



School Counseling State Licensure Disclosure

We provide this information comparing the counseling program's curricular requirements to school counseling licensure requirements in each state as a reference for prospective and current Wake Forest University counseling students and graduates. We review state licensure requirements periodically and, as we become aware of changes, we update the information accordingly. However, because state licensure requirements can change at any time, we encourage individuals to review their state's licensure requirements periodically. Prospective and current school counseling students also might consider reviewing an [American School Counseling Association resource](#), which provides a summary of each state's school counseling certification requirements. If you use ASCA's resource, please check the date that each state summary was last updated, as licensing requirements may have changed. It is also important to review state school counseling licensure requirements directly. Additionally, many states participate in the National Associate of State Directors of Teacher Education and Certification Interstate Agreement, which allows for licensure reciprocity between states.

The required curriculum of the school counseling track meets school counseling licensure requirements in the following states:

Alaska* (Provisional Type C Special Services Certificate)
Arizona*
Colorado* (internship with multiple grade levels under supervision of a licensed school counselor)
District of Columbia*
Florida*
Hawaii*
Indiana** (Suicide and CPR training required for initial licensure)
Kentucky** (Provisional License)
Maryland*
Michigan**
Minnesota
Montana*
Nevada*
New Hampshire**
New Jersey**
New Mexico
North Carolina**
Ohio
Oklahoma*
Pennsylvania**
Rhode Island*
South Carolina*

South Dakota (must complete 1-hour suicide awareness and prevention training before application)

Washington* (completion of issues of abuse course or in-service program; completion of a suicide prevention training approved by WA Standards Board within 5 years of application)

Washington, D.C.

West Virginia*

Wisconsin (Initial Educator license with stipulations)

Wyoming*

The required curriculum of the school counseling track meets school counseling licensure requirements with the following accommodations in the states:

Idaho* (include time in elementary, middle, and high school settings during internship)

Kansas (cumulative 3.25 GPA in graduate coursework for initial license; for professional license, full school year of supervised internship while employed as a school counselor with the initial license)

Louisiana (*practicum* and internships completed in a school setting)

New York (*practicum* and internships completed in a K-12 school setting; at least 300 hours of internship must be in the elementary grades [k-8] and in secondary grades [9-12])

Utah* (Applicants earning their masters degree from an out-of-state or online university must be licensed in the state where they completed their program, and complete the Utah State Board of Education College and Career Readiness Certification Program).

Oregon** (knowledge of U.S. and Oregon civil rights laws and professional ethics; nonprovisional and active license from a NASDTEC jurisdiction)

Vermont* (Minimum of 60 hours of school counseling experience at both elementary (PK-6) and middle/secondary (7-12) levels under the supervision of a licensed school counselor)

Virginia* (minimum of 100 clock hours of experience in preK-6 and 100 hours of experience in grades 7-12 settings)

The required curriculum of the school counseling track does not meet all school counseling licensure requirements in the following states:

Alabama* (A valid Class B Professional Educator Certificate, a Class A Professional Leadership Certificate, or a Class A Professional Educator Certificate; elementary and secondary school-based internship)

Alaska** (Type C Special Services Certificate; 3-semester hours of approved Alaska studies coursework)

Arkansas** (Teaching certificate may be required)

California (Basic Skills Requirement [e.g., math, writing, reading courses; may be fulfilled by candidates' undergraduate programs])

Connecticut* (minimum of 36 clock hours of study in gifted and talented children and special-needs children; 10-month, full-time [700-hour] supervised school counseling internship or 30-months of teaching experience)

Delaware* (must complete 700 hours in an elementary or secondary school setting; ethical issues in school counseling [3 hrs], consultation [3 hrs], and special education law [3 hrs])

Georgia* (coursework in the identification and education of children who have special education needs)

Illinois** (must hold or be qualified to hold a teaching certificate OR have completed coursework as part of their program addressing classroom guidance, education courses, and diversity of Illinois students and the laws and programs that have been designed to meet their unique needs. We may meet educational requirements with CNS 746, CNS 749, CNS 760, and CNS 747, but that has not been confirmed.)

Iowa (approved human relations component; exceptional learner component; teaching practicum; education; postsecondary planning; curriculum; and learning theory).

Maine* (approved course in “Teaching Exceptional Students in the Regular Classroom”)

Massachusetts* (coursework in MA’s Comprehensive Assessment System, psychology of learning, understanding of the diagnosis and treatment of learning and behavior disorders; mental illness and violence in pre-K-12 students; college counseling)

Mississippi* (Hold a five year educator license or complete a full year internship)

Missouri* (bachelor’s degree in education or complete courses in the following: teaching methods and practices, classroom management, and the psychology of the exceptional child)

Nebraska (two years of teaching experience or completion of 12 semester hours of professional teacher education coursework in core curriculum design, lesson plan development, classroom management strategies, student assessment, and differentiated instructional strategies)

North Dakota (elementary school and secondary school counseling coursework; valid educator’s professional license; internship that includes at least 150 hours in both elementary and secondary levels)

Puerto Rico (exceptional child course, and must first be licensed as a CMHC)

Tennessee** (full time internship for a semester; guidance and counseling experiences at both preK-6 and 7-12 grade levels during practicum/internships; one semester orientation in a school as part of preparation program that provides experience in classroom instruction)

Texas (Must complete an educator preparation program approved by Texas Education Association)

* Has reciprocity agreements with other states.

** Has reciprocity agreements with other states, but unique state requirements must still be met.