

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>

State/Territory Alabama

License Title Professional Educator Certificate, Spanish (P-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

Supervised Experience (In-Program) N/A

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

Board/Agency Name Alabama State Department of Education

Board/Agency Website <https://www.alabamaachieves.org/teacher-center/teacher-certification/>

Statute/Regulation/Rule Citation Ala.Code 1975 § 16-23;
Ala. Admin. Code r. 290-3-2

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 8/14/2023

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

State/Territory Alaska

License Title Initial Teacher Certificate, Spanish (Varies)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes, NCATE/CAEP

Curriculum Comparison Needed? Yes, if not NCATE/CAEP accredited.

Specific Coursework No subject area-specific requirements are available. Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards.

Supervised Experience (In-Program) Must follow NCATE/CAEP standards

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Alaska Department of Education & Early Development

Board/Agency Website <https://education.alaska.gov/TeacherCertification>

Statute/Regulation/Rule Citation Alaska Stat. Ann. § 14.20;

4 AAC 12

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) 3 semester hours of approved Alaska studies coursework,

3 semester hours of approved Alaska multicultural education/cross-cultural communication coursework,
and mandatory trainings.

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

Sexual abuse awareness and prevention (AS 14.30.355)

Alcohol or drug related disabilities (AS 14.20.680)

Dating violence awareness and prevention (AS 14.30.356)

Only trainings approved by an Alaska public school district or the Department of Education & Early Development (DEED) will satisfy this requirement. Trainings offered by universities and other organizations must be approved by DEED.

Suicide awareness and prevention (AS 14.30.362)

As per statute, only trainings approved by the Department of Education & Early Development (DEED) will satisfy this requirement. Visit Suicide Prevention, Awareness, and Postvention.

Applicants applying for the Initial Teacher Out-of-State certificates are exempt from the mandatory training requirement. Applicants who are applying for an

exempt certificate will need to satisfy the mandatory training requirement when they apply for their Second Initial, Professional, or Master certificates in the future.

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

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

Alaska Stat. Ann. § 14.20.020 (West)

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes For all languages: (e) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(d)(8), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395, and 4 AAC 12.396 for world languages by achieving a score of advanced low-level or higher on the American Council on the Teaching of Foreign Languages Written Proficiency Test examination and a score of advanced low-level or higher on the American Council on the Teaching of Foreign Languages Oral Proficiency Review examination, for the language on which the teacher was examined. If an American Council on the Teaching of Foreign Languages examination is offered only in Written Proficiency Test form or only in Oral Proficiency Review form, and if an alternate examination is not available for the same language under (d) of this section, the teacher meets the testing requirements if the teacher achieves the score set out in this subsection for the test that is available.

Alaska Admin. Code tit. 4, § 12.407

Last Reviewed Date 8/21/2023

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

State/Territory American Samoa
License Title None found
Specialized Accreditation Required? N/A
Specialized Accreditation Accepted as Meeting Educational Requirements? N/A
Curriculum Comparison Needed? N/A
Specific Coursework N/A
Supervised Experience (In-Program) N/A
Member of Compact or Reciprocity Agreement? N/A
Board/Agency Name American Samoa Department of Education
Board/Agency Website <https://www.amsamoaode.com/>
Statute/Regulation/Rule Citation Not available
Must Out-of-State Program Graduate Hold License to Qualify? N/A
Must License Applicant Hold Private Certification? N/A
Additional Training (Not Required In-Program) N/A
Experience (After Graduating/Outside of Program)
Exam(s) Required N/A
Notes None
Last Reviewed Date 9/28/2023
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Arizona

License Title Standard Professional Certificate, Elementary Foreign Langauge - Spanish (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) 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 Arizona Department of Education

Board/Agency Website <https://www.azed.gov/educator-certification/>

Statute/Regulation/Rule Citation Ariz. Admin. Code R7-2

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Completion of the United States and Arizona Constitution coursework from an accredited institution or a passing score on the Constitution of the United States and Arizona exam, AZ033. (This is an allowable 3-year deficiency.)

Experience (After Graduating/Outside of Program)

Exam(s) Required Arizona

Notes None

Last Reviewed Date 9/3/2023

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

State/Territory Arkansas

License Title Provisional (for up to 3 years if exams/courses not completed) or Standard License, Foreign Languages (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

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 Arkansas Department of Education

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

Statute/Regulation/Rule Citation Code Ark. R. 005.28.3;

AR ST § 6-17

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) 4-3.01.8 For applicants seeking licensure in Early Childhood (P-4), Elementary Education (K-6) or for any elementary licensure level that includes a grade within K-6, Middle Childhood Social Studies (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS;

4-3.01.8.1 The Division may issue a one-year Provisional License for an applicant who has not completed the Arkansas history requirements of 4-3.01.8;

4-3.01.9 Documentation of the completion of the following professional development through the Arkansas IDEAS Portal:

4-3.01.9.1 Two (2) hours of Family and Community Engagement

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

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

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

4-3.01.10 The Division may issue a Provisional License for an applicant who has not completed the professional development under Section 4-3.01.9.

Code Ark. R. 005.28.3-4-3.0

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 11/28/2023

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

State/Territory California

License Title Preliminary Credential, Spanish (World Languages- Languages Other Than English: Spanish) (P-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name California Commission on Teacher Credentialing

Board/Agency Website <https://www.ctc.ca.gov/>

Statute/Regulation/Rule Citation West's Ann.Cal.Educ.Code § 44274

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required California

Notes None

Last Reviewed Date 9/3/2023

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

State/Territory Colorado

License Title Initial License, Spanish - World Languages (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework 1 Colo. Code Regs. § 301-101:4.10

To be endorsed in a world language, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program for the preparation of world language teachers; be knowledgeable about the Colorado Academic Standards for world languages; and have demonstrated the competencies specified below:

4.10(1) Language proficiency: A competent world languages teacher is proficient in the language(s) taught, according to the proficiency guidelines outlined by the American Council of the Teaching of Foreign Languages; is able to communicate effectively in interpersonal, interpretive and presentational contexts at a minimum proficiency level, equivalent to the advanced low level defined by the council's proficiency guidelines; and is able to:

4.10(1)(a) speak in the interpersonal mode of communication (except classical languages such as Greek and Latin, as there is no requirement for them to be spoken in interpersonal mode).

4.10(1)(b) interpret oral, printed and video texts and visual images by demonstrating both literal and figurative or symbolic comprehension.

4.10(1)(c) present oral and written information to audiences of listeners or readers.

4.10(2) Cultures, linguistics, literatures and concepts from other disciplines: A competent world languages teacher demonstrates understanding of the multiple content areas that comprise the field of world language learning, recognizes the changing nature of language and is able to:

4.10(2)(a) demonstrate understanding of the interrelatedness of perspectives, products and practices in the target cultures.

4.10(2)(b) demonstrate target cultural understandings and compare cultures through perspectives, products and practices of those cultures.

4.10(2)(c) identify the linguistic elements of the target language system needed to communicate in a variety of settings.

4.10(2)(d) demonstrate an understanding of linguistics and the changing nature of language, and compare language systems.

4.10(2)(e) identify distinctive viewpoints in the literary texts, films, art works and documents from a range of disciplines available only through the target language.

4.10(2)(f) demonstrate an understanding of texts on literary and cultural

themes as well as interdisciplinary topics.

4.10(3) Language acquisition: A competent world languages teacher understands second language acquisition theories and their applications to teaching methodologies, and is able to:

4.10(3)(a) apply second language acquisition theories which can be used to help students develop proficiency, increase knowledge and strengthen cognitive skills.

4.10(3)(b) articulate curriculum and instruction to ensure a sequence of age-appropriate learning experiences, progressing from a simple to a more advanced use of the language.

4.10(3)(c) understand the proficiency range levels as defined by the American Council on the Teaching of Foreign Languages.

4.10(4) Diversity of learners: A competent world languages teacher understands how learners differ in their knowledge, experiences, abilities and approaches to language learning; creates interactive, engaging and supportive learning environments that encourage student self-motivation and promote their language learning and understanding; and is able to:

4.10(4)(a) demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.

4.10(4)(b) create an inclusive, caring, challenging and stimulating differentiated classroom environment in which meaningful communication in the target language occurs and in which all students learn through active participation.

4.10(4)(c) promote a learning environment that encourages lifelong learning and that goes beyond the classroom to include families and communities.

4.10(4)(d) provide learning experiences that reflect learner diversity.

4.10(4)(e) use a variety of language-appropriate resources, available technologies and current state world language standards which meet the instructional and linguistic needs of all students and foster critical and creative thinking.

4.10(5) Colorado Academic Standards in world languages in planning and instruction: A competent world languages teacher understands and uses the current Colorado Academic Standards in world languages to make instructional decisions and integrate them into curricular planning, and is able to:

4.10(5)(a) demonstrate an understanding of the Colorado Academic Standards in world languages and use them as a basis for instructional planning.

4.10(5)(b) align K-12 world language curriculum and instruction with the Colorado Academic Standards in world languages and local school district policies.

4.10(5)(c) integrate the Colorado Academic Standards in world languages into their classroom practice.

4.10(5)(d) use the Colorado Academic Standards in world languages to select and integrate texts including authentic texts, use technology, and adapt and create instructional materials for use in communication.

4.10(6) Assessment of languages and cultures and impact on student learning:

A competent world languages teacher designs ongoing assessments using a variety of assessment models to show evidence of K-12 students' ability to communicate in the instructed language in interpersonal, interpretive and presentational modes; expresses understanding of cultural and literary products, practices and perspectives of the instructed language; and is able to:

4.10(6)(a) design ongoing, authentic performance assessments using a variety of assessment models for all learners.

4.10(6)(b) reflect on and analyze the results of student assessments and adjust instruction accordingly.

4.10(6)(c) use data to inform and strengthen instruction.

4.10(6)(d) interpret the results of student performances to all stakeholders in the community.

4.10(6)(e) build student responsibility for his/her own learning.

4.10(7) Professional learning and reflection: A competent teacher of world languages engages in ongoing professional learning opportunities to strengthen personal linguistic, cultural and pedagogical competence and promote reflection on practice, and in so doing is able to:

4.10(7)(a) demonstrate an understanding of the value of professional learning and reflection on instructional practice and professional growth.

4.10(7)(b) continually evaluate the effects of personal choices and their impact on student learning.

4.10(7)(c) reflectively evaluate the effect and impact of professional learning choices on instructional practice and student achievement.

4.10(7)(d) demonstrate an understanding of their professional responsibility to keep current with events relevant to the cultures of the target language.

4.10(7)(e) demonstrate an understanding of professional growth opportunities such as membership in professional organizations, accessing professional journals, attending conferences and study and/or travel abroad.

4.10(8) Advocacy: A competent teacher of world languages articulates the role and value of languages and cultures to interact successfully in the global community and is able to:

4.10(8)(a) articulate the role and value of languages and cultures in preparing students to interact in the global community.

4.10(8)(b) foster relationships with school colleagues, families and agencies in the larger community to support students' language learning and student achievement.

4.10(9) American Sign Language (ASL). To be endorsed in American Sign Language, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program; have completed an approved program for the preparation of American Sign Language teachers including prescribe field experience and student teaching requirements; and have demonstrated the

competencies for American Sign Language.

4.10(10) The world language educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

Supervised Experience (In-Program) Completion of field experiences, student teaching or practicum or internship

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

Board/Agency Name Colorado Department of Education

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

Statute/Regulation/Rule Citation 1 Colo. Code Regs. § 301

Must Out-of-State Program Graduate Hold License to Qualify? No, but must be "eligible" for out-of-state license. Practically, students should earn the out-of-state license first.

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/4/2023

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

State/Territory Connecticut

License Title Initial Educator Certificate, Spanish (P-8 or 7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Conn. Agencies Regs. 10-145d-451

On and after July 1, 1993, to receive an initial educator certificate for secondary academic subjects an applicant shall present evidence of meeting the following requirements in addition to meeting assessment requirements, as appropriate:

(a) Holds a bachelor's degree from an approved institution;
(b) Has a minimum of 39 semester hours of credit in general academic courses in five of the six areas listed below. A course in United States history. On and after July 1, 1998, a survey course in United States history comprised of not fewer than three semester hours of credit shall be included.

- (1) English;
- (2) Natural sciences;
- (3) Mathematics;
- (4) Social studies;
- (5) Foreign language; and
- (6) Fine arts;

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

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

(2) A minimum of 30 semester hours of credit in the subject for which endorsement is sought and a minimum of nine semester hours of credit in a subject or subjects related to the subject for which endorsement is sought, except that a major or course work in professional education may not be accepted in fulfillment of this requirement, and except that:

(A) For the general science endorsement, a major consisting of a minimum of 39 semester hours of credit in science including study in biology, chemistry, physics and earth science;

(B) For the history and social studies endorsement:

(i) A major awarded by an approved institution in history, except that on and after July 1, 1998, 18 semester hours of credit in social studies shall be included; or

(ii) A major in political science; economics; geography; anthropology or sociology including at least 18 semester hours of credit in history, or

(iii) An interdisciplinary major consisting of 39 semester hours of credit in subjects covered by the endorsement, each of which shall include 18 semester hours of credit in history including United States history, western civilization or European history and nonwestern history, provided that for the interdisciplinary

major, study shall include a minimum of one course in each of the following areas: political science; economics; geography; sociology or anthropology or psychology;

(C) For the business endorsement, a major awarded by an approved institution in business or in any one of the subjects covered by the endorsement or an interdisciplinary major consisting of 39 semester hours of credit in subjects covered by the endorsement;

(D) For a foreign language endorsement, 24 semester hours of credit in the foreign language in which endorsement is sought; and

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

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

(B) 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;

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

(D) 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; and

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

Conn. Agencies Regs. 10-145d-441

To receive an initial educator certificate for foreign language instruction at the elementary level, an applicant shall present evidence of meeting the following requirements, in addition to meeting the assessment requirements, as appropriate:

- (a) Holds a bachelor's degree from an approved institution;
- (b) Holds or is eligible for a secondary foreign language certificate;
- (c) Has completed three semester hours of credit in each of the following:
 - (1) Language acquisition in young children;
 - (2) Methods and materials for teaching foreign language at the elementary level; and
- (d) 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 Conn. Agencies Regs. 10-145d;

Conn. Gen. Stat. Ann. § 10-145b

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) 1 year Interim Certificate available to complete coursework.

Regs. Conn. State Agencies § 10-145d-412(4) The applicant shall be required to complete a course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special needs children in the regular classroom. (B) An applicant who fulfills all requirements for issuance of the initial educator certificate but lacks a course of study in special education, may be issued an interim educator certificate with a deficiency, provided such applicant completed a teacher preparation program either in the state prior to July 1, 1987, or outside the state, or completed the necessary combination of professional experience or course work. This deficiency in a special education course of study shall be satisfied prior to receipt of further certification.

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/4/2023

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

State/Territory Delaware

License Title Initial License, World Language Teacher - Spanish Standard Certificate (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes, NCATE/CAEP

Curriculum Comparison Needed? Yes, if not NCATE/CAEP accredited.

Specific Coursework Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards.

Code Del. Regs. 1565

4.0 Prescribed Education, Knowledge, and Skill Requirements

4.1 For an applicant who does not hold a content area Standard Certificate, the applicant shall have satisfied the requirements in subsections 4.1.1 and 4.1.2.

4.1.1 The applicant shall have satisfied one of the following education requirements:

4.1.1.1 The applicant shall have obtained a World Languages certificate in the Target Language from the National Board for Professional Teaching Standards; or

4.1.1.2 The applicant shall have earned a bachelor's, master's, or doctoral degree from a Regionally Accredited college or university with a minimum of 30 semester hours of coursework in the Target Language from an educator preparation program approved or recognized by the Council for the Accreditation of Educator Preparation (CAEP) or a state where the state approval body employed the appropriate standards; or

4.1.1.3 The applicant shall have satisfactorily completed an alternative routes for licensure or certification program to teach world language as provided in 14 Del.C. §§ 1260 - 1266; or

4.1.1.4 The applicant shall have satisfactorily completed a Department-approved educator preparation program in world language education; or

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

4.1.1.5.1 The applicant, in consultation with the applicant's Employing

Authority, shall select the 15 credits or the equivalent number of hours in professional development subject to the Department's approval.

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

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

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

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

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

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

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

4.1.2 The applicant shall have demonstrated oral and written proficiency in the Target Language by achieving the minimum score on one of the following examinations:

4.1.2.1 For the Praxis Subject Assessment:

4.1.2.1.1 A minimum score of 164 on the Chinese (Mandarin): World Language (ETS Test # 5665); or

4.1.2.1.2 A minimum score of 162 on the French: World Language (ETS Test # 5174); or

4.1.2.1.3 A minimum score of 163 on the German: World Language (ETS Test # 5183); or

4.1.2.1.4 A minimum score of 152 on the Latin (ETS Test # 5601); or

4.1.2.1.5 A minimum score of 168 on the Spanish: World Language (ETS Test # 5195); or

4.1.2.2 Based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines:

4.1.2.2.1 Achieving a minimum level of Intermediate High on the ACTFL Oral Proficiency Interview (OPI) in the Target Language, and

4.1.2.2.2 Achieving a minimum level of Intermediate High on the ACTFL Writing Proficiency Test (WPT) in the Target Language.

4.2 For an applicant who holds at least one content area Standard Certificate, the applicant shall have demonstrated oral and written proficiency in the Target Language as provided in subsection 4.1.2 of this regulation.

4.3 Notwithstanding the requirements in subsections 4.1 and 4.2 of this regulation, for an applicant who is applying for a World Language - American Sign Language Standard Certificate, the applicant shall have satisfied the requirements in subsections 4.3.1 and 4.3.2.

4.3.1 The applicant shall have satisfactorily completed 15 college credits related to teaching and learning American Sign Language of which at least six credits focus on pedagogy or an equivalent number of hours in professional development with one credit equating to 15 hours taken either as part of a degree program or in addition to a degree program from a Regionally Accredited college or university or a professional development provider approved by the Department as provided in subsections 4.1.1.5.1 through 4.1.1.5.4.

4.3.2 The applicant achieved a minimum score of 3 on the American Sign Language Proficiency Interview.

5.0 Application Requirements

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

5.2 An applicant must disclose the applicant's criminal conviction history upon application for a World Language Teacher Standard Certificate. Failure to disclose a criminal conviction history is grounds for denial of a World Language Teacher Standard Certificate as specified in 14 Del.C. § 1219.

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

5.3.1 Evidence of obtaining a World Languages certificate from the National Board for Professional Teaching Standards, if applicable; and

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

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

5.3.2.2 Sealed paper transcripts may be submitted.

5.3.2.3 The Department will not accept copies of transcripts; and

5.3.3 Documents verifying successful completion of Department-approved professional development, if applicable; and

5.3.4 Official scores on the Praxis Subject Assessment or ACTFL OPI and WPT as provided in subsection 4.1.2; and

5.3.5 Additional documentation as required by the Department.

5.4 For an applicant who holds at least one content area Standard Certificate, the following documentation is required in the application for a World Language

Teacher Standard Certificate:

5.4.1 Official scores on the Praxis Subject Assessment or ACTFL OPI and WPT as provided in subsection 4.2; and

5.4.2 Additional documentation as required by the Department.

5.5 For an applicant who is applying for a World Language Teacher - American Sign Language Standard Certificate, the following documentation is required with the application:

5.5.1 Official transcript from the applicant's Regionally Accredited college or university;

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

5.5.1.2 Sealed paper transcripts may be submitted.

5.5.1.3 The Department will not accept copies of transcripts; and

5.5.2 Documents verifying successful completion of Department-approved professional development, if applicable; and

5.5.3 Official scores on the American Sign Language Proficiency Interview; and

5.5.4 Additional documentation as required by the Department.

5.6 For applicants who have met the requirements for licensure as an educator in Delaware and hold a Valid and Current License or Certificate as a world language teacher from another state or jurisdiction, the following documentation is required in the application for a World Language Teacher Standard Certificate:

5.6.1 An official copy of the Valid and Current License or Certificate; and

5.6.2 Additional documentation as required by the Department.

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 Delaware Department of Education

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

Statute/Regulation/Rule Citation Code Del. Regs. 1510;

Del. Code Ann. tit. 14, § 1220 (West)

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/18/2023

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

State/Territory District of Columbia

License Title Standard Teacher Credential, Foreign Languages - Spanish (P-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name District of Columbia Office of the State Superintendent of Education

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

Statute/Regulation/Rule Citation D.C. Mun. Regs. tit. 5-A, § 1601

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/18/2023

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

State/Territory Federated States of Micronesia
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 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? N/A
Must License Applicant Hold Private Certification? N/A
Additional Training (Not Required In-Program) N/A
Experience (After Graduating/Outside of Program)
Exam(s) Required N/A
Notes 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.

<http://national.doe.fm/index.php/education-programs/initiative-programs/teacher-certification>
Last Reviewed Date 11/28/2023
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Florida

License Title Temporary Certificate (for 3 years to complete required FL exams) or Professional Certificate, Certification in World Languages--Academic Class: Spanish (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? Yes, 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.fl DOE.org/teaching/certification/>

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

Fla. Stat. Ann. § 1012.56

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Florida

Notes None

Last Reviewed Date 9/28/2023

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

State/Territory Georgia

License Title 5-Year Induction Certificate, Spanish (P-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

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 Georgia Professional Standards Commission

Board/Agency Website <https://www.gapsc.com/Certification/>

Statute/Regulation/Rule Citation Ga. Comp. R. & Regs. 505-2

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Special Education course is required before renewal/conversion of certificate, but not for issuance for either out-of-state licensees or EPP completers. Details follow:

(4) Special Education.

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

1. Teaching fields.

2. Leadership fields.

3. Service fields of Media Specialist and School Counseling.

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

1. Initial Professional or Induction certificate issued based on interstate reciprocity.

2. Initial Induction certificate issued based on completion of an out-of-state approved educator preparation program with student teaching outside of Georgia.

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

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

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

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

2. Earning five (5) Georgia professional learning units satisfied through a Georgia public school system or RESA.
3. Holding valid National Board for Professional Teaching Standards (NBPTS) certification.
4. Meeting out-of-state experience exemption outlined in section (6) below.

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

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

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

Experience (After Graduating/Outside of Program)

Exam(s) Required Georgia

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory Guam

License Title Initial Educator Certification, Spanish (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes, NCATE/CAEP

Curriculum Comparison Needed? No, if state/territory is party to the NASDTEC Interstate Agreement or program is NCATE/CAEP accredited

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

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 Guam Commission for Educator Certification

Board/Agency Website <https://gcec.guam.gov/services-resources/certification>

Statute/Regulation/Rule Citation 5A Guam R. & Regs. § 8104

Must Out-of-State Program Graduate Hold License to Qualify? Yes, unless NCATE/CAEP accredited

Must License Applicant Hold Private Certification? No

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

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 11/28/2023

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

State/Territory Hawaii

License Title Provisional License, Spanish (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Hawaii Teachers Standards Board

Board/Agency Website <https://hawaiiteacherstandardsboard.org/>

Statute/Regulation/Rule Citation Haw. Code R. 8-54

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory Idaho

License Title Standard Instructional Certificate or Interim Certificate (if ID coursework or exams needs to be completed), World Language - Spanish (K-12)

Specialized Accreditation Required? Yes, NCATE/CAEP

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes, NCATE/CAEP

Curriculum Comparison Needed? Yes

Specific Coursework Out-of-state program must be NCATE/TEAC/CAEP accredited.

Idaho Admin. Code r. 08.02.02.024

20. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include a minimum of twelve (12) intermediate or higher credits in a specific world language. Course work must include two (2) or more of the following areas: grammar, conversation, composition, culture, or literature; and course work in foreign language methods. To obtain an endorsement in a specific foreign language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific foreign language, applicants must complete the following: (7-1-21)T

a. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and (7-1-21)T

b. A qualifying score on a state approved specific foreign language content assessment, or if a specific foreign language content assessment is not available, a qualifying score on a state approved world languages pedagogy assessment) (7-1-21)

Idaho Admin. Code r. 08.02.02.015

01. Standard Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (7-1-21)T

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

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

ii. The required minimum credit hours must include at least six (6) semester

credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (7-1-21)T

b. Completed an approved educator preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (7-1-21)T

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

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

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

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

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Idaho State Department of Education

Board/Agency Website <https://www.sde.idaho.gov/cert-psc/cert/>

Statute/Regulation/Rule Citation Idaho Admin. Code r. 08.02.02

Must Out-of-State Program Graduate Hold License to Qualify? No, but if no license then program must be NCATE/TEAC/CAEP accredited.

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) N/A

Experience (After Graduating/Outside of Program)

Exam(s) Required N/A

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory Illinois

License Title Professional Educator License, World Language - Spanish (P-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

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 Illinois State Board of Education

Board/Agency Website <https://www.isbe.net/educatorlicensure>

Statute/Regulation/Rule Citation Ill. Admin. Code tit. 23;

105 Ill. Comp. Stat. Ann. 5/21B-35

Must Out-of-State Program Graduate Hold License to Qualify? No, but holding license waives IL coursework requirements

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) If out-of-state applicant does not hold license from other state, then must meet 4 coursework requirements.

Cross-Categorical Special Education Methods, Reading Methods, Reading in the Content Area, ESL/Bilingual Methods. This coursework can be taken through the applicant's out-of-state EPP and should be verified with form 80-02, which is linked in the next column.

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

Out-of-state programs can seek pre-approval of PEL courses. See <https://www.isbe.net/Pages/Pre-Approved-Coursework-for-the-Illinois-Professional-Educator-Out-of-State.aspx>

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

Experience (After Graduating/Outside of Program)

Exam(s) Required Illinois

Notes None

Last Reviewed Date 11/28/2023

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

State/Territory Indiana

License Title Initial Practitioner License, Spanish (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes, NCATE/CAEP

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates 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 Indiana Department of Education

Board/Agency Website <https://www.in.gov/doe/educators/educator-licensing/>

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

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Valid CPR certification from an IDOE approved provider.

Suicide prevention training certificate.

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/29/2023

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

State/Territory Iowa

License Title Initial Teaching License, Spanish (K-8 or 5-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Iowa Admin. Code 282-13.28

13.28(7) World language. K-8 and 5-12. Completion of 24 semester hours in each world language for which endorsement is sought.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Iowa Board of Education Examiners

Board/Agency Website <https://boee.iowa.gov/apply-license>

Statute/Regulation/Rule Citation Iowa Admin. Code 282-13

Must Out-of-State Program Graduate Hold License to Qualify? Yes, but "The application for this license can be in progress if you can obtain verification that you are eligible" for the out-of-state license.

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/28/2023

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

State/Territory Kansas

License Title Initial Teacher License, Spanish (PreK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

Supervised Experience (In-Program) N/A

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-](https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation)

[Services/Teacher-Licensure-and-Accreditation](#)

Statute/Regulation/Rule Citation K.A.R. 91-1-204

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/28/2023

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

State/Territory Kentucky

License Title Provisional Certificate or Statement of Eligibility (if not employed), Foreign Language-Spanish (Primary-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

Supervised Experience (In-Program) N/A

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)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/27/2023

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

State/Territory Louisiana

License Title Out-of-state Certificate, Foreign Language: Spanish (K-12 or 6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Louisiana Department of Education

Board/Agency Website <https://www.louisianabelieves.com/teaching/Career-Advancement-Opportunities>

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

Must Out-of-State Program Graduate Hold License to Qualify? No, but must be "eligible"

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 9/27/2023

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

State/Territory Maine

License Title Professional Teacher Certificate, World Language-Spanish (PK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework 05-071 CMR Ch. 115, Pt. II, § 1.1

1.7 Endorsement: World Language Teacher

A. Function: This endorsement on a teacher certificate allows the holder to teach students in a world language pre-kindergarten through grade 12, including but not limited to one of the following endorsement areas: 410 Latin, 420 French, 430 German, 440 Spanish, 445 Portuguese, 450 Russian, 454 American Sign Language, 455 Hebrew, 456 Arabic, 460 Italian, 465 Greek, 470 Chinese, or 480 Japanese.

Changes to the list of world language endorsements may be made by the State Board and Commissioner without further rulemaking proceedings.

B. 2. Endorsement Eligibility Pathway 2

(a) Earned at least a bachelor's degree from an accredited college or university, in accordance with Part I Section 6.1 of this rule;

(b) Satisfied one of the following:

i. Completed a minimum of 24 semester hours with an emphasis on world language acquisition and culture in the world language endorsement area being sought; or

ii. Earned a score of at least an "Advanced Low" on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview administered by a certified ACTFL oral proficiency tester in the modern language endorsement area being sought, and earned a score of at least "Advanced Low" on the American Council on the Teaching of Foreign Languages (ACTFL) Writing Proficiency Test in the world language endorsement area being sought; or

iii. Earned a score of at least a 7 in speaking and writing on the Avant STAMP 4S or Avant STAMP WS in the world language endorsement area being sought; or

iv. Earned a score of at least a 4 on the American Sign Language Proficiency Interview (ASLPI) for the American Sign Language endorsement;

(c) Completed a minimum of three semester hours in diversity-centered content related to today's classroom (e.g., culturally responsive teaching, multicultural education, intercultural education, second language acquisition or world language teaching methods);

(d) Completed a minimum of three semester hours in human development, educational psychology, developmental psychology, adolescent psychology, or child development;

(e) Passed basic skills test in reading, writing and mathematics, in accordance

with Maine Department of Education Regulation 13, or achieved at least a 3.0 cumulative GPA in all courses required for the certification, or completed a successful portfolio review demonstrating competency in Maine's Initial Teacher Standards;

(f) Passed content area methods course;

(g) Completed an approved course for teaching students with exceptionalities in the regular classroom; and

(h) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in the endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a conditional certificate in the endorsement area at the specified grade level.

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

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Maine Department of Education

Board/Agency Website <https://www.maine.gov/doe/cert/>

Statute/Regulation/Rule Citation 05-071 CMR Ch. 115, Pt. II; 20-A M.R.S.A. § 13013

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/27/2023

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

State/Territory Maryland

License Title Initial Professional License (IPL), World Languages: Spanish (PreK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

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 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 Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Certificate holders with certification in early childhood education, elementary education, and special education Infant-3 and 1-8 are required to complete 12 semester hours in reading, which shall include:

Processes and acquisition of reading skills

Methods of teaching reading

Reading assessment

Materials for teaching reading

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

Types of reading

Reading assessment

Reading instruction

Strategies for intrinsic and extrinsic motivation for reading

Teaching students to learn from text

Processing multimedia information and strategies to connect reading with study skills

Integrating content area goals with reading goals

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

When do I need to complete these courses?

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

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/27/2023

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

State/Territory Massachusetts

License Title Initial Teaching License (if SEI and MTLE exams completed) or Provisional Teaching License (if SEI not completed), Foreign Language-Spanish (PreK-6 or 5-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

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 Massachusetts Department of Elementary and Secondary Education

Board/Agency Website <https://www.doe.mass.edu/licensure/>

Statute/Regulation/Rule Citation M.G.L.A. 71 § 38G; 603 CMR 7.05

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Sheltered English Immersion (SEI)

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

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

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

Take and pass the SEI MTEL; or

Hold an ESL/ELL license in Massachusetts; or

Possess a Bachelor's degree in a DESE-approved major or DESE-approved graduate-level training. *If you believe that you may qualify for the Endorsement by virtue of having the appropriate degree or graduate level training, you may submit materials to the Office of Educator Licensure for review.

Experience (After Graduating/Outside of Program)

Exam(s) Required Massachusetts

Notes None

Last Reviewed Date 9/26/2023

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

State/Territory Michigan

License Title Standard Certificate, World Languages: Spanish (PK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

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 Michigan Department of Education

Board/Agency Website <https://www.michigan.gov/mde/services/ed-serv/ed-cert>

Statute/Regulation/Rule Citation Mich. Admin. Code R 390;

M.C.L.A. 380.1531

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) First Aid and CPR Requirement

The applicant must also have current training in first aid and child and adult CPR from an approved source such as the American Red Cross or the American Heart Association.

Section 1531d of Public Act 451 (1976) as amended, MCL 380.1531d

Experience (After Graduating/Outside of Program)

Exam(s) Required Michigan

Notes None

Last Reviewed Date 9/26/2023

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

State/Territory Minnesota

License Title Teacher License, World Languages and Cultures: Spanish (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Minnesota Rules, part 8710.4950

Subpart 1. Scope of practice. A teacher of world languages and cultures is authorized to provide to students instruction that is designed to develop language fluency and cultural understanding in a language other than spoken English. If teaching in an immersion setting where the entire academic curriculum is taught in a language other than English, the teacher shall hold licensure with the scope of practice appropriate to the subjects to be taught. The specific language or languages which the teacher is qualified to teach must be clearly indicated on the license.

Subp. 2. Licensure requirements for teachers of world languages and cultures.

A. A candidate for licensure to teach world languages and cultures to students in kindergarten through grade 8 shall:

- (1) hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;
- (2) hold or apply and qualify for a Minnesota elementary education classroom teaching license; and
- (3) show verification of completing a Professional Educator Licensing and Standards Board-approved preparation program leading to the licensure of teachers of world languages and cultures in subpart 3, 4, or 5.

B. A candidate for licensure to teach world languages and cultures to students in kindergarten through grade 12 shall:

- (1) hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;
- (2) demonstrate the standards for effective practice for licensing of beginning teachers in part 8700.2000; and
- (3) show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of world languages and cultures in subparts 3 and 6, 4 and 6, or 5 and 6.

Subp. 3. Subject matter standard for teachers of modern languages and cultures. A candidate for licensure as a teacher of modern languages and cultures must complete a preparation program under subpart 2, item A or B, subitem (3), that must include the candidate's demonstration of the knowledge and skills in items A to C.

A. All teachers of modern languages and cultures must:

- (1) understand language as a system;
- (2) understand first and second language acquisition theory and how this informs practice;
- (3) demonstrate intermediate-high level speaking proficiency as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages;
- (4) comprehend, interpret, and evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency; and
- (5) use familiar topics to write narratives and descriptions of a factual nature or routine correspondence consisting of several paragraphs at a level understandable to a native speaker of the target language.

B. A teacher who is a native speaker of the modern language to be taught must:

- (1) demonstrate advanced level speaking proficiency in English and the target language as defined in the ACTFL Proficiency Guidelines;
- (2) comprehend, interpret, and evaluate information received in the target language and in English through reading and listening at the level that results from demonstrating the speaking proficiency; and
- (3) use familiar topics to write in English and the native language narratives and descriptions of a factual nature or routine correspondence consisting of several paragraphs to a level understandable to a native.

C. A teacher of modern languages and cultures must:

- (1) be aware of areas of the world where the target language is spoken and know that life in all these areas may vary widely;
- (2) understand the target culture from a variety of perspectives, including historical, geographical, political, and artistic and contemporary viewpoints;
- (3) be familiar with culture and literature of children and adolescents in both the United States and target cultures;
- (4) understand the history of institutions within the cultures sufficiently for comprehending why current conditions exist;
- (5) have a sociolinguistic understanding sufficient for accurately communicating the interrelationships of the language and culture;
- (6) understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary;
- (7) understand that culture is neither monolithic nor static and that developing insights into the variability of cultural phenomena is a lifelong process;
- (8) know that every cultural phenomenon is unique and is affected by age, geographic region, sex, class, and other factors and that multiple perspectives, value systems, and modes of decision-making and behaviors exist;
- (9) know about cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and inquiring about cultural phenomena; analyzing and hypothesizing about the

phenomena; and synthesizing and determining their generalizability; (10) compare and contrast cultures of people who speak another language with the teacher's own culture; and (11) have opportunities for first-hand experiences with the target cultures, whether in the United States or abroad, and relate those experiences to the classroom setting.

Subp. 4. Subject matter standard for teachers of classical languages and cultures/Greek and Latin. A candidate for licensure as a teacher of classical languages and cultures must complete a preparation program under subpart 2, item A or B, subitem (3), that must include the candidate's demonstration of the knowledge and skills in items A and B.

A. A teacher of classical languages and cultures must:

- (1) understand language as a system;
- (2) understand first and second language acquisition theory and how this informs practice;
- (3) demonstrate competencies in four modalities of reading, speaking, listening, and writing:

(a) the teacher must:

- i. read with understanding passages of prose or poetry of the most important Latin and Greek authors, for example, Caesar, Cicero, Vergil, Ovid, Horace, Livy, Plato, Homer, and dramatists;
- ii. explain grammatical structures of the sentences and analyze word forms, including case use, mood, and tense; and
- iii. infer meanings of unfamiliar words from cognates, derivatives, and context;

(b) the teacher must:

- i. pronounce Latin and Greek correctly;
- ii. orate prose with expression and correct inflection;
- iii. orate poetry according to metrical principles;
- iv. greet students, give simple commands, and lead oral exercises; and
- v. orally formulate Latin and Greek questions based on a reading passage;

(c) the teacher must understand main ideas of a connected oral reading; and

(d) the teacher must:

- i. accurately construct grammatical Latin and Greek from a moderately complex English original; and

ii. transform sentences from one grammatical structure to another;

(4) understand Latin's relation to English and other modern languages; identify Latin- and Greek-based English words, understand their etymology, and provide cognates; and identify Latin and Greek terminology commonly used in science, law, medicine, and Latin abbreviations, terms, phrases, and mottos commonly used in English; and

(5) understand the value of extra activities promoting cultural interest.

B. A teacher of classical languages and cultures must:

- (1) be aware of areas of the world where the language was spoken and know

that life in these areas varied widely;

- (2) have a sociolinguistic understanding sufficient for accurately communicating the interrelationships of the language and culture;
- (3) understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary;
- (4) understand that culture is neither monolithic nor static and that developing insights into the variability of cultural phenomena is a lifelong process;
- (5) know that every cultural phenomenon is unique and is affected by age, geographic region, sex, class, and other factors and that multiple perspectives, value systems, and modes of decision-making and behaviors exist;
- (6) know about cultural stereotyping and how to address it as a result of developing skills in processing information, including observing, comparing, and inquiring about cultural phenomena; analyzing and hypothesizing about the phenomena; and synthesizing and determining generalizability of the phenomena;
- (7) compare and contrast cultures of people who speak another language with the teacher's own culture; and
- (8) have opportunities for on-site experiences with chronologically distant cultures and relate those experiences.

Subp. 5. Subject matter standard for teachers of American sign language and deaf culture. A candidate for licensure as a teacher of American sign language and deaf culture must complete a preparation program under subpart 2, item A or B, subitem (3), that must include the candidate's demonstration of the knowledge and skills in items A to C.

A. A teacher of American sign language and deaf culture must:

- (1) understand language as a system;
- (2) understand first and second language acquisition theory and how this informs practice;
- (3) demonstrate intermediate-plus level of expressive language proficiency on the Signed Communication Proficiency Interview established by the National Technical Institute for the Deaf;
- (4) demonstrate receptive language proficiency in American sign language through comprehending, explaining, and evaluating information received from an individual who signs at the intermediate high level as defined by the Signed Communication Proficiency Interview Guidelines established by the National Technical Institute for the Deaf; and
- (5) use familiar topics to narrate and describe factual information or routine communication at a level understandable to a native American sign language user.

B. A teacher whose first language is American sign language must:

- (1) comprehend and evaluate information received in English; and
- (2) use familiar topics to write in English narratives and descriptions of a factual nature or routine correspondence consisting of several paragraphs to a level

understandable to a person whose first language is American sign language.

C. A teacher of American sign language and deaf culture must:

- (1) know where American sign language is used;
- (2) understand the deaf culture from a variety of perspectives, including historical, geographical, political, and contemporary viewpoints;
- (3) be familiar with similarities and differences between deaf and hearing culture in the United States;
- (4) understand the history, customs, and practices of deaf culture sufficiently to comprehend why current conditions exist;
- (5) have a sociolinguistic understanding sufficient for accurately communicating the interrelationships of the language and culture;
- (6) understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary;
- (7) understand that culture constantly grows and that developing insights into culture is a lifelong process;
- (8) know that every cultural phenomenon is unique and is affected by age, geographic region, sex, class, and other factors and that multiple perspectives, value systems, and modes of decision-making and behaviors exist;
- (9) know about cultural stereotyping and how to address it as a result of developing skills in processing information that include observing, comparing, and inquiring about cultural phenomena; analyzing and hypothesizing about the phenomena; and synthesizing and determining generalizability of the phenomena;
- (10) compare and contrast cultures of people who use languages other than spoken English with the teacher's own culture; and
- (11) have opportunities for first-hand experiences in deaf culture and relate to those experiences.

Subp. 6. Teaching and learning. A candidate for licensure as a teacher of world languages and cultures must complete a preparation program under subpart 2, item B, subitem (3), that must include the candidate's demonstration of an understanding of the teaching of world languages and cultures that integrates understanding of the world language and culture with an understanding of pedagogy, students, learning, classroom management, and professional development. A teacher of world languages and cultures to children, preadolescents, and adolescents in kindergarten through grade 12 shall:

A. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;

B. understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;

C. develop curriculum goals and purposes based on the central concepts of language and culture and know how to apply instructional strategies and materials for achieving student understanding of the language and culture;

- D. understand the role and alignment of district, school, and department mission and goals in program planning;
- E. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
- F. know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;
- G. understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process; and
- H. understand the impact of reading ability on student achievement in second language studies, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read world language content more effectively.

Subp. 6a. Student teaching and field experiences. A candidate for licensure to teach world languages and cultures must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12. For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

Subp. 7. Continuing license. A continuing license shall be issued and renewed according to the rules of the Professional Educator Licensing and Standards Board governing continuing licensure.

Subp. 8. Incorporations by reference.

A. For the purposes of this part, the ACTFL Proficiency Guidelines published in 1986 by the American Council on the Teaching of Foreign Languages, 6 Executive Plaza, Yonkers, NY 10701-6801, and subsequent editions are incorporated by reference. The guidelines are not subject to frequent change and are available from the State Law Library.

B. For the purposes of this part, the Signed Communication Proficiency Interview Guidelines published in August 1994 by the National Technical Institute for the Deaf, 52 Lomb Memorial Drive, Rochester, NY 14623-5604, and subsequent editions are incorporated by reference. The guidelines are not subject to frequent change and are available from the State Law Library.

Supervised Experience (In-Program) A minimum of a four-week student teaching experience

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate

Agreement

Board/Agency Name Minnesota Professional Educator Licensing and Standards Board

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

Statute/Regulation/Rule Citation M.S.A. § 122A.092;

Minnesota Rules, part 8710.0313

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Minnesota

Notes None

Last Reviewed Date 9/26/2023

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

State/Territory Mississippi

License Title Five Year Educator License, Spanish (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Mississippi Department of Education

Board/Agency Website <https://www.mdek12.org/OEL>

Statute/Regulation/Rule Citation 7 Miss. Admin. Code Pt. 3, R. 14.9;

Miss. Code Ann. § 37-3

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/26/2023

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

State/Territory Missouri

License Title Initial Teacher Certificate, World Languages (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

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 Missouri Department of Elementary & Secondary Education

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

Statute/Regulation/Rule Citation V.A.M.S. 168.021;

5 MO ADC 20-400

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Missouri

Notes None

Last Reviewed Date 9/26/2023

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

State/Territory Montana

License Title Standard Teacher License, World Languages (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name 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)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/26/2023

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

State/Territory Nebraska

License Title Initial Teaching Certificate, World Language-Spanish (K-8 or 7-12 or K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

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

006.72C Persons with this endorsement may teach at the grade levels and the world language(s) for which they have been prepared.

006.72D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in the world language for either the K-8 or 7-12 endorsement. Those candidates seeking a K-12 endorsement must complete course work and clinical experiences which address elementary and secondary levels.

006.72D1 Upon successful completion of the Official American Council for the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and the Official ACTFL Writing Proficiency Test (WPT) at the Advanced-Low level of proficiency in the target languages of French, German, Hebrew, Italian, Portuguese, Russian, and/or Spanish, and at the Intermediate-High level for Arabic, Chinese, Japanese, and/or Korean, the standard institutions of higher education may waive up to 15 hours of the 30 hours required in the world language.

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

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

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

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

level for which they are preparing.

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

Board/Agency Name Nebraska Department of Education

Board/Agency Website <https://www.education.ne.gov/TCERT/>

Statute/Regulation/Rule Citation Neb. Admin. R. & Regs. Tit. 92, Ch. 24, § 006

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Human Relations Training and

Special Education Training

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory Nevada

License Title Standard Teacher License or Non-Renewable/Provisional (if testing or coursework deficiencies), Secondary-Spanish (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

Supervised Experience (In-Program) N/A

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

Board/Agency Name State of Nevada Department of Education

Board/Agency Website https://doe.nv.gov/Educator_Licensure/

Statute/Regulation/Rule Citation NAC 391.052

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Parental Involvement and Family Engagement (PIFE) course work

You can view a list of approved courses on by going to the Nevada Department of Education Family Engagement Approved Courses page. We DO NOT accept any other courses which are not on the course matrix.

Special Education course work

Three (3) semester credits in a course of study regarding education or curricular adaptation for pupils with disabilities. If you are applying for a Special Education license, an additional course is not required.

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory New Hampshire

License Title Initial Certification, World Language (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework N.H. Code Admin. R. Ed 507.38

The following requirements shall apply to the certification of a world language teacher for grades K-12:

(b) A candidate for certification as a world language teacher shall have:

(1) A bachelor's degree or higher, and

(2) Except as provided for ASL below, an intensive experience at the advanced level in the target language, such as, but not limited to:

a. A term of residence in the country/community of the target language;

b. A service learning experience requiring the use of the target language; or

c. A term of residence in a certified total immersion program in the target language; and

(3) A candidate for certification as a world language teacher in ASL shall have

a. Five or more years of experience using ASL;

b. ASL proficiency as described by American Sign Language Teachers'

Association Area 1 (2014), "Signing" and "Attending," as specified in Appendix II; or

c. ASL mastery equivalent to proficiency level 3 as described by Gallaudet University's ASL Proficiency Interview Diagnostics, as specified in Appendix II; and

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

(1) In the area of speaking and listening, the candidate shall have the ability to interact with ease and confidence when dealing with most routine tasks and social situations of the intermediate level in the target language, as evidenced by:

a. The ability to understand equivalent to a minimum of "Intermediate High" according to the American Council on the Teaching of Foreign Languages (ACTFL) criteria in ACTFL Proficiency Guidelines - Speaking (2012), as specified in Appendix II; or

b. The ability to meet the New Hampshire Guidelines for Language Learning Continuum, Stage III, as outlined in the New Hampshire Guidelines for World Language Learning K-College, published by the New Hampshire Association of World Language Teachers, as specified in Appendix II;

(2) In the area of written communication, the candidate shall have the ability to understand and create written materials in the target language for a variety of

purposes and audiences;

(3) In the area of cultures, the candidate shall have the following knowledge and abilities as related to target language societies:

- a. Knowledge of customs and ranges of cultural expression, including but not limited to art, cuisine, and music;
- b. Knowledge of representative types of literature including various literary themes and perspectives across authors, genres, and regions;
- c. Knowledge of the history, geography, and contemporary events;
- d. Knowledge of social structures, roles, and attitudes, such as family, education, work, and leisure; and
- e. Knowledge of political systems and institutions.

(4) In the area of connections, the candidate shall have the ability to apply the target language to other content areas to reinforce and further the knowledge of other disciplines, including:

- a. Knowledge of the range of career opportunities for speakers of more than one language;
- b. Ability to describe and compare how basic sports and leisure activities are conducted in areas where the target language is spoken to these practices in the United States;
- c. Ability to identify the currency and principal products of various target language countries;
- d. Knowledge of and ability to use the target language to explain its structure;
- e. Knowledge that differences exist in language use among different social and regional groups in such areas as vocabulary, pronunciation, and level of formality; and
- f. Ability to compare and contrast cultural practices and social roles, such as ceremonies, and interpersonal relationships, among various countries where the target language is spoken.

Supervised Experience (In-Program) Supervised practical experience

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name New Hampshire Department of Education

Board/Agency Website <https://www.education.nh.gov/who-we-are/division-of-educator-support-and-higher-education/bureau-of-credentialing>

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

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory New Jersey

License Title Instructional Certificate of Eligibility, Spanish (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Degree Requirement

- A minimum of a bachelor's degree is required from a regionally accredited college/university.

Cumulative GPA Requirement

- New Jersey requires that candidates for certification achieve a cumulative GPA of at least 3.0 when a GPA of 4.00

equals an A grade for students graduating on or after September 1, 2016 (2.75 for those graduating before

September 1, 2016) in a baccalaureate degree program, higher degree program or a State-approved postbaccalaureate certification program with a minimum of 13 semester-hour credits.

- Please note that there are GPA Flexibility Rules where a high praxis score may offset a GPA that is lower than 3.0, but higher than 2.75.

Subject Matter Preparation

- For certification as a Spanish teacher, current regulations require that applicants complete a minimum of 30 credits in a coherent sequence in the subject field of Spanish. A coherent sequence requires that at least 12 credits are completed

at the advanced level of study (junior, senior or graduate level). Examples of courses accepted for Spanish include

Spanish language and culture. Related courses may be accepted depending on the course description/content.

Please provide a course description if a course is not taken from the Spanish Department. Courses in

pedagogy/education are not accepted towards the subject matter preparation.

The final determination as to which

courses will be counted towards the Spanish 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.

Supervised Experience (In-Program) Supervised clinical practice

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name State of New Jersey Department of Education

Board/Agency Website <https://www.nj.gov/education/license/>

Statute/Regulation/Rule Citation N.J.A.C. 6A:9B-9

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Physiology and Hygiene

Requirement

• This requirement may be completed by choosing one of the following options:

1.) Present evidence of basic military training

2.) Complete a course such as biology, health or nutrition that appears on a regionally accredited 2 or 4-year college/university transcript

3.) Complete an online test. You must have a tracking number and an application on file to take this test. Once completed, please email us at Licensing.Requests@doe.nj.gov stating that the test has been taken. You will need to include your name and tracking number in the email.

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes Listing of certificates/endorsements:

<https://www.nj.gov/education/certification/certsandtitles/>

Last Reviewed Date 9/25/2023

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

State/Territory New Mexico

License Title Specialty, Spanish (PreK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Earn 24-36 semester hours of credit in a single modern, classical & native language (12 of the hours must be upper-division credit if adding the endorsement to a Secondary or Pre K-12 specialty license)

Supervised Experience (In-Program) No less than sixteen weeks of student teaching

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name New Mexico Public Education Department

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

Statute/Regulation/Rule Citation N. M. S. A. 1978, § 22-10A;

N.M. Admin. Code 6.60

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory New York

License Title Conditional Initial (1 year) (if hold out-of-state license, edTPA not required) or Initial, Language other than English (Spanish) (5-9 or 7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates 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 New York Office of Teaching Initiatives

Board/Agency Website <http://www.highered.nysed.gov/tcert/>

Statute/Regulation/Rule Citation 8 NYCRR 80-5

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Required workshops:

Child Abuse Identification and Reporting

Dignity for All Students Act (DASA)

School Violence Prevention and Intervention

Experience (After Graduating/Outside of Program)

Exam(s) Required New York

Notes Requirement lookup tool:

<https://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

Resources for course deficiencies:

<https://www.highered.nysed.gov/tcert/cwksatisfyunmetreq.html>

Last Reviewed Date 9/25/2023

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

State/Territory North Carolina
License Title Initial Professional Educator License, Spanish (K-12 or 9-12)
Specialized Accreditation Required? No
Specialized Accreditation Accepted as Meeting Educational Requirements? No
Curriculum Comparison Needed? No
Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.
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 North Carolina Department of Public Instruction
Board/Agency Website <https://www.dpi.nc.gov/educators/educators-licensure>
Statute/Regulation/Rule Citation N.C.G.S.A. § 115C-270;
16 NCAC 6C.0300
Must Out-of-State Program Graduate Hold License to Qualify? Yes
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) None found
Experience (After Graduating/Outside of Program)
Exam(s) Required Praxis
Notes None
Last Reviewed Date 9/25/2023
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory North Dakota

License Title Out-of-State Reciprocal or Other State Educator, Foreign Language: Spanish (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

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 North Dakota Education Standards and Practices Board

Board/Agency Website <https://www.nd.gov/esp/licensure>

Statute/Regulation/Rule Citation NDCC 15.1-13

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

Must License Applicant Hold Private Certification? No

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

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

NDAC 67.1-02-02-07

Coursework in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners (e.g., universal design for learning, response to intervention, early intervention, positive behavior interventions and supports) is required.

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/25/2023

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

State/Territory Northern Mariana Islands
License Title Initial Educator, Basic I, World Language-Spanish (K-12)
Specialized Accreditation Required? No
Specialized Accreditation Accepted as Meeting Educational Requirements? No
Curriculum Comparison Needed? No
Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.
Supervised Experience (In-Program) N/A
Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name Commonwealth of the Northern Mariana Islands State Board of Education
Board/Agency Website <https://www.cnmipss.org/state-boe-certification>
Statute/Regulation/Rule Citation 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) To advance to Basic II need:
Multicultural Education/Teaching Linguistically Diverse Students
Teaching Reading
Inclusive Practice for Students with Learning Disability
Instructional Strategies/Classroom Management
Internship or Mentoring Program
Computer Technology

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

Instructional Technology
NMI History/Pacific Institute
Reading Diagnostic
Tests and Measurements
Methods in Content Area
Three (3) Courses in Content Area (9 credits)
Experience (After Graduating/Outside of Program)
Exam(s) Required Praxis
Notes None
Last Reviewed Date 9/28/2023
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Ohio

License Title Two Year Resident Educator, Spanish (P-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

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 Ohio Department of Education

Board/Agency Website <https://education.ohio.gov/Topics/Teaching/Licensure>

Statute/Regulation/Rule Citation OAC 3301-24;

R.C. § 3319

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Ohio

Notes Licensure types:

<https://education.ohio.gov/getattachment/Topics/Teaching/Licensure/Out-of-State-Licensure/Teaching-Field-Codes-Teachers-Only.pdf.aspx?lang=en-US>

Last Reviewed Date 9/25/2023

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

State/Territory Oklahoma

License Title Standard Teaching Certificate, Foreign Language: Spanish (PreK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

Supervised Experience (In-Program) N/A

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

Board/Agency Name Oklahoma State Department of Education

Board/Agency Website <https://sde.ok.gov/teacher-certification>

Statute/Regulation/Rule Citation Okla. Admin. Code 210:20-9

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Oklahoma

Notes None

Last Reviewed Date 9/22/2023

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

State/Territory Oregon

License Title Preliminary Teaching or Reciprocal Teaching (if OR exam requirements are not fulfilled), World Language: Spanish (PreK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

Supervised Experience (In-Program) N/A

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

Board/Agency Name Oregon Teacher Standards and Practices Commission

Board/Agency Website <https://www.oregon.gov/tspc/Pages/index.aspx>

Statute/Regulation/Rule Citation OAR 584-200

Must Out-of-State 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 Oregon

Notes None

Last Reviewed Date 9/22/2023

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

State/Territory Pennsylvania

License Title Instructional Certificate, World Languages: Spanish (PK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No, if state/territory is party to the NASDTEC Interstate Agreement

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

Supervised Experience (In-Program) N/A

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

Board/Agency Name Pennsylvania Department of Education

Board/Agency

Website <https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

Statute/Regulation/Rule Citation 24 P.S. § 12-1206; 22 Pa. Code § 49.171

Must Out-of-State Program Graduate Hold License to Qualify? No

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 9/22/2023

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

State/Territory Puerto Rico

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 Puerto Rico Department of Education

Board/Agency Website <https://de.pr.gov/>

Statute/Regulation/Rule Citation 18 L.P.R.A. § 260;

P.R. Regs. DE Reg. 7643

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) N/A

Experience (After Graduating/Outside of Program)

Exam(s) Required N/A

Notes Puerto Rico does not offer the equivalent of a Foreign Langauge (Spanish) license.

Last Reviewed Date 9/28/2023

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

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 Not available
Must Out-of-State Program Graduate Hold License to Qualify? N/A
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) Unknown
Experience (After Graduating/Outside of Program)
Exam(s) Required N/A
Notes Unable to locate any information about specific subjects/endorsements.
Last Reviewed Date 11/28/2023
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

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 Not available
Must Out-of-State Program Graduate Hold License to Qualify? N/A
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) Unknown
Experience (After Graduating/Outside of Program)
Exam(s) Required N/A
Notes Unable to locate any information about specific subjects/endorsements.
Last Reviewed Date 9/28/2023
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Rhode Island

License Title Initial Certificate, World Languages: Spanish (PK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

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 Rhode Island Department of Education

Board/Agency

Website <https://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx>

Statute/Regulation/Rule Citation 200-RICR- 20-20

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/22/2023

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

State/Territory South Carolina

License Title Initial Educator Certificate, Spanish (PK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

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 South Carolina Department of Education

Board/Agency Website <https://ed.sc.gov/educators/certification/>

Statute/Regulation/Rule Citation S.C. Code of Regulations R. 43

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/22/2023

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

State/Territory South Dakota

License Title Initial Certificate, Elementary Spanish or Secondary Spanish (K-8 or 5-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? No

Board/Agency Name South Dakota Department of Education

Board/Agency Website <https://doe.sd.gov/certification/>

Statute/Regulation/Rule Citation ARSD 24:28

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) South Dakota Indian Studies (SDIS) Course.

If you are a teacher and/or administrator and have not completed and approved SD Indian Studies course, you may be issued a one-year provisional certificate.

ARSD 24:28:16:04

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

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes Out of state flowchart: <https://doe.sd.gov/certification/documents/OOS-Reciprocity-Ed%20Prep.pdf>

Reciprocity options: <https://doe.sd.gov/certification/documents/RECIPROCITY-%20ED.pdf>

Last Reviewed Date 9/22/2023

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

State/Territory Tennessee

License Title Practitioner License, Spanish (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Tennessee Department of Education

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

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

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 11/17/2023

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

State/Territory Texas

License Title Out-of-State One Year Certificate (to complete exams) or Standard Certificate (if exams satisfied), Languages Other Than English (LOTE), Spanish (Early Childhood-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

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 Texas Education Agency

Board/Agency Website <https://tea.texas.gov/texas-educators/certification>

Statute/Regulation/Rule Citation 19 TAC § 230;

V.T.C.A., Education Code § 21

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Texas

Notes None

Last Reviewed Date 9/16/2023

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

State/Territory U.S. Virgin Islands

License Title Standard Certificate, Spanish (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework No subject area-specific requirements are available.

From website: <https://www.myviboe.com/certifications>

How to Qualify for Certification

For initial certification in the U.S. Virgin Islands, all candidates must:

Earn a baccalaureate degree.

Submit appropriate applications.

Submit official transcripts from all accredited institutions.

Demonstrate proof of U.S. citizenship, permanent residency or other approved work status.

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

Pass the Praxis® tests for their certification area.

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

The areas are:

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

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

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)

Exam(s) Required Praxis

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

Last Reviewed Date 9/28/2023

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

State/Territory Utah

License Title Professional License, Secondary, World Languages (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

Supervised Experience (In-Program) N/A

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.A.C. R277-301

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 9/16/2023

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

State/Territory Vermont

License Title Professional Educator License, Modern and Classical Languages (PK-6 or 7-12 or PK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes, if graduate does not first earn out-of-state license

Specific Coursework 5440-06 Modern and Classical Languages

The holder is authorized to teach a modern (including American Sign Language) and/or classical language(s) in grades PK-6, 7-12, or PK-12, as specified on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:

Demonstrates knowledge of target language. Demonstrate knowledge of the current national standards related to modern and classical languages/ASL (i.e. The 5 C's of American Council of the Teaching of Foreign Languages, American Classical League, American Sign Language Teachers Association).

1.1. Proficiency in speaking, reading, writing, and listening comprehension in the target language(s)

1.2. The structure, phonetic system, and different socio-linguistic levels of the target language(s)

1.3. The practices, products, and perspectives of the target culture(s), including a broad general foundation in the arts, history, geography, economics, and literature of the target culture(s)

1.4. The individual and societal advantages of learning another language

1.5. The developmental process of second language acquisition (SLA) at the early childhood/elementary and/or middle/secondary levels

1.6. Research-based instructional methods and strategies that develop target language communication skills as they relate to the continuum of instruction and the endorsement level.

2. For American Sign Language, in addition to the above:

2.1. Proficiency in receptive and expressive language

2.2. The application of concepts of phonology, syntax, morphology, and pragmatics to the teaching of American Sign Language

2.3. Knowledge of the history, social structure, artistic, and literary contributions of the Deaf culture

2.4. The ability to interpret contemporary lifestyles, customs, and cultural patterns of the Deaf culture in American Sign Language-speaking communities

3. Performance Standards:

Implements target language curriculum that provides students with opportunities to achieve the cultural and linguistic outcomes specified in current

national standards (i.e. The 5 C's of American Council for the Teaching of Foreign Languages (ACTFL), American Classical League ACL, and American Sign Language Teachers Association ASLTA)

Specifically, the Educator:

- 3.1. Applies knowledge of research-based methods and strategies to design developmentally-appropriate learning activities for students with diverse learning styles, interests, and linguistic backgrounds
- 3.2. Uses appropriate technologies to enhance instruction and learning.
- 3.3. Incorporates authentic materials and media (e.g. music, art, food, film, literature, print or online resources) in order to develop students' understanding and appreciation of the target language and its cultures' history, geographical regions, values, and customs
- 3.4. Designs instruction to develop linguistic and cross-cultural competence, and interdisciplinary connections through critical thinking, problem solving and communication.
- 3.5. Designs a variety of learning activities that incorporate all modes of communication (interpretive, interpersonal and presentational).
- 3.6. Integrates classroom curricular themes with the target language curriculum (early childhood/elementary)
- 3.7. Advocates for all students to acquire foreign language skills and cultural knowledge at the earliest possible age

4. A major in a modern or classical language, or the equivalent in undergraduate and/or graduate coursework. (Native speakers and speakers of ASL are exempt from this requirement.)
5. A minimum of a practicum, or the equivalent, in modern and classical languages at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in modern and classical languages at both the PK-6 and 7-12 instructional levels is required.
6. REQUIRED TESTING: Praxis II subject assessments in the Target Language.
French -- Test Code 5174

Spanish -- Test Code 5195

German -- Test Code 5183

Latin -- Test Code 0600

Chinese -- Test Code 5665

American Sign Language -- Test Code 0632

If applicant/Educator is seeking an endorsement in a language with no specified Praxis II requirement, applicant/Educator must take appropriate ACTFL examination for that language. See www.languagetesting.com for more info.

Supervised Experience (In-Program) A minimum of a practicum, or the equivalent, in modern and classical languages at the elementary (PK-6) or

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

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name State of Vermont Agency of Education

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

Statute/Regulation/Rule Citation Vt. Admin. Code 7-1-13

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/15/2023

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

State/Territory Virginia

License Title Initial Teacher License, Foreign Language (PreK-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework 8 VAC 20-23-360

- A. The specific language of the endorsement will be noted on the license.
- B. Endorsement requirements for foreign language preK-12--languages other than Latin and American Sign Language. The candidate shall have:
 1. Earned a baccalaureate degree from a regionally accredited college or university and graduated from an approved teacher preparation program in a foreign language; or
 2. Earned a baccalaureate degree from a regionally accredited college or university, and completed a major in the foreign language or 30 semester hours of coursework above the intermediate level in the foreign language distributed in the following areas:
 - a. Advanced grammar and composition;
 - b. Conversation, culture and civilization, and literature; and
 - c. In addition to the 30 semester hours, completed a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels.
 3. Endorsement in a second foreign language may be obtained by successfully completing 24 semester hours of coursework above the intermediate level.
 4. Candidates who have learned a foreign language without formal academic credit in a regionally accredited college or university shall complete the following requirements:
 - a. Achieve a qualifying score on a foreign language assessment in the appropriate language as prescribed by the Virginia Board of Education; and
 - b. Earn a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels from a regionally accredited college or university in the United States or obtain teacher certification in another country with at least 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels at a foreign institution.

8 VAC 20-23-190

Professional studies requirements for preK-12, secondary grades 6-12, and adult education endorsements: 18 semester hours. Professional studies requirements for special education endorsements: 21 semester hours. These requirements may be taught in integrated coursework or modules.

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

a. Skills in this area shall contribute to an understanding of the physical, social,

emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.

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

2. Curriculum and instruction: 3 semester hours.

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

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

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

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

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

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

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

- h. Pre-student teaching experiences (field experiences) should be evident within these skills. For preK-12, field experiences shall be at the elementary, middle, and secondary levels.
- 3. Assessment of and for learning: 3 semester hours.
 - a. Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.
 - b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own progress and growth shall be included.
 - c. Skills shall also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.
 - d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal-setting as related to teacher evaluation and determining student academic progress shall be included.
 - e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education such as diagnostic, college admission exams, industry certifications, and placement assessments shall be included.
- 4. Foundations of education and the teaching profession: 3 semester hours.
 - a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.
 - b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities shall be included.
 - c. Professionalism and ethical standards, as well as personal integrity shall be addressed.
 - d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.
- 5. Classroom and behavior management: 3 semester hours.
 - a. Skills in this area shall contribute to an understanding and application of

research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.

- b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.
- c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills and of self-discipline.
- d. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included. The link between classroom management and the students' ages shall be understood and demonstrated in techniques used in the classroom.

6. Language and literacy.

a. Adult education, preK-12, and secondary grades 6-12 - literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas.

Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.

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

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

(2) Reading and writing: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall

include writing strategies and conventions as supporting the composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process and the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.

7. Supervised classroom experience. Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school.

If a preK-12 endorsement is sought, teaching activities shall be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media shall complete the supervised school library media practicum in a school library media setting. Individuals seeking an endorsement in an area of special education shall complete the supervised classroom experience requirement in the area of special education for which the endorsement is sought. One year of successful full-time teaching experience in the endorsement area in a public or an accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.

Supervised Experience (In-Program) A minimum of 10 weeks of successful full-time student teaching

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Virginia Department of Education

Board/Agency Website <https://www.doe.virginia.gov/teaching/licensure/>

Statute/Regulation/Rule Citation 8 VAC 20-23

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) From Application Instructions available on website: <https://doe.virginia.gov/teaching/licensure/>

Certification of Child Abuse and Neglect Recognition and Intervention Training
Include a copy of the certificate verifying completion of this statutory

requirement. Individuals seeking initial licensure must complete study in child abuse and neglect recognition and intervention in accordance with curriculum guidelines approved by the Virginia Board of Education. A training module is available at no cost.

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

Include documentation verifying this statutory requirement has been met. Every person seeking initial licensure or renewal of a license shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross.

Dyslexia Awareness Training

Include a copy of the certificate verifying completion of this statutory requirement. Individuals seeking initial licensure shall complete awareness training on the indicators of dyslexia, as that term is defined by the Board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia. A dyslexia module is available at no cost.

Behavior Intervention and Support Training

Include a copy of the certificate verifying completion of this statutory requirement. Applicants who complete a Virginia state-approved program will have completed this as part of their program. A series of modules that meet the new training requirement for initial licensure can be found on the ODU VDOE joint webpage and can be completed at no cost. Applicants who did not receive the training through a Virginia state-approved program may complete the modules on their own and submit the documentation.

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/15/2023

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

State/Territory Washington

License Title Residency Teacher, World Languages (Preschool-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

Supervised Experience (In-Program) N/A

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

Board/Agency Name Washington Office of Superintendent of Public Instruction

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

Statute/Regulation/Rule Citation WAC 181-79A

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Washington

Notes None

Last Reviewed Date 9/15/2023

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

State/Territory West Virginia

License Title Professional Teaching Certificate, Spanish (PreK-Adult or 5-Adult)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

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 West Virginia Department of Education

Board/Agency Website <https://wvde.us/certification/certification-info/>

Statute/Regulation/Rule Citation W. Va. Code § 18A-3

Must Out-of-State Program Graduate Hold License to Qualify? 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 9/13/2023

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

State/Territory Wisconsin

License Title Provisional Educator License, Spanish (K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Wisconsin standards are aligned with CAEP (and relevant SPA) standards.

Wis. Adm. Code § PI 34.040 (g) Out--of--state program. The applicant meets all of the following requirements: 1. Completed an out--of--state educator preparation program that meets all of the following requirements: a. Is approved by the state education agency of the state in which it is located. b. Is comparable to an approved program, including student teaching experience. 2. Received an institutional endorsement from the preparation program. 3. Demonstrated content knowledge by meeting the requirements under s. PI 34.021 (1) (c). 4. Demonstrated pedagogical knowledge, as required under s. PI 34.021 (1) (d).

Wis. Adm. Code § PI 34.002 Except as otherwise provided in this chapter, to receive a license to teach under subch. VI, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions in all of the following: (1) PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils. (2) LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards. (3) LEARNING ENVIRONMENTS. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self--motivation. (4) CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content. (5) APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (6) ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

(7) PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross--disciplinary skills, pedagogy, pupils, and pupils' communities. (8) INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way. (9) PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil. (10) LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Supervised Experience (In-Program) Yes, per CAEP/SPA standards

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Wisconsin Department of Public Instruction

Board/Agency Website <https://dpi.wi.gov/licensing>

Statute/Regulation/Rule Citation Wis. Adm. Code § PI 34

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Minority Group Relations - All (AKA Human Relations)

Minority Group Relations - WI American Indian Bands and Tribes

Special Education

Conflict Resolution

Reading and Language Arts Instruction

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

(9)(a) Except as provided in par. (b), the state superintendent may not issue an initial teaching license, school district administrator's license or school

administrator's license unless the applicant has demonstrated competency in all of the following:

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

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

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

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/12/2023

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

State/Territory Wyoming

License Title Standard Educator License, World Language: Spanish (K-6 or 5-8 or 6-12 or K-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

Specific Coursework Out-of-state approved teacher preparation program graduates meet educational requirements.

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement

Board/Agency Name Wyoming Professional Teaching Standards Board

Board/Agency Website <http://wyomingptsb.com/>

Statute/Regulation/Rule Citation W.S.1977 § 21-2;

WY Rules and Regulations 019.0001.4 § 4

Must Out-of-State Program Graduate Hold License to Qualify? No

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Demonstration of Knowledge through Coursework

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

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

Demonstration of Knowledge through Examination

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

see the links to the study guides below.

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/12/2023

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

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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