

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, General Social Science (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.

(1) Overview. An individual who holds a valid professional educator certificate issued by another state, the District of Columbia, a U.S. Territory, or the Department of Defense Education Activity (henceforth in this Rule referred to as “another state”) may seek an Alabama Professional Educator Certificate or Professional Leadership Certificate. This approach is commonly referred to as Certificate Reciprocity.

(2) Limitations on Issuance.

(a) An individual may be eligible for Alabama certification only if the professional educator certificate issued by another state is in an area, at a grade level, and at degree level in which Alabama offers comparable certification.

Ala. Admin. Code 290-3-2-.20

For applicants who completed a Master's degree and are seeking the Masters-degree level on their AL license (i.e. Class A):

(e) The completion of a graduate-level (master's degree level or higher) state-approved P-12 educator preparation program may be verified on Form VER for consideration of advancing the degree level of the Alabama certificate offered to an applicant whose valid professional educator certificate issued by another state reflects an area of comparable certification, but does not reflect a degree level.

1. The program must require at least 30 semester hours of graduate credit and the transcript must post a major in the teaching field at the degree level of the program. However, if by institutional policy a major in the teaching field is not posted, verification of having earned at least 12 semester hours of graduate credit in the teaching field is required. The 12 semester hours of graduate credit may not include credit for internship, practicum, student teaching, or lab experiences. This credit must have been earned prior to the date of program completion and must not have been applied to the prior issuance of an Alabama certificate in any area.

Ala. Admin. Code 290-3-2-.20

Supervised Experience (In-Program) None found

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

Board/Agency Name Alabama State Department of Education

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

Statute/Regulation/Rule Citation Ala.Code 1975 § 16-23;

Ala. Admin. Code r. 290-3-2

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Alabama prescribed Praxis subject area test

Admin Code r.290-3-2-.20 (9)

Note, as of August 2025, all testing is currently waived for reciprocity applicants (i.e. applicants who hold a valid, comparable license in another state)

Notes None

Last Reviewed Date 8/24/2025

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, Social Science

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.

(a) For purposes of issuing a certificate under this chapter, the commissioner will accept the educator preparation program completed by an applicant for a professional teacher certificate under 4 AAC 12.305(b), special education endorsement certificate under 4 AAC 12.330, school administrator or special education administrator certificate under 4 AAC 12.345, and a special education administrator certificate under 4 AAC 12.347, if the preparation program

(1) is approved by the board under 4 AAC 12.308; or

(2) for a program offered in another state, is

(A) offered by a regionally accredited institution of higher education or was an alternate program approved by the board of education or chief school officer in the state in which the program is offered as meeting the state's standards for comparable certificates; and

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

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

Alaska Admin. Code tit. 4, § 12.307

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

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

(1) a teacher preparation program;

(2) a special education teacher preparation program;

(3) an education administrator preparation program; the program may include a specialization for principal or superintendent;

(4) a special education administrator preparation program;

(5) a special services preparation program in school psychology, school counseling, school social work, or school library science.

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

Supervised Experience (In-Program) No supervised experience requirements are available. Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards. See Specific Coursework entry for more details.

Note, Student teachers serving in Alaska public schools must receive authorization from the Teacher Certification Office.

[https://education.alaska.gov/teacher/certification/certification/miscellaneous-certificates-and-](https://education.alaska.gov/teacher/certification/certification/miscellaneous-certificates-and-processes#_Student_Teacher_Authorization)

[processes#_Student_Teacher_Authorization](https://education.alaska.gov/teacher/certification/certification/miscellaneous-certificates-and-processes#_Student_Teacher_Authorization)

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

Board/Agency Name Alaska Department of Education & Early Development

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

Statute/Regulation/Rule Citation 4 AAC 12.300

4 AAC 12.305

4 AAC 12.307

4 AAC 12.308

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) 4 mandatory trainings

From the website:

Applicants must be able to demonstrate that the following mandatory training has 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 training approved by an Alaska public school district, or the Department of Education & Early Development (DEED) will satisfy this requirement. Training offered by universities and other organizations must be approved by DEED.

Suicide awareness and prevention (AS 14.30.362)

As per statute, only training approved by the Department of Education & Early Development (DEED) will satisfy this

requirement. Visit Suicide Prevention, Awareness, and Postvention.

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Alaska requires applicants to provide verification of passing scores on an approved basic competency exam and content area exam. Note that teachers in grades K-3 must obtain an AK Reads Endorsement as well.

Approved basic competency exams: <https://education.alaska.gov/teachercertification/praxis>

Approved content area exams: <https://education.alaska.gov/teachercertification/contentareaexams>

Approved AK Reads Endorsement exams: <https://education.alaska.gov/Alaska-Reading-Resources/DEED-Approved-Courses-and-Exams>

Notes Applicants may qualify for a three-year initial license if they have taken 3 semester hours each of Alaska Studies and Multicultural courses.

Last Reviewed Date 7/29/2025

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 (3) Professional teacher certification I—Requires no less than a baccalaureate degree and successful completion of ASDOE approved courses and tests.

AS Code 16.1001 (d)

Supervised Experience (In-Program) N/A

Member of Compact or Reciprocity Agreement? N/A

Board/Agency Name American Samoa Department of Education

Board/Agency Website <https://www.amsamoadoe.com/>

Statute/Regulation/Rule Citation AS Code 16.1001

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

Must License Applicant Hold Private Certification? N/A

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

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

Exam(s) Required Not found on AS website or in regulations. The ETS website shows that AS uses Praxis.
<https://praxis.ets.org/state-requirements/americansamoa-tests.html>

Notes None

Last Reviewed Date 7/29/2025

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, Social Studies

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Supervised Experience (In-Program) None found

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

Board/Agency Name Arizona Department of Education

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

Statute/Regulation/Rule Citation Ariz. Admin. Code R7-2-610

Ariz. Admin. Code R7-2-621

Ariz. Rev. Stat. Ann. § 15-532

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Applicants coming from another state are required to have U.S. Constitution and Arizona State Constitution. These are allowable deficiencies for 1 or 3 years, depending on the area of certification, and the certificate will be issued without meeting these requirements.

From: <https://www.azed.gov/educator-certification/forms-and-information/reciprocity>

R7-2-621. Reciprocity

D.The applicant shall have completed the required class or passed a satisfactory examination on the provisions and principles of the Constitutions of the United States and Arizona.

E.Notwithstanding any other provision, the deficiencies allowed pursuant to Arizona Revised Statutes in Arizona Constitution and United States Constitution shall be satisfied prior to the issuance of the same type of certificate prescribed in this Article, but are subject to suspension as follows:

1.An applicant's standard Arizona teaching certificate shall be suspended three years from the date of issuance if the applicant has not completed the required class or passed a satisfactory examination on the provisions and principles of the Constitutions of the United States and Arizona.

2.An applicant's standard Arizona teaching certificate shall be suspended one year from the date of issuance if the applicant has not completed the required class or passed a satisfactory examination on the provisions and principles of the Constitutions of the United States and Arizona if the applicant applies for a certificate authorizing the perMarch son to teach an academic course that focuses predominantly on history, government, social studies, citizenship, law or civics.

3.The suspension for a deficiency in the Constitutions of the United States and Arizona is not considered a disciplinary action and the applicant shall be allowed to correct that deficiency within the remaining time of the standard certification.

A.A.C. § R7-2-621

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Applicants who hold a valid certificate in another state are exempt from the AZ exams.

R7-2-621. Reciprocity

A.The Board shall issue a comparable standard Arizona certificate or endorsement as applicable, if one is established pursuant to this Article, to an applicant who holds a valid certificate or endorsement from another state and is in good standing with that other state. These applicants are exempt from all provisions of the Arizona Teacher proficiency examinations.

A.A.C. § R7-2-621

Notes Out-of-state program completers who do not hold a valid, current, professional license in another may still apply for AZ certification. Applicants will need to meet the coursework and testing requirements detailed here: <https://www.azed.gov/educator-certification/forms-and-information/certificates>

Last Reviewed Date 7/30/2025

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, Social Studies - Secondary (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.

2-6.02.13 The Division shall grant reciprocity to a person who holds a current or expired Standard License (or Standard License Equivalent) from another state upon receipt of the following:

2-6.02.13.1 A valid, Standard License (or Standard License Equivalent) that:

2-6.02.13.1.1 Was issued in another state; and

2-6.02.13.1.2 Has been in good standing during the most recent three (3) years of the applicant's teaching experience;

2-6.02.16 Documentation of one (1) of the following:

2-6.02.16.1 Successful completion of a program of teacher education at a nationally or regionally accredited institution of higher education, but only if the applicant possesses a Standard License Equivalent;

2-6.02.16.2 Successful completion of an educator preparation program that is nationally accredited by an accrediting organization recognized by the United States Department of Education, the Council for Higher Education,

2-6.02.16.3 If the applicant is a National Board Certified Teacher, documentation of current certification from the National Board of Professional Teaching Standards.

ARKANSAS DEPARTMENT OF EDUCATION DIVISION OF ELEMENTARY AND SECONDARY EDUCATION RULES GOVERNING EDUCATOR LICENSURE

Supervised Experience (In-Program) None found

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

Board/Agency Name Arkansas Department of Education

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

Statute/Regulation/Rule Citation AR DESE Rules 2-6.02.13

A.C.A. § 6-17-403

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Arkansas History:

2-6.02.17 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 an approved learning pathway;

2-6.02.17.1 The Division may issue a one-year Provisional License for an applicant who has not completed the Arkansas History requirements of Section 2-5.02.2;

Professional Development:

2-6.02.18 Documentation of the completion of the professional development, identified in Appendix B.

2-6.02.19 The Division may issue a Provisional License for an applicant who has not completed the professional development under Section 2- 5.02.2.

Child Maltreatment/Mandated Reporting per Ark. Code Ann. § 6-61-133

Family and Community Engagement per Ark. Code Ann. § 6-15-1703

Mental Health Awareness and Teen Suicide Awareness and Prevention per Ark. Code Ann. § 6-17-708

Bullying Prevention per Ark. Code Ann. § 6-17-711

Dyslexia per Ark. Code Ann. § 6-41-609

Human Trafficking per Ark. Code Ann. § 6-17-710

Arkansas History per Ark. Code Ann. § 6-17- 418

ARKANSAS DEPARTMENT OF EDUCATION DIVISION OF ELEMENTARY AND SECONDARY EDUCATION RULES GOVERNING EDUCATOR LICENSURE

Experience (After Graduating/Outside of Program) AR licensure requires 3 years of teaching under the out-of-state license or passing scores on assessments

2-6.02.13.4 Documentation that the applicant has completed at least three (3) years of teaching under the out-of-state license.

2-6.02.13.4.1 An applicant who has not completed three (3) years of teaching under the out-of-state license shall also submit an official score report: (see exam entry for more details)

ARKANSAS DEPARTMENT OF EDUCATION DIVISION OF ELEMENTARY AND SECONDARY EDUCATION RULES GOVERNING EDUCATOR LICENSURE

Exam(s) Required AR licensure requires 3 years of teaching under the out-of-state license or passing scores on assessments

2-6.02.13.4 Documentation that the applicant has completed at least three (3) years of teaching under the out-of-state license.

2-6.02.13.4.1 An applicant who has not completed three (3) years of teaching under the out-of-state license shall also submit an official score report:

2-6.02.13.4.1.1 Reflecting passing scores on the appropriate content-area assessments required by the licensing state, including for licensure in Elementary Education (K-6) or Special Education (K-12) the standalone reading assessment, as adopted by the State Board; or

2-6.02.13.4.1.2 If the licensing state does not require such assessments, reflecting passing scores, as approved by the State Board, on the appropriate content-area assessments as mandated by the State Board, including for licensure in Elementary Education

(K6) or Special Education (K12) the stand-alone reading assessment, as adopted by the State Board;
2-6.02.13.4.1.2.1 The Division may issue a Provisional License for up to three (3) years for an applicant who has not completed the stand-alone reading assessment;
2-6.02.13.4.1.3 An out-of-state applicant may also be eligible for the Alternate Assessment Plan as referenced in section 2-6.02.3.2.

ARKANSAS DEPARTMENT OF EDUCATION DIVISION OF ELEMENTARY AND SECONDARY EDUCATION RULES GOVERNING EDUCATOR LICENSURE

Notes None

Last Reviewed Date 8/1/2025

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, Social Science (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.

(a) Notwithstanding any provision of this chapter, the commission shall issue a five-year preliminary multiple subject teaching credential authorizing instruction in a self-contained classroom, a five-year preliminary single subject teaching credential authorizing instruction in departmentalized classes, or a five-year preliminary education specialist credential authorizing instruction of special education pupils to an out-of-state prepared teacher who meets all of the following requirements:

(1) Possesses a baccalaureate degree from a regionally accredited institution of higher education.

(2) Has completed a teacher preparation program at a regionally accredited institution of higher education or a state-approved teacher preparation program offered by a local educational agency.

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

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

Cal. Educ. Code § 44274.2

Supervised Experience (In-Program) 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 California Commission on Teacher Credentialing

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

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

5 CCR § 80000

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Applicants must meet the Basic Skills Requirement (BSR) within one year of application. The BSR may be met through holding a bachelor's degree from an accredited university, completing specific coursework, or passing an exam. [https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667))

Notes None

Last Reviewed Date 8/11/2025

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, Social Studies (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Per Colorado State Board of Education rule 1 CCR 301-37 2.03(3), individuals who complete endorsement or degree programs outside Colorado must hold or be eligible to hold the associated license in the state of preparation in order for Colorado to recognize that program. Individuals also will need to meet any other Colorado licensure and endorsement requirements.

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

2.03(3) Out-of-state applicants. An initial license may be issued to an applicant from another state or country whose qualifications meet or exceed the requirements of the State Board of Education and who has met the following requirements:

2.03(3)(a) has completed the appropriate degree, experiences, and educational level for the license and endorsement(s) requested as specified in these rules;

2.03(3)(b) has successfully completed an educator preparation program approved or authorized by a state other than Colorado, including a program at an accepted institution of higher education in the endorsement area sought or another educator preparation program, including an alternative teacher preparation program;

1 CCR 301-37:3.00

4.18 Social Studies (Grades 6-12)

To be endorsed in social studies, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program in social studies; be knowledgeable about and able to instruct students in the Colorado Academic Standards in social studies; and have demonstrated the competencies specified below:

1 CCR 301-101

Supervised Experience (In-Program) 800 hours with a majority in a continuous clinical placement

2.03(3) Out-of-state applicants. An initial license may be issued to an applicant from another state or country whose qualifications meet or exceed the requirements of the State Board of Education and who has met the following requirements:

2.03(3)(c) has successfully completed a clinical experience that meets or exceeds Colorado's field-based experience requirement as specified in 11.02 of these rules;

11.02(1)(d)(i) Clinical experiences must be aligned with educator preparation program curricula so that candidates develop pedagogical skills and pedagogical content knowledge; and

11.02(1)(d)(i)(A) Include a minimum of 800 hours for teacher candidates;

11.02(1)(d)(i)(C) A majority of the clinical experience hours must be completed through a continuous clinical placement

1 CCR 301-37

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? Per Colorado State Board of Education rule 1 CCR 301-37

2.03(3), individuals who complete endorsement or degree programs outside Colorado must hold or qualify to hold the associated license in the state of preparation in order for Colorado to recognize that program

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Applicants must demonstrate content knowledge. A Praxis exam is one option.

Out-of-state applicants must provide documentation of content knowledge for each endorsement requested, to include one or more of the following:

-bachelor's or higher degree in social studies, history or political science; or

-24 semester hours of coursework as identified on the social studies endorsement worksheet; or

-PRAXIS 5081(150); or

-A CDE-provided Multiple Measures of Content Competency approval notice (for the first endorsement requested only).

<https://www.cde.state.co.us/educatoralent/multiplemeasuresOOS>

<https://www.cde.state.co.us/cdeprof/endorsementrequirements>

Notes None

Last Reviewed Date 8/12/2025

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, History & Social Studies (4-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework On and after July 1, 1993, to receive an initial educator certificate for 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-451

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) None found

Exam(s) Required Must pass the CT Board-approved exams

Sec. 10-145f. Testing for prospective teachers.

(b)

(1) Any person who does not hold a valid certificate pursuant to section 10-145b, as amended by this act, shall achieve a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment in order to be eligible for a certificate pursuant to said section unless such assessment has not been approved by the State Board of Education at the time of application, in which case the applicant shall not be denied a certificate solely because of the lack of an evaluation on such assessment.

Conn. Gen. Stat. § 10-145f

Notes None

Last Reviewed Date 8/24/2025

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, Secondary Social Studies Teacher Standard Certificate (9-12)

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.

4.0 Requirements for an Initial License

4.1 Pursuant to 14 Del.C. §1210(a), the Department may issue an Initial License to an applicant who has satisfied the requirements in subsections 4.1.1 through 4.1.3.

4.1.1 The applicant shall have earned, at a minimum, a bachelor's degree from a 4-year regionally accredited college or university. Notwithstanding the foregoing requirement, an applicant for a Skilled and Technical Sciences Teacher Standard Certificate (14 DE Admin. Code 1559) shall complete the coursework specified in Section 4.0 of 14 DE Admin. Code 1559 prior to the expiration of the Initial License.

4.1.2 The applicant shall have simultaneously applied for and met the requirements of at least 1 content area Standard Certificate.

4.1.2.1 An Initial License will not be issued if the applicant does not meet the requirements of the content area Standard Certificate sought or is ineligible for an Emergency Certificate.

14 Del. Admin. Code 1510

Secondary Social Studies Teacher Standard Certificate

4.1.1.2 Earned a bachelor's degree from a regionally accredited college or university with a minimum of 30 semester hours of coursework in secondary social studies education 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 standard

14 Del. Admin. Code 1544

Supervised Experience (In-Program) Must follow NCATE/CAEP standards or one of the alternative options

4.1.3 The applicant shall have completed a Student Teaching Program or meet the requirements of 1 of the alternatives to student teaching as provided in subsections 4.1.3.1 through 4.1.3.5.

"Student Teaching Program" means a traditional student teaching placement within a Council for the Accreditation of Educator Preparation (CAEP) approved program offered by a college or university, or such alternatives as deemed appropriate to the program, such as supervised internships or other field based experience recognized as a required component of the regionally accredited educator preparation program or a student teaching placement within a state-approved educator preparation program where the state approval body employed the appropriate standards.

4.1.3.1.2 Teaching experience from an Alternative Routes for Teacher Licensure and Certification program may not be used to satisfy the requirement in subsection 4.1.3.1.

4.1.3.1.3 Before commencing the 91 days of substitute teaching, the applicant shall hold a bachelor's degree from a regionally accredited college or university.

4.1.3.1.4 The applicant shall have completed 1 of requirements in subsections 4.1.3.1.4.1 through 4.1.3.1.4.3.

4.1.3.1.4.1 The applicant completed a minimum of 24 credits in the content area of the Standard Certificate sought with a Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale.

4.1.3.1.4.2 The applicant obtained the minimum score on the approved content area examination in the content area of the Standard Certificate sought.

4.1.3.1.4.3 The applicant will be employed as a teacher in the Jobs for Delaware Graduates Program.

4.1.3.1.4.4 The applicant completed a major in education studies or other education major in the content area of the Standard Certificate sought.

4.1.3.1.5 The minimum of 91 days of long-term substitute teaching shall be completed within 2 consecutive school years. The application for an Initial License must be submitted within 1 year of the completion of the 91 days.

14 Del. Admin. Code 1510

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

Board/Agency Name Delaware Department of Education

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

Statute/Regulation/Rule Citation 14 Del.C. § 1220

14 Del. Admin. Code 1500

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

4.1.2 The applicant shall have achieved a minimum score on 1 of the following examinations:

4.1.2.1 A minimum score of 157 on the Praxis Subject Assessment - Social Studies: Content Knowledge (ETS Test Code #5081);
or

4.1.2.2 A minimum score of 153 on the Praxis Subject Assessment - Social Studies (ETS Test Code #5581).

4.1.3 Notwithstanding the requirement of subsection 4.1.2, if the applicant did not achieve the minimum score, the applicant shall meet the requirements set forth in 14 DE Admin. Code 1519 Multiple Measures for Demonstrating Content Knowledge.

4.2 For an applicant who holds at least 1 content area Standard Certificate, the applicant shall have achieved a minimum score on 1 of the examinations as provided in subsection 4.1.2. Notwithstanding the foregoing, if the applicant did not achieve the minimum score, the applicant shall meet the requirements set forth in 14 DE Admin. Code 1519 Multiple Measures for Demonstrating Content Knowledge.

14 Del. Admin. Code 1544

Notes None

Last Reviewed Date 8/19/2025

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, Social Studies (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.

1605.3 OSSE shall award a credential to any applicant who holds or qualifies for an equivalent credential awarded by a state that has established a reciprocity agreement with the District of Columbia.

1605.4 OSSE shall grant an appropriate credential to any applicant from another state that has completed teacher preparation that is at least comparable or equivalent to preparation that meets teacher preparation standards in the District of Columbia, as determined by OSSE, if both of the following circumstances exist:

(a) A reciprocity agreement with the other state is pending completion, or the other state has declined to enter into a reciprocity agreement with the District of Columbia; and

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

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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? No. Per 1605.3 OSSE shall award a credential to any applicant who holds or qualifies for an equivalent credential awarded by a state that has established a reciprocity agreement with the District of Columbia.

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Applicants must meet Basic Skills, Content, and Pedagogy requirements (as applicable). OSSE may accept exams passed for an out-of-state license.

1601.9 An applicant shall be issued a standard teaching credential by meeting the following requirements and submitting the following:

(3) Successfully passed an examination approved by OSSE, developed to assess general reading, writing, mathematics skills, and other general content knowledge as designated by OSSE; or earned a minimum overall 3.0 grade point average on a 4.0 scale culminating in a bachelor's degree at a college or university accredited by one of the regional accrediting bodies approved by the U.S. Department of Education, or the equivalent of a 3.0 grade point average on a 4.0 scale culminating in a bachelor's degree at a college or university located outside the United States;

(4) Successfully passed a subject matter content examination approved by OSSE, in the content discipline for which a credential is sought; and

(5) Successfully passed a grade-appropriate pedagogy examination approved by OSSE, or performance-based assessment, as designated by OSSE, with a qualifying score determined by OSSE;

CDCR 5-A1601

Notes None

Last Reviewed Date 8/20/2025

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 No subject-specific certifications found. See Notes for general certification requirements.
Specialized Accreditation Required? No
Specialized Accreditation Accepted as Meeting Educational Requirements? No
Curriculum Comparison Needed? No
Specific Coursework N/A
Supervised Experience (In-Program) None found
Member of Compact or Reciprocity Agreement? N/A
Board/Agency Name The Federated States of Micronesia (FSM) Teacher Certification Program
Board/Agency Website <https://www.national.doe.fm/>
Statute/Regulation/Rule Citation 40 FSMC §114;
17 FSMC §102-104
Must Out-of-State Program Graduate Hold License to Qualify? No
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) None found
Experience (After Graduating/Outside of Program) None found
Exam(s) Required N/A
Notes Teacher Certification Regulations
Part 4. National Teacher Certification Requirements
No person shall serve as a teacher in any elementary or secondary school within the Federated States of Micronesia, without first having obtained a National Teacher Certificate from the FSM National Department of Education.
The certificate shall be issued without cost to the teacher, in such form as the Secretary determines.
Each State Director of Education shall ensure that all teachers, at both public and private schools in the Federated States of Micronesia, shall be duly certified and in possession of a valid teacher certificate as required by law and these regulations. Upon a finding, after notice and a hearing conducted consistent with the provisions of section 109 of FSM Code Title 17, Chapter 1, that any person has served as a teacher without a valid certificate issued pursuant to law or regulations, the Secretary may withhold or withdraw accreditation of the school where such person has served or is serving.

<https://www.national.doe.fm/teacher-certification-regulations/>
Last Reviewed Date 8/25/2025
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 5 years to complete required FL exams) or Professional Certificate, Social Science (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.

(c) Teacher education programs in states other than Florida. A teacher education program at the bachelor's or higher degree level shall fulfill the general and professional preparation requirements and the specialization requirements for a certification subject area in accordance with the following provisions:

1. The teacher education program shall have been granted by an accredited or a Department approved institution; and,
2. The major subject of the approved program shall be in a subject in which Florida offers certification; and,
3. The instructional level of the major subject of the approved program shall be comparable to or broader than the instructional level at which Florida offers certification in the subject; and,
4. The program curriculum shall have included preservice field experiences and an internship or practicum appropriate to the certification subject area in a prekindergarten through grade 12 setting under the supervision of qualified educators; and,
5. When a master's or higher degree is required for Florida certification in a subject, the program must have been completed at the same or higher degree level.

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

Supervised Experience (In-Program) (c) Teacher education programs in states other than Florida. A teacher education program at the bachelor's or higher degree level shall fulfill the general and professional preparation requirements and the specialization requirements for a certification subject area in accordance with the following provisions:

4. The program curriculum shall have included preservice field experiences and an internship or practicum appropriate to the certification subject area in a prekindergarten through grade 12 setting under the supervision of qualified educators;

6A-4.003, F.A.C.

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

Board/Agency Name Florida Department of Education

Board/Agency Website <https://www.fldoe.org/teaching/certification/>

Statute/Regulation/Rule Citation Fla. Admin. Code r. 6A-4.003

Fla. Admin. Code r. 6A-4.004

Fla. Stat. § 1012.56

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required All Professional certificates require passing scores on the General Knowledge, subject area, and Professional Education exams (FTCE). Out-of-state program completers will be eligible for a Temporary license, allowing them 5 years to pass these exams.

6A-4.004, F.A.C.

Notes Out-of-state Graduates of Approved Teacher Education Programs

Florida accepts approved teacher preparation programs from other states for initial certification, provided that: the program area is also a subject in which Florida offers certification, and the training was completed at the same degree level required in Florida for that subject.

If you are a graduate of an approved teacher preparation program from an institution located in another state, you will likely qualify for a Temporary Florida Educator's Certificate. The Temporary Certificate allows you to begin teaching full-time while you complete the certification exams for the Professional Certificate.

<https://www.fldoe.org/teaching/certification/pathways-routes/teacher-edu-program-graduates.shtml#03>

Last Reviewed Date 8/25/2025

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, Secondary Social Studies (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. Note, graduates must meet Special Georgia Requirements (as listed in the Exams and Training columns)

(2) Out-of-State Programs. The GaPSC may certify individuals who have completed state-approved educator preparation programs in any state, under the following conditions:

(a) The educator preparation program was approved by the state approval authority in a state that approves teacher preparation programs, the program was approved for the field in which the educator completed the program, and the program held approval status during the year in which the individual completed the program.

(b) The individual has completed all state-approved program requirements and the authorized official at the program provider has verified program completion on the appropriate GaPSC form.

(c) The program was completed in a field recognized by the GaPSC. If the program was completed in an area recognized in Georgia as an endorsement only, the individual will be eligible for the appropriate endorsement certificate in that field.

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

Supervised Experience (In-Program) Out-of-state program completers completing student teaching in Georgia must meet specific Georgia requirements, including holding a Pre-Service Certificate before beginning clinical experiences

(2) Out-of-State Programs. The GaPSC may certify individuals who have completed state-approved educator preparation programs in any state, under the following conditions:

(d) The individual has completed field experience or clinical practice including student teaching. If field experiences, clinical practice or student teaching was completed in a Georgia local unit of administration (LUA), holding acceptable certification while completing practicum requirements is mandatory and educators (mentors, cooperating teachers, educational leadership coaches/mentors, Service (S) field supervisors) who supervise the field experiences at Georgia schools shall meet requirements outlined in GaPSC Rule 505-2-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS. If the educator does not meet these requirements, the clinical practice or field experience does not meet Georgia certification requirements and will not be accepted.

2. Effective July 1, 2020, individuals completing field experiences/clinical practice/ culminating residency (often referred to as student teaching) in a Georgia LUA must be placed in classrooms for a minimum of one full semester or the equivalent.

(i) A full semester is defined as 600 hours (15 weeks, 5 days per week, 8 hours per day). Accounting for illnesses, holidays, and professional development, the accepted minimum is 500 hours.

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

13. Out-of-state EPPs offering initial teacher preparation programs to Georgia residents and/or to residents of other states who fulfill field and clinical experiences in Georgia B/P-12 schools shall ensure their candidates hold the Georgia Pre-Service Certificate prior to beginning any field and clinical experiences in any Georgia B/P-12 school required during program enrollment. The requirements for this certificate are outlined in GaPSC Rule 505-2-.03 PRE-SERVICE TEACHING CERTIFICATE. Out-of-state EPPs preparing candidates for Georgia certification who are employed as a teacher of record while enrolled in their programs shall ensure their candidates hold the appropriate Georgia Teaching (T) certificate (e.g., Provisional Certificate, Permit, or Waiver Certificate). Out-of-state EPPs must also ensure their candidates meet all program assessment requirements outlined in this rule in paragraphs (3) (e) (6); the requirements specified in GaPSC Certification Rule 505-2-.22 CERTIFICATION BY STATE-APPROVED PROGRAM, paragraph (2) (d) 2; and the requirements outlined in GaPSC Certification Rule 505-2-.04 INDUCTION CERTIFICATE, including the required amount of time spent in the culminating clinical experience (i.e., student teaching or internship occurring after, and not including, field experiences), and passing the ethics and content assessments.

Ga. Comp. R. & Regs. r. 505-3-.01

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 (Exceptional Child) Course

The special education requirement mandated by House Bill 671 is satisfied by completing a course in the identification and education of children who have special educational needs. This general introductory survey course emphasizes the characteristics of all exceptionalities (behavioral, developmental, and learning disabilities, deaf education, physical and health disabilities, and visual impairment, as well as gifted) with the appropriate identification and educational programming. In addition to coursework, the following may also satisfy the requirement:

Holding National Board for Professional Teaching Standards (NBPTS) certification;

A degree with a major in Special Education; or

Five years of successful out-of-state educator experience (see Out-of-State Experience Exemption below for more information); There are many courses that cover the required topics, and 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 would be applicable, please Contact Certification and include the course name, course description, and a link to the institution's website.
<https://www.gapsc.com/Certification/SpecialGeorgiaRequirements.aspx>

(b) Individuals prepared by a GaPSC-accepted out-of-state provider and fulfilling field and clinical experiences in Georgia.
 2. Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA

REQUIREMENTS:

(i) Satisfy the Special Education requirement with a grade of B or better.

Ga. Comp. R. & Regs. r. 505-2-.04

Experience (After Graduating/Outside of Program) None found

Exam(s) Required All applicants must meet the Special Georgia Requirements:

(b) Individuals prepared by a GaPSC-accepted out-of-state provider and fulfilling field and clinical experiences in Georgia.
 2. Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA

REQUIREMENTS:

(i) Attain a passing score on the following assessments:

(I) GACE content knowledge assessment in the field of preparation. If no GACE content knowledge assessment is available for the certification field requested, the applicant is exempt from this requirement.

(II) GACE Ethics for Teachers Assessment.

(III) GACE literacy assessment aligned with the field of preparation if enrolled on or after June 1, 2025.

Ga. Comp. R. & Regs. r. 505-2-.04

Notes None

Last Reviewed Date 8/28/2025

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, Social Studies (6-12)

Specialized Accreditation Required? No

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

Curriculum Comparison Needed? No

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

(l) Holders of Degrees from NCATE-Accredited Institutions. Holders of degrees in teacher preparation awarded by an institution accredited by the National Council for Accreditation of Teacher Education (NCATE) shall be eligible for an Initial Educator Certificate with the addition of the requirements that are stated in § 8105 (b)(1)(A), (B), (C) and (D).

(m) Interstate Reciprocity. Individuals holding a valid state teaching credential, such as a license or certificate, may qualify for an initial Guam certificate with comparable endorsement areas provided such license is issued by a state that has signed the NASDTEC Inter-State Agreement and is a full credential without deficiencies; or holds national certification from the National Board for Professional Teaching Standards (NBPTS).

5A GU ADC 8104

Supervised Experience (In-Program) None found

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

Board/Agency Name Guam Commission for Educator Certification

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

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

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

Must License Applicant Hold Private Certification? No

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 8/28/2025

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, Social Studies (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.

(a) A non-renewable provisional license may be granted to an applicant for three (3) years provided that the individual has met the following criteria:

(1) Possesses a baccalaureate degree from a regionally accredited institution or the equivalent from a non-U.S. institution;

(2) Satisfactorily completed a State-approved teacher, librarian or counselor education program;

Haw. Code R. 8-54-9.1 (Weil)

HTSB honors reciprocity for all 50 states, District of Columbia, Puerto Rico, US Virgin Islands, Guam, and CNMI for jurisdictional approved preparation programs leading to licensure, licenses, and verifiable relevant experience. HTSB will evaluate non-US programs, licenses, and experiences, please provide the necessary documentation during the application process.

(<https://hawaiiteacherstandardsboard.org/content/permits-and-license-types/>)

Supervised Experience (In-Program) Must meet external requirements (out-of-state approved program)

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) None Found

Exam(s) Required HTSB-approved exams, passed within the last five years

From the Board website:

Effective January 1, 2023, the HTSB shall accept all official passing scores from HTSB-approved exams completed within five (5) years prior to the application of licensure. Official passing scores from HTSB-approved exams that are older than five (5) years will be accepted on a case-by-case basis.

If you are completing an out-of-state teacher education program, and you did not achieve licensure in your state, you will need to complete additional testing requirements listed in NBI 21-13

<https://hawaiiteacherstandardsboard.org/content/licensure-test-categories/>

Notes None

Last Reviewed Date 8/28/2025

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), Social Studies (6-12)

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.

11. Social Studies (6-12). Must have an endorsement in history, American government/political science, economics, or geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: history, geography, economics, and American government/political science. (7-1-21)T

Idaho Admin. Code r. 08.02.02.024

IDAPA 08.02.02.015

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

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

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

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

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

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

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

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

Board/Agency Name Idaho State Department of Education

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required N/A

Notes None

Last Reviewed Date 7/26/2024

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

State/Territory Illinois
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 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? N/A
Must License Applicant Hold Private Certification? N/A
Additional Training (Not Required In-Program) N/A
Experience (After Graduating/Outside of Program) N/A
Exam(s) Required N/A
Notes Illinois does not offer a Social Science endorsement, but has endorsements in the following subspecialties: History, Geography, Economics, Political Science, Psychology, Sociology and Anthropology.
Last Reviewed Date 7/28/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Indiana
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 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? N/A
Must License Applicant Hold Private Certification? N/A
Additional Training (Not Required In-Program) N/A
Experience (After Graduating/Outside of Program) N/A
Exam(s) Required N/A
Notes Indiana does not offer a secondary Social Science endorsement, but has endorsements in the following subspecialties: History, Geography, Economics, Political Science, Psychology, Sociology, and Government.
Last Reviewed Date 7/28/2024
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, All Social Sciences (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(18) Social sciences.

k. All social sciences. 5-12. Completion of 51 semester hours in the social sciences to include 9 semester hours in each of American and world history, 9 semester hours in government, 6 semester hours in sociology, 6 semester hours in psychology other than educational psychology, 6 semester hours in geography, and 6 semester hours in economics.

Supervised Experience (In-Program) None found

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

Board/Agency Name Iowa Board of Education Examiners

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required None

Notes None

Last Reviewed Date 7/29/2024

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

State/Territory Kansas

License Title Initial Teacher License, History and Government (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.

(b) (1) Any person who holds or has held a standard teaching, school leadership, or school specialist license issued by another state may apply for either an initial teaching license, an initial school specialist license, or an initial school leadership license or a professional teaching license, a professional school specialist license, or a professional school leadership license.

(2) To obtain an initial teaching license, each applicant specified in paragraph (b)(1) shall submit the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education program. If the applicant is seeking licensure to teach content in grades 8 through 12, this verification shall not be required if the applicant submits verification of having secured a commitment for hire from a local education agency;

Kan. Admin. Regs. 91-1-204

Supervised Experience (In-Program) None found

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

Board/Agency Name Kansas State Department of Education

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 7/31/2024

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), Secondary School-Social Studies (8-12)

Specialized Accreditation Required? If out-of-state online program, yes. CAEP.

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? No

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

Section 1. Definition. "Out-of-state educator preparation provider" means an educator preparation provider located outside of the Commonwealth of Kentucky or an online educator preparation provider not subject to the licensing requirements of 13 KAR 1:020 that is not accredited by the Education Professional Standards Board.

Section 2. (1) An applicant for Kentucky teacher or administrative certification whose professional preparation was completed at an out-of-state educator preparation provider, excluding providers that are solely online, shall have completed a program of preparation and the curriculum requirements approved by the responsible state education agency for teacher or administrative certification.

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

(a) Completed a program of preparation that is:

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

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

16 Ky. Admin. Regs. 4:030

Section 3. Teacher Certification.

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

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

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

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

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

16 Ky. Admin. Regs. 4:030

Supervised Experience (In-Program) Must meet out-of-state program approval and/or accreditation requirements.

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

Board/Agency Name Kentucky Education Professional Standards Board

Board/Agency Website <http://www.epsb.ky.gov/course/view.php?id=3>

Statute/Regulation/Rule Citation 16 Ky. Admin. Regs. 4:030

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 8/20/2024

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

State/Territory Louisiana

License Title Out-of-state Certificate, Social Studies (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 are eligible to hold license/certificate from state/territory where program is approved meet educational requirements.

B. OS Eligibility requirements:

1. earn a minimum of a baccalaureate degree from a college or university accredited in accordance with 34 CFR 602;
2. complete a teacher preparation program in another state;
3. hold a standard out-of-state teaching certificate, or if no certificate was issued, a letter from the state department of education or college of education dean verifying eligibility in that state for a certificate in the certification area(s);

28 La. Admin. Code Pt CXXXI, 511

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? Must hold or be eligible to hold certification. Practically, yes.

2. Hold or be eligible to hold a standard professional level out-of-state teaching certificate as documented with a copy of the certificate AND the Teacher Preparation/Certification Status form (included with this application packet). If no certificate was issued in another state, the Teacher Preparation/Certification Status form will serve as documentation indicating deficiency which may permit certification in Louisiana.

5. Teacher Preparation/Certification Status form (required) completed by the initial credentialing agency if applicant holds or is eligible to hold certification in another state. If credentialing agency is unable to complete this form, the information may be provided by the teacher preparation program provider, university or college.

(https://www.teachlouisiana.net/pdf/applications/OutOfState_Application_8_17_withfillablefields.pdf)

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program)

Exam(s) Required Praxis

Notes None

Last Reviewed Date 8/20/2024

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

State/Territory Maine

License Title Professional Teacher Certificate, Secondary Teacher-Social Studies (6-12)

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

1.4 Endorsement: Secondary Teacher

A. Function: This endorsement on a teacher certificate allows the holder to teach students in grades 6 through grade 12 in one of the following endorsement areas: 100 English/language arts, 200 social studies 300 mathematics, 350 physical science, or 395 life science.

2. Endorsement Eligibility Pathway 2

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

(b) Completed a minimum of 24 semester hours in the areas relevant to the 6-12 endorsement area being sought. For purposes of this Section, this includes but is not limited to:

i. English (e.g., composition, literature, writing)

ii. Life science (e.g., biology, ecology, botany, zoology, anatomy, physiology, environmental science, entomology, ornithology)

iii. Mathematics (e.g., algebra, geometry, calculus, probability, statistics, finite math, number theory)

iv. Physical science (e.g., chemistry, physics, geology, earth science, astronomy, meteorology, oceanography, soil science)

v. Social studies (e.g., geography, history, economics, government, anthropology, psychology, sociology);

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

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

(e) Passed content area methods course;

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

(g) Passed basic skills test in reading, writing, and mathematics, in accordance with Maine Department of Education Regulation 13, or

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

(h) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in the endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a conditional certificate in the endorsement area at the specified grade 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) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 6/12/2024

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

State/Territory Maryland

License Title Initial Professional License (IPL), Social Studies (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.

B. Out-of-State Pathways to Initial Teacher License.

(1) Out-of-State Teacher Preparation Program. Teacher candidates who complete a teacher preparation program in another state or foreign country shall meet the following requirements:

(a) Bachelor's degree or higher, or a U.S. equivalent of a foreign degree;

(b) Complete a teacher preparation program, to include a clinical internship, approved to lead to licensure in another state or foreign country, in the license area being sought;

Md. Code Regs. 13A.12.02.03

Supervised Experience (In-Program) A supervised experience in a public or accredited nonpublic school setting at the appropriate age or grade level and in the subject area for which the applicant is seeking certification

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

Board/Agency Name Maryland State Department of Education

Board/Agency Website <https://marylandpublicschools.org/about/Pages/DEE/index.aspx>

Statute/Regulation/Rule Citation COMAR 13A.12.02.03

Must Out-of-State 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) None found

Exam(s) Required Praxis

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

– edTPA OR PPAT (Required July 1, 2025)

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

Last Reviewed Date 8/26/2024

Feedback Form (Send 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), Social Science (5-12)

Specialized Accreditation Required? Only if out-of-state program was completed in non-NASDTEC state.

Specialized Accreditation Accepted as Meeting Educational Requirements? Yes

Curriculum Comparison Needed? No

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

(3) Route Three is for candidates from outside Massachusetts. Candidates seeking licensure under Route Three shall meet the following requirements:

(a) Evidence of one of the following:

1. Completion of a state-approved educator preparation program in a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.

2. Completion of an educator preparation program sponsored by a college or university outside Massachusetts that has been accredited by a national organization accepted by the Commissioner.

3. Possession of the equivalent of at least an Initial License/certificate issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.

603 Mass. Code Regs. 7.05

Supervised Experience (In-Program) None found

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

Board/Agency Name Massachusetts Department of Elementary and Secondary Education

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

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

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

Must License Applicant Hold Private Certification? No

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

Exam(s) Required Massachusetts

Notes None

Last Reviewed Date 8/26/2024

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

State/Territory Michigan

License Title Standard Certificate, Social Science-Secondary (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.

Rule 30. (1) Subject to subrule (5) of this rule and R 390.1204, the superintendent of public instruction may issue a standard teaching certificate to an applicant who has paid the applicable evaluation fee if the department has received documentation of both of the following:

(a) One of the following:

(i) An out-of-state certifying authority issued a standard level, or higher, teaching certificate to the applicant at any time based on satisfaction of requirements for certification the superintendent of public instruction considers equivalent to those in effect in this state.

(ii) The applicant satisfactorily completed an out-of-state program the requirements of which the superintendent of public instruction considers equivalent to those in effect in this state that lead to teacher certification.

Mich. Admin. Code R 390.1130

Supervised Experience (In-Program) None found

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

Board/Agency Name Michigan Department of Education

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

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

M.C.L.A. 380.1531

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

Must License Applicant Hold Private Certification? No

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

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

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Michigan

Notes None

Last Reviewed Date 8/26/2024

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

State/Territory Minnesota

License Title Teacher License, Social Studies (5-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework Subpart 1. Scope of practice. A teacher of social studies is authorized to provide to students in grades 5 through 12 instruction that is designed to provide an understanding of the following social studies concepts:

- A. culture and cultural diversity;
- B. the ways human beings view themselves in and over time;
- C. people, places, and environments;
- D. individual development and identity;
- E. interactions among individuals, groups, and institutions;
- F. how people create and change structures of power, authority, and governance;
- G. how people organize for production, distribution, and consumption of goods and services;
- H. relationships among science, technology, and society;
- I. global connections and interdependence; and
- J. ideals, principles, and practices of citizenship in a democratic republic.

Subp. 2. Licensure requirements. A candidate for licensure to teach social studies to students in grades 5 through 12 shall:

- A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;
- B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; and
- C. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of social studies in subpart 3.

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

A. A teacher of social studies understands how human beings create, learn, and adapt culture. The teacher must understand:

- (1) ways in which groups, societies, and cultures address human needs and concerns;
- (2) how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
- (3) culture as an integrated whole, including the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;
- (4) societal patterns for preserving and transmitting culture while adapting to environmental or social change;
- (5) benefits of cultural diversity and cohesion, within and across groups;
- (6) patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;
- (7) the causes and effects of stereotyping on American Indians within their society and on society as a whole;
- (8) specific cultural responses to persistent human issues; and
- (9) ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

B. A teacher of social studies understands historical roots based on what things were like in the past and how things change and develop over time. The teacher must understand:

- (1) that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and in the evidence they use;
- (2) key concepts, including time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;
- (3) historical periods and patterns of change within and across cultures;
- (4) the significance of American Indian oral tradition in the perpetuation of culture and history;
- (5) processes of critical historical inquiry to reconstruct and reinterpret the past;
- (6) multiple historical and contemporary viewpoints with viewpoints within and across cultures; and
- (7) ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

C. A teacher of social studies understands the world within and beyond personal locations. The teacher must understand:

- (1) the relative location, direction, size, and shape of locales, regions, and the world;
- (2) how to create, interpret, use, and synthesize information from various representations of the earth;
- (3) appropriate resources, data sources, and geographic tools to generate and manipulate charts, graphs, and maps and to interpret information from resources including atlases, databases, and grid systems;
- (4) how to determine distance, scale, area, density, and distinguish spatial distribution patterns;
- (5) the relationships among various regional and global patterns of geographic phenomena;
- (6) physical earth system changes to explain geographic phenomena;
- (7) how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like;
- (8) physical and cultural patterns and their interactions;
- (9) how historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings;
- (10) social and economic effects of environmental changes and crises resulting from phenomena; and
- (11) policies for the use of land and other resources in communities and regions.

D. A teacher of social studies understands that personal identity is shaped by an individual's culture, by groups, and by institutional influences. The teacher must understand:

- (1) personal connections to time, place, and social and cultural systems;
- (2) influences of various historical and contemporary cultures on an individual's daily life;

- (3) the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
- (4) the vital role the process of achieving harmony and balance and the American Indian value system play in American Indian philosophy and in the daily lives of American Indians;
- (5) concepts, methods, and theories about the study of human growth and development;
- (6) how ethnicity, nationality, and culture interact to influence specific situations or events;
- (7) the role of perceptions, attitudes, values, and beliefs in the development of personal identity;
- (8) the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;
- (9) how to work independently and cooperatively within groups and institutions to accomplish goals; and
- (10) factors that contribute to and damage mental health and issues that relate to mental health and behavioral disorders in contemporary society.

E. A teacher of social studies understands how institutions are formed, what controls and influences them, how institutions control and influence individuals and culture, and how institutions can be maintained or changed. The teacher must understand:

- (1) how concepts, including role, status, and social class, impact the connections and interactions of individuals, groups, and institutions in society;
- (2) group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- (3) the various forms institutions take and how they develop and change over time;
- (4) how Minnesota-based Anishinabe reservations and Dakota communities are influenced by history, geography, and contemporary issues;
- (5) that expressions of individuality and efforts to promote social conformity by groups or institutions can result in tensions;
- (6) belief systems in contemporary and historical movement;
- (7) how institutions can further both continuity and change;
- (8) how groups and institutions meet individual needs and promote the common good in contemporary and historical settings; and
- (9) the application of ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

F. A teacher of social studies understands the historical development of structures of power, authority, and governance and their evolving functions in contemporary United States society and other parts of the world. The teacher must understand:

- (1) persistent issues involving the rights, roles, and status of the individual in relation to the general welfare;
- (2) the purpose of government and how its powers are acquired, used, and justified;
- (3) ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society;
- (4) ways nations and organizations respond to conflicts between forces of unity and forces of diversity;
- (5) American Indian treaties and how they function, the meaning of tribal sovereignty, and the concept of sovereignty as related to tribal government;
- (6) the impact of ever changing United States policies on American Indians;
- (7) existing differing political systems and the role representative political leaders from selected historical and contemporary settings have had in shaping these systems;
- (8) conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- (9) the role of technology in communications, transportation, information processing, development, or other areas as it contributes to or helps resolve conflicts;
- (10) how to apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems;
- (11) the extent to which governments achieve their stated ideals and policies at home and abroad; and
- (12) how public policy is formed and expressed.

G. A teacher of social studies understands how people organize for the production, distribution, and consumption of goods and services. The teacher must understand:

- (1) how the scarcity of productive human, capital, technological, and natural resources requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
- (2) the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
- (3) the costs and benefits to society of allocating goods and services through private and public sectors;
- (4) relationships among the various economic institutions that comprise economic systems;
- (5) the role of specialization and exchange in economic processes;
- (6) how values and beliefs influence economic decisions in different societies;
- (7) basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;
- (8) how to apply economic concepts and reasoning in evaluating historical and contemporary social developments and issues;
- (9) differences between the domestic and global economic systems and how the two interact; and
- (10) the relationship of production, distribution, and consumption in establishing socially desirable outcomes for resolving public issues.

H. A teacher of social studies understands the relationships among science, technology, and society. The teacher must understand:

- (1) both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;
- (2) how science and technology have transformed the physical world and human society to include its impact on time, space, place, and the interactions between humans and their environment;
- (3) how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change;
- (4) how to evaluate various policies that have been proposed as ways of dealing with social changes resulting from new

technologies, for example, genetically engineered plants and animals;

(5) varied perspectives about human societies and the physical world using scientific knowledge, ethical standards, and technologies from diverse world cultures; and

(6) strategies and policies for influencing public discussions associated with technology-society issues, such as the greenhouse effect.

I. A teacher of social studies understands the relationship of global connections among world societies to global interdependence. The teacher must understand:

(1) how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;

(2) conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;

(3) the effects of changing technologies on the global community;

(4) causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues;

(5) relationships and tensions between national sovereignty and global interests;

(6) the role of international and multinational organizations in the global arena;

(7) how individual behaviors and decisions connect with global systems; and

(8) concerns, issues, and conflicts related to universal human rights.

J. A teacher of social studies understands that civic ideals and practices of citizenship is critical to full participation in society and is the central purpose of the social studies. The teacher must understand:

(1) the origins and the continuing influence of key ideals of the democratic republican form of government;

(2) sources and examples of citizens' rights and responsibilities;

(3) how to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues that are representative of multiple points of view;

(4) forms of civic discussion and participation that are consistent with the ideals of citizens in a democratic republic;

(5) the influence of various forms of citizen action on public policy;

(6) how to analyze a variety of public policies and issues from the perspective of formal and informal political actors;

(7) how to evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;

(8) the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government; and

(9) ways for strengthening the common good through citizen empowerment and action.

K. A teacher of social studies must demonstrate an understanding of the teaching of social studies that integrates understanding of the social studies disciplines with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of social studies to preadolescent and adolescent students shall:

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

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

(3) develop curriculum goals and purposes based on the central concepts of each social studies discipline and know how to apply instructional strategies and materials for achieving student understanding of these disciplines;

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

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

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

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

L. A teacher of social studies must understand the content and methods for teaching reading including:

(1) knowledge of reading processes and instruction including:

(a) orthographic knowledge and morphological relationships within words;

(b) the relationship between word recognition and vocabulary knowledge, fluency, and comprehension in understanding text and content materials;

(c) the importance of direct and indirect vocabulary instruction that leads to enhanced general and domain-specific word knowledge;

(d) the relationships between and among comprehension processes related to print processing abilities, motivation, reader's interest, background knowledge, cognitive abilities, knowledge of academic discourse, and print and digital text; and

(e) the development of academic language and its impact on learning and school success; and

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

(a) the appropriate applications of a variety of instructional frameworks that are effective in meeting the needs of readers of varying proficiency levels and linguistic backgrounds in secondary settings;

(b) the ability to scaffold instruction for students who experience comprehension difficulties;

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

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

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

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

(g) the appropriate applications of a wide variety of instructional frameworks that are effective in meeting the needs of readers in secondary school settings across developmental levels, proficiency, and linguistic backgrounds; and

(h) the ability to plan instruction and select strategies that help students read and understand social studies texts and spur student interest in more complex reading materials, including the ability to help students:

- recognize fact and opinion and the words that signal opinions and judgments;
- distinguish between primary and secondary sources, for example, historical record versus textbook;
- thinking critically, for example, drawing inferences or conclusions from facts, analyzing author's purpose and point of view, discerning cause and effect relationships, detecting bias, and evaluating evidence;
- using and interpreting maps, globes, and other nonlinguistic or graphic tools such as timelines, photographs, charts, statistical tables, digital tools, and political cartoons; and
- using other text features such as glossaries, indexes, detailed databases about countries, and appendices of documents or maps.

Subp. 3a. Student teaching and field experiences. A candidate for licensure to teach social studies must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000. Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at both the middle level, grades 5 through 8, and high school level, grades 9 through 12.

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

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

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

Minn. R. 8710.4800

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) None found

Exam(s) Required Minnesota

Notes None

Last Reviewed Date 9/5/2024

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

State/Territory Mississippi

License Title Five Year Educator License, Social Studies (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.

Licensure Preparation and Other Programs Completed Outside the State of Mississippi

Prospective and practicing educators seeking to obtain initial licensure in the state of Mississippi by way of completion of a traditional state approved or nationally accredited licensure-track teacher, administrator, certain supplemental service provider, and supplemental endorsement preparation program from a regionally/nationally accredited institution of higher education outside of Mississippi, shall first obtain Institutional Program Verification (IPV) from the educator preparation provider in the state where the preparation occurred. Upon obtaining Institutional Program Verification (IPV) using the form established by the MDE Division of Educator Licensure, the candidate shall submit an application with required supporting documentation to the MDE Division of Educator Licensure for the purpose of determining eligibility to obtain a Mississippi license via guidelines in effect on the date the complete application is received by the MDE. Educators that complete a nontraditional licensure-track program outside of Mississippi shall first be licensed in another state and seek to obtain a Mississippi license via Reciprocity guidelines in effect on the date the complete application and required supporting documentation is received by the MDE.

CMSR 07-000-004

Supervised Experience (In-Program) None found

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

Board/Agency Name Mississippi Department of Education

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

Statute/Regulation/Rule Citation 7 Miss. Admin. Code Pt. 3, R. 14.9;
Miss. Code Ann. § 37-3

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/5/2024

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

State/Territory Missouri

License Title Initial Teacher Certificate, Secondary Education-Social Science (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.

<https://dese.mo.gov/educator-quality/certification/become-certified-teacher#holdoutofstatecertificate>

An applicant who completed a teacher education program in another state and who possesses a valid professional certificate in that state may be granted a Missouri certificate in an area most closely aligned to the certification if Missouri issues such certificate. If an educator is completing or has completed a teacher education program in another state (either on campus or online), it would be beneficial to obtain that state's certificate whether one plans to reside in that state or not. In most cases, a Missouri certificate is issued with no further coursework or test requirements. If an area of certification is not equivalent, an educator may be evaluated based upon Missouri's current requirements for the most closely aligned certificate.

Supervised Experience (In-Program) None found

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

Board/Agency Name Missouri Department of Elementary & Secondary Education

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

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

5 MO ADC 20-400

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Missouri

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

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

As noted within the checklist, if your out-of-state professional certificates have expired, or if you never held an out-of-state certificate, you must provide an institutional recommendation from the certification officer at the college or university where you completed your initial teacher education program. The recommendation form can be downloaded by clicking on the appropriate button when completing the online Non-Missouri Graduate Application. The form should be mailed back to you to be included in your packet. Educator Certification will evaluate your transcripts based on current Missouri requirements and does not guarantee immediate issuance of a Missouri certificate. All evaluations will be posted at the Certificate Status link located on your Profile Page in the Educator Certification System.

Last Reviewed Date 9/30/2024

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

State/Territory Montana

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 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? N/A

Must License Applicant Hold Private Certification? N/A

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

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

Exam(s) Required N/A

Notes Montana does not offer a Social Studies license area or endorsement, but divides it by subfield (Geography, History, Political Science, Behavioral Science, Economics).

Last Reviewed Date 9/30/2024

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, Social Science (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework From website <https://www.education.ne.gov/tcert/out-of-state-certification/reciprocity-information/>

Nebraska does not have full reciprocity with other states, but we do recognize approved teacher preparation programs from other states. The coursework needs to appear on an official transcript from a standard institution of higher education, which is defined as any college or university whose educator preparation program is fully approved by the board or comparable agency in any other state or country.

AND

Neb. Admin. R. & Regs. Tit. 92, Ch. 21, § 002 - 002. Definitions. 002.03 Approved program means a teacher education or educator preparation program approved pursuant to 92 NAC 20, approved in another state or country pursuant to standards which are comparable and equivalent to 92 NAC 20, or a program capable of meeting such standards;

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

006.55C Persons with this endorsement may teach any social sciences course in grades 7 through 12.

006.55D Certification Endorsement Requirements: This endorsement requires a minimum of 60 semester hours of course work in the social sciences (Economics, Geography, History, Political Science, Psychology, and either Anthropology or Sociology). The 60 semester hours include a minimum of 21 semester hours in History, of which nine (9) must be in U.S. History and nine (9) in World History. There must be a minimum of six (6) semester hours in each of the remaining five social sciences areas (Economics, Geography, Political Science, Psychology, and either Anthropology or Sociology).

Supervised Experience (In-Program) SOURCE: Neb. Admin. R. & Regs. Tit. 92, Ch. 20, § 005 - Applies to all initial licenses, IN PROGRAM:

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

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

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

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

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

Board/Agency Name Nebraska Department of Education

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

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

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

Must License Applicant Hold Private Certification? No

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Nevada

License Title Standard Teacher License or Non-Renewable/Provisional (if testing or coursework deficiencies), Secondary-Social Studies (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.

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

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

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

(b) The Department has determined that the state or foreign country in which the teacher earned the previous teaching service has standards for licensing a teacher that are similar to the standards for licensing a teacher in this State.

Supervised Experience (In-Program) None found

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

Board/Agency Name State of Nevada Department of Education

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

Statute/Regulation/Rule Citation NAC 391.052

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

Must License Applicant Hold Private Certification? No

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

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

Special Education course work

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory New Hampshire
License Title Initial Certification, Social Studies (5-12)
Specialized Accreditation Required? No
Specialized Accreditation Accepted as Meeting Educational Requirements? No
Curriculum Comparison Needed? Yes
Specific Coursework N.H. Code Admin. R. Ed 507.28
(c) A candidate for certification as a social studies teacher for grades 5-12 shall have skills, competencies and knowledge in the following areas:
(1) In the area of content, the ability to explain the importance of knowledge in each of the following areas, including ways in which each subject area provides insight into contemporary society:
a. New Hampshire and United States civics and government;
b. Economics;
c. Geography;
d. United States and New Hampshire history; and
e. World history;
(2) In the area of content, the ability to exhibit knowledge of the basic concepts, generalizations, and issues of the subject areas, including an in-depth understanding of history and one of the following subject areas:
a. New Hampshire and United States civics and government;
b. Economics;
c. Geography; and
d. World history;
(3) In the area of related subject content, the ability to explain the importance of at least one of the following behavioral sciences including ways in which it provides insight into contemporary society:
a. Anthropology;
b. Psychology; or
c. Sociology;
(4) In the area of content, the ability to demonstrate the research methodology of professionals in at least one of the 5 subject areas referred to in (c)(1) above, or a related social studies subject area;
(5) In the area of pedagogy, the ability to:
a. Develop comprehensive unit plans which integrate materials and concepts from 2 or more social science disciplines listed in (1) that envelop essential questions, central themes, issues or problems and that coherently link to daily lessons;
b. Design learning activities that employ research methods unique to the social sciences including activities in which students design inquiries based on compelling essential questions;
c. Demonstrate the capacity to use a variety of social studies learning activities and techniques in order to:
1. Foster in students a commitment to and an ability to engage in democratic processes and decision-making;
2. Provide exposure to and opportunities to express multiple interpretations of issues;
3. Encourage in students a capacity for deliberation and thoughtful exchange of competing viewpoints between citizens within and outside the classroom;
4. Develop students' critical thinking, using a variety of instructional methods including how to assess the quality of information and ethical, legal or policy analyses;
5. Gather and evaluate primary and secondary sources from civics, economics, geography and history with the purpose of using evidence to support claims;
6. Assess how factual information, opinion, entertainment, and advertising are presented differently in various media;
7. Apply a range of deliberative and democratic strategies and procedures to carry out analyses, make decisions and communicate ideas via oral and written expression;
8. Create structured and varied opportunities for students to participate in informed ways via community resources and projects; and
d. Promote adolescent literacy and incorporate relevant literacy standards by using literacy strategies in order to foster comprehension and develop social studies skills.
Supervised Experience (In-Program) Supervised practical experience
Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement
Board/Agency Name New Hampshire Department of Education
Board/Agency Website <https://www.education.nh.gov/who-we-are/division-of-educator-support-and-higher-education/bureau-of-credentialing>
Statute/Regulation/Rule Citation N.H. Code Admin. R. Ed 507
Must Out-of-State Program Graduate Hold License to Qualify? No
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) None found
Experience (After Graduating/Outside of Program) None found
Exam(s) Required Praxis
Notes None
Last Reviewed Date 9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory New Jersey

License Title Instructional Certificate of Eligibility, Social Studies (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 Social Studies teacher, current regulations for certification require that applicants complete a minimum of 30 credits in a coherent sequence in the subject field of Social Studies. A coherent sequence requires that at least 12 credits are completed at the advanced level of study (junior, senior or graduate level). Within the 30 credits, the candidate must complete a minimum of 15 semester hour credits in history to include a minimum of one course in American History and one course in World History. Related courses may be accepted depending on the course description/content. Please provide a course description if a course is not taken from the History Department. Courses in pedagogy/education are not accepted towards the subject matter preparation. The final determination as to which courses will be counted towards the subject matter is based on professional and content standards found in the NJ Licensing code. All credits must appear on a regionally accredited 2 or 4-year college/university transcript.

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) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory New Mexico

License Title Initial Teaching License, Secondary History (Social Studies) (7-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework <https://webnew.ped.state.nm.us/bureaus/licensure/licensure-requirements/middle-level-5-9/>

Official sealed transcripts reflecting completion of a Bachelor's degree from a regionally accredited college or university; and

30 semester hours in Middle Level education course work to include student teaching; and

24 semester hours in teaching field such as language arts, social studies, math, etc; and

3 semester hours in teaching reading for those who first entered any college or university on or after August 1, 2001

<https://webnew.ped.state.nm.us/bureaus/licensure/endorsements-how-to-add-a-license/history-social-studies/>

Beginning teachers adding the endorsement to an initial license - 24-36 semester hours in social studies coursework

Teachers seeking to add the endorsement to an existing NM teaching license of any level: 24-36 semester hours of credit in history, geography, etc.; if adding to a secondary license, 12 of the hours must be upper-division credit

Accepted Social Studies Coursework

American history

economics

geography

government

sociology

world history

anthropology

art history

criminal justice coursework

law courses

military coursework

political science

some American studies or philosophy coursework specific to this area may be accepted

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

§ 22-10A-6. Educational requirements for licensure

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

Board/Agency Name New Mexico Public Education Department

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

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

N.M. Admin. Code 6.60

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory New York

License Title Conditional Initial (1 year) (if hold out-of-state license, edTPA not required) or Initial, Social Studies (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.

8 NYCRR 80-5.8

(b) Recognition of substantially equivalent teacher education programs for service as a teacher in the classroom teaching service.

(1) The commissioner may recognize and issue an initial certificate to an out-of-state candidate who completes a teacher education program at an institution of higher education that is accredited by an institutional accrediting agency recognized for this purpose by the United States Department of Education or a higher education institution that the commissioner deems substantially equivalent from another state or territory of the United States or the District of Columbia that leads to certification in the title and type of certificate sought, or similar certificate title and type, in the jurisdiction where the higher education institution is located if the candidate also meets the following requirements:

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

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

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

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

Supervised Experience (In-Program) None found

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

Board/Agency Name New York Office of Teaching Initiatives

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

Statute/Regulation/Rule Citation 8 NYCRR 80-5

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

Must License Applicant Hold Private Certification? No

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

Child Abuse Identification and Reporting

Dignity for All Students Act (DASA)

School Violence Prevention and Intervention

Experience (After Graduating/Outside of Program) None found

Exam(s) Required New York

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory North Carolina

License Title Initial Professional Educator License, Social Studies (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.

N.C. Gen. Stat. § 115C-270.20

(a) Teacher Licenses. —The State Board shall adopt rules for the issuance of the following classes of teacher licenses, including required levels of preparation for each classification:

(3) Initial professional license or IPL. —A three-year nonrenewable license issued to an individual who has successfully completed a recognized educator preparation program and meets other requirements established by the State Board.

16 N.C.A.C. 6C.0340

In addition to the requirements set forth in G.S. 115C-270.20(a)(3), to be issued an Initial Professional License (IPL), an applicant shall submit the following information:

(1) official degree dated transcripts;

(2) recommendation by the EPP or approval by the SBE; and

(3) any applicable valid and current out-of-state educator license.

From <https://www.dpi.nc.gov/educators/educators-licensure/forms-and-faqs>

Out-of-State Educators

3. How do I transfer my license from another state to North Carolina?

Begin the Process for an Educator's License.

North Carolina recognizes approved EPPs from all states

Supervised Experience (In-Program) None found

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

Board/Agency Name North Carolina Department of Public Instruction

Board/Agency Website <https://www.dpi.nc.gov/educators/educators-licensure>

Statute/Regulation/Rule Citation N.C.G.S.A. § 115C-270;

16 NCAC 6C.0300

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 3/6/2025

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, Social Studies/Social Science (5-12 or 9-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Non-licensed out-of-state graduates must meet ND standards.

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

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

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

A: We encourage anyone who completed teaching degree outside of ND to get a teaching license in the state where your degree was earned. This would enable you to then apply for an Other State Educator License (OSEL) and not have to meet ND standards (as you met the standards in the state the degree was earned.) If you are not able to get a teaching license in the state your degree was earned, then you will need to apply for an Out of State Reciprocal License and you will need to meet ND standards. A license can be issued and you could have up to 4 years to meet ND requirements. .

Supervised Experience (In-Program) None found

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

Board/Agency Name North Dakota Education Standards and Practices Board

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

Statute/Regulation/Rule Citation NDCC 15.1-13

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

Must License Applicant Hold Private Certification? No

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

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

NDAC 67.1-02-02-07

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Northern Mariana 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 Commonwealth of the Northern Mariana Islands State Board of Education

Board/Agency Website <https://www.cnmipss.org/state-boe-certification>

Statute/Regulation/Rule Citation N/A

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

Must License Applicant Hold Private Certification? N/A

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

Experience (After Graduating/Outside of Program)

Exam(s) Required N/A

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Ohio

License Title Two Year Resident Educator, Integrated Social Studies (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.

3302-24-18 Resident educator license

(A) The two year resident educator license shall be issued in the areas specified in paragraph (D) of this rule and shall require the license holder to successfully complete the Ohio resident educator program in order to qualify for the professional educator license in the same area(s). The resident educator license shall be issued to an individual who holds a bachelor's degree from an accredited institution of higher education, who has successfully completed an approved program of teacher preparation, who is deemed to be of good moral character, who has successfully completed an examination prescribed by the state board of education, who has demonstrated skill in integrating educational technology in the instruction of children, who is prepared to implement evidence-based instructional strategies addressing individual learner differences and employ practices that address the diversity of students' cultures, language origins, and communities, who has been recommended by the dean or head of teacher education at an institution approved to prepare teachers, and who has completed:

(1) A minimum of twelve semester hours in the teaching of reading, as required in section 3319.24 of the Revised Code, including at least one separate three semester hour course in the teaching of phonics, and coursework on knowledge and beliefs about reading; knowledge base; individual differences; reading difficulties; creating a literate environment; word identification, vocabulary, and spelling; comprehension; study strategies; writing; assessment; communicating information about reading; curriculum development; professional development; research; supervision of paraprofessionals; and professionalism for the early childhood resident educator license, the middle childhood resident educator license, the intervention specialist resident educator license; and the early childhood intervention specialist resident educator license; and

(2) A minimum of three semester hours on the teaching of reading in the content area that includes instruction in organizing instruction, use of protocols for oral language development, strategies for word skill development, strategies for reading comprehension, and assessment strategies for instructional purposes for the multi-age resident educator license, the adolescence to young adult resident educator license, and the career-technical resident educator license.

Supervised Experience (In-Program) None found

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

Board/Agency Name Ohio Department of Education

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

Statute/Regulation/Rule Citation OAC 3301-24;

R.C. § 3319

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Ohio

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Oklahoma

License Title Standard Teaching Certificate, Social Studies (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.

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

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

210:20-9-91. Application for new certificates:

(2) Graduates of out-of-state colleges and universities. The application process for graduates of out-of-state colleges and universities is as follows:

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

(i) the completed application form

(ii) official up-to-date transcripts of all college course work

(iii) documentation the applicant has completed an accredited teacher preparation program

Supervised Experience (In-Program) None found

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

Board/Agency Name Oklahoma State Department of Education

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Oklahoma

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Oregon

License Title Preliminary Teaching or Reciprocal Teaching (if OR exam requirements are not fulfilled), Social Studies (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 where program is approved meet educational requirements.

584-210-0060. Reciprocal Teaching License

(4) Out-of-State teacher preparation program completers: If an applicant completes a teacher preparation program in another state, the applicant must first obtain a valid and active non-provisional teaching license in that state or another NASDTEC jurisdiction in order to qualify for the Oregon Reciprocal Teaching License.

<https://www.oregon.gov/tspc/LIC/Documents/Reciprocal%20Teaching%20License%20.pdf>

The Reciprocal Teaching License is issued to teachers who have completed an educator preparation program and hold an active and valid non-provisional teaching license from another state. The purpose of the Reciprocal Teaching License is to allow an out-of-state licensed teacher to transition into the Oregon licensure system based on the credentials they earned in the other jurisdiction while they work on any missing Oregon requirements. At the end of the one-year Reciprocal term, the teacher must meet the requirements of the Oregon Preliminary Teaching License or another non-provisional Oregon license. The Reciprocal Teaching License is valid for full-time teaching and substitute teaching.

Supervised Experience (In-Program) None found

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

Board/Agency Name Oregon Teacher Standards and Practices Commission

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

Statute/Regulation/Rule Citation OAR 584-200

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Oregon

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Pennsylvania

License Title Instructional Certificate, Social Studies (7-12)

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 from NASDTEC states meet educational requirements.

<https://www.education.pa.gov/Educators/Certification/OutOfState/Pages/Completed-Approved-Preparation-Program-Outside-of-Pennsylvania.aspx>

Completed Approved Preparation Program Outside of PA

Verify that your state is part of the National Association Directors of Teacher Education and Certification (NASDTEC) Interstate AgreementOpens In A New Window. If your state is not a party to the NASDTEC Interstate Agreement, your certification program will be evaluated against PA certification program guidelines.

Supervised Experience (In-Program) None found

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

Board/Agency Name Pennsylvania Department of Education

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

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

Must Out-of-State Program Graduate Hold License to Qualify? No, if state/territory is party to the NASDTEC Interstate Agreement

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Puerto Rico
License Title Teacher Certificate, Secondary: Social Studies (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.
 § 264 Certification of teachers-General qualifications of candidates
Supervised Experience (In-Program) None found
Member of Compact or Reciprocity Agreement? No
Board/Agency Name Puerto Rico Department of Education
Board/Agency Website <https://de.pr.gov/>
Statute/Regulation/Rule Citation 18 L.P.R.A. § 260;
 P.R. Regs. DE Reg. 7643
Must Out-of-State Program Graduate Hold License to Qualify? No
Must License Applicant Hold Private Certification? No
Additional Training (Not Required In-Program) None found
Experience (After Graduating/Outside of Program) None found
Exam(s) Required None found
Notes None
Last Reviewed Date 9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Republic of Palau
License Title None found
Specialized Accreditation Required? N/A
Specialized Accreditation Accepted as Meeting Educational Requirements? N/A
Curriculum Comparison Needed? N/A
Specific Coursework N/A
Supervised Experience (In-Program) N/A
Member of Compact or Reciprocity Agreement? N/A
Board/Agency Name Republic of Palau Ministry of Education Division of Instructional Implementation and Teacher Training
Board/Agency Website <http://moe.epsolutions.pw/>
Statute/Regulation/Rule Citation N/A
Must Out-of-State Program Graduate Hold License to Qualify? N/A
Must License Applicant Hold Private Certification? N/A
Additional Training (Not Required In-Program) N/A
Experience (After Graduating/Outside of Program) N/A
Exam(s) Required N/A
Notes None
Last Reviewed Date 9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Republic of the Marshall Islands
License Title None found
Specialized Accreditation Required? N/A
Specialized Accreditation Accepted as Meeting Educational Requirements? N/A
Curriculum Comparison Needed? N/A
Specific Coursework N/A
Supervised Experience (In-Program) N/A
Member of Compact or Reciprocity Agreement? N/A
Board/Agency Name Marshall Islands Public School System
Board/Agency Website <https://pss.edu.mh/>
Statute/Regulation/Rule Citation N/A
Must Out-of-State Program Graduate Hold License to Qualify? N/A
Must License Applicant Hold Private Certification? N/A
Additional Training (Not Required In-Program) N/A
Experience (After Graduating/Outside of Program) N/A
Exam(s) Required N/A
Notes None
Last Reviewed Date 9/30/2024
Feedback Form (Send us your questions, comments or information about your experience with licensure) <https://forms.gle/zLB3dsG9j6qmx1pU6>

State/Territory Rhode Island

License Title Initial Certificate, Social Studies (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.

20-20-1.7. Initial Routes to Full Certification

A. Prospective Educators earn full certification through:...

2. Reciprocity based on completion of an approved educator preparation program in another state within the last five (5) years or holding comparable certification in another state;

<https://ride.ri.gov/teachers-administrators/educator-certification/how-get-certified>:

Reciprocity allows individuals who completed a state-approved out-of-state preparation program or who hold valid full out-of-state certificates to pursue RI certification where similar certificate areas exist. Preparation programs must lead to comparable RI certificates. Individuals pursuing this pathway should review the testing requirements.

Supervised Experience (In-Program) None found

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

Board/Agency Name Rhode Island Department of Education

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory South Carolina

License Title Initial Educator Certificate, Social Studies (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 meet educational requirements.

<https://ed.sc.gov/educators/teaching-in-south-carolina/program/>

Educators that have completed a traditional, approved preparation program through a regionally accredited institution of higher education (IHE) may apply for an Initial certificate through completion of South Carolina's required content knowledge and pedagogy knowledge assessments. In order for an educator preparation program to be used to obtain a first time certificate or to add a field to an existing certificate, the program must:

Be completed at a regionally accredited Institution of Higher Education (IHE);

Be approved either by that state's licensing authority or by NCATE/CAEP;

Be approved for certification by the Department of Education in the state in which the program provider is located; and

Include a sufficient student teaching or internship component.

Supervised Experience (In-Program) None found

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

Board/Agency Name South Carolina Department of Education

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory South Dakota

License Title Initial Certificate, Secondary Intermediate Social Science (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.

24:28:16:01. Eligibility for reciprocity based on completion of approved program

The secretary may issue an educator certificate to the applicant for reciprocal certification who has:

- (1) Completed a program approved for educator certification that included student teaching, field experience, or an internship;
- (2) Received a teacher, administrator, or educator specialist license or certificate in another U.S. state or territory that is equivalent to an educator certificate issued by the secretary, meets all of the requirements of that state for full certification, and is not a temporary, emergency, substitute, or provisional certificate; and
- (3) Provided verification from the licensing state that there are no prior or pending disciplinary actions against the applicant for actual or alleged ethics violations.

Supervised Experience (In-Program) None found

Member of Compact or Reciprocity Agreement? No

Board/Agency Name South Dakota Department of Education

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

Statute/Regulation/Rule Citation ARSD 24:28

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

Must License Applicant Hold Private Certification? No

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

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Tennessee

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 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? N/A

Must License Applicant Hold Private Certification? N/A

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

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

Exam(s) Required N/A

Notes Tennessee does not offer a secondary Social Science endorsement, but has endorsements in the following subspecialties: History, Geography, Economics, Political Science, Psychology, Sociology, and Government.

Last Reviewed Date 9/30/2024

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), Social Studies (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.

<https://tea.texas.gov/texas-educators/certification/out-of-state-certification/out-of-state-certified-educators>

6. What if I have a master's or doctorate degree, or completed an out-of-state program, but do not have a teaching certificate?

Without a standard teaching certificate, you are not eligible for a review of credentials. We do not review transcripts, degree level or completion of program coursework. You will be required to go through a Texas Educator Preparation Program.

Sec. 21.052. Certification of Educators from Outside the State.

(a)The board may issue a certificate to an educator who applies for a certificate and:

(1)holds:

(A)a degree issued by an institution accredited by a regional accrediting agency or group that is recognized by a nationally recognized accreditation board; or

(B)a degree issued by an institution located in a foreign country, if the degree is equivalent to a degree described by Paragraph (A);

(2)holds an appropriate certificate or other credential issued by another state or country; and

(3)performs satisfactorily on:

(A)the examination prescribed under Section 21.048; or

(B)if the educator holds a certificate or other credential issued by another state or country, an examination similar to and at least as rigorous as that described by Paragraph (A) administered to the educator under the authority of that state.

Supervised Experience (In-Program) None found

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

Board/Agency Name Texas Education Agency

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

Statute/Regulation/Rule Citation 19 TAC § 230;

V.T.C.A., Education Code § 21

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Texas

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory U.S. Virgin Islands
License Title Standard Certificate, Secondary Social Studies (7-12)
Specialized Accreditation Required? No
Specialized Accreditation Accepted as Meeting Educational Requirements? No
Curriculum Comparison Needed? Yes
Specific Coursework No subject area-specific requirements are available.

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

How to Qualify for Certification

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

Earn a baccalaureate degree.

Submit appropriate applications.

Submit official transcripts from all accredited institutions.

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

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

Pass the Praxis® tests for their certification area.

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

The areas are:

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

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

Supervised Experience (In-Program) Student Teaching (supervised observation, participation and full-time responsible teaching in an elementary school, totaling at least 6 but not more than 12 semester hours of credit)

Member of Compact or Reciprocity Agreement? No

Board/Agency Name U.S. Virgin Islands Department of Education

Board/Agency Website <https://www.vide.vi/>

Statute/Regulation/Rule Citation 17 V.I.C. § 122;

17 V.I. R. & Regs. § 121-1

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) Complete a course in U.S. Virgin Islands history within the first year of employment.

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

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

Last Reviewed Date 9/30/2024

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

State/Territory Utah

License Title Professional License, Secondary, Social Studies Composite (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.

<https://www.schools.utah.gov/licensing/pathways> (see pathways to a Utah Educator)

Please note that university-based education preparation programs completed through universities outside of Utah will require that the individual obtain their license in state where the university resides, then apply to Utah through the License Equivalency Review (LER).

R277-301-5. Professional Educator License Requirements.

(1)The Superintendent shall issue a professional educator license to an individual that applies for the license and meets all requirements in this Section R277-301-5.

(2)A professional educator license, license area, or endorsement is valid until June 30 of the fifth school year after the Superintendent issues or renews the license.

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

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

(b)completion of:

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

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

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

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

(e)one of the following:

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

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

U.A.C. R277-301-5

Supervised Experience (In-Program) None found

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

Board/Agency Name Utah State Board of Education

Board/Agency Website <https://www.schools.utah.gov/licensing>

Statute/Regulation/Rule Citation U.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) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Vermont

License Title Professional Educator License, Social Studies (7-12)

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 5440-15 Social Studies

(Revised June 2018)

The holder is authorized to teach social studies in grades 7-12.

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

1. Knowledge Standards:

Demonstrates knowledge of the social studies disciplines, content, concepts, and skills delineated in current national professional standards such as the College, Career and Civic Life (C3) Framework for Social Studies State Standards, including:

1.1. Methods of historical and social science investigation and analysis, including criteria for developing questions and planning inquiries; applying disciplinary concepts and tools; evaluating sources and using evidence including the nature of primary and secondary sources; constructing arguments; communicating conclusions and taking informed action

1.2. The development of students' historical and social science thinking, including addressing common misconceptions in the historical and social science thinking of students

1.3. Civics -- Forms of government and their underlying concepts; principles and responsibilities of democratic citizenship; principles of American federalism; origins and evolution of civic virtues and democratic principles, especially equality, justice, freedom, participation, deliberation, and human and civil rights; interaction of processes, rules and laws at local, state, national and international levels

1.4. Economics -- Economic decision making including personal financial literacy; the nature of exchanges and markets and their consequences on people and environments; the national and global economy including economic systems, the government's role in economic policy, concepts of economic interdependence, and principles of micro and macro economics

1.5. Geography -- An understanding of the world in spatial and cultural terms; the physical and human characteristics of places, regions, and cultures; interaction of environment and society; spatial patterns and movements of human population; local regional and global interconnections

1.6. History -- Multiple perspectives on significant eras, developments, and turning points from prehistoric times to the present; causes and effects in human society; forces of historical and cultural continuity and change; the impact of historical context, such as specific circumstance of time and place, in relation to broader regional, national, or global processes.

1.7. Social and Behavioral Sciences -- An understanding of how individual behavior is affected by learning, personal identity, and development; how human behavior is influenced by society and society's groups and institutions; how culture and cultural change, human adaption, and diversity influence human behavior

1.8. Diversity, Unity, Identity, and Interdependence -- Cultural competency including interpersonal interactions and socio-cultural assets; consequences of discrimination, bias, stereotyping, marginalization, and prejudice on individuals and groups; the origins of conflict and cooperation; benefits of working for the common good, both within and between cultures

2. Performance Standards:

Implements a [FN1] and social studies curriculum that integrates historical and social science content, concepts, and inquiry skills, and enables students to view and analyze communities, societies and/or cultures, and events as apprentice historians and social scientists, to interpret social issues, and to participate purposefully toward the common good in society. Specifically, the Educator:

2.1. Chooses developmentally-appropriate activities to teach social studies concepts and processes

2.2. Models how historians, political scientists, economists, geographers, and other social scientists view, analyze, and interpret the world

2.3. Provides opportunities for students to examine and interpret historical and contemporary events and issues through active learning strategies such as research, role-play, debate, and discussion

2.4. Provides opportunities for students to participate in community-based investigations and service projects, and to access and use local resources, and to take informed action

2.5. Creates or adopts instructional and assessment tasks that teach students to analyze and interpret primary and secondary sources of all types, identify webs of cause and effect, and differentiate among fact, opinion, and interpretation

2.6. Provides opportunities for students to use historical, geographical, and social science research methods and tools, as well as develop and practice digital literacy

2.7. Teaches students how to read, interpret and understand historical narratives, issue analyses, relevant data and argumentative essays, and how to create well-crafted pieces that synthesize learning and demonstrate proficiency

2.8. Models respect for students' diverse opinions and backgrounds in all classroom interactions, and teaches students how to engage in civil discussions about controversial issues

3. A major in history, political science, economics, geography, or other social science disciplines such as sociology, psychology, global studies, anthropology and world religions. The candidate must successfully complete a minimum of one course in each of the following: American History, World History, Economics, Geography, Political Science and either Psychology or Sociology.

4. A minimum of a practicum, or the equivalent, at the secondary level (7-12) in, social studies.

5. REQUIRED TESTING: Praxis II Subject Assessment: Social Studies - Test Code 5086.

Supervised Experience (In-Program) A minimum of a practicum, or the equivalent, at the secondary level (7-12) in, social studies.

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

Board/Agency Name State of Vermont Agency of Education

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

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

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

State/Territory Virginia

License Title Initial Teacher License, History and Social Sciences (6-12)

Specialized Accreditation Required? No

Specialized Accreditation Accepted as Meeting Educational Requirements? No

Curriculum Comparison Needed? Yes

Specific Coursework 8 VAC 20-23-390. History and social sciences.

A. Endorsement requirements. The candidate shall have:

1. Earned a baccalaureate degree from an accredited institution and graduated from an approved teacher preparation program in history and social sciences; or
2. Earned a baccalaureate degree from an accredited institution and completed 51 semester hours of coursework distributed in each of the following areas:
 - a. History: a major in history or 18 semester hours in history (shall include coursework in American history, Virginia history, and world history and may include African American history);
 - b. Political science: a major in political science or 18 semester hours in political science, which shall include coursework in American government (state and local government);
 - c. Geography: nine semester hours; and
 - d. Economics: six semester hours.

All candidates shall have also completed instruction in African American history, either as part of the degree program or through other department-approved alternatives, which shall include (i) an understanding of African origins; (ii) the African diaspora; (iii) developments of the Black experience in North America; (iv) the institution of slavery in the United States, including historical perspectives of the enslaved; and (v) how African Americans helped shape and have been shaped by American society.

B. Add-on endorsement requirements in history, political science, geography, and economics. The candidate shall have:

1. Earned a baccalaureate degree from an accredited institution and hold a teaching license with an endorsement in history, political science, geography, or economics;
2. Completed 21 semester hours of coursework in the additional social science area - history, political science, geography, or economics for which the add-on endorsement is sought; and
3. Completed instruction in African American history, either as part of the degree program or through other department-approved alternatives, which shall include (i) an understanding of African origins; (ii) the African diaspora; (iii) developments of the Black experience in North America; (iv) the institution of slavery in the United States, including historical perspectives of the enslaved; and (v) how African Americans helped shape and have been shaped by American society.

8 VAC 20-23-390

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) None found

Exam(s) Required Praxis

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

Licensing for Out-of-State Applicants

An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher preparation program through an accredited four-year college or university, if the individual holds a valid out-of-state teaching license (full credential without deficiencies), or holds an active national certification from the National Board for Professional Teaching Standards (NBPTS). More information can be found on our resource document for reciprocity. <https://www.doe.virginia.gov/home/showpublisheddocument/36481/638059294391670000>

Last Reviewed Date 9/30/2024

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

State/Territory Washington

License Title Residency Teacher, Secondary, Social Studies (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.

WAC 181-79A-150

(4) Approved preparation program. Applicants for certification as teachers, administrators, school counselors, and school psychologists, except as otherwise provided in WAC 181-79A-257, and 181-79A-231, and in chapter 181-77 WAC, in order to be certified within the state of Washington shall have completed a state approved preparation program in the professional field for which certification is to be issued; such program shall have included a defined course of study and a supervised internship as per chapter 181-78A WAC. Applicants for certification as first peoples' language, culture, and oral tribal traditions teachers shall have completed a sovereign tribal government's first peoples' language, culture, and oral tribal traditions teaching certification program.

Residency Teacher Out-of-State

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

Requirements

Completion of a bachelor's degree or higher. Must submit official transcripts showing degree conferral

Must complete a basic skills test (WEST-B or approved alternative) and pass a content area test for endorsement sought (WEST-E/NES or approved alternative). Teacher Testing Assessments

Submission of fingerprints for a background check is required if a valid certificate is not already on record

In addition, you must complete one of the following:

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

OR

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

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

Supervised Experience (In-Program) WAC 181-78A-010. Definition of terms.

(15) "Internship" means the period of clinical practice for candidates enrolled in approved administrator, school counselor, and school psychologist preparation programs.

WAC § 181-78A-010

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

Board/Agency Name Washington Office of Superintendent of Public Instruction

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

Statute/Regulation/Rule Citation WAC 181-79A

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Washington

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory West Virginia

License Title Professional Teaching Certificate, Social Studies (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 meet educational requirements.

<https://wvde.us/certification/certification-info/application-forms/form-20a-application-instructions/>

Credential: Based upon an official recommendation from a regionally accredited out-of-state institution of higher education's state-approved teacher preparation program, no previous licensure is required.

§ 126-136-16. Out-of-State Candidates.

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

Supervised Experience (In-Program) None found

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

Board/Agency Name West Virginia Department of Education

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

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

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

Must License Applicant Hold Private Certification? No

Additional Training (Not Required In-Program) None found

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

State/Territory Wisconsin

License Title Provisional Educator License, Middle and High School Social Studies (4-12)

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 headquartered.
 - b. Is comparable to a Wisconsin approved educator preparation program, including student teaching experience, as defined under s. PI 34.023 (2) (a) through (f), for those seeking a teaching license under subch. VI, or under subch. IX if the applicant holds or is concurrently applying for a tier II teaching license under subch. VI.
 2. Received an institutional endorsement from the preparation program.
 3. Demonstrated content knowledge with a passing score on a standardized content knowledge test as required by the state where the program is headquartered. If such a test is not required or not available in that state, then a passing score on a standardized test approved by the Wisconsin state superintendent or a cumulative grade point average of not less than 3.0 on a 4.0 scale for courses in the subject area or position may be utilized.
 4. Provided evidence demonstrating knowledge and understanding of all applicable concepts and topics described in s. PI 34.022.
- If an applicant is unable to provide such evidence, the applicant may be eligible to receive a tier I license.

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) Wis. Adm. Code § PI 34.040 (g) Out-of-state program. The applicant meets all of the following requirements:

- b. Is comparable to a Wisconsin approved educator preparation program, including student teaching experience, as defined under s. PI 34.023 (2) (a) through (f), for those seeking a teaching license under subch. VI, or under subch. IX if the applicant holds or is concurrently applying for a tier II teaching license under subch. VI.

Wis. Adm. Code § PI 34.023 (2) Student teaching. For educator preparation programs leading to a teaching license, each student shall have student teaching experience which meets all of the following requirements:

- (a) Is developmental in scope and sequence.
- (b) Occurs in school settings.
- (c) Meets the statutory requirements under s. 118.19 (3) (a), Stats.
- (d) Provides the student opportunities to interact with and adapt instruction for children with disabilities.
- (e) Assigns the student a cooperating teacher or team of cooperating teachers.
- (f) Has one of the following durations:
 1. For educator preparation programs leading to the student's first license under subch. VI, the student teaching shall be for full school days for a full semester of the cooperating school or the equivalent as determined by the state superintendent. Equivalency for the purpose of this subdivision shall include one of the following:
 - a. The length of the semester of the student's institution of higher education if the educator preparation program determines a student meets completion requirements. If an institution of higher education operates on a calendar other than semesters, the duration of student teaching shall be no less than 15 weeks.
 - b. Full days for a full semester of the cooperating school with an option to substitute teach for no more than 10 full days during the semester if agreed to by the educator preparation program. Short-term substitute teaching authorized under s. 118.19 (7m),

Stats., may only occur in the classroom of the cooperating teacher and if the student possesses a substitute teaching license.

c. Half days for two full semesters following the calendar of the cooperating school if agreed to by the educator preparation program. For the purpose of subd. 1. c., two full semesters of student teaching must be completed within two years following the first day of the first semester of student teaching.

d. If an entity under ss. PI 34.006 (3) (a), (b), (d) or (e) operates on a calendar other than semesters, the duration of student teaching shall be no less than 15 weeks, if the educator preparation program determines a student meets completion requirements.

e. The duration identified in the program standards for an apprenticeship program in ch. 106, Stats., if approved by the department.

2. For educator preparation programs leading to the student obtaining an additional teacher license under subchs. VI or IX, the student teaching shall be for full days for a full semester of the cooperating school. Equivalency for the purpose of this subdivision, as determined by the state superintendent, is for a duration determined by the educator preparation program to be necessary for the student to gain the necessary clinical experience for the additional license.

Student Teaching - Not Enough Weeks

State law requires that teachers complete a full semester of full-time student teaching. Teachers whose preparation program required less than 15 weeks of student teaching can meet this statutory stipulation with verification of employment confirming 15 weeks of successful full-time teaching experience.

[https://dpi.wi.gov/licensing/apply-educator-license/statutory-](https://dpi.wi.gov/licensing/apply-educator-license/statutory-stipulations#Statutory%20Stipulation%20Descriptions%20and%20Courses%20and%20Workshops%20that%20Address%20them)

[stipulations#Statutory%20Stipulation%20Descriptions%20and%20Courses%20and%20Workshops%20that%20Address%20them](https://dpi.wi.gov/licensing/apply-educator-license/statutory-stipulations#Statutory%20Stipulation%20Descriptions%20and%20Courses%20and%20Workshops%20that%20Address%20them)

Member of Compact or Reciprocity Agreement? Yes, National Association of State Directors of Teacher Education and

Certification (NASDTEC) Interstate Agreement

Board/Agency Name Wisconsin Department of Public Instruction

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

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

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

Must License Applicant Hold Private Certification? No

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

Minority Group Relations - WI American Indian Bands and Tribes

Special Education

Conflict Resolution

Reading and Language Arts Instruction

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

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

1. Resolving conflicts between pupils and between pupils and school staff.

2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.

3. Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations, that may arise in school or at activities supervised by a school as a result of conflicts between pupils or between pupils and other persons.

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

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required PI 34.040 (2) (g) 3. Demonstrated content knowledge with a passing score on a standardized content knowledge test as required by the state where the program is headquartered. If such a test is not required or not available in that state, then a passing score on a standardized test approved by the Wisconsin state superintendent or a cumulative grade point average of not less than 3.0 on a 4.0 scale for courses in the subject area or position may be utilized.

Notes Pursuant to Wisconsin Regulation 23524, the DPI has approved regulatory changes affecting out-of-state candidates. These changes include expanding options for meeting content requirements, eliminating the pedagogy requirement, and further defining the comparable program requirements. This regulation is published in WI Register No 835A, and is effective August 1, 2025.

Upon application review, DPI may determine for which license you are currently eligible. If you are not eligible for the license for which you applied, DPI will issue the most similar license for which you are eligible. If there is no license for which you are eligible your application may be denied.

From website: <https://dpi.wi.gov/licensing/apply-educator-license/oos>

Explanation of statutory stipulations (deficiencies) for out-of-state program completers and how to remedy:

<https://dpi.wi.gov/licensing/apply-educator-license/statutory-stipulations>

Last Reviewed Date 9/30/2024

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, Social Studies (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.

<https://wyomingptsb.com/licensure/becoming-licensed/>

Requirements for Out-of-State Program completion applicants

Completion of an approved Educator Preparation Program

Program must be from an accredited college or university

Program must include student teaching and lead to an Institutional Recommendation (IR) for licensure

Note: In order for applicants to obtain an Institutional Recommendation form they must be eligible for licensure in the state in which the college or university is located.

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

Supervised Experience (In-Program) N/A

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

Board/Agency Name Wyoming Professional Teaching Standards Board

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

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

WY Rules and Regulations 019.0001.4 § 4

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

Must License Applicant Hold Private Certification? No

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

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

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

Demonstration of Knowledge through Examination

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

Experience (After Graduating/Outside of Program) None found

Exam(s) Required Praxis

Notes None

Last Reviewed Date 9/30/2024

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

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.