulative GPA of at least 3.0 when a GPA of 4.00 equals an A grade for students graduating on or after September 1, 2016 (2.75 for those graduating before September 1, 2016) in a baccalaureate degree program, higher degree program or a State-approved postbaccalaureate certification program with a minimum of 13 semester-hour credits.• Please note that there are GPA Flexibility Rules where a high praxis score may offset a GPA that is lower than 3.0, but higher than 2.75.

Subject Matter Preparation

- For certification as an elementary school teacher, completion of a major in the liberal arts, sciences, or a minimum of 60 liberal arts credits is required. A “Liberal arts major” means any college major such as philosophy, history, literature, sociology, science, mathematics or world language that is intended primarily to provide general knowledge and to develop an individual’s general intellectual capacities to reason and evaluate, as opposed to professional or vocational skills. The final determination as to which courses will be counted towards the subject matter is based on professional and content standards found in the NJ Licensing Code. All credits must appear on a regionally accredited 2- or 4-year college/university transcript.

Testing Requirements

- Praxis II Test Requirement

Official scores must be presented directly from Educational Testing Service to the NJ Department of Education. Only official scores are accepted. The New Jersey Department of Education code (R7666) and your Social Security number must appear on your test score report in order to be accepted. Please submit a copy of your test score report if you have taken the appropriate exam.

- Basic Skills Assessment Requirement (choose one)

All candidates applying for their initial CE must pass a Commissioner-approved test of basic skills. Scores must be presented directly from Educational Testing Service to the NJ Department of Education. Only official scores are accepted. The New Jersey Department of Education code (R7666) and your Social Security number must appear on your test score report in order to be accepted. Please submit a copy of your test score report if you have taken the appropriate exams.

OR

Score in the top one-third percentile on the SAT, ACT, or GRE for the year the test was taken. Official score reports must be sent directly from the testing agency.

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.

N.J.A.C. 6A:9B-8.3

(a) Except as indicated in N.J.A.C. 6A:9B-8.8, 10, and 11, the candidate shall meet the following criteria to be eligible for a CE in instructional areas:

1. Hold a bachelor's or an advanced degree from a regionally accredited college or university;
2. Meet all minimum requirements in N.J.A.C. 6A:9B-5, including, but not limited to, citizenship, minimum age, and examination in physiology, hygiene, and substance abuse requirements;
3. Achieve a cumulative GPA of at least 3.00 when a GPA of 4.00 equals an A grade for candidates graduating on or after September 1, 2016, in a baccalaureate degree program, higher degree program or a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits.
 - i. Candidates whose college transcripts demonstrate completion of all requirements for graduation prior to September 1 in any year, but whose baccalaureate or higher degree was conferred between September 1 and December 31 of the same year, shall be deemed to have graduated prior to September 1 of the same year.
 - ii. If the candidate does not meet the 3.00 GPA requirement, he or she shall meet the exception criteria in (b) below;
4. Satisfy the endorsement requirements and exceptions pursuant to N.J.A.C. 6A:9B-9 through 11, including, but not limited to, passing the appropriate State test(s) of subject matter knowledge and completing the required subject-area course requirements;
5. After September 1, 2015, achieve a minimum score established by the Department on a Commissioner-approved test of basic reading, writing, and mathematics skills, except:
 - i. A candidate may demonstrate proficiency in the use of the English language and in mathematics by achieving a minimum score established by the Commissioner on the SAT, ACT, or GRE pursuant to (a)5i(1) below.
 - (1) The Department shall maintain on its website a list of qualifying minimum scores for each test, which shall be approximately equal to the top-third percentile score for all test takers in the year the respective test was taken, for each year such data is available.

(2) A candidate shall qualify for the exception at (a)5i above only if he or she achieves at least the minimum qualifying score posted pursuant to (a)5i(1) above; and

6. For candidates applying for a CE prior to academic year 2017-2018, demonstrate knowledge of basic pedagogical skills, including, but not limited to, classroom management, lesson planning, introduction to the NJSL Standards for Teachers, and assessment of student progress as documented through successful completion of a minimum of 24 hours of study offered through a Department-authorized provider or through equivalent coursework documented on a transcript from a regionally accredited college or university.

(b) The following exceptions shall apply to the 3.00 GPA requirement in (a) above:

1. Candidates graduating before September 1, 2016, shall achieve a cumulative GPA of at least 2.75 when a GPA of 4.00 equals an A in a baccalaureate degree program, higher degree program, or a Commissioner-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits.

2. A candidate who graduates on or after September 1, 2016, with a GPA that is below 3.00, but at least 2.75 when a GPA of 4.00 equals an A grade, and whose score on the appropriate State test of subject matter knowledge exceeds the passing score by 10 percent or more shall meet the requirements of (a)2 and 4 above.

i. Effective until September 1, 2016, a candidate with a GPA that is below 2.75, but at least 2.50 when a GPA of 4.00 equals an A grade, and whose score on the appropriate State test of subject matter knowledge exceeds the passing score by 10 percent or more shall meet the requirements of (a)2 and 4 above.

ii. This alternative requirement to (a)2 and 4 above shall not be construed as a waiver under N.J.A.C. 6A:9B-4.12.

3. A candidate who graduates on or after September 1, 2016, may have a cumulative GPA lower than 3.00 but equal to or higher than a 2.75 if he or she is sponsored by a provisional training program prior to applying for a CE, so long as the candidate is employed when he or she participates in the CE educator preparation program. Candidates sponsored for the purpose of meeting the exception set forth in this paragraph shall make up no more than 10 percent of a CE educator preparation program's annual accepted candidates.

(c) A candidate who has graduated from a regionally accredited college or university that does not award grades and does not calculate GPAs shall be exempt from the requirements in (a)3 above.

1. Upon application, the candidate shall provide the Office with an original registrar's letter from the college or university bearing the college or university seal and clarifying the institution's policy regarding GPAs.
2. The candidate shall satisfy all other requirements for certification, without exception.
 - (d) The GPA requirements and their exceptions listed in (b) above shall apply to all relevant sections in N.J.A.C. 6A:9B-8 and 11.
 - (e) The candidate shall ensure official test scores are transmitted to the Office from the test vendor.
 - (f) A candidate who meets all requirements in N.J.A.C. 6A:9B-8.2(a)1 through 5 but did not take a state-approved performance assessment because it was not required for educator preparation program completion and/or for certification in an out-of-State program attended pursuant to N.J.A.C. 6A:9B-8.2(b) shall be issued a CE. The candidate shall meet all requirements for provisional and standard certification pursuant to N.J.A.C. 6A:9B-8.4 and 8.7, respectively, but shall be exempt from:
 1. CE certification requirements pursuant to (a) above;
 2. The provisional certification requirement to be enrolled in a CE educator preparation program pursuant to N.J.A.C. 6A:9B-8.4(a)4;
 3. The renewal of provisional certification requirement to be enrolled in or to have completed a CE educator preparation program pursuant to N.J.A.C. 6A:9B-8.5(b)4; and
 4. The standard certification requirement to complete a CE educator preparation program pursuant to N.J.A.C. 6A:9B-8.7(a)4ii.

Supervised Experience (In-Program)	Supervised clinical practice
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	State of New Jersey Department of Education
Board/Agency Website	https://www.nj.gov/education/license/
Statute/Regulation/Rule Citation	N.J.S.A. 18A:26-2a N.J.A.C. 6A:9B-8.8
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant	No

Hold Private Certification?

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)

None found

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

9/30/2024

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

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HISTORY LOGS

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State/Territory	New Mexico
License Title	Elementary Teaching License (K-8)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>N. M. S. A. 1978, § 22-10A-6</p> <p>A. The department shall require a person seeking licensure or reciprocity in elementary, special, early childhood or secondary education to have completed the following minimum requirements in the college of arts and sciences:</p> <ul style="list-style-type: none">(1) nine semester hours in communication;(2) six semester hours in mathematics;(3) eight semester hours in laboratory science;(4) nine semester hours in social and behavioral science; <p>and</p> <ul style="list-style-type: none">(5) nine semester hours in humanities and fine arts. <p>B. In addition to the requirements specified in Subsections A and C of this section, the department shall require that a person seeking standard or alternative elementary licensure shall have completed six hours of reading courses, and a person seeking standard or alternative secondary licensure shall have completed three hours of reading courses in subject matter content. The department shall establish</p>

requirements that provide a reasonable period of time to comply with the provisions of this subsection.

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.

D. Nothing in this section shall preclude the department from establishing or accepting equivalent requirements for purposes of reciprocal licensure or minimum requirements for alternative licensure.

N.M. Admin. Code 6.60.4.8

A. Persons seeking a reciprocal level 1 license for elementary k-8, early childhood birth-grade 3, secondary or secondary vocational technical 7-12, middle level 5-9, special education pre K-12, or grade pre K-12 specialty area, or grade pre K-12 blind and visually impaired, through reciprocity, shall meet the following requirements:

- (1) hold a bachelor's degree or higher degree from a regionally accredited or PED approved college or university; and
- (2) hold and provide a copy of at least one current valid teaching license issued by a state education agency, including PED or department of defense dependent schools or foreign country that is comparable to the license they are seeking; and
- (3) have completed a standard or alternative teacher preparation program approved in another state or accepted by the PED; and
- (4) provide copies of test scores for exams that were required to receive the license; and
- (5) if applying for:
 - (a) early childhood birth-grade 3 or k-8 elementary licensure, provide evidence of having passed a content knowledge or professional knowledge test on the basic early childhood or elementary school curriculum and on any additional core academic endorsement areas or have completed 24 lower or upper division credit hours across the elementary education core academic subjects of language arts, social studies, mathematics, and science with at least six credit hours in each core area;
 - (b) secondary or secondary vocational and technical 7-12, middle level 5-9, or grades pre K-12 specialty area

licensure in the core academic areas, provide evidence of having passed a content knowledge test in each of the core academic subjects in which the applicant seeks licensure or having completed an academic major, a graduate degree, or coursework equivalent to an academic major in each of the core academic subjects in which the applicant seeks licensure;

(c) licensure in non-core academic subjects, special education pre K-12, or blind and visually impaired pre K-12 licensure, have, on a form acceptable to the PED, provided evidence of having satisfactorily taught under their out of state license or licenses or have passed the applicable New Mexico teacher assessment (“NMTA”) and

(6) have, on a form acceptable to the professional licensure bureau (“PLB”) of the PED, provided evidence of having satisfactorily taught in any state or foreign country or combination of other states or countries other than New Mexico for fewer than three (3) full school years at any time preceding their application for licensure while holding at least one standard out-of-state or New Mexico teaching license or foreign country authorization to teach or combination of any of the aforementioned licenses or authorizations, and

(7) submit to and satisfactorily clear a fingerprint-based background check pursuant to Section 22-10A-5, NMSA 1978."

Supervised Experience (In-Program)

No less than sixteen weeks of student teaching § 22-10A-6. Educational requirements for licensure

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

New Mexico Public Education Department

Board/Agency Website

<https://webnew.ped.state.nm.us/bureaus/licensure/>

Statute/Regulation/Rule Citation

N.M. Admin. Code 6.60.4.8

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) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 11/8/2023

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

HISTORY LOGS

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State/Territory	New York
License Title	Conditional Initial (1 year) (if hold out-of-state license, edTPA not required) or Initial, Childhood Education (1-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	Out-of-state approved teacher preparation program graduates meet educational requirements. 8 NYCRR 80-5.8 (b) Recognition of substantially equivalent teacher education programs for service as a teacher in the classroom teaching service. (1) The commissioner may recognize and issue an initial certificate to an out-of-state candidate who completes a teacher education program at an institution of higher education that is accredited by an institutional accrediting agency recognized for this purpose by the United States Department of Education or a higher education institution that the commissioner deems substantially equivalent from another state or territory of the United States or the District of Columbia that leads to certification in the title and type of certificate sought, or similar certificate title and type, in the jurisdiction where

the higher education institution is located if the candidate also meets the following requirements:

(i) General Requirements. The candidate shall meet the general requirements for certificates prescribed in Subpart 80-1 of this Part, including but not limited to the requirements of section 80-1.3 relating to citizenship, section 80-1.4 relating to study in child abuse identification and reporting, and school violence prevention and intervention; section 80-1.13 relating to coursework or training in harassment, bullying and discrimination prevention and intervention; and section 80-1.1 relating to a criminal history check.

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

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

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

Supervised Experience (In-Program)

None found

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

New York Office of Teaching Initiatives

Board/Agency Website

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

Statute/Regulation/Rule Citation

8 NYCRR 80-5.8

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

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

8 NYCRR 80-1.4
All candidates for a certificate or license valid for administrative or supervisory service, classroom teaching service or school service shall have completed at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment in accordance with the requirements of sections 3003(4) and 3004 of the Education Law. In addition, all candidates for a certificate or license valid for administrative or supervisory service, classroom teaching service or school service, who apply for a certificate or license on or after February 2, 2001, shall have completed at least two clock hours of coursework or training in school violence prevention and intervention, as required by section 3004 of the Education Law, which is provided by a registered program leading to certification pursuant to section 52.21 of this Title or other approved provider pursuant to Subpart 57-2 of this Title.

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

New York

Notes

None

Last Reviewed Date

9/30/2024

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

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State/Territory	North Carolina
License Title	Initial Professional Educator License, Elementary (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>§ 115C-270.25. Out-of-state license applicants The State Board of Education shall grant a CPL to a teacher licensed in another state with substantially similar licensure requirements who has at least three years of teaching experience and is in good standing with the other state.</p>
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	North Carolina Department of Public Instruction

Board/Agency Website	https://www.dpi.nc.gov/educators/educators-licensure
Statute/Regulation/Rule Citation	N.C.G.S.A. § 115C-270.25 16 NCAC 6C.0303
Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	North Dakota
License Title	Other State Educator License (OSEL) (if hold license in other state) OR Initial Out-of-State Reciprocal License (if not licensed in other state), Elementary Education (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Non-licensed out-of-state graduates must meet ND standards.
Specific Coursework	Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements. https://www.nd.gov/espblicensure/license-information/license-faqs Q: How do I get a ND teaching license if I earned a degree in education outside of ND? A: We encourage anyone who completed teaching degree outside of ND to get a teaching license in the state where your degree was earned. This would enable you to then apply for an Other State Educator License (OSEL) and not have to meet ND standards (as you met the standards in the state the degree was earned.) If you are not able to get a teaching license

in the state your degree was earned, then you will need to apply for an Out of State Reciprocal License and you will need to meet ND standards. A license can be issued and you could have up to 4 years to meet ND requirements. .

Supervised Experience (In-Program)

None found

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

North Dakota Education Standards and Practices Board

Board/Agency Website

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

Statute/Regulation/Rule Citation

NDAC 67.1-02-06-01
NDAC 67.1-02-06-03

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

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

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

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

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

NDAC 67.1-02-02-07
Coursework in Native American studies, cultural diversity, strategies for creating learning

environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners (e.g., universal design for learning, response to intervention, early intervention, positive behavior interventions and supports) is required.

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

9/30/2024

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

<https://forms.gle/zLB3dsG9j6qmx1pU6>

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

Graduate Hold License to Qualify?

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program)

To advance to Basic II need:
Multicultural Education/Teaching Linguistically Diverse Students
Teaching Reading
Inclusive Practice for Students with Learning Disability
Instructional Strategies/Classroom Management
Internship or Mentoring Program
Computer Technology

To advance to Standard certificate need:
Secondary Education Endorsement (for Junior and Senior High School Teachers)

Instructional Technology
NMI History/Pacific Institute
Reading Diagnostic
Tests and Measurements
Methods in Content Area
Three (3) Courses in Content Area (9 credits)

Experience (After Graduating/Outside of Program)

Exam(s) Required None found

Notes None

Last Reviewed Date 9/30/2024

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

HISTORY LOGS

No records found.

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State/Territory	Ohio
License Title	One Year Out-of-State (if employed by OH school and need to complete Reading Coursework) or Two Year Resident Educator, Primary Childhood (PreK-5)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>3302-24-18 Resident educator license (A) The two year resident educator license shall be issued in the areas specified in paragraph (D) of this rule and shall require the license holder to successfully complete the Ohio resident educator program in order to qualify for the professional educator license in the same area(s). The resident educator license shall be issued to an individual who holds a bachelor's degree from an accredited institution of higher education, who has successfully completed an approved program of teacher preparation, who is deemed to be of good moral character, who has successfully completed an examination prescribed by the state board of education, who has demonstrated skill in integrating educational technology in the instruction of children, who is prepared to</p>

implement evidence-based instructional strategies addressing individual learner differences and employ practices that address the diversity of students' cultures, language origins, and communities, who has been recommended by the dean or head of teacher education at an institution approved to prepare teachers, and who has completed:

- (1) A minimum of twelve semester hours in the teaching of reading, as required in section 3319.24 of the Revised Code, including at least one separate three semester hour course in the teaching of phonics, and coursework on knowledge and beliefs about reading; knowledge base; individual differences; reading difficulties; creating a literate environment; word identification, vocabulary, and spelling; comprehension; study strategies; writing; assessment; communicating information about reading; curriculum development; professional development; research; supervision of paraprofessionals; and professionalism for the early childhood resident educator license, the middle childhood resident educator license, the intervention specialist resident educator license; and the early childhood intervention specialist resident educator license; and
- (2) A minimum of three semester hours on the teaching of reading in the content area that includes instruction in organizing instruction, use of protocols for oral language development, strategies for word skill development, strategies for reading comprehension, and assessment strategies for instructional purposes for the multi-age resident educator license, the adolescence to young adult resident educator license, and the career-technical resident educator license.

Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Ohio Department of Education
Board/Agency Website	https://education.ohio.gov/Topics/Teaching/Licensure
Statute/Regulation/Rule Citation	OAC 3301-24-05
Must Out-of-State Program Graduate Hold License to Qualify?	No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

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)

None found

Exam(s) Required

Ohio

Notes

None

Last Reviewed Date

9/30/2024

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

<https://forms.gle/zLB3dsG9j6qmx1pU6>

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Update Date	State/Territory	License Type	License Title	Update Made
6/23/2024	Ohio	Teacher_Elementary Education	One Year Out-of-State	Updated Notes:

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State/Territory	Oklahoma
License Title	Elementary School Certificate (1-8)
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.

<https://sde.ok.gov/traditional-path-oklahoma-teacher-certification#otherstate>

If you have completed an approved program from another state and did not get certified in that area, please have this form filled out by the proper officials. If Oklahoma has a comparable certification area you may be able to obtain the equivalent Oklahoma certification area by passing the appropriate Oklahoma examination(s).

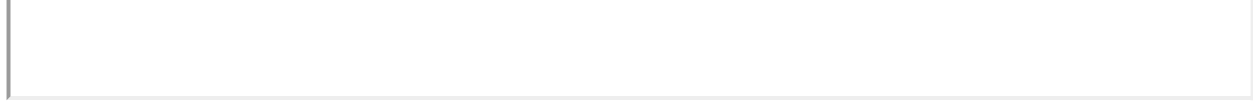
210:20-9-91. Application for new certificates:
(2) Graduates of out-of-state colleges and universities. The application process for graduates of out-of-state colleges and universities is as follows:

(A) The applicant will submit the following items to the State Department of Education as part of the application process:

	(i) the completed application form (ii) official up-to-date transcripts of all college course work (iii) documentation the applicant has completed an accredited teacher preparation program
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Oklahoma State Department of Education
Board/Agency Website	https://sde.ok.gov/teacher-certification
Statute/Regulation/Rule Citation	70 Okl.St. Ann. § 6-190 Okla. Admin. Code 210:20-9-91
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Oklahoma
Notes	None
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	Oregon
License Title	Preliminary Teaching or Reciprocal Teaching (if OR exam requirements are not fulfilled), Elementary- Multiple Subjects (PreK-12)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate where program is approved meet educational requirements.</p> <p>584-210-0060. Reciprocal Teaching License (4) Out-of-State teacher preparation program completers: If an applicant completes a teacher preparation program in another state, the applicant must first obtain a valid and active non-provisional teaching license in that state or another NASDTEC jurisdiction in order to qualify for the Oregon Reciprocal Teaching License.</p> <p>https://www.oregon.gov/tspc/LIC/Documents/Reciprocal%20Teaching%20License%20.pdf The Reciprocal Teaching License is issued to teachers who have completed an educator preparation program and hold an active and valid non-provisional teaching license from another state. The purpose of the Reciprocal Teaching License is to allow an out-of-state licensed teacher to transition into the Oregon licensure system based on the credentials they earned in the other jurisdiction while they work on any missing Oregon requirements. At the end of the one-year Reciprocal term, the teacher must meet the requirements of the Oregon Preliminary Teaching License or another non-provisional Oregon license. The Reciprocal Teaching License is valid for full-time teaching and substitute teaching.</p>
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Oregon Teacher Standards and Practices Commission
Board/Agency Website	https://www.oregon.gov/tspc/Pages/index.aspx
Statute/Regulation/Rule Citation	O.R.S. § 342.125 OAR 584-200-0080

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

HISTORY LOGS

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State/Territory	Pennsylvania
License Title	Instructional Certificate (PreK through 4)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No, if state/territory is party to the NASDTEC Interstate Agreement
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates from NASDTEC states meet educational requirements.</p> <p>https://www.education.pa.gov/Educators/Certification/OutOfState/Pages/Completed-Approved-Preparation-Program-Outside-of-Pennsylvania.aspx Completed Approved Preparation Program Outside of PA Verify that your state is part of the National Association Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement Opens In A New Window. If your state is not a party to the NASDTEC Interstate Agreement, your certification program will be evaluated against PA certification program guidelines.</p>
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, Interstate Teacher Mobility Compact; and National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Pennsylvania Department of Education
Board/Agency Website	https://www.education.pa.gov/Educators/Certification/Pages/default.aspx
Statute/Regulation/Rule Citation	24 P.S. § 12-1202 24 P.S. § 12-1206
Must Out-of-State Program Graduate Hold License to Qualify?	No, if state/territory is party to the NASDTEC Interstate Agreement
Must License Applicant Hold Private	No

Certification?

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

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State/Territory	Puerto Rico
License Title	Teacher Certificate, Elementary (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	Out-of-state approved teacher preparation program graduates meet educational requirements. § 264 Certification of teachers-General qualifications of candidates
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	No
Board/Agency Name	Puerto Rico Department of Education
Board/Agency Website	https://de.pr.gov/
Statute/Regulation/Rule Citation	18 L.P.R.A. § 260 18 L.P.R.A. § 273 P.R. Regs. DE Reg. 7643
Must Out-of-State Program Graduate Hold License to Qualify?	No

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

HISTORY LOGS

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

In-Program)

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

Exam(s) Required N/A

Notes None

Last Reviewed Date 9/30/2024

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

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BACK TO SEARCH

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

Notes

None

Last Reviewed Date

9/30/2024

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

<https://forms.gle/zLB3dsG9j6qmx1pU6>

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BACK TO SEARCH

State/Territory	Rhode Island
License Title	Initial Certificate, Elementary (1-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>20-20-1.7. Initial Routes to Full Certification A. Prospective Educators earn full certification through:...</p> <p>2. Reciprocity based on completion of an approved educator preparation program in another state within the last five (5) years or holding comparable certification in another state;</p> <p>https://ride.ri.gov/teachers-administrators/educator-certification/how-get-certified: Reciprocity allows individuals who completed a state-approved out-of-state preparation program or who hold valid full out-of-state certificates to pursue RI certification where similar certificate areas exist. Preparation programs must lead to comparable RI certificates. Individuals pursuing this pathway should review the testing requirements.</p>
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Rhode Island Department of Education

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Board/Agency Website	https://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx
Statute/Regulation/Rule Citation	Gen.Laws 1956, § 16-11-5 200-RICR- 20-20-1.9 200-RICR- 20-20-1.7
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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BACK TO SEARCH

State/Territory	South Carolina
License Title	Initial Educator Certificate, Elementary Education (2-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>https://ed.sc.gov/educators/teaching-in-south-carolina/program/ Educators that have completed a traditional, approved preparation program through a regionally accredited institution of higher education (IHE) may apply for an Initial certificate through completion of South Carolina's required content knowledge and pedagogy knowledge assessments. In order for an educator preparation program to be used to obtain a first time certificate or to add a field to an existing certificate, the program must: Be completed at a regionally accredited Institution of Higher Education (IHE); Be approved either by that state's licensing authority or by NCATE/CAEP; Be approved for certification by the Department of Education in the state in which the program</p>

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provider is located; and
Include a sufficient student teaching or internship
component.

**Supervised Experience (In-
Program)**

None found

**Member of Compact or
Reciprocity Agreement?**

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

Board/Agency Name

South Carolina Department of Education

Board/Agency Website

<https://ed.sc.gov/educators/certification/>

Statute/Regulation/Rule Citation

Code 1976 § 59-25-115
S.C. Code of Regulations R. 43-51

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

No

**Must License Applicant Hold
Private Certification?**

No

**Additional Training (Not
Required In-Program)**

None found

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

None found

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

9/30/2024

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

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

	actions against the applicant for actual or alleged ethics violations.
Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	No
Board/Agency Name	South Dakota Department of Education
Board/Agency Website	https://doe.sd.gov/certification/
Statute/Regulation/Rule Citation	ARSD 24:28:06:09 SDCL § 13-42-1.2
Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	South Dakota Indian Studies (SDIS) Course. If you are a teacher and/or administrator and have not completed and approved SD Indian Studies course, you may be issued a one-year provisional certificate.
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

HISTORY LOGS

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State/Territory	Tennessee
License Title	Practitioner License, Elementary Education (K-5)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates from a state that is a partner in the NASDTEC Interstate agreement meet educational requirements</p> <p>0520-02-03-.03 REQUIREMENTS FOR TEACHER LICENSES.</p> <p>(2) Prospective educators from a state other than Tennessee that is a partner in the NASDTEC interstate agreement and who are seeking a practitioner teacher license shall meet the requirements of one (1) of the following pathways:</p> <p>(a) Out-of-State Pathway 1. The out-of-state prospective educator:</p> <ol style="list-style-type: none">1. Holds a bachelor's degree from a regionally accredited college or university;2. Has completed an educator preparation program approved by a state other than Tennessee;3. Is recommended by the approved educator preparation provider; and4. Submits qualifying scores on all required assessments

as defined in the Professional Assessments for Tennessee Educators Policy.

Supervised Experience (In-Program)

None found

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

Tennessee Department of Education

Board/Agency Website

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

Statute/Regulation/Rule Citation

T. C. A. § 49-5-101
Tenn. Comp. R. & Regs. 0520-02-03-.03

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

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

None found

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

None


Last Reviewed Date

9/30/2024

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

<https://forms.gle/zLB3dsG9j6qmx1pU6>

HISTORY LOGS

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Update Date	State/Territory	License Type	License Title	Update Made
5/11/2023	Tennessee	Teacher_Elementary Education	Practitioner License,	Board/agency website

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

(a)The board may issue a certificate to an educator who applies for a certificate and:
(1)holds:
(A)a degree issued by an institution accredited by a regional accrediting agency or group that is recognized by a nationally recognized accreditation board; or
(B)a degree issued by an institution located in a foreign country, if the degree is equivalent to a degree described by Paragraph (A);
(2)holds an appropriate certificate or other credential issued by another state or country; and
(3)performs satisfactorily on:
(A)the examination prescribed under Section 21.048; or
(B)if the educator holds a certificate or other credential issued by another state or country, an examination similar to and at least as rigorous as that described by Paragraph (A) administered to the educator under the authority of that state.

Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	Texas Education Agency
Board/Agency Website	https://tea.texas.gov/texas-educators/certification
Statute/Regulation/Rule Citation	V.T.C.A., Education Code § 21.040 19 TAC § 230.111
Must Out-of-State Program Graduate Hold License to Qualify?	Yes
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Texas
Notes	None

Last Reviewed Date

9/30/2024

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

<https://forms.gle/zLB3dsG9j6qmx1pU6>

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State/Territory	U.S. Virgin Islands
License Title	Standard Certificate, Elementary (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>How to Qualify for Certification</p> <p>For initial certification in the U.S. Virgin Islands, all candidates must:</p> <ul style="list-style-type: none">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. <p>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.</p>

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.

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)

Member of Compact or Reciprocity Agreement?	No
Board/Agency Name	U.S. Virgin Islands Department of Education
Board/Agency Website	https://www.vide.vi/
Statute/Regulation/Rule Citation	17 V.I.C. § 122 17 V.I. R. & Regs. § 121-1
Must Out-of-State Program Graduate Hold License to Qualify?	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)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

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State/Territory	Utah
License Title	Professional License, Elementary (K-6 or 1-8)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.</p> <p>https://www.schools.utah.gov/licensing/pathways (see pathways to a Utah Educator)</p> <p>Please note that university-based education preparation programs completed through universities outside of Utah will require that the individual obtain their license in state where the university resides, then apply to Utah through the License Equivalency Review (LER).</p> <p>R277-301-5. Professional Educator License Requirements.</p> <p>(1)The Superintendent shall issue a professional educator license to an individual that applies for the license and meets all requirements in this Section R277-301-5.</p> <p>(2)A professional educator license, license area, or</p>

endorsement is valid until June 30 of the fifth school year after the Superintendent issues or renews the license.

(3)The general requirements for a professional educator license shall include:

(a)all general requirements for an associate educator license under Subsection R277-301-5(4);

(b)completion of:

(i)a bachelor’s degree or higher from an accredited institution; or

(ii)skill certification in a specific CTE area as established by the Superintendent;

(c)for an individual with an early childhood, elementary, or special education license area of concentration, completion of a literacy preparation assessment;

(d)for an individual with a pre-school special education license area of concentration, demonstration of emergent literacy competencies, as defined by the Superintendent; and

(e)one of the following:

(i)a recommendation from a Board-approved educator preparation program; or

(ii)a standard educator license in the area issued by a licensing jurisdiction outside of Utah that is currently valid or is renewable consistent with Section 53E-6-307.

U.A.C. R277-301-5

Supervised Experience (In-Program)

None found

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

Utah State Board of Education

Board/Agency Website

<https://www.schools.utah.gov/licensing>

Statute/Regulation/Rule Citation

U.C.A. 1953 § 53E-6-301
U.A.C. R277-301-6

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

Yes

Must License Applicant Hold Private Certification?

No

Additional Training (Not

None found

Required In-Program)

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

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State/Territory	Vermont
License Title	Professional Educator License, Elementary Education (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes, if graduate does not first earn out-of-state license
Specific Coursework	<p>From website FAQ https://education.vermont.gov/sites/aoe/files/documents/edu-educator-quality-faq-interstate-agreement.pdf</p> <p>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.</p> <p>Vt. Admin. Code 7-1-13:5320 5321 An applicant who is not licensed and has successfully completed an Educator preparation program approved by a</p>

nationally recognized accrediting body in a state which has signed the NASDTEC Interstate Agreement will be considered for licensure as if they had completed an approved Educator preparation program in Vermont. Applicants will be subject to the same requirements for initial licensees awarded in Vermont including testing, criminal background checks, and affirmations. The applicant shall meet requirements for updated knowledge and skills when there is a time lapse of ten (10) or more years between the time of recommendation for licensure and application for licensure.

5323 An applicant for licensure or an endorsement in Vermont who holds a professional license in another state which has signed the NASDTEC Interstate Agreement, holds the degree required for the endorsement, and meets the specified Jurisdiction Specific Requirements shall be issued a Level I Professional Educator License with a comparable endorsement(s). Educators already holding a Vermont Professional Educator License will have the endorsement added to a Level I Professional Educator License regardless of the license held.

Vt. Admin. Code 7-1-13:5440

5440-00 Elementary Education

(Revised March 2013, Reviewed June 2018 to revise the instructional range)

The holder is authorized to teach grades K-6. Upon the request of a Superintendent the VSBPE or office can extend the instructional range and issue a K-8 restricted license for a particular location if the individual is working in a PK/K-8 school.

The candidate shall demonstrate the following knowledge and performance standards for four major content areas of the elementary curriculum in conjunction with the Vermont Core Teaching Standards. This requires elementary teachers to develop and implement appropriate instruction so that all students have access to a high-quality curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential. This also requires teachers to hold themselves and their colleagues accountable for the success of every student and for their personal and collective professional growth toward effective teaching and learning. In order to qualify for this endorsement, teachers must show evidence of the following:

1. English Language Arts Knowledge Standards

1.1. The Educator demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective instruction, as reflected in the standards approved by the State Board of Education for

students. Specifically, the Educator understands:

1.1.1. Foundational Skills

- The developmental progression of print concepts phonological and phonemic awareness fluency phonics and word recognition
- The factors that influence fluency
- The developmental stages of spelling and morphological awareness

1.1.2. Development of Oral Language and Literacy

- The development of emergent and early literacy processes principles and dimensions of oral language and stages of second language acquisition
- The impact of physical emotional and cultural factors on language development and acquisition of reading and writing the relationship between oral language development and literacy development

1.1.3. Literature, Informational Text, and Media

- The quantitative and qualitative dimensions used to measure text complexity levels
- Text structures genre features and critical reading strategies for text analysis
- Techniques for incorporating fine and performing arts as expressions of human emotion culture communication and as vehicles for enhancing learning opportunities across the curriculum

1.1.4. Speaking and Listening

- The elements of effective verbal and non-verbal communication in a variety of settings for a variety of purposes including grammar and usage point of view reasoning and effective use of evidence and rhetoric

1.1.5. Vocabulary Development

- The purposes of language and approaches to analyzing language
- Vocabulary development and its relationship to literacy acquisition
- Knowledge of the distinction between general academic and domain specific vocabulary
- Strategies to determine word meaning (i.e. contextual and morphological analysis)

1.1.6. Reading Comprehension

- Reading as the process of constructing meaning through interactions with text factors that influence comprehension
- Typical elements and features of literature and informational texts and how readers' awareness of these features supports comprehension
- Cognitive and metacognitive strategies and instructional approaches for supporting reading comprehension

1.1.7. Written Expression

- Writing as symbolic representation; the stages of early writing development; the writing process including appropriate planning organization and style for task purpose and audience
 - The characteristics of quality writing and types of writing including but not limited to narratives informational text and arguments focused on domain specific content
 - The conventions of written English (i.e., grammar, usage, mechanics, punctuation, and spelling)
- Methods for conducting research to build and present knowledge the process of citing evidence from multiple sources

2. English Language Arts Performance Standards

2.1. The Educator implements a language arts curriculum that is responsive to the individual needs of students by designing interdisciplinary instruction that provides students with the communication skills necessary to understand and influence their own lives and to learn about the world. Specifically, the Educator:

2.1.1. Foundational Skills

- Uses a variety of explicit and interactive approaches to assess and teach foundational skills including concepts of print phonological awareness fluency phonics and word recognition
- Uses instructional strategies to help students apply skills in authentic reading and writing tasks

2.1.2. Development of Oral Language and Literacy

- Uses active instructional strategies to promote various dimensions of oral language development
- Facilitates conversation and collaboration

2.1.3. Literature, Informational Text, and Media

- Uses a wide variety of fiction and non-fiction textual materials including student self-selected material to increase students' motivation to read independently for information pleasure and personal growth
- Purposefully select a wide variety of quality developmentally and instructionally appropriate texts across genres eras perspectives and cultures
- Selects and reads quality literature and informational text aloud and applies critical thinking skills and tools of analysis to facilitate discussions of central themes and ideas
- Integrates visual information and technology with authentic reading writing speaking and listening tasks
- Teaches students how to identify and analyze the credibility of print and non-print communications

2.1.4. Speaking and Listening

- Models and teaches the elements of effective verbal and non-verbal communication;

- Models and facilitates active listening conversations and collaborations

- Models effective methods of discourse

2.1.5. Vocabulary Development

- Employs effective instructional strategies for the development of general academic and domain specific vocabulary to improve the quality of comprehension and communication

2.1.6. Reading Comprehension

- Provides explicit instruction in how to use cognitive and metacognitive reading strategies flexibly to understand analyze and interpret a variety of texts
- Provides opportunities for students to cite evidence from text to support conclusions when responding to literature and informational text orally and in writing
- Models how to interpret author's purpose craft point of view and rhetoric
- Provide opportunities to distinguish fact opinion and reasoned judgment in a text;
- Encourages students to makes connections between reading writing and literacy across content areas

2.1.7. Written Expression

- Provides opportunities that are developmentally appropriate for writers to learn that print carries meaning to practice writing with purposefully and to apply sound-symbol relations in written tasks
- Promotes high quality writing using a variety of instructional strategies and topics to teach structures and composition
- Uses exemplars as instructional models for all types of composition (i.e. creative/narrative informational/expository and opinion/ argumentative)
- Models and teaches appropriate conventions of English
- Implements strategies to build fluency accuracy and automaticity in written communication
- Models methods of conducting short and sustained research to build and present knowledge
- Employs a range of instructional approaches to support writing across the content areas
- Employs instruction in proper letter formation.

3. Social Studies Knowledge Standards

3.1. The Educator demonstrates knowledge of the historical and social science content, concepts, and skills of history, government, geography, and economics, as reflected in the standards approved by the State Board of Education for students. Specifically, the Educator understands concepts and processes related to the four core disciplines within social studies and social studies inquiry, including skills related to

- Developing questions and planning inquiries
- Applying disciplinary concepts and tools
- Evaluating sources and using evidence including data
- Communicating conclusions
- Civic engagement

3.1.1. History

- Major developments and significant events and perspectives in U.S. and regional history and how they are relevant to life in the twenty-first century
- Major eras events and perspectives in the development of world civilization

3.1.2. Civics

- Major concepts and processes of local and national government including features and concepts of the social contract citizenship and civic responsibility in a democratic society and how to engage in the government process and advocate for a particular cause that benefits society

3.1.3. Geography

- Major features and processes of cultural and physical geography including physical and human environmental interactions
- Map reading and creation
- Human population trends migrations
- How people of different cultural backgrounds interact with their environment family neighborhoods and communities
- Current events
- Global interconnections

3.1.4. Economics

- Basic principles of economic decision-making the local national and global economy and how they relate to historical and contemporary issues

4. Social Studies Performance Standards

4.1. The Educator implements history and social sciences curriculum by designing interdisciplinary units of instruction that integrate social studies skills and content and enables development of the habits of mind that support inquiry within social studies specifically the Educator

4.1.1. Models how historians, geographers, and other social scientists view research analyze and interpret the world

4.1.2. Incorporates instructional activities that enable students to make connections among themselves their classroom their community their environment and the larger world by sharing and experiencing community-based service by exploring content and texts that represent the varied perspectives of people currently and historically by participating in the arts and by reading informational texts

4.1.3. Recognizes common historical preconceptions

- Predicts and seeks out likely student misconceptions

- Proactively plans to address and correct those misconceptions
- 4.1.4. Provides opportunities for students to
- Examine and interpret historical and contemporary events and issues using historical geographical and social science research methods tools and technologies including accessing and using local historical resources and data
- 4.1.5. Creates or adopts instructional and assessment tasks that teach students to:
- Analyze and interpret primary and secondary sources
 - Identify webs of cause and effect
 - Differentiate between fact opinion and interpretation
 - Develop claims with supportive evidence
- 4.1.6. Integrates strategies for identifying and analyzing central ideas assumptions and questions in social studies resources and for seeking out and respecting multiple perspectives during social studies inquiry

5. Math Knowledge Standards

The Educator demonstrates knowledge of the standards for school mathematics. These standards, cited from the National Council of Teacher of Math, describe the mathematical understanding knowledge and skills that students should acquire from prekindergarten through the grades. Each Standard consists of two to four specific goals that apply across all the grades.

5.1. Numbers and Operations

- Understand numbers ways of representing numbers relationships among numbers and number systems
- Understand meanings of operations and how they relate to one another
- Compute

5.2. Algebra

- Understand patterns relations and functions
- Represent and analyze mathematical situations and structures using algebraic symbols
- Use mathematical models to represent and understand quantitative relationships
- Analyze change in various contexts

5.3. Geometry

- Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships
- Specify locations and describe spatial relationships using coordinate geometry and other representational systems
- Apply transformations and use symmetry to analyze mathematical situations
- Use visualization spatial reasoning and geometric modeling to solve problems

5.4. Measurement

- Understand measurable attributes of objects and the units systems and processes of measurement
- Apply appropriate techniques tools and formulas to determine measurements

5.5. Data and Probability

- Formulate questions that can be addressed with data and collect organize and display relevant data to answer them
- Select and use appropriate statistical methods to analyze data
- Develop and evaluate inferences and predictions that are based on data
- Understand and apply basic concepts of probability

6. Math Performance Standards

The Educator implements these standards through

6.1. Problems Solving

- Building new mathematical knowledge through problem solving
- Solving problems that arise in mathematics and in other contexts
- Applying and adapt a variety of appropriate strategies to solve problems
- Monitor and reflect on the process of mathematical problem solving

6.2. Reasoning and Sense Making

- Recognize reasoning and proof as fundamental aspects of mathematics
- Making and investigating mathematical conjectures
- Developing and evaluating mathematical arguments and justifications
- Selecting and using various types of reasoning and methods of justification

6.3. Communication

- Organizing and consolidating their mathematical thinking through communication
- Communicating their mathematical thinking coherently and clearly to peers' teachers and others
- Analyzing and evaluating the mathematical thinking and strategies of others;
- Using the language of mathematics to express mathematical ideas precisely

6.4. Connections

- Recognize and use connections among mathematical ideas
- Understand how mathematical ideas interconnect and build on one another to produce a coherent whole
- Recognize and apply mathematics in contexts outside of mathematics

6.5. Representation

- Creating and using representations to organize record and communicate mathematical ideas
- Select apply and translate among mathematical representations to solve problems
- Use representations to model and interpret physical social and mathematical phenomena

7. Science Knowledge Standards

7.1. The Educator demonstrates scientific knowledge that supports the development of scientific proficiency in both science as a body of knowledge and science as a process This includes

- The development of students' scientific thinking
- The scientific inquiry process
- The engineering design cycle and the skills of science and engineering design process and application within the following domains

o life sciences physical sciences earth and space sciences and engineering as reflected in the standards approved by the State Board of Education for students

7.1.1. Specifically, the Educator understands the central practices of scientists and engineers including

- Asking questions in sciences and defining problems in engineering
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations in science and designing solutions in engineering
- Engaging in argument from evidence
- Obtaining evaluating and communicating information

7.1.2. How science is related to other ways of knowing including

- How science and technology affect our society
- The relationship of scientific study to contemporary historical technological and societal issues and how the concepts and processes of science pertain to current controversies

7.1.3. Crosscutting concepts across disciplines including

- Patterns
- Cause and effect
 - o mechanism and explanation
 - o scale proportion and quantity
 - o systems and system models
 - o energy and matter
 - flows cycles and conservation
 - structure and function
 - and stability and change

7.1.4. Physical Science

- Fundamental concepts including the structure properties and interactions of matter
- Force and motion
- Energy waves and their interactions with matter

7.1.5. Life Science

- Fundamental concepts including
 - o The structures and processes of molecules and organisms
 - o Ecosystems and their interactions energy and dynamics
 - o Heredity inheritance and variation of traits
 - o Biological evolution unity and diversity

7.1.6. Earth and Space Science

- Fundamental concepts including
 - o earth's place in the universe
 - o the solar system
 - o earth's history
 - o earth's materials and systems
 - o weather and climate
 - o earth and human activity

7.1.7. Engineering Design Process and Application

- Fundamental concepts and applications of science including
 - o engineering design and design solutions
 - o the interdependence and influence of science engineering and technology on society and the natural world

8. Science Performance Standards

8.1. The Educator implements science curricula by designing interdisciplinary units of instruction that integrate skills and content and enable development of the habits of mind that support effective scientific inquiry specifically the Educator

8.1.1. Models how scientists and engineers work

8.1.2. Provides opportunities for students to

- Locate appropriate resources
- Design and conduct inquiry-based open-ended scientific investigations
- Solve specific engineering challenges
- Interpret findings communicate results/solutions in words pictures and with graphical representations
- Make conclusions based on evidence

8.1.3. Designs a variety of activities so that all students use inquiry to

- Learn about the world
- Design and conduct investigations using appropriate methodology and technology
- Learn from books and other sources of information
- Communicate their findings using appropriate technology
- Reconstruct previously learned knowledge

8.1.4. Understands and maintains safe science practices

including but not limited to the ethical and appropriate use

and care for living organisms and scientific equipment and the safe storage use and disposal of chemicals

8.1.5. Recognizes common prescientific notions and preconceptions

- Predicts likely student misconceptions and proactively plans to address and correct those misconceptions

8.1.6. Creates a spectrum of scientific investigations for students including simple investigations and experiments in the classroom using everyday materials field studies outside the classroom and student-designed investigations

8.1.7. Structures integrated lessons using crosscutting concepts

9. A minimum of a practicum or the equivalent in elementary education at both the primary (K-2) and upper elementary (3-6) instructional levels is required

10. REQUIRED TESTING: Praxis II Subject Assessment in Elementary Education -- Test Code 5001 series (5002-5005)

Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	State of Vermont Agency of Education
Board/Agency Website	https://education.vermont.gov/educator-licensure
Statute/Regulation/Rule Citation	16 V.S.A. § 1692 Vt. Admin. Code 7-1-13:5320 Vt. Admin. Code 7-1-13:5440
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	None

Last Reviewed Date 9/30/2024

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

HISTORY LOGS

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BACK TO SEARCH

State/Territory	Virginia
License Title	Initial Teacher License, Elementary Education (PreK-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	Yes
Specific Coursework	<p>8 VAC 20-23-160. Elementary education preK-6. Endorsement requirements.</p> <ol style="list-style-type: none"> 1. The candidate shall have graduated from an approved teacher preparation program in elementary education preK-6; or 2. The candidate for the elementary education preK-6 endorsement shall have earned a baccalaureate degree from an accredited institution majoring in the liberal arts or sciences (or equivalent) and meet the following semester-hour requirements: <ol style="list-style-type: none"> a. English (shall include composition, oral communication, and literature): 12 semester hours; or complete six semester hours in English and pass a rigorous elementary subject test prescribed by the Virginia Board of Education; b. Mathematics (shall include Algebra, geometry, probability and statistics, and teaching elementary mathematics): 15 semester hours; or complete six hours in mathematics, complete a methods in teaching elementary mathematics course (three semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education; c. Laboratory sciences: 15 semester hours in at least three science disciplines and at least a three credit science methods course; or complete nine semester hours (in two science disciplines), complete a methods in teaching elementary science course (three semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education; d. History (shall include American history and world history): six semester hours, and Social Science (shall include geography and economics): six semester hours; or complete three semester hours in history, complete three semester hours in social science (geography or economics), complete a methods in teaching elementary history and social sciences course (three semester hours), and pass a rigorous elementary subject test prescribed by the Virginia Board of Education; and e. Arts: three semester hours. <p>8 VAC 20-23-160</p>
Supervised Experience (In-Program)	A minimum of 10 weeks of successful full-time student teaching
Member of Compact or Reciprocity	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Agreement?

Board/Agency Name	Virginia Department of Education
Board/Agency Website	https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/licensure
Statute/Regulation/Rule Citation	VA Code Ann. § 22.1-298.1 8 VAC 20-23-100
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Praxis
Notes	<p>https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/teacher-licensure/licensing-forms-information Licensing for Out-of-State Applicants</p> <p>An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher preparation program through an accredited four-year college or university, if the individual holds a valid out-of-state teaching license (full credential without deficiencies), or holds an active national certification from the National Board for Professional Teaching Standards (NBPTS). More information can be found on our resource document for reciprocity.</p> <p>https://www.doe.virginia.gov/home/showpublisheddocument/36481/638059294391670000</p>
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

HISTORY LOGS

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Update Date	State/Territory	License Type	License Title	Update Made
5/11/2023	Virginia	Teacher_Elementary Education	Initial Teacher License, Elementary Education (PreK-6)	Board/agency website changed

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State/Territory	Washington
License Title	Residency Teacher, Elementary Education (K-8)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>WAC 181-79A-150 (4) Approved preparation program. Applicants for certification as teachers, administrators, school counselors, and school psychologists, except as otherwise provided in WAC 181-79A-257, and 181-79A-231, and in chapter 181-77 WAC, in order to be certified within the state of Washington shall have completed a state approved preparation program in the professional field for which certification is to be issued; such program shall have included a defined course of study and a supervised internship as per chapter 181-78A WAC. Applicants for certification as first peoples' language, culture, and oral tribal traditions teachers shall have completed a sovereign tribal government's first peoples' language, culture, and oral tribal traditions teaching certification program.</p>

Residency Teacher Out-of-State

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

Requirements

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

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

OR

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

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

Supervised Experience (In-Program)

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

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

Washington Office of Superintendent of Public Instruction

Board/Agency Website

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

Statute/Regulation/Rule Citation	West's RCWA 28A.410.270 WAC 181-79A-142
Must Out-of-State Program Graduate Hold License to Qualify?	No
Must License Applicant Hold Private Certification?	No
Additional Training (Not Required In-Program)	None found
Experience (After Graduating/Outside of Program)	None found
Exam(s) Required	Washington
Notes	None
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure)	https://forms.gle/zLB3dsG9j6qmx1pU6

HISTORY LOGS

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State/Territory	West Virginia
License Title	Professional Teaching Certificate, Elementary Education (K-6)
Specialized Accreditation Required?	No
Specialized Accreditation Accepted as Meeting Educational Requirements?	No
Curriculum Comparison Needed?	No
Specific Coursework	<p>Out-of-state approved teacher preparation program graduates meet educational requirements.</p> <p>https://wvde.us/certification/certification-info/application-forms/form-20a-application-instructions/</p> <p>Credential: Based upon an official recommendation from a regionally accredited out-of-state institution of higher education's state-approved teacher preparation program, no previous licensure is required.</p> <p>§ 126-136-16. Out-of-State Candidates. 16.2. Recognition of Out-of-State Certificates. West Virginia will issue a Professional Teaching, Administrative, or Student Support Certificate to an eligible candidate who holds: a valid out-of-state certificate equivalent to the Professional Teaching, Administrative, or Professional Certificate of eligibility issued by another state and meets all of</p>

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

Supervised Experience (In-Program)	None found
Member of Compact or Reciprocity Agreement?	Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name	West Virginia Department of Education
Board/Agency Website	https://wvde.us/certification/certification-info/
Statute/Regulation/Rule Citation	W. Va. Code St. R. § 126-136-16 W. Va. Code St. R. § 126-136 App. 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)	None found
Exam(s) Required	Praxis
Notes	None
Last Reviewed Date	9/30/2024
Feedback Form (Send us your questions, comments or information about your	https://forms.gle/zLB3dsG9j6qmx1pU6

experience with licensure)

HISTORY LOGS

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State/Territory	Wisconsin
License Title	Provisional Educator License, Elementary and Middle School Education (1-9)
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:</p> <ol style="list-style-type: none">1. Completed an out--of--state educator preparation program that meets all of the following requirements:<ol style="list-style-type: none">a. Is approved by the state education agency of the state in which it is located.b. Is comparable to an approved program, including student teaching experience.2. Received an institutional endorsement from the preparation program.3. Demonstrated content knowledge by meeting the requirements under s. PI 34.021 (1) (c).4. Demonstrated pedagogical knowledge, as required under s. PI 34.021 (1) (d).

Wis. Adm. Code § PI 34.002

Except as otherwise provided in this chapter, to receive a license to teach under subch. VI, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions in all of the following:

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

teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

(9) PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

(10) LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Supervised Experience (In-Program)

Yes, per CAEP/SPA standards

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

Wisconsin Department of Public Instruction

Board/Agency Website

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

Statute/Regulation/Rule Citation

Wis. Adm. Code § PI 34.040

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

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

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

(9)(a) Except as provided in par. (b), the state superintendent may not issue an initial teaching license, school district administrator's license or

school administrator's license unless the applicant has demonstrated competency in all of the following:

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

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

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

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

9/30/2024

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

<https://forms.gle/zLB3dsG9j6qmx1pU6>

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

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

Supervised Experience (In-Program)

N/A

Member of Compact or Reciprocity Agreement?

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

Board/Agency Name

Wyoming Professional Teaching Standards Board

Board/Agency Website

<http://wyomingptsb.com/>

Statute/Regulation/Rule Citation

W.S.1977 § 21-2-802

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

No

Must License Applicant Hold Private Certification?

No

Additional Training (Not Required In-Program)

U.S. & Wyoming Constitution
Applicants may meet the requirement for Demonstration of Knowledge of the United States and Wyoming Constitutions in either of the following two ways:

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

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

Demonstration of Knowledge through Examination

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

Experience (After Graduating/Outside of Program)

None found

Exam(s) Required

Praxis

Notes

None

Last Reviewed Date

9/30/2024

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

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