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A MANUAL ON CERTIFICATION REQUIREMENTS FOR SCHOOL PERSONNEL  
IN THE UNITED STATES, 1967 EDITION.

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NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

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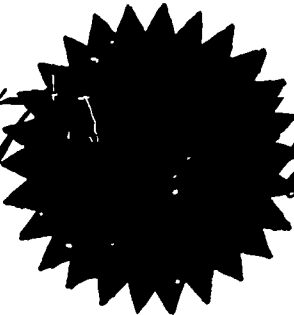
INCLUDING COMPARATIVE INFORMATION FOR ALL 50 STATES, THE  
DISTRICT OF COLUMBIA, AND PUERTO RICO, THE EIGHTH EDITION OF  
A MANUAL FIRST PUBLISHED IN 1951 LISTS CERTIFICATION  
REQUIREMENTS FOR TEACHERS, SUPERVISORS, ADMINISTRATORS, AND  
SPECIAL SCHOOL SERVICE PERSONNEL. RECENT TRENDS ARE REVIEWED  
CONCERNING THE DEVELOPMENT OF SUBSTANTIAL NATIONWIDE  
AGREEMENT AMONG THE STATES, INCLUDING A BASIC RATIONALE FOR  
THE FREE MOVEMENT OF QUALIFIED TEACHERS ACROSS STATE LINES  
AND A REASONABLY UNIFORM APPROACH TO STATE ACCREDITATION OF  
TEACHER EDUCATION PROGRAMS. TWENTY TABLES SUMMARIZE  
PREPARATION-CERTIFICATION STANDARDS FOR THE VARIOUS STATES,  
FOLLOWED BY A DESCRIPTIVE LISTING FOR EACH STATE OF SPECIFIC  
REQUIREMENTS FOR CERTIFICATION OF ADMINISTRATORS, ELEMENTARY  
AND SECONDARY TEACHERS, AND SPECIAL SCHOOL SERVICE PERSONNEL.  
SUGGESTED STEPS ARE OUTLINED FOR SECURING A TEACHING POSITION  
IN THE UNITED STATES AND ABROAD. INSTITUTIONS AND PROGRAMS  
APPROVED FOR TEACHER EDUCATION ARE TABULATED STATE BY STATE.  
APPENDICES INCLUDE--(1) A LIST OF SEPARATE-NAME CERTIFICATES  
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
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## FOREWORD

The 1967 Edition of *A Manual on Certification Requirements for School Personnel in the United States* is published by the National Commission on Teacher Education and Professional Standards, in cooperation with the National Association of State Directors of Teacher Education and Certification, as a service to the teaching profession. The *Manual* was issued biennially from 1951 to 1961 (the first one by the U.S. Office of Education), and beginning with the 1964 volume, triennially.

The Commission is deeply indebted to author T. M. Stinnett for again consenting to give his time to the planning, writing, and editing of the *Manual*. Mr. Stinnett was NCTEPS executive secretary from 1951 to 1961 and retired in 1966 from his position as NEA assistant executive secretary for professional development and welfare. Over the many years he has devoted to the teaching profession, he has made an incalculable contribution to its improvement and advancement. As an educational leader he has set an enviable standard of competence, dedication, and integrity.

Recognition should go also to the state directors of teacher education and certification, who participated in the planning of the *Manual* and contributed hundreds of man hours to gathering and verifying information. And our appreciation is extended to the NEA Division of Publications, under the direction of Sidney Dorros, for its assistance with production and distribution.

The people who are responsible for this *Manual* have made every effort to present accurate and up-to-date information. Nevertheless, because certification policies and regulations are complex, because the differences among states in procedures and terminology are great, because the process of revising and interpreting regulations is a never-ending one, and because the production process is necessarily slow, those who read and use the book will inevitably find a few errors, omissions, and obsolete data.

We hope the *Manual* will be of real assistance to thousands of individuals, organizations, and agencies. The eight editions constitute a valuable part of the historic literature of teacher education and a useful catalog of information, trends, controversies, and problems and issues in the field. In addition, we believe this volume and its predecessors record some of the major aspects of the continuing struggle within the teaching profession to improve the quality of American education by achieving higher standards of preparation and practice.

Don Davies  
Executive Secretary, NCTEPS

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## AUTHOR'S PREFACE

This is the eighth volume in the series of *Manuals*; the first was issued in 1951. I have participated in the preparation of all of them. In addition, I have spent more than three decades in direct and indirect involvement in the fields of teacher education and certification. Quite naturally over the years I have had apprehensions about some practices in certification and some ideas for needed improvement of requirements and processes but have refrained from including them in the *Manual*. Previous volumes were restricted to objective analyses and interpretations of data. For the first time, with this edition, the *Manual* includes considerable editorializing (see the Introduction).

In exercising the prerogative to editorialize, to point out what I believe to be weaknesses, to delineate areas to be improved, and to suggest means by which improvements might be achieved, my intent is to be helpful. None of these will be treated in a spirit of carping—only in a spirit of constructive evaluation in the hope that this may be fruitful. Anyone who has served as a state director of teacher education and certification has had a heavy responsibility; he is always under pressure, with great frustrations and limitations. Answers to persisting problems, whatever the critics may say, are not easy to come by.

As in previous editions, Chapter I contains an analysis of data and information furnished by the state directors of teacher education and certification through questionnaires and marked-up copies of the preceding edition. Some information has been carried over from the 1964 Edition, especially where no change has taken place.

The *Manual* has sometimes been criticized for including too much detail. This criticism is valid if one views its use as being limited to the state certification directors, counselors, and teachers who may want to qualify for certification. The authors, however, have felt that even the minutest detail, relatively insignificant procedures, and short-lived practices should be recorded and corrections and revisions made in successive editions so that researchers, by examining the separate volumes, may put together a definitive history of the evolution of standards and processes. Too much of the story of that evolution prior to 1951 has been lost to educational history. The full history of any process is essential to the projection of newer and better processes.

A fact that is not generally known but in all fairness should be known is that a heavy part of the work on the several editions of the *Manual* has been done by Miss Edna N. Frady and Miss Geraldine E. Pershing of the staff of the National Commission on Teacher Education and Professional Standards. They have helped organize the surveys, tabulated data, compiled the tables, checked and rechecked the numerous footnotes to tables, meticulously read and corrected proofs, and processed the volumes through publication. To them should be attributed much of whatever merit the *Manuals* may have reflected.

This should be added: I have found over the years that it is virtually impossible to compile, write, and publish the *Manual* without some errors occurring. This has been due largely to misinterpretation of questions asked of the state certification directors or misinterpretation of their replies by the authors.

And, of course, I must again thank the respective state directors without whose help this and preceding editions would not have been possible.

T. M. Stinnett

College Station, Texas

## ABBREVIATIONS AND TERMINOLOGY USED IN THE MANUAL

In many instances in this *Manual*, the names of certain organizations have been reduced to alphabetical symbols and frequently used terms and phrases have been abbreviated. The following list will provide a reference for the reader to the meaning of these symbols and abbreviations.

- AASA — American Association of School Administrators  
AACTE — American Association of Colleges for Teacher Education  
CCSSO — Council of Chief State School Officers  
DCT — Department of Classroom Teachers, NEA (now Association of Classroom Teachers)  
GRE — Graduate Record Examinations  
MLA — Modern Language Association  
NASDTEC — National Association of State Directors of Teacher Education and Certification  
NCA — National Commission on Accrediting  
NCATE — National Council for Accreditation of Teacher Education  
NCTEPS — National Commission on Teacher Education and Professional Standards, NEA  
NEA — National Education Association  
NSBA — National School Boards Association  
NTE — National Teacher Examinations  
PR&R — Commission on Professional Rights and Responsibilities, NEA  
q.h. — Quarter hours  
s.h. — Semester hours  
State commissioner, superintendent — State commissioner of education or state superintendent of public instruction  
States — Refers to the 50 states, the District of Columbia, and Puerto Rico. For the sake of brevity, "52 states" is used.  
TEPS — Refers to state or national commissions on teacher education and professional standards  
USOE — U.S. Office of Education

## INTRODUCTION

Now that the states have grown so close together in minimum requirements for teaching, the time has come for a concerted effort to bring about some national agreements in the field of teacher education-accreditation-certification. Of course, each state will desire and should continue to exercise sovereignty over its own standards. But it is the burgeoning inroads on this sovereignty, and the probability of more to come, that impel the abandonment of complacency arising from the belief that things will continue as before. They may not. Certain basic agreements could be reached among the states that would go far toward clarifying an inexcusably complex and confusing situation.

The essential areas where it would seem possible for the states to reach substantial agreement are (a) a basic rationale for the free movement of qualified teachers across state lines; (b) a simplification of the number and names of types of certificates; (c) a universally accepted definition and design for implementation of the "approved-program approach"; (d) a reasonably uniform approach—in both standards or criteria and processes—to state accreditation (approval) of teacher education programs; (e) a reasonably uniform approach to providing democratic participation of the teaching profession in the formulation of certification requirements (involving advisory councils, committees and commissions, examining boards—as to constituency and selection—whether legal or extralegal or voluntary) as well as on professional practices commissions and professional standards boards; (f) the establishment of review boards to examine credentials and backgrounds of applicants and to advise certification authorities in cases where exceptions to the established prescriptions, as a matter of fairness and justice, may be indicated; and (g) finding antidotes for the widely alleged defensiveness about current practices in teacher education and certification.

These possibilities will not necessarily be discussed in this Introduction in the sequence in which they are listed above.

The period 1961-64 was characterized in the 1964 Edition of the *Manual* as one of "aggressive, widely publicized counterattacks upon the efforts of the teaching profession to gain substantial measures of control over its professional house through teacher education, accreditation, and certification."

### A NEW ERA OF CRITICISM

The period 1964-67, from reports contained in this edition, apparently was one of relative calm, at least regarding the type of attacks mentioned above. It is true that reforms advocated by Conant were implemented in some colleges and universities during that period, and in a few states; and substantive revision in the constituency and processes of the National Council for Accreditation of Teacher Education (NCATE) was effected.

However, evidence of drastic impacts upon certification of the unprecedented federal school legislation from 1964 to 1967, which might have been expected, are not reflected in the reports from the states. Perhaps not enough time has elapsed for the legislative developments to affect the certification processes. Perhaps the federal enactments were felt first in teacher education; perhaps they have had great impacts there already and will in time cause a new ferment of study and revision in certification. (For reported changes, see Chapter I, pp. 22-24.)

Here is where the teaching profession and the so-called Educational Establishment have been subjected to caustic criticism and some abuse. The charge is that the Establishment refuses to lead, refuses to seek new and hopefully better means of education. The charge is, in essence, that new leadership must take over in education if the needs of the times and of the future are to be served. The charge is that the Establishment struggles always to preserve the status quo and doggedly defends that posture with an inflexible, encrusted lore of professionalism.

It will be recalled that Conant identified the Establishment as consisting of an interlocking di-



rectorate of professional educators—state certification directors, state education associations and the National Education Association (NEA), and schools of education. He acknowledged the necessity of a responsible Establishment. The heart of his criticism is contained in this statement:

I think it must be said that in almost every state the establishment is overly defensive; it views any proposal for change as a threat and assumes that any critic intends to enlarge its difficulties and responsibilities. . . . In short, there is too much resentment of outside criticism. . . . In some instances I found the establishment's rigidity frightening.<sup>1</sup>

There is probably much truth in this indictment. Frankly, there appears to be too little criticism from within, too little dynamic groping for new and better means. While it is natural to resent outside criticism (any profession would), it may be predicted that the defensive posture is not enough; that unless there develops a boiling up of reform within, new criticisms will influence drastic changes in the existing structure. And it may be added that many of these pressure-forced changes will not prove to be constructive or lasting.

In retrospect, it appears now that many of Conant's criticisms were valid and constructive. His proposed remedies, many still believe, were lacking at many points the same degree of perceptiveness as his criticisms. Perhaps the great weakness in his study was that it was too conservative, too addressed to the past and not enough to what was then coming up on the horizon.

That this country (and others) is in a surging tide of educational revolution is too apparent to be questioned. The overworked word *innovation* has become the magic passport to respectability in education. Grantsmanship is the new statesmanship, the new measure of educational quality. All too often the institution or the individual is now measured by the yardstick of grants—federal or private foundation. All of this, of course, is aimed at bringing about much needed new approaches in concepts and processes in education. Many pretensions of innovation will be only breast-beating, attention-attracting gestures. But change is in the air, and pressures for still greater change will continue.

The following formula adapted from Gardner<sup>2</sup> antedated full evidence of the moving tide:

Organizations are forever growing old and must fight to renew themselves. Simply finding better ways of doing the old things is still the road to the graveyard. Thus, attention must be given to the seedbeds—and the seedlings are new ideas, new mores, new ways of doing things.

This is an admonition to the teaching profession, to teacher education, and it bears heavily upon the National Association of State Directors of Teacher Education and Certification (NASDTEC).

Despite the fulminations of the Establishmentarians (the new power structure in education), it probably is true that too much of the old order remains unchanged and too many of those alleged to be in control remain wary or timid about change. There can be no doubt that the field of teacher education is caught up in the tide of educational revolution, and the flow is just beginning. Yet, so little of this is reflected in the changed structure of certification. For example, the combined impacts of the new federal programs (creating something like 100,000 new jobs), the Vietnam war, the increased appeal of graduate study, and the stepped-up competition of industry for college graduates resulted in a shockingly large shortage of teachers for the public schools for the academic year 1966-67. The extent of this shortage sneaked up on even the experts—the people who consistently research the field. Almost as an automatic reflex action in some quarters, the old cry arose again to go out in search of housewives and unemployed general college graduates to close the gap between teacher supply and demand. This is a resort to a gimmick that has repeatedly failed in the past. There are, of course, many excellent programs for preparing liberal arts graduates for teaching. But this is only a minuscule answer to the problem.

A definitive answer to the teacher shortage involves, of course, a complex of factors. Certification has a part, but it is a relatively minor one. There are factors which NASDTEC alone cannot solve but which must be the concern of the total

<sup>1</sup> Conant, James B. *The Education of American Teachers*. New York: McGraw-Hill Book Company, 1963. p. 40.

<sup>2</sup> See Gardner, John W. *Self-Renewal: The Individual and the Innovative Society*. New York: Harper & Row, 1963. p. 68.

profession and the public. The National Commission on Teacher Education and Professional Standards (NCTEPS) and related NEA units, as well as other concerned professional groups, must organize and conduct vigorous national programs to achieve goals in several areas. One factor in the continuing teacher shortage is the competing salaries and insatiable hunger of industry for college graduates. Another is the redeployment of the teaching task, with extensive use of paraprofessionals and teaching assistants, both human and technological. The present overloading of teachers is devastating. While breakthroughs are apparent here and there in this area, too little evidence of a breakthrough has shown up in certification or in state planning. The profession again must move positively to solve a critical teacher shortage or, as in the past, new assaults will be made on certification standards. There is a workable answer to the problem, but it is not the reduction of essential standards. And one may suspect that there will be proposals to begin a program of certification for the teacher helpers and assistants. Such proposals are premature and if adopted widely may indeed serve to retard or stifle this potentially fruitful movement.

The NCTEPS, in its Year of the Non-Conference, emphasized the theme, "The Teacher and His Staff," as a new and valid approach not only to the problem of teacher overload but to the problem of teacher supply as well.

Too, in April 1965, the Commission issued a forthright statement (with which many disagreed, of course) regarding means of utilizing the services of Peace Corps returnees:

The teaching profession should put out a welcome mat, not a no-trespassing sign, for returning Peace Corps teachers. . . . America's classrooms need the freshness, vitality, and sensitivity of such people. They can offer unique things to students: personal knowledge of developing lands and peoples, experience with a culture different from our own, the ability to adapt to change, and skill in applying knowledge to practical problems.<sup>3</sup>

This was a plea to teacher education institutions to develop flexible and individualized programs for these returnees, many of whom had teaching experience prior to and during their Peace Corps service, rather than holding them to completion of every course prescribed for the typical

teacher education student. It implied, also, the need for adaptation of certification specifics to undergird the flexible teacher education programs. The same principles, in more or less degree, should be applicable to retiring military personnel and others with college degrees who want to enter teaching and who have had extensive related experiences. These proposals are not aimed at lowering standards but at raising them by adapting preparation programs to the peculiar needs, backgrounds, knowledge, and experiences of individuals.

#### SIMPLIFICATION IN NUMBER AND NAMES OF TYPES OF CERTIFICATES

While notable progress has been made in this area, the situation is still confused and confusing. The number of separate-name certificates issued by the states has steadily declined in the last fifteen years or so from about 1,000 to 550. There is still a long way to go. The names of certificates, from state to state, in general tend to carry no clear delineation of meaning in the minds of either professionals or the public. Programs of preparation, even for certificates whose names connote standard levels of preparation, vary so widely as to negate the principle that there is an essentially basic preparation for teaching. A corollary is, there is no valid reason why there should be 52 different programs for educating qualified teachers.

Here is another area of great potential for cooperative planning by the profession and the state legal authorities.

For example, state directors replied to the question: "How would you classify or categorize the types of certificates issued by your state?" Their responses indicate the nature of the confusion about what a given certificate may mean.

The replies ranged from one category in South Dakota (basic—issued to all) and Alabama (professional); to two each in Arkansas (temporary and standard), Arizona (temporary and standard), Louisiana (initial and regular), Massachusetts (temporary and permanent), Michigan (permanent and continuing), New Jersey (temporary

<sup>3</sup> National Education Association, National Commission on Teacher Education and Professional Standards. "A Statement on Returning Peace Corps Teachers." Washington, D.C.: the Commission, April 5, 1965. p. 1. (Multilithed)



and standard), and Rhode Island (provisional and professional); to three in several states; to more in most states. The most frequently mentioned categories were temporary and standard, in 25 states; professional, in 24; regular, in 20; permanent, in 13; initial, in 12; limited, in 11; life, in 10; and provisional, in 10. A number of different designations were listed as categorizing some certificates in the various states. In addition to those mentioned above, some of the designations were blanket, advanced, teacher emergency permit, conditional, professional standard, substitute, probationary, and prestandard.

There is great need for some order to be achieved out of the present rather chaotic situation of too many separate-name certificates and too many categories or classifications which these names connote. With the states still issuing 550 separate certificates, the range is from 1 to 57, the mode is 5, the median is 7, and the mean is nearly 11. According to the 1967 reports, one certificate is issued in South Dakota; two in Connecticut, Hawaii, North Dakota, Rhode Island, and Tennessee; three in Maryland, New York, Virginia, and West Virginia. Twenty-one states issue five or fewer separate certificates; 33 issue ten or fewer. (See Appendix A.)

The big question is: How can these two problems—too many certificates, and no common meaning or connotation of a given certificate—be simplified? There have been many suggestions. One proposal is that there should be one certificate (for all professional personnel) at each of the generally accepted levels of preparation—bachelor's degree, master's degree, six-year, and doctor's degree levels. Adding to this a substandard or emergency designation for all whose preparation is below the bachelor's degree and those who may hold a degree but whose preparation is not acceptable would make a total of only five separate-name certificates.

There is equal need to derive a nomenclature for these certificates which would clearly designate the level of preparation. For example, the bachelor's degree certificate might be called Limited or Provisional, the master's degree certificate might be Standard or Permanent, the six-year license might be labeled Advanced Standard, and the doctor's degree, Advanced Professional. Probably a better plan, in order to avoid the

hierarchical concept, would be to designate the bachelor's degree certificate as indicating a satisfactory level for entry into teaching and that growth to the fifth-year level is expected for the fully qualified classroom teacher. The first might be called Initial or Limited; the second might be termed Standard or Permanent. Certificates for the six- and seven-year levels of preparation might be designated as Specialist in Education Certificate and Doctor's Degree Certificate. The names are not so important as agreement among the states that certificates have commonly accepted names and meanings as to preparation.

Another proposal is that there be one certificate denoting full qualification (say five years of preparation) for teachers and that the specialized areas, subjects, or fields be endorsed thereon; and a second certificate, based on the bachelor's degree, denoting a provisional, probationary, or limited status, with endorsements. Specializations beyond the standard preparation could be stated on the first certificate with the specialized endorsements.

Conant had a point that deserves serious consideration when he advocated discontinuance of what he called multiple certificates:

I have been discussing state certification as a process by which the state determines whether or not a person is equipped to be employed by a local school board as a beginning teacher. It seems to me that this should be done once and then the state should bow out of the picture so far as certification requirements are concerned. . . .

Certainly, a case can be made for the continuing education of teachers in service. . . . But such work is desirable only if it is based on the particular person's teaching assignment and responds to inadequacies revealed by his particular experience. . . . Such continued education can be encouraged by a thorough revision of the tenure and salary schedules of local school boards. . . .<sup>4</sup>

While the ending of certification controls at the bachelor's degree level may not be sound, certainly there is a point where the legal club of certification should cease to be used to drive

<sup>4</sup>Conant, James B. *The Certification of Teachers: The Restricted State Approved Program Approach*. Fifth Charles W. Hunt Lecture. Washington, D.C.: American Association of Colleges for Teacher Education, 1964. p. 26.

teachers back to college campuses. If we conceive of the master's degree as the level of preparation for the fully qualified teacher, then this is the point for permanent or standard certification, without specifying additional course credits for the certificate to stay in force.

As a matter of fact, for professional people to be mandated to grow in service is something of an insult and extremely demeaning to the profession. We can, of course, mandate by law the preservice preparation of teachers (or the members of any other profession), but beyond that professional growth is self-propelled or it doesn't occur.

Part of the criticism of such a relatively large number of separate-name certificates arises from the confusion of meaning of a given name among states. With 550 certificates, it is virtually impossible for laymen (and teachers, for that matter) to know what the titles mean. In contrast, some professions—medicine and law, for example—have one legal license. Its meaning is the same in every state. Another criticism arises from the extent of specialization in teaching, with each specialized group often clamoring for the status of a separate, special-name certificate. This causes some critics to assert that teaching is not one profession, but many.

That such criticism may be unfair at points is reflected in the following comments from a state certification director:

In the section on endorsed certificates, I wish there could be a statement to the effect that there really is no difference between an "endorsed" certificate and a "separate-name" certificate. Those of us who find it more convenient to use the "separate-name" approach are often made to feel guilty. *What* is the difference between a "Secondary Certificate," with "English" endorsed on either front or back, and an "English Certificate"? We feel the latter is clearer to the teacher and to administrators and seems to be easier for translation into data processing. Both ways of issuance reflect the idea that the person is specifically qualified and licensed to teach English!

This view is expressed frequently and on its face seems logical and sound. The weakness of the position, it appears, is fourfold: (a) As certificates proliferate in number, basic commonalities in requirements tend to disappear and eventually the state ends up with a formidable number of

separate certificates, each dissimilar in requirements to any other. (b) This practice tends to be seized upon by specialized groups hunting status by being different from every other group in terms of having its own special certificate and requirements. Basically this is a ploy aimed at establishing a dichotomy among teachers based on "respectable teaching fields" and "questionable teaching fields." (See discussion of the California Fisher Act, pp. 8-10.) (c) The proliferation of certificates is made to order for the alert professors to erect a protective tariff wall around their pet courses. (d) The inevitable result of certificate proliferation is requirements so diverse and complex that often even those administering them cannot know what they are without consulting published documents.

California for many years, when it issued some sixty separate-name certificates, took the same position as expressed above. California has now reduced the separate-name credentials to 15. The Fisher Act, as pointed out below, reduced the number to 5 but provided a profusion of majors and minors that invited a new multiplication of certificates.

#### New Washington Requirements

A recent proposed revision of the teacher certification requirements in Washington State appears to be a creative approach to the problem of reducing the number of separate-name certificates. (The following statement has not been adopted officially by Washington; it is in the discussion stage.)

To adjust the certification pattern to allow for the emerging participation of school organizations and professional associations in teacher education, a four-stage teacher certification pattern is being established. (See Figure I.) Under the new pattern the *intern certificate* will be issued by the State Superintendent of Public Instruction upon the recommendation of an approved teacher education college or university to a selected student who is engaged (or will be engaged) in clinical experience under the direct supervision of qualified college and school organization personnel. The *provisional certificate* also will be issued by the State Superintendent upon the recommendation of an approved teacher education college or university to a student who has completed an approved program of teacher preparation at the baccalaureate degree level which includes the demonstration of competent performance in clinical experi-



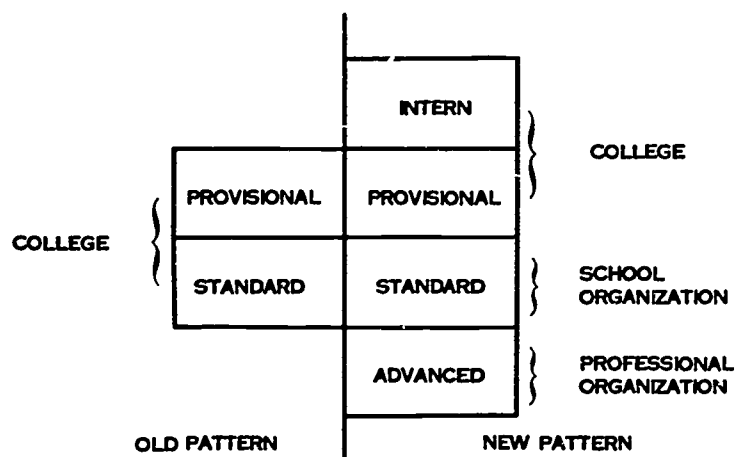
ences. Recommendations for provisional certification for graduating students should have the concurrence of school personnel who have worked with the students during their clinical experiences. Essentially, the provisional certificate arrangements found in the present regulations will continue in the new pattern.

The *standard certificate* will continue to be issued by the State Superintendent at the completion of the fifth college year but, under the new regulations, the student of teaching (holder of the provisional certificate) must complete a two-year in-service training program offered by an approved training district (school organization) and be recommended by the training district for the standard certificate. The school organization should obtain concurrence of the affiliated college or university and the appropriate local professional organization before it recommends the issuance of the standard certificate. The standard certificate will continue to be the basic professional certificate for school personnel; it is contemplated that all people who remain in teaching will achieve standard certification.

The *advanced certificate* is a new type of certificate, issued by the State Superintendent of Public Instruction to holders of the standard certificate who have been recommended by their appropriate professional organizations. The advanced certificate is designed to identify those individuals who are particularly able to perform in their assigned roles and who accept responsibility for the training of interns or beginning (provisional) teachers. It provides a means for recognizing and compensating professional workers who can work effectively with people in training, who can explain practice using appropriate theory, and who can demonstrate theory competently in real classroom situations ("clinical professor").

FIGURE I

EMERGING PATTERN OF CERTIFICATION



CONFUSION OF REQUIREMENTS AND CERTIFICATES

The valid purposes to be served by certification need reexamination and the establishment of new criteria. Following is an appealing statement by a classroom teacher caught in the jungle of differences among states in concepts and procedures:

In the late 1950's I was closing in on the maximum salary for public school teachers in Pennsylvania. Reluctant to reach the limit of my earning power before I hit age thirty, I decided to apply for a teaching position in California, where the salaries were infinitely better.

I submitted my credentials (permanent Pennsylvania teacher certification, a B.A. and M.A. in French, eight years of teaching experience) to California's teacher certification office and applied for a position.

Shortly thereafter, the superintendent of schools where I had applied notified me that I had been selected for the position but would temporarily be placed on a noncertificated salary scale (a difference of about \$500). Why? I lacked a two-hour undergraduate course in tests and measurements required for teaching in California's high schools, though I was qualified to teach in her junior colleges. I declined the offer and stayed where I was.

In 1963, I applied for certification in Maryland, which has a so-called Reciprocity Compact with Pennsylvania and with a number of other states. The assistant supervisor of the appropriate office advised me that I was eligible for certification. A week later, however, the supervisor notified me that, since I had matriculated at a school in a state other than the one in which I'd been certificated and since that state was not a member of the Compact states, I did not qualify for certification under the reciprocal agreement. I pointed out that my M.A. was from a state in the Compact group but this made no difference—it did not represent the undergraduate work the agreement required.

I then asked to be considered on the basis of an evaluation of my undergraduate work, and this showed that I met all requirements of undergraduate work for teacher certification in Maryland. Unfortunately, however, a statute involving recency of training caught up with me. I had done only four hours of work on my doctorate in the last five years, whereas in Maryland all teachers must earn a minimum of six credit hours every five years.

The office said I could have a provisional certificate for the coming year, which would give me time to pick up the hours needed. Such a certificate involved a noncertificated salary scale for me in 1964.



65, a difference of nearly \$1,500. This was the last straw. My patience exhausted, I decided to forgo the near-maximum salary to which I would have been entitled and accepted a college teaching position at nearly \$3,000 less. I have not regretted the decision for a moment. . . .

A teacher does not lose his competence by changing his place of residence. That obvious truth is recognized by states that give full professional status to incoming teachers by allowing teaching experience to fulfill initial certification requirements. I hope the day will come when we are no longer afflicted by certification practices in other states which persist in evaluating credentials and credit hours rather than competence and teaching ability.<sup>5</sup>

Of course, any individual encountering state-line barriers will exercise facility in rationalizing his difficulties. Often he will rationalize fallaciously at critical points. But often he will have a valid case; and all too often his case will be dismissed as unworthy of serious consideration.

#### THE NEED FOR FLEXIBILITY IN APPLYING CERTIFICATION REQUIREMENTS

Each state certification office should have a sound, carefully developed plan for allowing deviations in individual cases, for making exceptions where they seem warranted by exceptional educational and experience backgrounds. Probably no rule or law or regulation ever written has ever worked universal fairness and human justice by inflexible and unalterable application. If this were not so, our system would have no need for courts to interpret the law in relation to widely varying conditions and circumstances. We would have need only for officials endowed solely with the ability to point to the law and read off the penalty.

Great reliance, and rightly so, is placed upon preparing institutions to make flexible adjustments in individual cases and to recommend certification in spite of exceptions to the prescribed requirements or to the approved program. It will be a rare institution that will violate the spirit of this responsibility. To this arrangement should be added in every state a small advisory body on exceptional cases to counsel with the state certification director. This advisory group should be made up of professional people of unquestioned integrity and competence to assist the certification authorities in exercising the same kind of leeway and

adaptations and flexibility that ought to be extended to preparing institutions.

This procedure would apply largely, of course, to out-of-state applicants. But it would be applicable also to some in-state candidates for certification not coming directly from college graduation. It is expecting too much of and placing too great a responsibility upon the certification authorities for them to make such adaptations unilaterally. Unilateral decision making in such cases would result in the charge of either dictatorship or playing politics or seeking to undercut the established standards, when as a matter of fact these postures will rarely, if ever, be involved.

A jury of peers making such judgments would seem to be a workable answer. In time, it may be that the professional standards boards or professional practices commissions, proposed by the NEA's Commission on Professional Rights and Responsibilities (PR&R) and the NCTEPS, will constitute the ongoing answer. Until this development reaches full flower, however, it seems reasonable to argue that states should proceed with establishing the advisory bodies.

#### VALID PURPOSES TO BE SERVED BY CERTIFICATION

Among the major reforms needed in teacher certification is the reexamination of currently accepted functions to be served by the process. By any impartial judgment, certification of public school personnel is attempting to serve too many functions. The exercising of this cluster of functions is an impossible task, most of which should be transferred out of laws and regulations to the teaching profession itself. Until this is done, there will continue to be outcries, some valid and some not, against the rigidity and unwieldiness of the system.

Kinney, in a thoughtful book which has not received the attention it deserves, has cogently set forth a viewpoint in spelling out his concept of the differences between licensure and certification:

Education presents the anomaly of a profession without licensure. Certification, which has generally been accepted as licensure in education, was not de-

<sup>5</sup> Melaro, Constance L. "Comments on Teacher Certification: 'I Was Caught in the Meshes.'" *NEA Journal* 55:18; September 1966.

signed for the purpose, and is not effective in serving it. Since licensure is the process by which a profession controls the quality of its membership and thus determines its efficiency as a profession, the consequences of its lack are serious both for the profession and for the public. . . .

A profession without control of its membership is not in a position to assume . . . [its] responsibilities. Moreover, the public is unlikely to surrender them to a profession which does not have a clearly defined and properly qualified membership. It is for this reason that certification is continually used for purposes outside its proper field of operation . . . efforts to provide a licensure process have been limited to legislative attempts to connect certification into licensure. These attempts have invariably met the dead ends they deserved.<sup>6</sup>

Kinney also seeks to spell out the role of the profession in licensure:

In professional licensure the key feature is the role of the organized profession. In professions other than education licensure procedures are remarkably uniform, designed as they are to protect the public from incompetence and the professional membership from competition with the unqualified. Without exception the profession is made responsible for establishing and maintaining standards for preparation, and shares with the state in administering standards. . . .

In no other profession is the pattern of preparation stereotyped in admission requirements.

In all other professions the assignment of practitioner duties is a professional administrative responsibility, rather than a matter for control through admission requirements. Whether a member of the medical profession is to practice as a physician or surgeon, as a nose and throat specialist, or as a pediatrician, is a matter for professional rather than lay controls. *The sole function of licensure is to establish membership in the profession.* [Editor's italics.]

Only in education is the profession fragmented by a multiplicity of credentials, specificity in requirements for preparation, and inflexibility in restriction of authorized practitioner duties.<sup>7</sup>

A decade ago this writer made a similar proposal:

. . . beyond the basic teaching credential, the profession takes over the functions which legal licensure is now attempting to serve.

Under this plan, the state legal authorities would have the legal responsibility for issuing the general

practitioners' credentials. Beyond that, the profession would issue the specialized credentials.<sup>8</sup>

At that time, this proposal doubtless seemed far out. But the teaching profession has now moved well along that road. In 1964, the NEA instituted the prerequisites for membership of the bachelor's degree and certification where required. The American Association of School Administrators (AASA) began in 1964 the enforcement of two years of graduate preparation in a university holding accreditation approved by the AASA Executive Committee. And 26 state education associations affiliated with the NEA are enforcing requirements substantially the same as those of the NEA. Of course, there is a long way to go before this principle can be implemented fully. But the direction has been spelled out for the teaching profession, and it is to be hoped that the evolution toward this end will continue.

#### THE TEACHER EDUCATION-CERTIFICATION STANDARDS MUDDLE IN CALIFORNIA

Any group struggling for recognition and acceptance by the public as a profession, particularly if it is a public profession, must expect bitter criticism and often vituperation when society is looking for a scapegoat for its own defaults. In such periods, George Bernard Shaw's fetching aphorism, "A profession is a conspiracy against the laity," becomes a popular cliché. However, the answer is not retreat but a new resolve to search for better procedures. And sometimes the professional group has been wiser than the public was led to believe.

As one of the fruits of the sputnik frenzy, the California legislature appointed a Citizen's Advisory Committee on Education. One outcome of the recommendations of this Committee was the passage of the Fisher Act which prescribed new certification requirements (effective January 1, 1964). The net effect of the 1962 legislative action was to increase state control over curriculum and

<sup>6</sup> Kinney, Lucien B. *Certification in Education*. Englewood Cliffs, N.J.: Prentice-Hall, 1964. pp. 131-32.

<sup>7</sup> *Ibid.*, pp. 118-20.

<sup>8</sup> Stinnett, T. M. "New Horizons in Teacher Certification." *The Future Challenges Teacher Education*. Eleventh Yearbook. Washington, D.C.: American Association of Colleges for Teacher Education, 1958. p. 138.



teacher employment at the expense of local control; and the Fisher Act authorized greater concentration of state control over teacher education programs at the expense of college and university control.<sup>9</sup>

These actions—and especially the Fisher Act—were hailed by some critics of the Educational Establishment as models of excellence for other states to emulate. The act did seek to bring some order out of the chaos in the credential structure. Prior to the Fisher Act, there were 57 separate credentials (for which the Establishment must accept a large measure of responsibility). As a result of the Fisher Act, this number was reduced to 5 credential types, but Stone points out that “each of the five is a credential system within itself. For example, there are eighty-one different combinations of majors and minors for elementary specialization. In the secondary specialization, fifty-nine major-minor combinations mandate the teacher’s field of assignment. The 140 all are under the tent of a single teaching credential!”<sup>10</sup>

What have been the impacts of the Fisher Act? According to Stone:

1. It created a clear-cut dichotomy between academic and nonacademic subject matter. Academic subjects in which teachers may major were categorized under five fields—natural sciences, social sciences, humanities, mathematics, and fine arts. The nonacademic areas, ruled out as majors for teachers, were education and education methodology and all subjects which include principles of application, such as agriculture, architecture, business, conservation, engineering, forestry, home economics, industrial arts, journalism, law, librarianship, nursing, nutritional sciences, physical education, and social welfare.

As Stone points out, the net effect of this defined-by-law dichotomy was to classify teachers as first- or second-class citizens, according to their teaching specialty. The teacher of a non-academic specialty was required to complete a minor in an academic area.

2. The above provisions were applicable alike to graduates of teacher education programs within California and to those from other states.

3. Minimum requirements for credentialing both elementary and secondary teachers have declined.

4. Hardly had the Fisher Act become effective (January 1, 1964) when the State Board of Education began to revise requirements for credentials, under authority of a 1961 revision of the Education Code. Eighty-one revisions were made within the first year the new requirements became effective. Major changes provided that the five-year requirement for both elementary and secondary teachers could be postponed and completed over a period of seven years and five years respectively. Provisional credentials could be granted to elementary teachers with 90 semester hours and to junior college teachers on the bachelor’s degree.

5. The Fisher Act helped to increase the already serious shortage of elementary teachers. The out-of-state supply of teachers diminished, according to some reports, from 35 to 50 percent. The number of candidates for elementary teacher education programs at California institutions declined, estimated in some institutions to have been by 50 percent. The upgrading of requirements from four years to five, plus the academic major requirement, impelled many would-be elementary teachers simply to shift to preparation for secondary school teaching, because such preparation became easier.

As a result of this developing situation, the 1965 legislature passed the Rodda Act, which provided in effect that the five-year requirement for elementary teachers in the Fisher Act was cut back to four years, and all public colleges and universities were mandated to offer undergraduate professional courses to meet minimum state requirements. This provision, which was aimed at increasing the supply of elementary teachers, in effect virtually killed off the five-year curriculum in the state colleges which prepare the bulk of the state’s teachers. While the Fisher Act had many virtues, the net effect of it plus subsequent efforts to correct its evils was a chaotic situation.

So beclouded had the situation become that Arthur Corey, executive secretary of the California Teachers Association, appeared before the State Board of Education on January 13, 1966, and said in part:

<sup>9</sup> For a comprehensive discussion, see Stone, James C. “Teacher Education by Legislation.” *Phi Delta Kappan* 47:287-91; February 1966.

<sup>10</sup> *Ibid.*, p. 291.

Though the CTA disagreed with some of the details of the Fisher Act, we had great expectations for it. . . . We, too, wanted teachers to have a good general education, with a specialization which carried them close to the frontiers of knowledge in at least one major field, and with adequate professional-technical background. . . . The Board's goals and the Fisher Act standards have been sabotaged by adroit pressures based on predicted crises. There are those who would have this Board believe . . . thousands of classrooms will stand vacant unless this Board lowers credential standards. . . .

Let's start with a backward look. . . . It was 41 years ago—yes, in 1925—that California became the first state to require five years of college preparation for a credential . . . to teach any of the academic or liberal arts subjects in high school. . . .

Today, a candidate for teaching the so-called solid subjects in high school can qualify for a regular credential with four years of college and no graduate course in his teaching field. With this substandard background, the new teacher is placed on the district's regular salary schedule, serves his probationary years toward tenure, and is considered a full-fledged member of the profession. . . .

While this loss of standards for secondary school teachers is the most dramatic, it is by no means an isolated result of the pressures. . . . Cheap credentials have been made available in elementary school teaching, junior college teaching, even school administration. . . . Of 44 substandard credentials, 38 grant the holder all the employment and salary rights of the regular credential. . . .

It isn't the hoped for five-year program which is creating these signs of future shortages, particularly in the elementary school field. It isn't that the secondary teaching field is inherently more attractive to more teachers. But when we combine low standards for easy entrance into high school teaching with higher standards for elementary teachers, we are providing a great impetus toward selection of the secondary level. The student who feels poorly prepared for the job he would be facing in the self-contained classroom is likely to take the easy road into teaching his specialized subject areas in high school. Now the out-of-state teacher can do this with only four years of preparation. . . .

This won't be cured by lowered elementary standards. It would be cured far faster by uniformly high standards at all levels. . . .

Another problem which can stimulate future shortages is the instability in requirements. In the past 28 months, we've seen 54 amendments to credential regulations—an average of nearly two per month. . . .<sup>11</sup>

Perhaps it is not unfair to suggest that in the California case the profession moved too little and too late to effect needed reforms.

#### NATIONAL RECIPROCITY

Since at least 1950, the need has been evident for a workable plan to assure the freedom of movement of qualified teachers across state lines. The increasing mobility of our population demands a national plan to get an even distribution of available supply of teachers where the needs are. Too, certainly in fairness to teachers who have spent years of their lives preparing for the profession, they should be entitled to secure positions of their choice in whatever state they select. The right of American citizenship, as a general rule, carries with it the right of the qualified person to practice a vocation in any state.

State lines should not define the qualified teacher. But they often do. And sometimes for petty and irritating reasons.

There will be little dissent to the above propositions. The dissent arises from proposals for achieving the free movement of qualified teachers across state lines.

On the point of reciprocity, one state certification official wrote:

*Reciprocity* is a poor term. When we use it we are probably talking about ease of interstate migration for teachers. We are not really interested in reciprocal actions as in making it easy for teachers to come to Pennsylvania. We don't especially want to make it easy for our teachers to leave. We have a recent regulation, based on NCATE accreditation, that makes it easy for graduates of NCATE-accredited programs to become certificated in Pennsylvania. We are very pleased with this. We do not especially care if California or Texas uses NCATE accreditation in this way or not.

Another state certification director wrote:

We would suggest that we begin to take a look at the loose use of the word *reciprocity* and possibly attempt definition. Yes, Delaware uses it incorrectly, too. Accepting NCATE graduates actually is *not* reciprocity. There is no "mutual exchange." This process is based on an *agreement* between NASDTEC

<sup>11</sup> Corey, A. F. "CTA Speaks Out for Higher Standards in Licensure of Teachers." *California Education* 3:3-6+; March 1966.

and NCATE (or the colleges). On the other hand, the compacts operate on reciprocity since there is a mutual exchange between state departments. Also, there is "reciprocity" when states agree to honor each other's certificates in some way.

It is true that the term *reciprocity* is variously used. As used in the several previous editions of this *Manual* (see Appendix C, "Glossary of Terms," in the 1964 Edition) it means:

The mutual recognition of approved programs of teacher preparation in other states for certification of teachers—acceptance at face value of applicant's credentials toward full certification. Does not refer to validation of certificates issued in other states.

In the early 1890's, the need for reciprocal relations among the states became apparent. The commissioner of education in New York State was authorized to enter into an exchange-of-certificates agreement with other states. This plan grew in use over the years until in 1921 some thirty-eight states were parties to such agreements. After that the practice began declining and was totally abandoned about 1952.

Since about 1930, there have been constant and vigorous searches for a workable plan for reciprocity among states. As was to be expected—because teachers began migrating largely to adjoining states or within a given geographical section—the first efforts were confined to regional compacts. All of these have now been abandoned except the Northeast Reciprocity Compact. The reason is obvious. The interstate movement of teachers is now nationwide, not confined predominantly to nearby states. To be sure, the movement toward NCATE accreditation as a basis of reciprocity has been markedly productive. But at the moment this cannot be the exclusive basis for the simple reason that only 449 of 1,200 institutions now hold NCATE accreditation. It is true that nearly 75 percent of the annual teacher production in the United States is by NCATE-accredited institutions. But there still remains the problem of migrating teachers among the other 25 percent. Perhaps in another decade NCATE accreditation may become the vital, if not sole, element in reciprocal relationships among the states.

The solution to this problem, it appears, rests largely with the state certification directors themselves. NASDTEC, with the assistance of other

related and strategic groups which they would invite to participate, should be able to derive "national standards" which would be acceptable to all the states. If NASDTEC does not attack and solve this problem, it will be done by other groups or by the U.S. Office of Education, in regulations as conditions of financial aid to states, and by other federal agencies.

A study of "Teacher Mobility" by the New York State Education Department, financed by a grant under Title V of the Elementary and Secondary Education Act, is already under way. And other efforts may be expected, because the need is so critical that some solution must be found.

A preliminary statement of the scope of the study was issued by Alvin P. Lierheimer, as follows:

#### INTERSTATE CERTIFICATION OF TEACHERS AND OTHER SCHOOL PERSONNEL

##### *Introduction and Rationale*

State certification requirements are frequently a barrier to the free movement of teachers between public schools. Yet it is commonly agreed that a school is improved by having teachers who were trained beyond its own immediate neighborhood. The possibilities for such employment are diminished by the petty differences in certification requirements between states.

There is increasing dissatisfaction with the method of certification that depends on bureaucratic course-counting. (See James B. Conant's *The Education of American Teachers*.) A viable alternative is seen in the approved-program approach of New York State under which plan a certificate is granted automatically and without review of transcript to any graduate of an approved higher institution who has that institution's recommendation as a teacher. While most such higher institutions are in New York State, some out-of-state colleges and universities maintain New York State approved programs of teacher education. New York State is further experimenting, through the Five College Project on Teacher Education, with procedures for granting even greater responsibilities for certification to the colleges which prepare teachers.

It is timely, then, to consider an approach in teacher education that will permit the strengths of the approved-program approach to be directed at the problem of the restricted mobility of teachers.



If states with appropriate statutory power could agree on common standards for approving teacher education programs, a new basis for reciprocity might be established whereby a teacher who graduated from any state-approved teacher education institution could be immediately certified in any one of the cooperating states.

#### *Proposal*

A planning grant has been made by the U.S. Office of Education to conduct a survey, with the help of the Council of Chief State School Officers of the 50 states, to determine the states that are interested in participating and the states that possess the necessary legal power to participate in a reciprocity compact based upon "approved programs."

Subsequently, a series of meetings will be held with the chief state school officers and the directors of teacher education and certification from those states which possess the statutory authority as well as the philosophical inclination for certifying teachers on the basis of the approved-program approach. The aim will be to arrive at standards and procedures for approval of such programs and for reciprocal certification of graduates which would be agreeable to the cooperating state education departments. The states that would eventually take part in the compact would be those states which were both interested and legally empowered but other states, upon meeting the conditions for cooperation, could join in the reciprocal certification compact that might be developed. Representatives of participating higher institutions, regional accrediting agencies, and similar interested parties will be involved in the necessary conferences.<sup>12</sup>

#### A COORDINATED APPROACH TO NATIONAL RECIPROCITY IN TEACHER EDUCATION-CERTIFICATION

There may be several ways to achieve national reciprocity in teacher certification. It is reasonably clear now that there are several ways by which reciprocity is likely *not* to be achieved. The regional reciprocity compacts appear to have served their purpose insofar as national needs are concerned. These compacts served well as an evolutionary stage, when the movement of teachers across state lines was predominantly among contiguous or nearly contiguous states. Today, vastly more teachers are moving among widely separated states rather than among nearby states. The exchange-of-certificate plan, or validation of cer-

tificates of other states by the receiving state, has had its day and, it seems, offers little hope of general acceptance by the states. There also has been the suggestion that a few selected states form a sort of prestige combine and agree on common or unified requirements for acceptance and certification of teachers from the states in the combine. Apparently this proposal is based on the elitist premise that what a select group puts into practice will in time be emulated or accepted by the other states. This assumption has often been disproved in teacher education, and it may be assumed that it will not work in certification.

What will work? Obviously, no single gimmick or provision is adequate. Actually, a combination of a series of procedures will be required. Armstrong<sup>13</sup> has enumerated a series of what he calls "Steps Essential to Reciprocity." Lieberman,<sup>14</sup> in the same report, proposed a plan for the national certification of teachers. Drawing to some extent from these proposals and some developments that have transpired since 1960, the following combination of procedures may offer hope for an acceptable and workable plan for national reciprocity in certification:

1. A concerted effort by NASDTEC (as suggested before) to bring about a unified plan for certification in all the states. This would require agreement on minimum requirements in the basic areas of teacher education—general education, special education, and professional education.
2. The reduction in the number of separate certificates issued by each state to a minimum—perhaps five as a maximum.
3. Complete implementation of the approved-program approach, in which agreed-upon areas of preparation are spelled out and used in lieu of course and credit prescriptions in certification.
4. A national professional accrediting process. Such a process must be supported vigorously, con-

<sup>12</sup> Lierheimer, Alvin P. "Interstate Certification of Teachers and Other School Personnel." Albany: New York State Education Department, December 15, 1965. 3 pp. (Mimeographed)

<sup>13</sup> Armstrong, W. Earl. "A Basis for Reciprocity in Teacher Certification." *The Education of Teachers: Certification*. Report of the San Diego Conference. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1961. pp. 229-32.

<sup>14</sup> Lieberman, Myron. "Considerations Favoring National Certification of Teachers." *Ibid.*, pp. 200-10.

stantly refined and improved in effectiveness, and adequately financed, both for carrying on the accrediting process and for needed research to aid teacher education institutions in self-evaluation and improvement.

5. Encouragement of the teaching profession to assume more responsibility in certifying, through membership requirements, qualifications in the teaching specialties, as well as in protecting and disciplining the practitioners.

In addition to the above five steps, another should be given fair and valid experimentation. This step is the use of national qualifying examinations. This suggestion will, of course, meet immediate and vehement opposition. And such opposition is understandable in view of the history and uses of such examinations. But such history could be the basis for safeguards against the abuses of the past.

There appears to be a slow but steady growth in the use of these examinations among the states. What seems to be the sound experimental approach to the use of national examinations in teacher education-certification is the taking of the examinations by senior teacher education students purely as a self-study instrument by the preparing institutions. No cut-off scores would be employed in the experimental period (say five years) and no use made of the scores for certification purposes. Such experimentation, with a careful follow-up of the graduates in their teaching experiences, ought to reveal correlations, if any, between the examination results and teaching competence.

#### RECOMMENDATIONS FOR CERTIFICATE ISSUANCE AND RENEWAL

There is a time-hallowed provision in the certification regulations of most states requiring the recommendation of the employing school officer, or of the immediate past employer in case the applicant has changed positions within or without the state, for renewal of an existing certificate or the issuance of one in the receiving state. This has seemed to work well through the years. But in recent years there have been an increasing number of cases where experienced teachers have been denied certification under this regulation. Several such cases have been reported recently to the NEA Commission on Professional Rights and

Responsibilities by teachers seeking help in redressing grievances which they felt to be real and to involve injustice.

In one case, a male teacher had become involved in some sort of controversy and was either fired or had resigned. The man immediately secured a teaching position in another state but was denied a certificate because his former superintendent either refused to sign a recommendation or supplied an unfavorable one. Whatever the circumstances, here was a case in which the teacher, in effect, was driven out of his profession, his means of livelihood taken from him.

This procedure needs critical evaluation. In the first place, it is not fair to the employing school officer to have to carry such a crucial responsibility alone. In the second place, there should always be some sort of resort or appeal for the teacher involved. So serious a penalty as refusal of certification cannot justifiably be based on the possible capricious, arbitrary, or wholly subjective action of one person. The danger is always present that the refusal to recommend renewal of a certificate or the issuance of a new one in another state may be afflicted with personal bias or vindictiveness arising from circumstances or conditions having no connection with the teacher's competence or lack of it.

Sooner or later teachers will rebel against this provision based on unilateral action.

Here is a situation in which the advisory body to the state certification office, serving as a jury of peers of the teacher, can be of inestimable value in assuring due process, "guarding against unfair and unreasonable treatment, and in serving to work human justice."

#### A UNIFIED PROGRAM NEEDED

One can only "see as through a glass darkly" in suggesting how these improvements may be brought about. After three decades or more of observation, a few things seem fairly clear to this writer.

The basic responsibility for initiative in these areas of needed progress rests legally and morally with the state directors of teacher education and certification. Too much of what has been done in the past has come about as the impact of criticism, pushing, and pressuring by different struc-



tures. In the future, most of the progress should arise from the initiative of the state directors. Of course, the integral parts of the process—teacher education, certification, and accreditation—have made it, and rightly so, a cooperative partnership one. And this should continue, with refinements and improvements keeping apace of the times. The organized teaching profession must have more, not less, responsibility. But more of the initiative should rest largely with NASDTEC. To serve this capacity and to stay ahead of the demands for change, it would seem that NASDTEC needs a full-time secretariat. Already there has been lost, for lack of a systematized process of record keeping, much of the story of the essential work of this group. The record has simply gone into oblivion; it does not exist, except in snatches, in the literature of education. The Council of Chief State School Officers (CCSSO) now has under way a project to bring together the evolutionary story of state departments of education in the major areas of their concerns, including teacher education and certification.

To get the funding for such a secretariat and for the meetings—regional and national—of NASDTEC (and such consultation is essential; not one meeting a year, but several) apparently will require that the Association incorporate, create a secretariat, and be in business as a stable, ongoing organization. With private foundations and the U.S. Office of Education vigorously searching for new and worthy innovations, the funding of such a proposal ought not to present great difficulty.

There is another possibility. Doubtless the new Education Commission of the States will be compelled sooner or later to study the problems of certification, especially those relating to reciprocity. It would seem to make sense for this Commission to delegate the basic explorations of this area to a concert of the state certification directors and provide the needed funds.

#### CERTIFICATION OF PRIVATE AND PAROCHIAL SCHOOL TEACHERS

While not related directly to the foregoing comments, an examination of another area of existing procedures is suggested in light of the results of a new study. This new study is concerned with certification of teachers in parochial schools.

In the past, most states have dealt gingerly with the question of certification of teachers in private and parochial schools. Presumably this posture has resulted from several factors, chief of which probably has been the sensitiveness of the church-state relationship. In deference to this delicate problem, states generally have leaned over backward to avoid any implication of interference with the operation of nonpublic educational institutions. The same basic principle has been involved in the operation of private institutions of all kinds. State departments of education, for example, have generally exercised only superficial supervision over private colleges, most often perhaps because no specific authority was vested in law. This is a restraint founded in our educational history. The famous *New Hampshire vs Dartmouth* case, the early meddling by the state in the affairs of the Franklin Institute, and several other early efforts of politicians to interfere in the operation of private educational institutions left a public mindset against strict state controls. The basic nature of this principle, as applied to the certification of private and parochial school teachers, now seems to be changing.

In a recent comprehensive analysis of state practices regarding certification of elementary and secondary teachers in Catholic schools and an analysis of the viewpoints of such teachers and diocesan school superintendents, Sister Mary John<sup>15</sup> makes a compelling case for a consistent and positive policy for teachers in both public and Catholic schools. Her case is based upon two factors: (a) the compelling nature of the state's obligation to assure to all children high-quality schools and instruction, and (b) the desire of teachers in Catholic schools to meet at least state standards for public schools. In this study, Sister Mary John verified the report of the 1964 Edition of the *Manual* as to the number of states with provisions for certification of teachers in Catholic schools. But she went much further in analyzing those practices. The practices of 50 states were categorized as: mandatory (elementary, 11 states; secondary, 10); mandatory for accreditation (elementary, 16; secondary, 19); permissive (elementary, 19; sec-

<sup>15</sup> Sister Mary John, D.C. *State Certification of Teachers in Catholic Elementary and Secondary Schools*. Unpublished doctoral dissertation. St. John's University, New York, 1966.

ondary, 17); no provisions (4 states). New evidence of the attitude of Catholic school teachers and diocesan officials toward state certification was obtained by means of a sampling questionnaire directed to 10,000 Catholic school teaching personnel, with a 60 percent return. The return revealed that (a) about 89 percent of certified elementary teachers and 88 percent of certified secondary teachers in Catholic schools favored state certification; (b) among the noncertified teachers, the percentages favoring state certification were approximately 77 and 69 respectively.<sup>16</sup> A questionnaire directed to 140 diocesan superintendents elicited a similar favorable attitude toward state certification of teachers in Catholic schools. Naturally, the replies of the superintendents were more specific in suggesting needed changes in state certification procedures.<sup>17</sup> In commenting on the overall significance of her exploration of this field, about which there has been too little study, Sister Mary John wrote:

While the history of the Catholic school system in the United States gives incontestable evidence of the unfailing dedication of its personnel to the education of its members, it is nonetheless true that without the exercise of authority from the state, channeled through the diocesan office, or lacking this, the exercise of authority through a strong diocesan

school office, the staffing of Catholic schools would have no systematic controls.

It is also possible that the state is reluctant to add to its already heavy burden the added work and cost that general certification of Catholic school teachers would require. Nevertheless, it seems that the overall responsibility of the state to promote an educated citizenry includes supervision of the teaching staff in Catholic schools and the maintenance of an up-to-date deposit of information on these teachers. Likewise, respect for the state in carrying out its educational duties makes it obligatory for administration and teachers in Catholic schools to collaborate with the state in establishing minimum standards for teachers and in complying voluntarily with these requirements.<sup>18</sup>

The impact of this comprehensive study seems to indicate the necessity of a restudy of existing practices and procedures for the certification of private and parochial school personnel by the states. Those states with satisfactory practices already written into law or regulations may need to reexamine the procedures and existing limiting factors. States without consistent practices and procedures clearly will need to reevaluate their provisions through a cooperative approach.

<sup>16</sup> *Ibid.*, pp. 293-305.

<sup>17</sup> *Ibid.*, pp. 305-11.

<sup>18</sup> *Ibid.*, pp. 92-93.



## SUMMARY OF PREPARATION—CERTIFICATION—STANDARDS

Since the flurry of upgrading minimum standards for certification that occurred between 1959 and 1961, as reported in the 1961 Edition of the *Manual*, progress has been even-paced.

Since 1961, only three states have adopted the degree minimum for beginning elementary school teachers (Arkansas and Maine between 1961 and 1964, and Montana, January 1967). Thus in 1967, there are still five states (Nebraska, North Dakota, Puerto Rico, South Dakota, and Wisconsin) not enforcing the degree requirement (Tables 1 and 8). North Dakota has established July 1, 1969, for the degree requirement to become effective, and Wisconsin has mandated completion of the degree within a seven-year period of initial teaching service, with the degree to be required for initial certification in 1972.

There has been no upgrading of minimum requirements for beginning high school teachers since January 1, 1964. All states are at least at the bachelor's degree level, with three having the five-year requirement with some variations.<sup>1</sup> Eighteen states mandate completion of the fifth

year of preparation after initial teaching experience on the bachelor's degree certificate.

The most dramatic upgrading of certification since the issuance of the 1964 Edition of the *Manual* occurred in the administrative field, i.e., for elementary and secondary school principals and for school superintendents (Tables 2 and 11). In 1967, for elementary school principals, a total of 46 states require minimums of the master's degree or higher preparation: 3 require six years of preparation, 8 require more than the master's degree but less than six years, and 35 require the master's degree or five years. Only 5 states have requirements for certification of elementary school principals below the master's degree. One state (Michigan) does not issue such a certificate.

For secondary school principals in 1967, 48 states require the master's degree or higher preparation: 3 require six years, 8 require more than the master's but less than six years of preparation, and 37 require the master's degree or five

<sup>1</sup> Arizona and California each permit provisional certification at the bachelor's degree level. See tables 8 and 10 and footnotes.

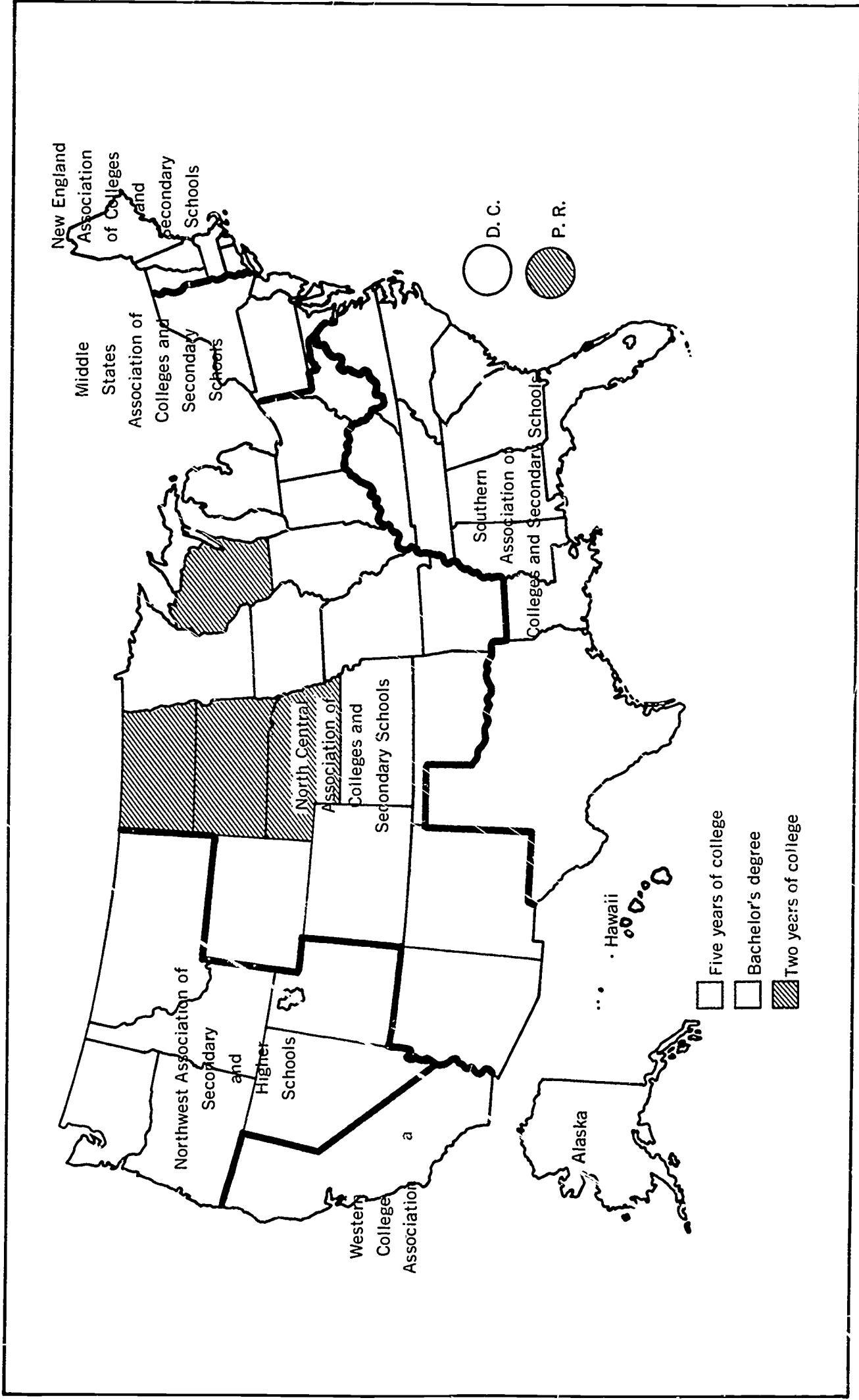
TABLE 1.—SUMMARY OF MINIMUM PREPARATION REQUIRED BY STATES FOR  
LOWEST REGULAR INITIAL CERTIFICATES (AS OF JANUARY 1, 1967)

College Years of Preparation Required	Number of States Requiring	
	Elementary School Teachers	Secondary School Teachers
1	2	3
5 years	1 <sup>a</sup>	3 <sup>a</sup>
4 years	46	49
3 but less than 4 years	0	0
2 but less than 3 years	5	0
Totals	52 <sup>b</sup>	52 <sup>b</sup>

<sup>a</sup> See Tables 8, 9, and 10, and footnotes.

<sup>b</sup> Includes D.C. and Puerto Rico.

**MINIMUM REQUIREMENTS OF STATES FOR LOWEST REGULAR TEACHING CERTIFICATE FOR BEGINNING ELEMENTARY SCHOOL TEACHERS, AS OF JANUARY 1, 1967**



\* For the standard certificate; California will issue a conditional certificate on the bachelor's degree.

years. Only 3 states issue certificates for secondary school principals on less than the master's degree. One state (Michigan) does not issue such a certificate.

Of the minimum requirements among the three administrative fields, those for school superintendents jumped most drastically since 1964. In 1967, 50 states require the master's degree (or equivalent) or higher preparation (two of these do not issue such a certificate), with the number of states requiring six years of preparation jumping from 10 to 18. (West Virginia will move to the six-year requirement in 1968.) Indiana requires the Ed.Sp. degree (six years). One state (California) requires the doctor's degree or seven years.

What is the explanation for the requirements for administrators having increased significantly while those for classroom teachers reflected virtually no change between 1964 and 1967? One explanation for the rapid shift to the six-year minimum for superintendents (20 states now equal or exceed this minimum) is that in 1964 the American Association of School Administra-

tors began enforcing as a prerequisite for membership the six-year preparation requirement, the two graduate years to be completed in institutions accredited by an agency approved by the AASA Executive Committee, presumably the National Council for Accreditation of Teacher Education. (This prerequisite was not made retroactive.)

Doubtless this is a factor of significance, but it is only a partial explanation. Superintendents of schools have been under general attack by many quarters; their posture as leaders of the professional staffs has been challenged by teachers organizations seeking collective bargaining or professional negotiations agreements. With the preparation of classroom teachers moving upward steadily toward the five-year level of preparation, it may be postulated that the superintendents have been under pressure to widen the gap between their formal preparation and that of the school staff in general. The position of school superintendent has become a complex one indeed, with growing urbanization, larger school districts, and a multitude of new problems. The superintendent has been compelled as a result to

TABLE 2.—SUMMARY OF MINIMUM PREPARATION REQUIRED BY STATES FOR ADMINISTRATIVE CERTIFICATES (AS OF JANUARY 1, 1967)

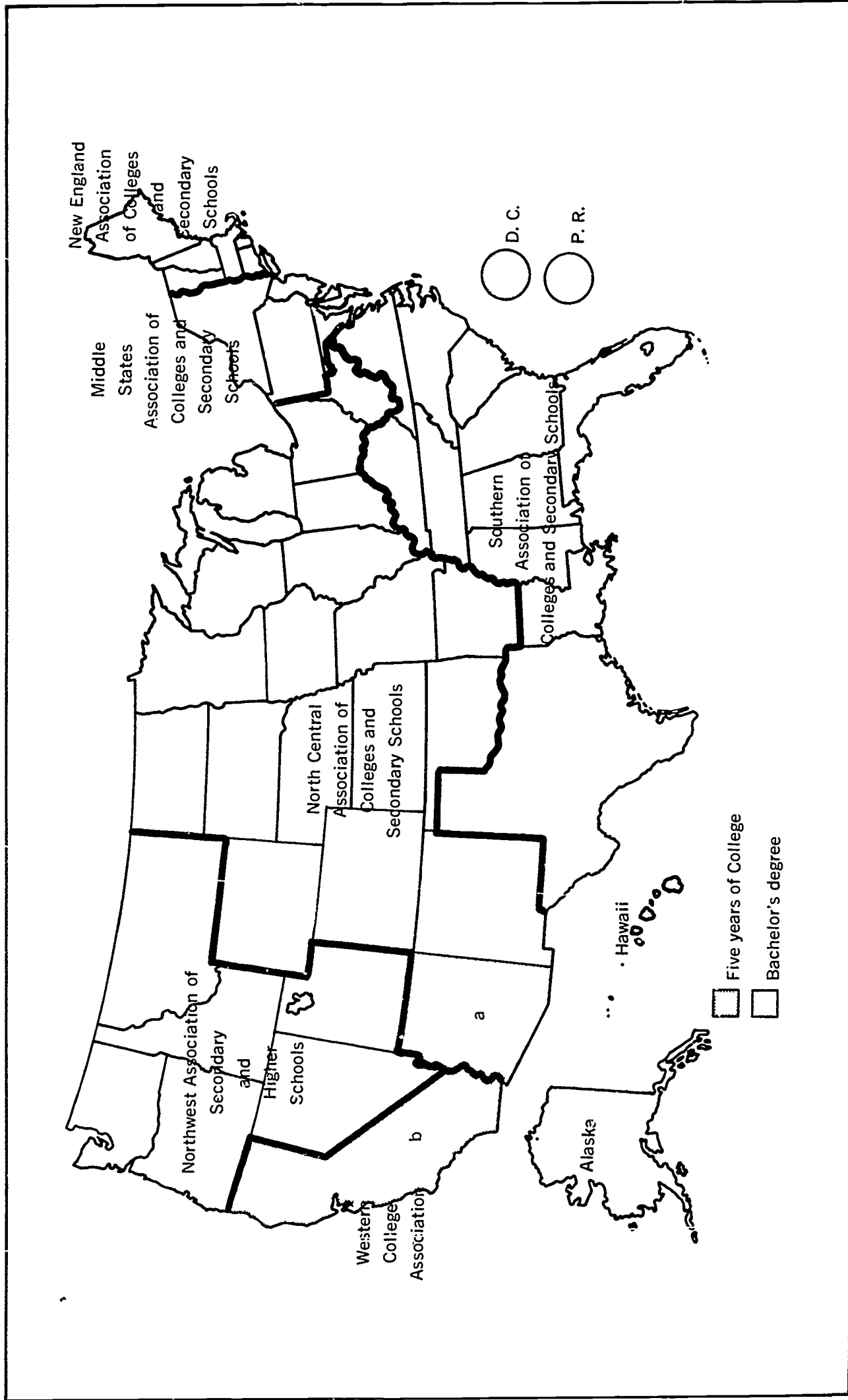
Number of College Years of Preparation or Degree Required	Number of States Requiring		
	Elementary School Principal	Secondary School Principal	Superin- tendent of Schools
1	2	3	4
7 years or doctor's degree	0	0	1
6 years plus, but less than doctor's degree	0	0	1
6 years	3	3	18
Master's degree plus, but less than 6 years	8	8	4
Master's degree	35 <sup>a</sup>	37 <sup>a</sup>	26 <sup>a</sup>
Bachelor's degree plus, but less than 5 years	3	2	0
Bachelor's degree	2	1	0
Less than bachelor's degree	0	0	0
No certificate issued	1	1	2
Totals	52 <sup>b</sup>	52 <sup>b</sup>	52 <sup>b</sup>

<sup>a</sup> Includes Puerto Rico which does not specify an advanced degree but the bachelor's degree plus 30 s.h. Also includes the District of Columbia and Virginia which do not issue administrative certificates but do require the

master's degree for endorsement on other types of certificates.

<sup>b</sup> Includes D.C. and Puerto Rico.

**MINIMUM REQUIREMENTS OF STATES FOR LOWEST REGULAR TEACHING CERTIFICATE FOR BEGINNING SECONDARY SCHOOL TEACHERS, AS OF JANUARY 1, 1967**



<sup>a</sup> In Arizona, a temporary certificate, valid for five years only, will be issued on the bachelor's degree and completion of an approved program.

<sup>b</sup> California will permit preliminary certification on the bachelor's degree, student teaching, and 6 s.h. of postgraduate work. Course work requirements increase 6 s.h. on October 1 each year.



broaden his preparation, to become knowledgeable in many different areas.

Too, there is the matter of supply and demand. The continued shortage of teachers, made more severe by recent new demands, has tended to induce states to go slow in imposing additional preparation requirements for teaching.

Perhaps, also, the self-preservation feature is involved. At one time, not too many years ago, the vast majority of classroom teachers who held standard or regular certification based on the bachelor's or master's degree could also qualify for administrative certificates. This factor tended to hold down administrative salaries and to increase competition for such positions.

It appears that there must evolve a program of specialized preparation for all auxiliary, special school service personnel encompassing the professional staffs (supervisors, counselors, etc.) and that this specialized preparation must be built upon five years of college for the classroom teacher, combined with a specified number of years of teaching experience. A common practice among the states now is to permit enough of the master's degree or fifth-year program for teachers to be diverted to preparation for the special school service fields for the teacher to qualify for certification in these fields at the end of the five-year program. It may be surmised that this latter pressure, and others enumerated above, will impel an emphasis upon six years of preparation for all professional auxiliary or special school service personnel.

#### COMPLETION OF FIFTH YEAR DURING INITIAL SERVICE

A total of 18 states reported that progression in preparation for teachers at either the elementary or secondary school teaching level to the fifth year or master's degree is mandated within a specified number of years for the next highest certificate, but only 10 states reported the mandated time period for completion: California—elementary and secondary teachers must complete the fifth year within seven and five years respectively; Connecticut, Kentucky, and Maryland—elementary and secondary teachers, within ten years; Indiana and Michigan—both must

complete the fifth year within five years; New York—both must complete the fifth year within five years, with ten years being allowed in some special fields; Oregon—secondary teachers are required to complete the master's degree in six years; Pennsylvania—both must complete 24 semester hours beyond the bachelor's degree within six years; Rhode Island—elementary, secondary, and junior college teachers are required to complete the fifth year within six years.

#### PROJECTED INCREASE IN REQUIREMENTS

Eight states reported that deadlines had been set for increased levels of preparation for initial certificates.

*Arkansas.* Guidance counselors, effective September 1, 1966, were required to hold the master's degree.

*California.* Requirements for initial issuance of the standard secondary credential (basic requirement, five years of preparation), presently granted on partial fulfillment (bachelor's degree) of basic requirements, will increase by 6 semester hours on October 1 of each succeeding year.

*Connecticut.* For administration and supervision, present regulations expire September 1, 1968.

*Louisiana.* The "C" certificate will be moved up successively to a "B" to an "A" certificate on the basis of years of experience.

*New York.* All administrators and supervisors, on and after September 1, 1969, will be required to have completed 60 semester hours of graduate study.

*South Dakota.* Effective July 1, 1968, all teachers in independent school districts must hold a certificate based on a bachelor's degree.

*Wisconsin.* Elementary teachers are required to complete the bachelor's degree by 1972.

*Wyoming.* Principals will be required by 1969 to have completed 30 semester hours in school administration, of which 15 must be toward the master's degree; superintendents will be required to have completed six years of preparation by 1969.

TABLE 3.—NUMBER OF STATES ENFORCING THE DEGREE REQUIREMENT FOR BEGINNING ELEMENTARY AND SECONDARY SCHOOL TEACHERS, BY DECADES, 1900-1960, AND 1961, 1964, AND 1967

Years	Number of States Enforcing	
	For Elementary School Teachers	For Secondary School Teachers
1	2	3
1900	0	2
1910	0	3
1920	0	10 <sup>a</sup>
1930	2	23
1940	11	40
1950	21	42
1960	39 <sup>b</sup>	51
1961	43 <sup>b</sup>	51 <sup>c</sup>
1964	46 <sup>b</sup>	52 <sup>d</sup>
1967	47 <sup>e</sup>	52

<sup>a</sup> Includes Delaware which reported that the date was not known but that it was prior to 1921.

<sup>b</sup> Wyoming reported in 1964 that it previously had been erroneously listed at the degree level in 1956, that it did not achieve this level until 1962; therefore, 1960 and 1961 totals are 39 and 43 instead of 40 and 44 as reported in the 1961 Edition.

<sup>c</sup> Three states (Minnesota, North Dakota, South Da-

kota) which enforce the degree requirement reported in 1961 that the date on which the requirement became effective was not known. Nevada did not report.

<sup>d</sup> This total includes three states (Arizona, California, District of Columbia) which have set the five-year requirement as the standard.

<sup>e</sup> Four states and Puerto Rico are not yet enforcing the degree requirement.

#### PROGRESS SINCE 1964

State certification directors were asked to report on significant changes in certification requirements since materials were submitted for the 1964 *Manual*. Thirteen states replied "none"; 14 responded "some"; only 5 states indicated "significant" changes (Missouri, Oregon, Rhode Island, South Dakota, and Utah).

Of course, the interpretation of "significant" is subjective and might include a number of the states that answered "some." The following summary indicates some of the major changes:

*Arizona* upgraded requirements for school psychologists, developed requirements for school social workers, and added special education personnel and psychometrists to the certificate list.

*Arkansas* decreed that all teacher education institutions should be meeting NCATE standards by 1970. For new administrators, six years of preparation were required beginning September 1, 1966.

*California* requires no minor for standard elementary, secondary, and junior college credentials if the holder has a major in an academic subject. General education and professional preparation requirements for the standard junior college credential were eliminated; a master's or doctor's degree in subject matter is required. For Peace Corps applicants with a bachelor's degree, a credential major and minor with 18 months of experience and half-time service as a teacher is acceptable in lieu of all professional education requirements, including student teaching, for the standard elementary, secondary, and junior college credentials.

*Connecticut* made extensive changes in requirements for administrators, effective September 2, 1968. There are only two endorsements on this certificate—superintendent and intermediate administrators, the latter valid for all administrators and supervisors below the superintendent. New requirements—two years of graduate study for

provisional certification as a superintendent; master's degree and 15 semester hours for intermediate administrators (30 semester hours for standard certification). Required experience for the administrative certificates was raised to eight and five years respectively.

*Delaware* expanded reciprocity provisions to all states under specified conditions; increased requirements for superintendents to 60 graduate hours; shifted several certificates to required courses instead of credits; required 60 hours of general education for most certificates; and added certificates for school social workers and adult education.

*Georgia* added several endorsements to professional certificates based on four, five, and six years of preparation, and added a psychologist

certificate. Beginning in 1967, a doctoral certificate will be issued.

*Hawaii* eliminated specific course requirements in education at the elementary and secondary levels, retaining required total credits.

*Illinois* has new standards for student teaching and for administrative and supervisory positions, effective July 1, 1966, and has a new guide for approving teacher education programs.

*Kansas* revised requirements for administrators and eliminated the requirements of 15 hours for teaching a field and 5 for a subject; these were increased.

*Kentucky* developed the Professional Commitment Certificate for liberal arts graduates; added requirements for school business administrators; adopted guidelines for preparation and certifica-

TABLE 4.—NUMBER OF STATES ENFORCING THE DEGREE REQUIREMENT FOR BEGINNING ELEMENTARY SCHOOL TEACHERS IN SELECTED YEARS (1930-1967)

Year	Number of States	States Enforcing (Cumulative)
1	2	3
1930	2	California (1930); District of Columbia (1930)
1935	5	Rhode Island (1932); Delaware (1934); New York (1936 <sup>a</sup> )
1940	12	Arizona (1936); Maryland (1936); North Carolina (1939); Pennsylvania (1939); Connecticut (1940); Indiana (1940); Louisiana (1940)
1945	18	Hawaii (1941); Ohio (1942); Utah (1942); Virginia (1942); Washington (1942); Illinois (1943)
1950	21	New Hampshire (1948); New Jersey (1948); Georgia (1950)
1955	29	Florida (1951); Vermont (1952); South Carolina (1953); Tennessee (1953); Alabama (1955); Idaho (1955); Oregon (1955); Texas (1955)
1960	39	Massachusetts (1956); Michigan (1956); Mississippi (1956); Nevada (1957); New Mexico (1957); Oklahoma (1957); West Virginia (1957); Kansas (1959); Iowa (1960); Kentucky (1960)
1961	43	Alaska (1961); Colorado (1961); Minnesota (1961); Missouri (1961)
1962	44	Wyoming (1962 <sup>b</sup> )
1963	46	Arkansas (1963); Maine (1963)
1967	47	Montana (1967)

<sup>a</sup> Date reported for previous editions was 1941; New York changed Table 19 entry, with no explanation. Totals for 1935 and 1940 now are 5 and 12 instead of 4 and 11, respectively, as reported in the 1964 Edition.

<sup>b</sup> Wyoming was previously reported at the degree level

in 1956. For the 1964 Edition they reported that 1956 was the date the State Board of Education adopted the requirement, to be effective in 1962. The totals for 1960 and 1961, as reported in the 1961 *Manual*—40 and 44 respectively—should have been 39 and 43.



tion of junior high school teachers and school administrators.

*Maryland* adopted "interim requirements" to provide greater flexibility for certification.

*Massachusetts* statutes were amended to permit noncitizens to teach the language of their country of origin.

*Minnesota* adopted the six-year requirement for administrators, effective September 1, 1968; adopted minimum requirements for majors and minors as a basis for teaching assignments; and added requirements for school business administrators.

*Mississippi* added a reading certificate for grades 1-12, a journalism certificate for high school teachers, and a certificate for elementary school librarians.

*Missouri* applicants for the emergency or substandard certificate must complete a "Teacher's Academic Contract" with an approved college. A sixth-year NCATE-approved program is required for new superintendents.

*Montana* instituted the degree requirement for beginning elementary school teachers.

*Nebraska* added a Special Services Certificate for such positions as nurse, librarian, and therapist.

*New Hampshire* added preparation-certification programs for school business administrators and assistant superintendents of schools.

*New Jersey* discontinued limited and permanent certificates, substituting standard and life certificates.

*New York* now requires five years of preparation for permanent certification of elementary school teachers (for nursery and K-6). New requirements for administrators and supervisors will become effective September 1, 1969.

*North Carolina* increased in 1967 and will increase again in 1968 the National Teacher Examinations (NTE) score requirements for certification.

*Oklahoma* increased the requirement for the school administrator's standard certificate to six years, dropped the teacher-counselor certificate, and increased school counselor certification requirements to 22 hours of graduate work.

*Oregon* adopted a new set of regulations in 1965 providing for five types of certificates (basic,

standard, administrative, restricted, and vocational) with specialization norms for each. The approved-program approach is used.

*Pennsylvania* provided for automatic issuance of regular initial certificates to graduates of NCATE and regionally accredited institutions in other states; institutional recommendation is required. Course requirements in audiovisual education and Pennsylvania and U.S. history were eliminated for permanent certification.

*Rhode Island* has new requirements in special education fields. The U.S. citizenship requirement may be waived. A course in Rhode Island education was eliminated.

*South Dakota* completed revision of requirements which became effective September 1, 1965.

*Texas* effected the six-year requirement for administrators and increased the hours in subject matter preparation for secondary school teachers and all-level special subject teachers.

*Utah* completed revision of requirements which became effective September 1, 1966, including the Basic Professional Certificate (bachelor's degree) and the Professional Certificate (five years).

*Vermont* two-year certificates will not be valid after July 1, 1970. Requirements for teaching foreign languages and for teachers in junior high school were increased; requirements for speech therapists were added.

*Wisconsin* legislated the minimum requirement of the bachelor's degree for beginning elementary school teachers, effective July 1, 1972.

In addition to these changes, a total of 32 states reported that studies are in progress toward revision of existing credentials.

#### LEGAL AUTHORITY FOR CERTIFICATION

The authority to fix requirements for and to issue, renew, and revoke teachers' certificates is, with the exception of minor provision in the law, almost completely vested by legislative authority in the respective state departments or boards of education (see Table 12). Seven states (California, Colorado, Illinois, Indiana, Nebraska, North Dakota, and Puerto Rico) report that their legislatures retain some measure of certification authority in law. Most states reported that this authority was shared by the legislature and the

state education agency. But examination of the reports indicate that virtually all such agencies exercise broad powers. In most state laws vesting authority in the state education agency, certain specifications are retained. These specifications usually deal with age, citizenship, health, oath, and special course requirements (notably state history and constitution).

However, three states (California, Delaware, and North Dakota) indicated that the legislature retained complete powers. Of course, all state legislatures retain complete powers in that they can at any session enact legislation superceding state board of education regulations or rescinding powers previously granted the state board. But this is rare, resulting often from widespread criticisms of existing certification requirements. Almost without exception, broad grants of powers have been delegated to the state boards of education.

Nine states reported that the state board of education shares the certification authority with other agencies. The states and the sharing agencies (in parentheses) are as follows: California (county boards of education are empowered to process requests for emergency certificates and to issue certificates for (a) student teaching, on request of accredited colleges, and (b) regular teachers, pending processing and issuance of the regular certificate by the State Department of Education; certificates for rehabilitation counselor and mobility instructor are issued by the Health and Welfare Agency); Delaware (city of Wilmington); Illinois (city of Chicago); Kansas (must grant a certificate to B.S.E. graduates of the three state colleges); Maryland (city of Baltimore); Missouri (five state colleges, Lincoln University, and the University of Missouri are empowered to grant life certificates to their B.S.E. graduates, and county superintendents are authorized to issue one-year certificates by examination); New York (cities of Buffalo and New York, but teachers must meet requirements established by the state commissioner of education); North Dakota (three cities are empowered to issue certificates, but only one does so; also, diplomas of B.S.E. graduates of state colleges are accredited as certificates); Pennsylvania (county or district superintendents are authorized to issue emergency certificates of limited duration).

In connection with shared authority, accredited public higher institutions in the state of Washington issue the first certificate awarded a graduate, but this must be countersigned by the state superintendent, and transcripts must be filed with the state office.

#### GENERAL REQUIREMENTS FOR STATE CERTIFICATION

General requirements for certification are those that all applicants must meet regardless of the school position for which they may be seeking certification, such as age, citizenship, oath, license fees, health, and special courses (see Table 13). Such requirements are usually specified in state laws.

Thirty-two states require that the applicant be a citizen of the United States or file a declaration of intent. Twenty-five states require that the applicant subscribe to an oath of allegiance or loyalty to the United States and the state. Eleven require evidence of employment as a prerequisite for the issuance of a teacher's certificate. Forty-three states require that a beginning-teacher applicant be recommended by the preparing college and an experienced applicant by the employing school officer.

Minimum age requirements are as follows: Eighteen states specify no minimum age, two specify age 17, twenty-eight specify age 18, three specify age 19, and one state specifies age 20.

Twenty-nine states require fees ranging from \$1 to \$10 for issuance of a teacher's certificate, and 23 require no fee. Twenty-one states require a general health certificate with the application and 15 require a chest x-ray certificate.

Twelve states reported "yes" on the requirement of a special course. However, several do not actually require a special course as defined herein, i.e., a course that can be pursued only in an in-state institution, such as state history and constitution.

The states and the special courses reported are Arizona (U.S. and Arizona Constitutions); California (U.S. Constitution required for renewal of the standard certificate); Connecticut (U.S. history), Illinois (American history or government, or both); Iowa (American history or government); Louisiana (American history, biological



and physical science; Louisiana history for elementary school teachers only); Nevada (Nevada Constitution and school law and U.S. Constitution); Oklahoma (Oklahoma history and American history and government); Texas (Texas and federal governments); Washington (Washington or Pacific Northwest history and government); Wisconsin (cooperatives and conservation for certain teachers only); and Wyoming (U.S. and Wyoming Constitutions).

Eliminating from the "yesses" the states which require U.S. history, Constitution, or government or other courses which can be obtained in any institution and which, therefore, would not be classified here as special—only eight states actually require special courses: Arizona, Louisiana, Nevada, Oklahoma, Texas, Washington, Wisconsin, and Wyoming. Of these, Nevada, Oklahoma, Washington, and Wyoming permit validation of the required special course by examination in lieu of a course. Only four states, therefore, (Arizona, Louisiana, Texas, and Wisconsin) require a formal, special course as prerequisite to initial certification. Texas will allow the incoming teacher a year in which to complete the course.

The practice of requiring special courses for certification, which tends to be discriminatory for out-of-state applicants, has shown a steady decline in recent years. In all but four of the states in which such requirements remain, the discriminatory features have been largely removed by administrative flexibility, permitting the applicants to demonstrate competence by examination in lieu of completion of a formal credit course.

#### SCHOOL PERSONNEL REQUIRED TO HOLD CERTIFICATES

There are legal provisions in all states requiring certain public school personnel to hold certificates issued by the designated state education agency (almost always the state department of education or public instruction), but there are some variations regarding what personnel must hold them (see Table 16).

All states require teachers, administrators, and special school service personnel in the public elementary and secondary schools to hold certificates. Although a few states do not issue certificates *by name* for the specialized fields, all

such personnel must hold a specialized kind of certificate. Nineteen states require public nursery school teachers and 42 states require public kindergarten teachers to hold certificates. Probably all states maintaining nursery and kindergarten schools at public expense require certification. Ten states require teachers in publicly supported junior colleges to hold certificates. Generally, these are states in which the junior colleges are a part of the public school system, usually being maintained by the local districts as an extension of secondary education, although there are exceptions to this. Three states require teachers in the state teachers colleges or state colleges (formerly teachers colleges) to hold certificates.

Changes in these provisions between 1964 and 1967 may reflect incipient trends. For example, four states (California, Kansas, Kentucky, and Rhode Island) joined the states requiring certification of nursery school teachers; Delaware and North Carolina were added to the states requiring certification of kindergarten teachers.

It may be surmised that the Head Start programs and emphasis on the necessity of extending public education downward to the preschool years are influencing states both in establishing such publicly supported schools and in requiring certification of their teachers.

There was a decrease of two states (Minnesota and New Jersey) in the number (from 12 to 10) of states requiring certification for public junior college teachers. This probably is due to the tendency to make the junior college an integral part of higher education rather than an extension of secondary education.

Also, the fact that only three states (District of Columbia, North Dakota, and Rhode Island) now require certificates of teachers college teachers probably reflects (a) the rapid transformation of these institutions into general state colleges and universities, and (b) the trend toward removal of the governance of these institutions from the state boards of education.

For teachers in private or parochial schools, or both, 18 states (either by law or regulation) require such teachers, at some school level or under certain conditions, to hold certificates. The states are Alabama, Alaska, Georgia, Iowa, Louisiana, Maine, Michigan, Minnesota, Nebraska, Nevada, New York, North Carolina, Ohio, Oklahoma,



Puerto Rico, South Dakota, Washington, and Wisconsin. Fourteen of these states legally require elementary school teachers in private schools to hold certificates (Alabama, Alaska, Georgia, Iowa, Louisiana, Maine, Michigan, Nebraska, Nevada, North Carolina, Ohio, Puerto Rico, South Dakota, and Washington). In New York, the provision applies only to the professional staff of private nursery schools in New York City and is mandated by rules of the City Health Department. In Wisconsin, regulations of the Department of Public Welfare require the principal teacher in a private nursery school to hold a certificate. In West Virginia, an approved kindergarten must employ certificated teachers. Teachers in accredited private or parochial schools in Illinois must meet requirements for certificates but are not required to hold them.

Twelve states, an increase of three over 1964 (Georgia, Michigan, and North Carolina), by law or regulation require high school teachers in private and parochial schools to hold state certificates (Alabama, Alaska, Georgia, Louisiana, Michigan, Nebraska, Nevada, North Carolina, Ohio, Puerto Rico, South Dakota, and Washington).

The predominant practices regarding certification of teachers in privately supported and controlled schools are to require it only in case a school seeks accreditation by the state or to issue certificates upon the voluntary request of teachers. Twenty-seven states follow these practices at one or more school levels, in which cases teachers in these schools must meet the same requirements as those in public schools.

Twelve states (California, Connecticut, Delaware, District of Columbia, Hawaii, Mississippi, Missouri, New Jersey, Rhode Island, Texas, Utah, and Wyoming) report no provisions for certification of private and parochial school teachers.

(See the section on reaction to state certification by teachers in Catholic schools, in the Introduction, pp. 14-15.)

#### CERTIFICATION OF PARAPROFESSIONALS

Five states indicated certification provisions for paraprofessionals or teacher aides. The District of Columbia requires such personnel to meet federal civil service standards. Georgia certifies school lunch program directors. Iowa requires 60

semester hours for teacher associates employed under ESEA Title I. Michigan did provide certification for teacher aides in the Bay City experiment, but research in that experiment resulted in the recommendation that certification for such personnel was neither desirable nor necessary. Wisconsin requires three years of college preparation for theme-graders and study hall supervisors and three years of experience for assistant monitors for playground and special education.

Florida reported that the state superintendent has issued guidelines for adaptation or adoption by school boards as local policy governing the use of teacher aides. Florida also reported that there is a plan to develop certification proposals for paraprofessionals engaged in instructional duties but no plan to issue certificates for noninstructional aides. A few states indicated that study of the problem is under way, but most reported that no plans are being considered for certification of aides not directly involved in instruction.

#### ADULT EDUCATION TEACHERS

Twelve states reported special certification plans for adult education teachers (Alaska, California, Delaware, District of Columbia, Florida, Indiana, Michigan, Oklahoma, Oregon, Rhode Island, Vermont, and Washington), as follows:

*Alaska.* Adult education teachers must meet requirements for the appropriate vocational certificate.

*California.* A Standard Designated Subjects Adult Education Credential is issued, requiring high school graduation and four years of appropriate education beyond high school or four years of appropriate experience in the subject to be taught, or a combination thereof.

*Delaware.* For teaching adult basic education, including literacy education and preparation for naturalization, a bachelor's degree in adult, elementary, or secondary education or a liberal arts degree with a major in social studies or English is required. For general adult education, including academic and cultural education, vocational and technical education, and civic and public affairs, a bachelor's degree in education or liberal arts with at least two years of training in the special field or three years of experience in the special field, with additional training in techniques of working with adults, is required.

*District of Columbia.* Special licenses are issued; the requirements were not reported.

*Florida.* Teachers holding valid elementary, secondary, or junior college certificates may be issued certificates for general adult education. Teachers of special nonvocational courses for adults are required to hold a valid certificate in the subject taught. A temporary certificate may be issued to nondegree teachers for special adult classes; the requirements are high school graduation, 48 months of work experience in the field, and recommendation of the county superintendent. Temporary certificates for teachers of academic noncredit courses for adults require a bachelor's degree, a score of 500 on the NTE, 800 on the Graduate Record Examination (GRE), and recommendation of the county superintendent.

*Indiana.* A plan is being developed.

*Michigan.* A certificate is issued requiring the recommendation of the district superintendent.

*Oklahoma.* Teachers of adult education in public schools must hold a valid certificate with an appropriate approval credential.

*Oregon.* Adult educators are issued a certificate in the area of competency on request of the school district.

*Rhode Island* issues a certificate valid for service in adult education for endorsed subjects. The certificate may have additional endorsements upon recommendation of the employing superintendent and approval of the chief of the Division of Adult Education. For certain subjects, certificates may be issued to persons of demonstrated competency.

*Vermont.* Adult education teachers must be eligible for an elementary certificate and complete a one-week course for teachers of adult basic education.

*Washington.* Adult education teachers must have experience or preparation in the subject and recommendation of the district superintendent.

#### PROVISIONS FOR REFUGEE TEACHERS

Four states (Florida, Iowa, Ohio, and Pennsylvania) reported special provisions for Cuban refugee teachers for the teaching of Spanish. Several other states commented on procedures by which such teachers can be certified.

*California.* Cuban refugees must meet certification requirements applicable to non-Cuban refugees. However, the State Department of Education has made a special effort to interpret requirements to a group of Cubans in the Miami area. The Standard Designated Subjects Teaching Credential lends itself well to Cubans who are interested in teaching Spanish.

*Florida.* A temporary or provisional certificate may be issued to a Cuban citizen refugee or an individual admitted to the United States as a refugee by presenting evidence of completion of a bachelor's degree, signing an oath that he is a refugee from the prevailing government of his native country and that he will uphold the principles of the U. S. Constitution, and presenting from the employing superintendent a request that the applicant be certified and evidence that he is not a security risk. The certificate is renewable on 6 semester hours.

*Iowa* reported that a special program has been in operation since 1963 in conjunction with the State Department of Public Instruction, the University of Iowa, and the U.S. Office of Education. A full description of the Iowa plan was published in the 1964 Edition of the *Manual*.

*Kentucky* has no special plan, but Cubans with proper credentials can qualify under the Professional Commitment plan.

*Michigan* institutions have some leeway in recommending certificates for Cuban refugees.

*Montana* has no special certification plan, but a special teacher education program was conducted by the College of Great Falls, August 1964 through August 1965, for about thirty Cuban refugees.

*New Hampshire* has no special plan. Evaluation of credentials by the U.S. Office of Education is the basis for determining eligibility for certification of refugees.

*New Jersey.* School districts wishing to employ refugees may present a special appeal to the commissioner of education.

*Ohio* requires evaluation of foreign credentials by an approved Ohio teacher education institution, completion of deficiencies, and recommendation of the institution.

*Pennsylvania.* Special summer institutes at Kutztown State College, in cooperation with the



State Department of Public Instruction, prepare Cuban refugees to teach Spanish.

*West Virginia.* Evidence of college graduation and satisfactory scores on the NTE and on Modern Language Association (MLA) examinations are required of refugee applicants.

*Wyoming.* Several Cuban refugees have been certified on the basis of education equivalent to that required of all applicants.

#### RETIRED MILITARY PERSONNEL

Only five states (Kansas, Kentucky, Nevada, Pennsylvania, and Rhode Island) reported some special provision for certifying or preparing retired military personnel who are college graduates. Several states reported some adaptation of requirements.

*California* has an informal plan. Certain institutions have teaching internship programs which lend themselves to preparation of such personnel.

*Florida.* A temporary certificate is available on a bachelor's degree.

*Kansas.* Service time is excluded from the recency requirement. A returning veteran may have a previously held certificate renewed on request.

*Kentucky.* The Professional Commitment type certificate is applicable to such personnel.

*Michigan.* Leeway is allowed institutions in recommending such personnel for certification.

*Nevada.* Evaluation and advisement are left to institutions.

*New Jersey* has no formal plan but school districts may present a special appeal to the commissioner of education in individual cases.

*Pennsylvania.* An interim certificate is issued and candidates must complete full requirements while teaching. The allowance of credit for experience in the service is left to institutions.

*Rhode Island.* Two years of experience in a military teaching assignment is accepted in lieu of student teaching.

*Washington.* Student teaching is required of those without teaching experience.

It is obvious from the above reports that few, if any, states have systematic plans to evaluate fully the college preparation of retired military personnel, their service teaching and related experience, and essential knowledge acquired during years of military service and to equate them with specific course and credit prescriptions

required of typical teacher education students. No mention was made of existing or projected use of proficiency examinations.

#### CERTIFICATION OF TEACHERS IN FEDERAL TEACHER-RELATED PROGRAMS

In an effort to ascertain developments in certification and preparation for several categories of personnel which are usually connected with public school programs under federal grants or personnel with teacher-related backgrounds, states were asked to report on existing or projected practices.

#### Peace Corps Returnees

The replies indicated that 10 states had formal or informal plans for Peace Corps teachers (California, District of Columbia, Kentucky, Michigan, Missouri, New York, Pennsylvania, Rhode Island, Vermont, and Washington). They reported as follows:

*California.* Eighteen months of foreign service in the Peace Corps that included half-time service as a teacher is acceptable in lieu of all professional education requirements, including student teaching, for the standard elementary, secondary, and junior college credentials. This experience is also acceptable for meeting the fifth-year requirement unless it is necessary to take course work beyond the bachelor's degree to complete requirements for a major or minor. Peace Corps applicants must meet the following requirements: a bachelor's or higher degree, a credential major or minor, 45 semester hours in general education, and for elementary teachers, a 3-semester-hour specified math course.

*District of Columbia.* The Cardozo Project in Urban Teaching is an internship program for Peace Corps returnees; it also involves a master of arts in teaching program.

*Kentucky.* The Professional Commitment type certificate is applicable to Peace Corps teachers.

*Michigan.* Institutions are not required to enforce fully the approved teacher education program in recommending certification for Peace Corps teachers. However, teaching experience in the Peace Corps may not apply on requirements for permanent certification but does apply on extension of provisional certificates.



*Missouri.* A one-year certificate will be issued to a Peace Corps returnee if he holds a degree and meets teaching and academic field or subject requirements and enters into a "Teacher's Academic Contract" with a college to complete requirements for regular certification; the institution may waive student-teaching requirements.

*New York* added a full-time staff member to work with the Peace Corps and encourage returnees to teach in the state.

*Pennsylvania.* An interim certificate is provided for returnees who have a college degree but no course work in education, pending completion of regular certification requirements. Some institutions allow credit toward certification requirements for some training and experience in the Corps.

*Rhode Island.* Two years of service with the Peace Corps will waive the student-teaching requirement.

*Vermont.* In an informal plan, the candidate will be judged on an individual basis and a program mapped out based on liberal evaluation of his training and experience.

*Washington.* If the candidate holds a degree, he can be issued a temporary certificate if requested by the school district. This applies to other groups also—retired military personnel and out-of-state teachers.

#### Job Corps Teachers

Virtually no special provisions or plans were reported for certification of teachers in Job Corps programs. The usual practice is emergency or temporary certification, generally available to substandard teachers. California reported that one in-state institution has a special program for such personnel. Ohio reported that temporary certification is available during the in-service training period and full certification upon completion of an approved college program. Several other states reported that provisions for Peace Corps and retired military personnel were applicable to Job Corps teachers.

#### Head Start Teachers

The predominant reply to the question concerning certification of Head Start teachers and assistant teachers was that they must meet the same requirements as regular teachers in the public elementary schools. Some comments:

*California.* If the program is a part of the public schools, or of private schools participating in the state public funds program, a Children's Center Permit is required.

*Connecticut.* There are no plans as yet to certify Head Start personnel, pending determination of effectiveness of the program and type of personnel needed.

*District of Columbia.* Special exemptions (presumably from regular certification requirements) are given to graduating seniors and special quotas to out-of-state applicants.

*Michigan.* Head Start teachers would be able to apply their experience toward requirements for permanent certification.

*Oklahoma.* Head Start teachers must hold an elementary certificate; assistant teachers must hold a valid certificate of some kind.

*Vermont.* Head Start teachers must hold or be eligible for elementary certificates, have some background in early childhood education, and complete a one-week special course. There are no certification specifications for assistant teachers.

*West Virginia* has no special certification provisions for Head Start teachers. Two state universities have developed training centers for them. The state encourages employment of professionally educated teachers.

*Wisconsin.* A special plan is under consideration, possibly certification under provisions for nonprofessional personnel.

#### TYPES OF CERTIFICATES ISSUED BY THE STATES

The types of certificates issued to school personnel by the states have been classified in this *Manual* and preceding editions in three categories. The classifications are arbitrary and are not necessarily considered definitive by the states. The three categories used herein are: (a) *According to the term or duration of validity.* In this category, classifications are life, permanent, limited, continuing, and provisional or probationary (temporary or short-term). (b) *According to levels of preparation.* The nomenclature used in this category usually includes regular, standard, professional, and emergency or substandard. (Limited and permanent certificates are used in some states to denote levels of preparation as well as terms of the certificates). (c) *According to authorization of teaching position or assignment.* The types

here are usually blanket or general (with no area, teaching field, or subject specified on the certificate), endorsed (each authorized teaching area, field, or subject is endorsed on the certificate), and special-field (one certificate on which separate special fields may be endorsed). (See Table 17.)

#### Life and Permanent Certificates

Twenty-seven states issue life or permanent certificates; Michigan and Nebraska joined the list of 25 in the 1964 *Manual*. The permanent certificate usually is not a life certificate but remains valid only as long as the holder teaches continuously or is not out of teaching beyond a specified number of years. Of the 27 states, 5 issue this type (Connecticut, District of Columbia, Georgia, Louisiana, and South Dakota). This number (27) is a net increase of 4 over that listed in the 1961 *Manual*. The definite trend away from the life or permanent certificate, evident in earlier editions of the *Manual*, now appears to have come to a halt, and perhaps to be reversed.

Twenty-seven states reported that they did at one time issue life certificates but that the practice has now been discontinued. The states so reporting, with dates of discontinuance, are as follows: Arizona (1921); Arkansas (1939); Colorado (1961); Connecticut (1959, issues permanent certificates); Florida (1939); Georgia (1951, issues permanent certificates); Idaho (1948); Illinois (1955); Kansas (1947); Louisiana (1947, issues permanent certificates); Maine (1947); Maryland (1916); Mississippi (1954); Montana (1954); Nevada (1955); New Hampshire (1948); New Mexico (1956); North Carolina (1930); Oklahoma (1950); Oregon (1937 and 1943); South Carolina (1945); South Dakota (1956, now issues permanent certificates); Tennessee (1953); Utah (1935); Vermont (1934); Washington (1938); and Wyoming (1952). In some of these states, teachers in service at the time of discontinuance of the life certificate may still claim the right to a life certificate under laws or regulations existing at that time.

Michigan discontinued life certificates in 1939 but restored them in 1967. New York issues permanent certificates which it now classifies as life.

As a general rule, conditions for issuance of life certificates by the respective states are reported in the footnotes to Table 17.

#### Blanket Certificates

Twelve states issue blanket, or general, high school certificates which do not carry endorsements of teaching fields and subjects which the holder is qualified to teach according to the requirements of the given state. This is a decrease of two states (Oregon and Arizona) from the number reported in 1964 and a decrease of four since 1961.

There appears to be some movement away from the blanket certificate. Obviously, the controversy over the misassignment of teachers is influencing states toward the endorsed field, subject, or area practice.

The blanket certificate does not mean, as is often interpreted, that a holder is authorized to teach any and all fields. All states have teaching-field prescriptions which applicants must meet in order to be legally assigned to teach a particular field. In some states (Alaska, Kansas, and Utah), these prescriptions are set forth in the certification regulations; sometimes they are included in accrediting requirements of the state (Alaska, Colorado, Iowa, Kansas, Maine, Nebraska, Nevada, North Dakota, Vermont, and Washington). In Alaska the requirements are contained in both certification and accrediting regulations. Oklahoma uses accrediting regulations and state-aid regulations to enforce the requirements.

The enforcement of the teaching assignment in the case of the blanket certificate is usually left to the employing school officers and to the accrediting authorities, sometimes aided by regulations for allotment of state financial aid.

#### Endorsed Certificates

In regard to high school credentials, the predominant practice among the states is the issuance of endorsed certificates. One or more teaching fields or subjects, for which the holder meets the specified preparation requirements, are endorsed on the certificate as evidence to the employing school official of the qualifications of the teacher for assignment. Forty-four states issue this type



of certificate on which the academic teaching fields are endorsed; and 41 states endorse special fields as well on the high school certificate, while 12 states issue a separate certificate for each special field.

#### ENFORCEMENT OF TEACHING ASSIGNMENTS

The states depend upon a variety of processes to assure against the misassignment of teachers. Usually a given state employs more than one, so it is difficult to pinpoint accurately what procedures are used by what states to enforce proper teaching assignments.

A summary of the reports of state certification directors reflects that 15 states use the possible loss of state accreditation of schools to assure proper assignment; 14 states use endorsed certificates to record specified areas of competence of a given teacher; 11 states may withhold funds to districts which practice misassignment; 16 states check (often by computer) required reports on teachers employed and the subjects or areas to which they are assigned against their area of concentration. Other procedures used by a few states are: provision for emergency or limited use of misassignment (6 states); superintendent is under oath to abide by laws and regulations (1 state); salaries of misassigned teachers may be withheld (3 states); provisions of the law (6 states); school visits (1 state); warning to school (4 states); and placing school on probation (1 state).

It should be repeated that virtually no state depends on any one of the above varied procedures for enforcing teaching assignments but may use several.

#### THE USE OF EXAMINATIONS IN CERTIFICATION

*California* uses the NTE common and area examinations for renewal of provisional (emergency) credentials. A passing score on the MLA examination may be offered in lieu of foreign language course work required for the Standard Designated Subjects Teaching Credential in a Modern Foreign Language. Also, a special Educational Testing Service exam is used in the selection of specialist reading teachers. California reported that it appeared to be moving toward greater use of tests for certification purposes.

*Colorado* uses the NTE common examination for issuing the Type "A" Certificate, requiring a score at or above the 75th percentile. Very few teachers achieve certification through this means.

Occasionally, *Connecticut* uses MLA exams to establish competence in the foreign language.

In *Delaware*, the NTE may be used by degree applicants for validation of work from an unaccredited college, in lieu of course work for an additional endorsed teaching field, to complete requirements for a major teaching field if the deficiency is within 6 semester hours and the applicant has three years of teaching experience, or in lieu of refresher credits. The MLA exams may be used for the last three provisions above and are required to validate preparation in a foreign country and competency in the language.

The *District of Columbia* requires examinations for all applicants—NTE common and area examinations in all appropriate areas; local examinations are used where NTE does not have exams in such special areas as trade and industrial education.

*Florida* uses examinations as prerequisites for regular certification. The examinations used are NTE (a score of 500 or higher is required on the common examination) or the GRE Verbal and Quantitative Abilities Tests (a score of 800 or more is required). In addition, the State Department of Education administers its own examination as a prerequisite for certification of candidates (for temporary certification) with less than 61 semester hours of college credit. Also, scores on the above examinations are, by state law, prerequisite for eligibility for a continuing contract.

*Georgia* requires NTE examinations for issuance of the six-year specialist certificate and for grant-in-aid study.

*Maine* permits initial applicants to submit satisfactory scores on the NTE in lieu of a maximum of 9 semester hours of course work. For superintendents, an examination in school law may be taken in lieu of a course in the subject.

*New York* permits use of proficiency examinations in lieu of some specific course requirements for certification.

*North Carolina* uses the NTE common and area examinations as prerequisites for certification. Effective July 1, 1967, all certificates or ratings



based on a bachelor's degree or less require a score of 475 on both the common and the appropriate area examinations. If either score is between 425 and 474, a one-year nonrenewable probationary certificate is issued. For certificates based on the master's degree, a minimum score of 550 on both the common and appropriate area exams is required. Certificates based on six years of preparation require minimum scores of 625. These requirements are to be increased July 1, 1968, when minimum scores on the common and area exams will become 500 for certificates based on the bachelor's degree, 600 for the master's, and 650 for six years of preparation.

*Pennsylvania* uses the MLA Proficiency Tests as prerequisites for foreign language certificates. Occasionally, in the case of persons educated in foreign institutions, the NTE is used to validate that work.

*South Carolina* has used the NTE for many years to enable teachers to raise the level of their certificates and as a prerequisite for initial certification or for adding endorsed fields.

The *Texas* State Board of Education approved in February 1967 an experimental five-year program proposed by the State Board of Examiners to require all teacher education seniors to take the NTE. At present, it is contemplated that these scores will be used for institutional self-evaluation and study by the agency. No cut-off scores are to be used now. This implies that, if the use of NTE proves satisfactory, passing the examinations eventually will become a prerequisite for certification.

*Vermont* permits the use of satisfactory scores on the NTE or MLA exams in lieu of some requirements.

*West Virginia* requires all senior teacher education students to take the NTE common and one optional examination for evaluative purposes only. Also, a few liberal arts graduates are certified provisionally on the basis of the NTE scores.

*Wyoming* uses a state examination to permit candidates to substitute a passing score for a required course in Wyoming and U.S. Constitutions.

#### Summary

From the above, it appears that six states (Colorado, for one certificate; District of Columbia;

Florida; Georgia, for one certificate; North Carolina; and South Carolina) use qualifying examinations for certification. West Virginia and Texas use the NTE for evaluation purposes only. In addition, examinations are used in several states to validate degrees from unaccredited institutions and to renew emergency certificates. A total of nine states use proficiency examinations to enable applicants to substitute scores on certain subjects in lieu of course credit (California, Connecticut, Delaware, District of Columbia, Maine, New York, Pennsylvania, Vermont, and Wyoming.)

#### STATE PROCEDURES FOR ACCREDITING TEACHER EDUCATION PROGRAMS

Twenty-nine states reported that they have developed and are using formal standards for accrediting institutions for teacher education, while 20 have not. Three states (Delaware, Maryland, and Vermont) reported that state standards are in process of development. Four states (New York, Oregon, South Dakota, and Utah) have developed standards since the 1964 report. (See Table 18.)

Only two states (Arkansas and Idaho) reported complete reliance upon regional accreditation or dependence upon regional standards for evaluating institutions. Nine states use the suggested standards in U.S. Office of Education Circular 351<sup>2</sup> developed by a committee of NASDTEC, while 14 states rely somewhat upon NCATE standards. Twenty-five states reported the use of a special committee appointed by the state board of education or other body (e.g., state board of examiners or accrediting commission) as visitation teams, and 16 states apparently use individual staff members or staff committees for visitation and evaluation of institutions. There seems to be a developing shift among the states toward (a) deriving their own standards, (b) making greater use of NCATE and regional standards, and (c) increasing the use of special committees and state staff in evaluation of in-state institutions.

<sup>2</sup>Perkins, Mary Ellen, chairman, Accrediting Standards Revision Committee. *Proposed Standards for State Approval of Teacher Education*. (A project of the National Association of State Directors of Teacher Education and Certification, assisted by the U.S. Office of Education.) Circular No. 351 revised. Washington, D. C.: Office of Education, U.S. Department of Health, Education, and Welfare, 1967. 43 pp.

Descriptions of procedures used in selected states are as follows:

*California.* The State Board of Education (by statutory authority) appoints a state accreditation committee of up to 20 members. The committee administers the accreditation program through visiting committees, which usually use standard procedures. The committee recommends for or against accreditation to the State Board which then grants or denies it. Programs are accredited rather than institutions, and completion of a program leads to certification. In reality, the standards used are the certification requirements. The schedules are guides to institutions for the development of application reports.

*Florida.* Determination of whether an institution meets State Board of Education regulations is a function of a visiting committee, with approval by the Board. Individual programs are checked and approved by the state director of teacher education and certification.

*Indiana.* An institution submits a self-study and completes a questionnaire, then a visiting team inspects the institution and writes a report. The Teacher Training and Licensing Commission of the State Board of Education acts after reviewing the two reports.

*Iowa.* Formal action is taken by the State Board of Education once every five years. Institutions file reports on each program in terms of Iowa "Program Standards." Non-NCATE-accredited institutions make a self-evaluation in terms of NCATE *Standards and Guide for Accreditation of Teacher Education*. A formal visit is then made by a team of staff members of the State Department of Public Instruction. The publication of a list of approved institutions indicates the areas of approval.

*Kentucky.* The Division of Teacher Education and Certification invites the institution to make a study, over a period of a year or more, on the basis of the criteria and standards used. A visiting committee then spends two days at the institution and makes a formal report to the Division. Provisional accreditation only is given, this for two, four, or more years upon agreement to strengthen certain areas. Revisitation is done by the original committee.

*Louisiana.* An institution desiring full approval must file the appropriate application with the supervisor of teacher education and certification

in the State Department. The supervisor sends to the applying institution six sets of schedules in keeping with the programs for which approval is desired. Five sets, properly filled out by the institution, must be returned to the supervisor within 60 days of receipt. The sixth set is retained by the institution. A five-member committee appointed by the supervisor of teacher education and certification (who serves as chairman) reviews the schedules, visits the institution, and evaluates the teacher education programs. The state superintendent of education uses the report of the visiting committee in making recommendations to the State Board of Education, which takes appropriate action.

*Massachusetts* accepts degrees and course credits from (a) nationally or regionally accredited institutions, (b) institutions approved for certification by their own state departments of education, and (c) any in-state institution whose degree-granting powers have been approved by the Massachusetts Board of Collegiate Authority. Other Massachusetts colleges may apply to the Board of Education for approval. If after investigation through a process similar to that used by regional accrediting agencies a college is approved by the Board, its course credits are accepted.

*Maryland.* A visiting team composed of staff members of the State Department of Education and from three to five consultants, usually from another state, reviews and observes the college program, facilities, policies, and practices relating to teacher education and evaluates the staff. Its recommendations go to the State Board of Education.

*Minnesota.* A visiting committee of seven evaluates an institution on the basis of standards approved by the State Board of Education. Approval is granted by the Board upon recommendation by the visiting committee.

*Mississippi.* A college accrediting commission of the state or the Southern Association of Colleges and Secondary Schools must approve the college. The teacher education program is then reviewed and approved by the State Board of Education.

*Oregon.* A visiting committee, selected from a panel of names submitted by professional groups, reports and recommends to the State Board of Education, which takes final action.



*Oklahoma.* The accrediting procedure includes visitation and evaluation by a visiting team, recommendation by the State TEPS Commission based on the team's report, and approval by the State Board of Education.

#### THE APPROVED-PROGRAM APPROACH

As used in this *Manual*, the approved-program approach refers to certification of an applicant largely on recommendation of the preparing college that he has completed a program in a specified field or area which is approved by the state department of education. This implies that the particular program has received prior approval and that certification is automatic upon recommendation of the institution. This procedure is of course, restricted to in-state institutions. The processing of credentials from out-of-state institutions is generally done individually.

In 1967, a total of 46 states reported use of the approved-program approach in some degree. Only 6 states in 1967 reported no use of this approach (Alaska, D.C., Hawaii, Idaho, Massachusetts, and Mississippi). (See Table 19.)

The states vary widely in their interpretation and application of the approved-program approach to certification, as illustrated by the following descriptions:

*Kentucky.* After the Advisory Committee on Teacher Education, the Council on Public Higher Education, and the State Board of Education have adopted guidelines for program development, the Division of Teacher Education and Certification works with the colleges in developing the programs. The program for each type of certificate is submitted by an institution and reviewed. When the program meets the guidelines, the director of teacher education and certification recommends official approval by the State Board of Education. Students who follow and complete the approved program may be recommended for certification by the college.

*Michigan* uses a combination of the approved-program method for certification and investigation of individual credentials. The institutional recommendation for a teacher's certificate is required in all instances. For out-of-state applicants, the institution presents a form making such a recommendation and providing evidence of com-

pletion of the institutional requirements; the minimum requirements for certification of the State Board of Education prevail. Applicants from Michigan institutions must satisfactorily complete a program approved by the State Board of Education.

*Minnesota.* The approved institution recommends by special form the person who has completed the teacher education program to the State Department of Education. Certification is automatic.

*New Jersey.* Institutions submit curriculums for approval by the State Department of Education. Periodically, the institutions submit names of students who have completed the approved curriculums successfully, together with recommendations for certification. Certificates are sent to the institutions for distribution, normally at commencement.

*New York.* Candidates who complete approved programs are recommended for certification by name and subject area or level only. Certificates are issued on this basis alone to about half of the approximately 26,000 persons certified each year.

#### THE RECIPROCITY PICTURE

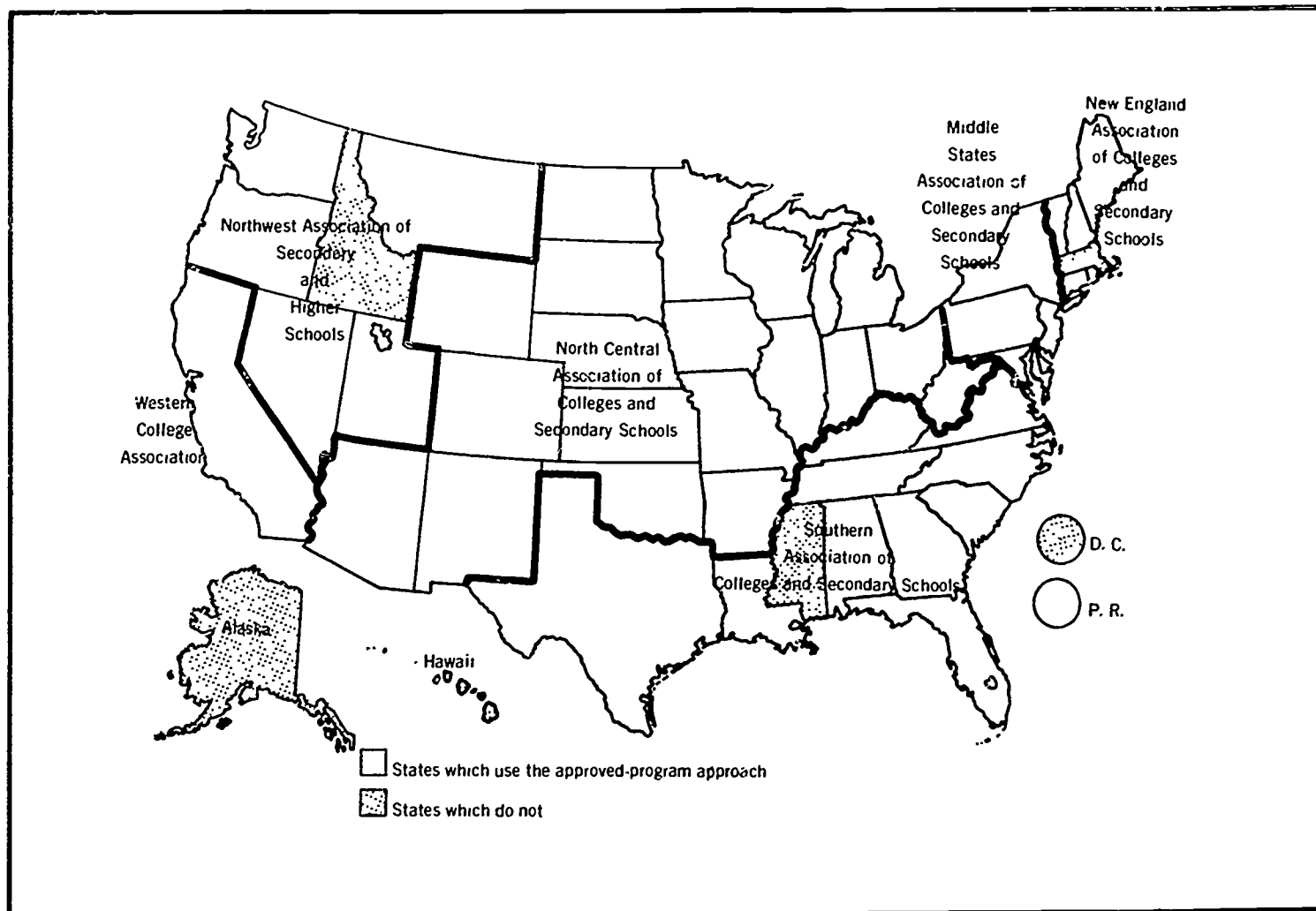
Only 11 states reported in 1967 that they are members of a regional reciprocity compact or agreement. These states (Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont) form the Northeast Reciprocity Compact. It is now clear that all other regional compacts have fallen into disuse.

The Northeast Compact has undergone several revisions. It originally embraced the New England states, New York, and New Jersey but was later extended to Delaware, Maryland, and Pennsylvania. Apparently the present provisions apply only to elementary teachers, as evidenced by the following resolution of the Pennsylvania Department of Public Instruction:

An applicant who has graduated from a program in elementary education with at least a baccalaureate degree from a regionally or nationally accredited institution in the states of Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, or Vermont, shall be issued a Pennsylvania Provisional College Certificate in Elementary Education, provided the



**STATES WHICH USE THE APPROVED TEACHER EDUCATION PROGRAM PROCEDURE IN APPROVING APPLICATIONS FOR TEACHERS' CERTIFICATES**



program is approved by the State Department of Education in the state in which the institution is located.

To the question, "What role, if any, does NCATE accreditation serve in aiding reciprocity in your state?" the states responded as follows: 13 states replied "none," 13 replied "some," 24 replied "significant," and 2 did not answer. Thus, 37 states report "some" or "significant" use of NCATE accreditation to expedite the free movement of qualified teachers across state lines. (See Table 20.)

Among the states reporting that the use of NCATE accreditation is significant, the following comments will indicate the general nature of the use:

*Alabama.* "If a college official certifies that the applicant completed the NCATE-approved program for teacher education, a certificate is issued."

*Delaware.* "NCATE graduates are accepted automatically without penalty if they are fully recommended by their institutions."

*Indiana.* "We give full reciprocity to an NCATE graduate for his major area."

*Kentucky.* "NCATE is the only agency which applies common standards on a nationwide basis without partiality. We look upon NCATE-accredited institutions with more assurance than any other system affords."

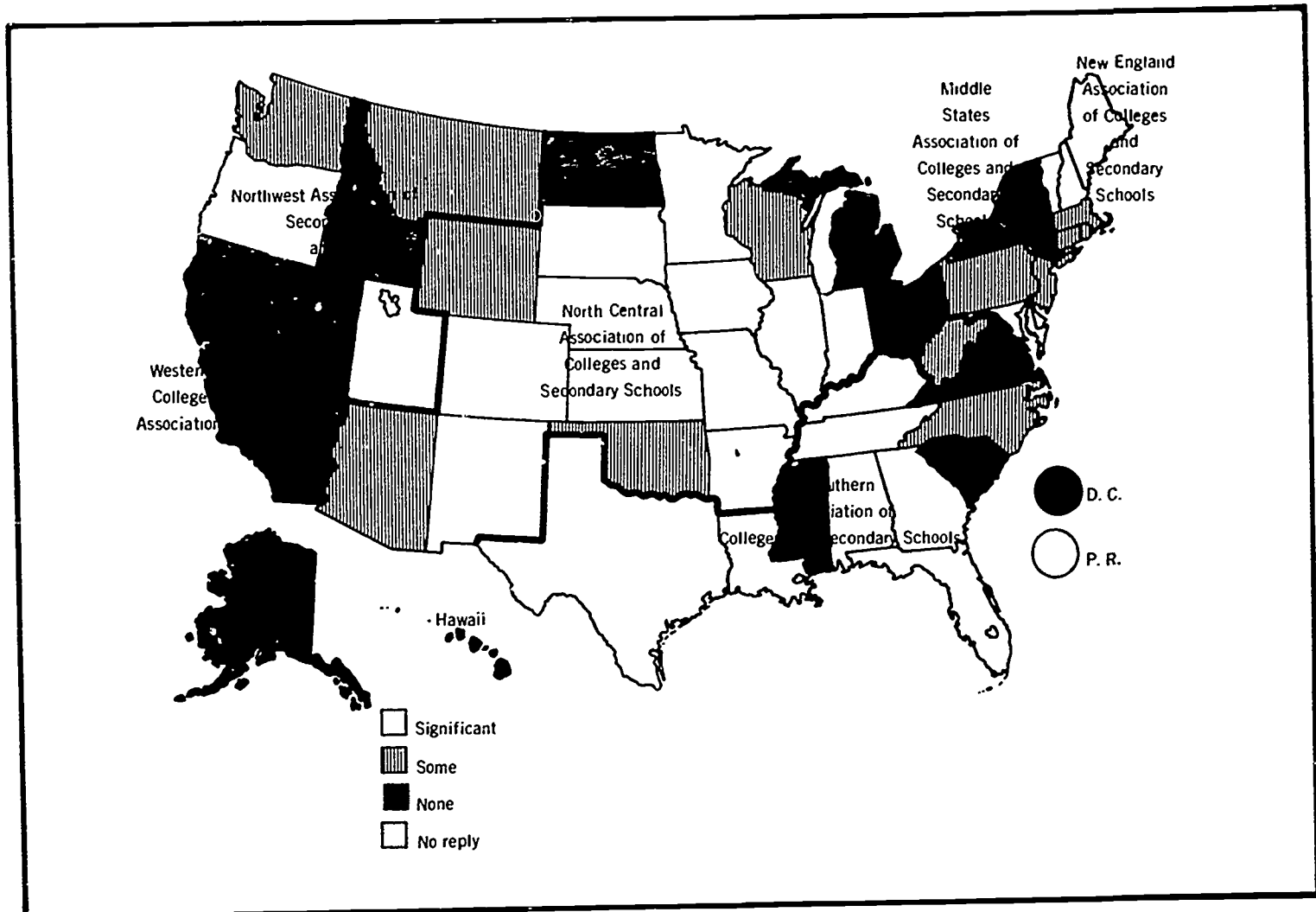
*Oregon.* "Four-year programs of all NCATE-accredited institutions are recognized on a reciprocal basis."

*Texas.* "Graduates of NCATE-approved institutions are accepted as qualified teachers. (Statutory requirement of Texas and U.S. Constitution must be met for permanent certificate.)"

Also, three states (Colorado, Oklahoma, and Wyoming) reported that they adhere to the NASDTEC recommendation, the essence of which is as follows:

Graduates of colleges and universities which at the time of the applicant's graduation are fully accredited by the National Council for Accreditation of Teacher Education should be eligible for a regu-

## ROLE SERVED BY THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION IN AIDING RECIPROcity



lar teacher certificate covering the area or level of teaching for which the candidate is recommended by his preparing institution and which is supported by the transcript provided by the institution. It should be assumed that this policy applies only to the applicants who have graduated from the regularly *approved* teacher education program that is specifically accredited by NCATE. It should be assumed that this policy will not apply to statutory provisions that are in effect in some states relating to such requirements as audiovisual aids, conservation, state history and government. Furthermore, the policy should relate *at present* only to the certification of teachers and should not apply to the certification of school service personnel such as administrators, supervisors, and guidance workers.

### NUMBER AND TYPES OF TEACHER EDUCATION INSTITUTIONS ACCORDING TO CONTROL AND ACCREDITATION

The number of colleges and universities in the United States offering teacher education programs has varied from year to year. In 1967, the states reported a total of 1,200 such institutions, an in-

crease of 27 over the 1,173 total reported in the 1964 *Manual*. (See Ch. IV.) It is the largest number since 1957, when 1,218 institutions were reported.

Thirteen states in 1967 reported net gains in the number of teacher education institutions: California (2), Connecticut (1), Florida (5), Iowa (1), Missouri (7), Nevada (1), New Mexico (1), New York (9), North Carolina (7), North Dakota (1), Ohio (1), and Rhode Island (1). New York led the states with an increase of 9, largely accounted for by an increase in the number of private liberal arts colleges offering teacher education. Five states reported decreases in the number of approved teacher education institutions: Illinois (2), Kentucky (10), Maine (2), Minnesota (1), and Pennsylvania (4). The decrease in Kentucky resulted from the dropping of junior colleges from the list.

As to the types of colleges, according to function and control, which are approved for teacher education, among the total of 1,200, 19 are teachers colleges (8 public and 11 private), 305 are

universities (151 public and 154 private), 207 are public general (or state) colleges, 598 are private liberal arts colleges, 31 are technical schools, 39 are junior colleges, and 1 is unclassified.

The shift from the single-purpose state teachers college or college of education, which has been gathering momentum since about 1950, is now almost complete, with 8 left. Only in six states (D.C. (1), Illinois (2), Kansas (1), Missouri (2), North Carolina (1) and Oregon (1)) do state teachers colleges by our definition remain. To indicate the rapidity of this shift, the 1964 *Manual* reported 35 public (and 12 private) teachers colleges (total, 47); 113 public and 13 private (total, 126) were reported in the 1957 Edition.

Correspondingly, there has been a significant increase in recent years in the public universities and state general colleges approved for teacher education. The number of public universities has jumped from 79 in 1957 to 151 in 1967, an increase of 72. (Many of these were, of course, formerly state teachers colleges or state colleges, and perhaps most began as normal schools.) State colleges increased from 145 in 1957 to 207 in 1967, a gain of 62. (Most of these were formerly state teachers colleges.)

The number of private liberal arts colleges with approved teacher education programs increased from 511 in 1957 to 598 in 1967, a gain of 87; and private universities from 127 to 154, a gain of 27.

The number of junior colleges approved for teacher education declined from 181 in 1957 to 39 in 1967, a net loss of 142. Twenty of the remaining 39 junior colleges approved for teacher education are in Wisconsin; these were established many years ago as county teachers colleges.

With regard to the types of accreditation held by the 1,200 teacher education institutions in 1967, all, of course, are accredited or approved by their respective state departments of education; 1,062 are accredited by their regional associations, leaving 138 institutions holding only state approval or accreditation. A total of 449 are accredited by the National Council for Accreditation of Teacher Education.

Thus, about 89 percent of the 1,200 institutions hold regional accreditation, while only about 37.5

percent are nationally accredited. The raw percentages at this point may be misleading, however, as the 449 NCATE-accredited institutions produce the preponderance of the nation's teachers each year.

According to the latest data available,<sup>3</sup> the percentage of the nation's annual total of new graduates prepared for teaching coming from NCATE-accredited institutions has steadily increased since the Council began accrediting teacher education.

Year	Elementary School Teachers	High School Teachers
1955	60.5%	59.8%
1958	65.1	63.3
1961	71.3	67.4
1964	74.1	73.7

The proportions of the 1964 supply produced by various types and governances of institutions are given in Table 5. Of the total coming from these institutions, teachers colleges produced 5.1 percent, general colleges 53 percent, and universities 41.9 percent. Public institutions produced 67.9 percent of the graduating teachers; non-public institutions, 32.1 percent.

The NEA Research Division reported that NCATE-accredited institutions in 1964 produced 73.8 percent of the total of new teachers in that year. Of the total new graduates prepared for elementary school teaching in 1964 (74,964), 74.1 percent were from NCATE institutions; the state percentages ranged from 10.4 in South Carolina to 100 in Nevada, Utah, and Wyoming. Of the total new graduates prepared for high school teaching in 1964 (116,427), 73.7 percent came from NCATE-accredited institutions; the state percentages ranged from 9 in South Carolina to 100 in Nevada, Utah, and Wyoming.<sup>4</sup>

In California, New York, and Texas—three large teacher-producing states—the percentages of new elementary teachers coming from NCATE-accredited institutions were 65.2, 83.9, and 68.8 respectively. The percentages of high school teachers produced by NCATE-accredited institutions

<sup>3</sup> National Education Association, Research Division. *Teacher Supply and Demand in Public Schools, 1964-65*. Research Report 1965-R10. Washington, D. C.: the Association, June 1965. pp. 19-21.

<sup>4</sup> *Ibid.* See Tables 6 and 7, pp. 22 and 23.



in the three states were 76.0, 78.5, and 71.6 respectively. In only three states (Alaska, Delaware, and Hawaii) are there no institutions accredited by NCATE.<sup>5</sup>

#### WHITHER NCATE

The establishment of the National Council for Accreditation of Teacher Education in 1952, in which major organizations of the teaching profession and the preparing colleges and universities joined to claim the same right that all other recognized professions have—in this case the establishment of a national process for teaching—touched off violent reaction in some quarters. The original structure of NCATE provided for membership as follows: NEA, NCTEPS (6); American Association of Colleges for Teacher Education (AACTE) (6); NASDTEC (3); CCSO (3); and National School Boards Association (NSBA) (3).

Not until 1954 was NCATE in business with the employment of a secretariat. But then the skirmishing broke out anew, with the NCATE structure, objectives, and processes subjected to critical review by the National Commission on Accrediting (NCA). The criticism at this time was too much representation from the state legal authorities and too little from the liberal arts fields. Finally, in 1956 the NCA recognized NCATE

as the professional accrediting body for teacher education, the new constituency being: NEA, NCTEPS (6); AACTE (7); NASDTEC (1); CCSO (1); NSBA (1); and representatives of scholarly societies (3).

Another review of NCATE occurred in 1960 by the NCA. Criticisms of NCATE procedures continued, and when the Carleton College and University of Wisconsin controversies occurred in 1961 and 1962, new criticisms arose based on the structure, standards, and processes of NCATE. Then Conant's criticisms appeared in 1963 and 1964. The National Commission on Accrediting began another review. As a result, in 1966 NCATE adopted a new constitution which provided for a majority representation of higher education institutions and a 22-member body. A Coordinating Board was established and charged with the responsibility of supervising the budget and the review of NCATE policies and procedures. Authority was lodged in AACTE for the continuing evaluation of standards and the developing of new standards. AACTE also is to hold annual meetings for interested individuals and institutions to voice concerns and criticism and to discuss problems.

<sup>5</sup> *Ibid.*, p. 20.

TABLE 5.—NUMBER AND PERCENT OF GRADUATES PREPARED FOR TEACHING IN 1964, BY TYPE AND CONTROL OF INSTITUTION

Graduates Prepared for Teaching	Teachers Colleges		General Colleges		Universities		Total	
	Public	Private	Public	Private	Public	Private	Public	Private
1	2	3	4	5	6	7	8	9
Elementary school	3,755	609	25,457	14,678	20,857	7,465	50,069	22,752
Percent of total	5.2	0.8	35.0	20.1	28.6	10.3	68.8	31.2
High school	4,456	147	31,178	21,044	32,692	12,034	68,326	32,225
Percent of total	4.4	0.1	30.7	20.1	32.7	11.9	67.3	32.7
<b>GRAND TOTAL</b>	<b>8,211</b>	<b>756</b>	<b>56,635</b>	<b>35,722</b>	<b>53,549</b>	<b>19,499</b>	<b>118,395</b>	<b>55,977</b>
<b>PERCENT OF TOTAL</b>	<b>4.7</b>	<b>0.4</b>	<b>32.5</b>	<b>20.5</b>	<b>30.7</b>	<b>11.2</b>	<b>67.9</b>	<b>32.1</b>

Source: National Education Association, Research Division. *Teacher Supply and Demand in Public Schools,*

1964-65. Research Report 1965-R10. Washington, D. C.: the Association, June 1965. Table 5, p. 20.

A capsule summary of the successive reorganizations follows:

*NCATE Structure*

	1954	1956	1966
Representatives of the organized profession .....	6	6	6
Representation of the organized associations of teacher education institutions .....	6	7	10
Representatives of the state education legal authorities	6	2	2
Representatives of local education legal authorities.....	3	1	1
Representatives of the academic disciplines .....	0	3	3
Totals .....	21	19	22

Since the Council's inception NCATE-accredited institutions, as mentioned previously, have been the prime source of the new supply of teachers—the teacher education graduates—each year.

The number of teacher education institutions accredited by NCATE in selected years is as follows:

Year	Number
1955	284 <sup>6</sup>
1957	291
1959	317
1961	363
1963	414
1967	449

**TEACHER EDUCATION-CERTIFICATION ADVISORY COUNCILS, COMMITTEES, AND COMMISSIONS**

All but three states (District of Columbia, Missouri, and Puerto Rico) in 1967 have advisory bodies on teacher education and certification. Eleven states (Alaska, California, Colorado, Florida, Illinois, Indiana, Kentucky, New Hampshire, New Jersey, Oregon, Texas) have advisory bodies created by law. Alaska, California, Illinois, and Kentucky each have two advisory bodies, one in each state created by law.

In all other states, the advisory groups are extralegal or voluntary (Hawaii and Nevada have two groups), typically created by the state board of education and appointed by the state commissioner or superintendent of education. The con-

stituency of these advisory groups includes representatives from the major segments of the teaching profession, including in many instances liberal arts professors. A few groups have lay representation. Typically, the designation of these groups is advisory council, committee, or commission on teacher education and certification. There are, however, variations in the structure and designations of these groups. There are state boards of examiners in New Jersey and Texas. The state TEPS commissions serve the advisory function in four states (Maryland, Vermont, Wisconsin, and Wyoming). In Indiana, the advisory body is a commission made up of six members of the State Board of Education.

The idea for creating advisory groups from the teaching profession originated in the early 1930's and was implemented by the respective state departments of education, under the leadership of the state directors of teacher education and certification.

The philosophy back of this movement was (a) to democratize the process of establishing and enforcing state requirements in teacher education-certification by involving representation from the major segments of the teaching profession; (b) to bring about a reasonable degree of decentralization of the process, in an effort to make it more flexible without doing violence to the established standards.

**PROFESSIONAL PRACTICES ACTS**

The 1964 Edition of the *Manual* reported what appeared to be a developing new trend—the legal establishment of professional practices commissions in Florida and Kentucky. In this edition, four additional states (Alaska, North Dakota, Oklahoma, and Oregon) report such acts. Three others (Kansas, Nevada, and Washington) were reported to be seeking such legislation in the 1967 meetings of their legislatures. The professional practices acts are designed to vest in the teaching profession certain responsibilities in regard to teacher education, certification, revocation of certificates, and standards of practice.

<sup>6</sup> Number of institutions transferred from AACTE to NCATE accreditation. For subsequent years, see *A Manual on Certification Requirements for School Personnel in the United States* (1955, 1957, 1959, 1961, 1964, and 1967 editions), or the *NCATE Annual Lists*.

Two units of the NEA whose major assignments are interrelated have developed suggested criteria for the legal establishment of professional practices commissions<sup>7</sup> and professional standards boards<sup>8</sup> and the suggested responsibilities of each as a means by which the teaching profession may assure adequate responsibility and accountability for the competent performance and ethical behavior of its members.

As advocated by the TEPS and PR&R Commissions, the regulation of standards for the profession involves two categories: standards of preparation and standards of practice. The former is contemplated as being within the purview of professional standards boards and the latter assigned to professional practices commissions. The documents cited define a professional practices act as "a legislative action identifying the responsibility for the establishment and application of standards of practice for all members of the teaching profession who hold authorization to teach by state license." A professional practices commission is defined as "a legally recognized group composed of individual representatives of the teaching profession who are authorized to deal with standards and practice of ethics, competence, and academic freedom where protective or disciplinary action may be needed."<sup>9</sup>

A professional standards board is defined by the Joint Committee on Professional Standards Boards as "a nonpolitical, legally recognized agency, assigned responsibility for (a) developing requirements and policies governing accreditation of teacher education institutions, issuance and revocation of licenses, and assignment of personnel; and (b) conducting studies to improve standards of licensure, accreditation, and assignment."<sup>10</sup>

The commissions and boards, it appears, are designed to serve as legally recognized advisory or action bodies, in two distinct categories of responsibilities, to the chief state education agencies. As such, they are duly constituted juries of peers in teaching to bring the weight and judgment of the organized profession to bear on providing competent practitioners and competent and ethical practice under professional working conditions.

Of course, the big problem with respect to these two professional bodies is to bring about their coordination and integration with existing bodies

within the respective states. All but three states already have some form of advisory body, and eleven of the existing groups are established by law (as reported for Appendix B; two of the eleven created by law are professional practices commissions). The essential point in these proposals is to vest in law the clear recognition of teaching as a profession, with the attendant responsibilities and accountabilities.

The Oregon law, passed in 1965, creating a Teacher Standards and Practices Commission, would seem to merge into one group the functions advocated by the NCTEPS and PR&R for professional practices commissions and professional standards boards.

The 1964 Edition of the *Manual* included detailed descriptions of the professional practices acts in Florida and Kentucky. Only the nature of the assigned functions and the constituency of the two resulting commissions will be repeated.

#### Florida

The Florida professional practices act, which became effective on July 1, 1963, provides for the creation of a professional practices commission of nineteen members nominated by the teaching profession and appointed by the State Board of Education. A member must be certified to teach in Florida or be a member of a higher education faculty and must have practiced in the state for at least five years immediately preceding appointment.

Membership of the Florida commission will include four each of elementary and secondary school teachers; one elementary and one secondary school principal; one supervisor; one superintendent; one

<sup>7</sup> National Education Association, National Commission on Teacher Education and Professional Standards and Commission on Professional Rights and Responsibilities, Joint Committee on Professional Practices Regulations. *Professional Practices Regulations: A Plan for Action*. Washington, D.C.: the Association, 1965. 30 pp.

<sup>8</sup> National Education Association, National Commission on Teacher Education and Professional Standards. "Guidelines for Professional Standards Boards." Washington, D.C.: the Commission, January 1967. 14 pp. (Multilithed)

<sup>9</sup> National Education Association, National Commission on Teacher Education and Professional Standards and Commission on Professional Rights and Responsibilities, *op. cit.*, p.3.

<sup>10</sup> National Education Association, National Commission on Teacher Education and Professional Standards, *op. cit.*, p. 4.



representative each from the State Department of Education, the public junior colleges, and the state university system; and two representatives each from the Florida Education Association and the Florida State Teachers Association. [The associations merged in 1966.]

The commission's initial responsibility will be to develop criteria of professional practices in areas including but not limited to (a) ethics and professional performance, (b) preparation for and continuance in professional service, and (c) transfer and assignment of teaching personnel.

#### **Kentucky**

The Governor shall appoint a Professional Practices Commission of twelve members nominated by the teaching profession and submitted by the Superintendent of Public Instruction to the Governor.

Each of the following organizational units shall submit a panel of three names from each of which the Governor will select one: the Kentucky Association of School Administrators, the Kentucky Association of Secondary School Principals, the Kentucky Association of Elementary School Principals, the Kentucky Association of Educational Supervisors, the Department of Higher Education, the Kentucky Vocational Association, the Kentucky Association of Pupil Personnel Workers, and the Kentucky Association of Guidance Counselors. The Department of Classroom Teachers shall submit a panel of twelve members from which the Governor will select four. The term "classroom teacher" for the purpose of this act shall mean any person for whom certification is required as basis of employment in the public schools of Kentucky, with the exception of any personnel identified with professional groups named in this act other than the Department of Classroom Teachers. Terms will be overlapping and for a period of three years, with members drawing by lot at the first meeting to determine the length of the term for each member. No member may succeed himself more than once. This Commission would have the authority to select its own chairman, establish procedures for the development of standards, adopt the rules and regulations under which it operates, and secure legal and other services necessary to its function.

. . . The Commission is given the initial responsibility of developing, through the teaching profession itself, criteria of professional practices in areas including but not limited to: (1) contractual obligations, (2) transfer and assignment of teaching personnel, (3) admission to and continuance in professional service, and (4) ethical performance.

. . . This Commission, in administering these criteria, shall have the authority to reprimand or warn members of the profession. Further, the Commission shall have authority to make recommendations to the State Board of Education in cases involving suspension or revocation of certificates and to make any other recommendations to the State Board and to local boards of education which would promote improvement of the teaching profession. This Commission shall have the authority to subpoena witnesses and place them under oath.

Excerpts from the laws of Kansas and North Dakota are given below.

#### **Proposed Kansas Professional Teaching Practices Act**

*Section 1.* It is the intent and purpose of the legislature that the practice of teaching and its related services, including administering and supervisory services, shall be designated as professional services. Teaching is hereby declared to be a profession in Kansas, with all the similar rights, responsibilities, and privileges accorded other legally recognized professions.

*Section 2.* (a) There is hereby established the Professional Teaching Standards Advisory Board, herein called "standards board." The standards board shall have twenty-three (23) members, twenty-one (21) of whom shall be appointed by the State Board of Education from a list of forty (40) or more names submitted to the state board by the Kansas State Teachers Association, hereinafter called "teachers association." . . .

*Section 5.* The standards board shall have the following responsibilities and duties:

(a) To develop, by and with the advice and consent of the teachers association as the representative body of the teachers of Kansas, and to adopt (after approval thereof by the state board) the rules and regulations for professional standards governing teacher pretraining selection, teacher preparation, admission to and continuance in the practice of teaching, and professional employment practices;

(b) To confer on a professional advisory basis with the State Board of Education on all other matters concerning education and the teaching profession; and

(c) To make recommendations to the State Board of Education, Board of Regents, institutions of higher education, local boards of education, the legislature, state officials, and other individuals or groups regarding matters to improve education.

*Section 6.* The practices commission shall exercise preventive, disciplinary, and protective functions and shall, subject to approval of the State Board of Education, determine the final disposition of cases arising under rules and regulations adopted under this act involving the issuance, continuance, suspension, revocation, or reinstatement of teachers' and administrators' certificates and professional employment. The practices commission shall make recommendations to the state board on such other matters and measures as may be necessary to improve education.

*Section 7.* (a) The practices commission shall have responsibility, power, and authority, using the assistance of the teachers association, to investigate problems relating to the teaching profession, including the matters specified [above]. . . .

(b) The practices commission shall have the responsibility, power, and authority to conduct hearings relating to any case arising under this act or the rules and regulations adopted pursuant thereto.

(c) Rules and regulations relating to hearings by the practices commission shall be developed and recommended by the practices commission for adoption by the state board. The same shall provide for a reasonable notice. For the purpose of any investigation or hearing which the practices commission conducts, such commission shall have power to conduct such hearing, administer oaths, take depositions, issue subpoenas, compel the attendance of witnesses and the production of books, papers, documents, and testimony. If any person shall refuse to obey any subpoena so issued, or shall refuse to testify or produce any books, papers, or documents, the practices commission or any member thereof may present a petition to the district court of the county in which any hearing or investigation is being conducted, setting forth the facts, and thereupon such court shall, in a proper case, issue its subpoena to such person, requiring his or her attendance before such court and there to testify or to produce such books, papers, and documents as may be deemed necessary and pertinent by the practices commission or member of it. Any person failing or refusing to obey the subpoena or order of the said court may be proceeded against for contempt in the same manner as for refusal to obey any other subpoena or order of the court.

#### **North Dakota Professional Practices Act (SB 272)**

*Section 1.* Responsibilities of the Teaching Profession. The legislative assembly hereby declares the profession of teaching in the public schools of this

state to be a profession affected by high public interest, and that it is in the best interest of the state that such profession be recognized and that it accept its professional responsibilities in the development and promotion of high standards of ethics, conduct, and professional performance and practices. For the purposes of this act, the "profession of teaching" or "teaching profession" shall mean persons engaged in teaching in the public schools and persons providing related administrative, supervisory, or other services in the public schools requiring certification from the department of public instruction.

*Section 2.* Teachers' Professional Practices Commission. There is hereby created a Teacher's Professional Practices Commission consisting of nine members [by amendment, a majority of whom must be classroom teachers] appointed by the Governor from a list of nominees submitted by the North Dakota Education Association. The list of nominees shall include at least three nominees for each position upon the commission, and the Governor, in his discretion, may request the submission of additional nominees. The term of office of members of the commission shall be three years commencing on July 1 of the year of appointment, except that original appointments shall be for staggered terms of one, two, and three years in order that the terms of three members of the commission shall expire each year thereafter. Vacancies shall be filled for an unexpired term in the same manner as original appointments. No person shall serve for more than two consecutive terms as a member of the commission. . . .

*Section 3.* Duties of Commission and Superintendent of Public Instruction. It shall be the duty of the commission to develop and revise, consistent with state law, professional codes or standards relating to ethics, conduct, and professional performance and practices of persons engaged in the profession of teaching in the public schools. In the development of such professional codes and standards, the commission shall solicit the assistance of members of the teaching profession and representatives of school administrators, school board officers, and other interested citizens. The commission shall recommend such professional codes and standards as it may approve to the superintendent of public instruction, who after a hearing thereon may, consistent with state law, approve or revise such codes and standards as he deems proper and in the best interest of the public and the profession, and thereafter shall promulgate such approved or revised codes and standards as regulations in accordance with chapter 28-32.



**Section 4. Complaints Against Teachers.** The commission shall accept and investigate complaints against any member of the teaching profession engaged in teaching in the public schools in regard to violation of regulations promulgated in accordance with section 3 of this act or otherwise pertaining to his personal or professional conduct or performance, or such investigation may be made upon its own motion. Following such investigation the commission may dismiss such complaint as unfounded, issue a written warning and reprimand, or, following an opportunity for such teacher to informally appear before the commission, file a formal complaint with the superintendent of public instruction requesting the revocation of the teacher's certificate of the teacher involved and stating the reasons therefor. The commission shall make the results of its investigation fully available to the superintendent of public instruction in such cases. Upon receipt of such formal complaint, the superintendent of public instruction shall proceed as provided in sections 15-36-16 and 15-36-17 and in accordance with section 15-36-15.

#### MAJOR TRENDS IN CERTIFICATION

The state directors were asked to report major trends they had observed or possible changes they believed to be upcoming in their states. Twelve states did not reply.

Of the 40 states which did report, the following categories of trends or possible changes were suggested by the directors (*Note:* Each director reported on more than one category.): student teaching (10); certification of kindergarten teachers (5); administrative certificates (4); reciprocity (7); fifth-year requirements (8); special certificates (10); increased subject specialization (7); other (19). Some of the state responses are as follows:

**Alaska.** Updating of special education certificates (school psychologist and pupil personnel).

**Arkansas.** Inauguration of a fifth-year plan; certification of kindergarten teachers; improvement of student teaching or provision of some form of internship; moving closer to NCATE approval.

**California.** Possible pressures to reduce basic requirements for elementary teachers from five to four years because of the current teacher shortage.

**Colorado.** Possible consideration of requiring a fifth year of preparation; there is serious opposition to the idea among teachers.

**Connecticut.** Reduction in number of endorsements; simplification of requirements, with greater emphasis upon institutional responsibility and administrative integrity in school systems.

**Delaware.** Probable increase in requirements for applicants coming through approved programs or reciprocity agreements, with emphasis upon areas of study instead of credits.

**Florida.** Certification requirements for paraprofessionals who give instructional assistance; greater emphasis upon fifth-year programs and possible movement toward a five-year basic teacher education program; significant changes in content of teacher education programs; greater emphasis on continuing education for teachers, preschool education, and preparation of teachers for vocational and technical education.

**Georgia.** Greater emphasis on content in teacher education and less on methods and materials; more emphasis on internship.

**Hawaii.** Reciprocal certification.

**Kansas.** Internship will become common; teachers will become more involved in policy development.

**Kentucky.** Teachers who have completed a recognized teacher education program will not be subjected to "current requirements" if in continuous service since graduation; establishment of a Certification Review Committee to adjust requirements in accordance with competence of the individual, in cases of career teachers from other states.

**Louisiana.** Higher academic requirements.

**Maine.** More emphasis on student teaching or internship.

**Maryland.** Greater flexibility in requirements.

**Massachusetts.** Adoption of the approved-program approach.

**Michigan.** Probable adoption of a new certification code, specifying five years of preparation for permanent certification and increasing requirements in general education and student teaching; probable appointment of a new state advisory commission on teacher education and certification.



*Minnesota.* Possible state direction and compensation for student teaching.

*Mississippi.* Certification of teacher aides.

*Missouri.* Possible fifth-year requirement for the permanent certificate.

*Montana.* Certification of school psychologists.

*Nebraska.* Special services certificate.

*Nevada.* Endorsement on a single certificate of areas of specialization.

*New Hampshire.* Possible new requirements in special education, assistant superintendency, guidance, and early childhood education.

*New York.* Reduction in number of different certificates and provision for more flexibility for employing school officers; requirement of common or similar general education backgrounds for all teaching positions.

*Ohio.* More mathematics; junior high school certification; an increase in teaching area requirements.

*Oklahoma.* Certification based on the fifth year; discontinuance of temporary certificates; certification of school nurses based on completion of an approved program with a bachelor's degree; six years of preparation for elementary and secondary principals; certification of audiovisual media supervisors

*Oregon.* Possible legislation mandating certification prescriptions for persons with the bachelor's degree and teacher-training programs in VISTA, the Peace Corps, or the Armed Forces.

*Pennsylvania.* Automation of teacher certification processes and records

*Rhode Island.* Certification requirements for public nursery school and other preschool teachers.

*South Dakota.* Degree requirement for all teachers; provision for MAT and other fifth-year programs with full-year internships.

*Utah.* Greater involvement of the professional organization.

*Virginia.* Increased requirements in secondary school teaching fields; greater emphasis upon and uniformity in student teaching; more flexibility in general education requirements.

*Washington.* Teacher education and certification requirements for teachers of young children; improvement in preparation standards for admin-

istrators; possible new category of certification for educational specialists; possible shift from individual certification for community college teachers to the institution accreditation approach.

*West Virginia.* Improvement of student teaching—there are two additional staff people in this area.

*Wisconsin.* Progress toward certification in major fields only in secondary schools; possible subject matter specialization for elementary school teachers.

*Wyoming.* Regulations will be revised; reciprocity agreements; change to data processing; changes in subject area endorsements.

#### REQUIREMENTS FOR ISSUING EMERGENCY CERTIFICATES

Arizona, Hawaii, Kansas, Massachusetts, Montana, New York, North Carolina, North Dakota, and Oregon reported that emergency certificates are not issued. Maine reported there are no requirements defined for issuing emergency certificates. But some of these replies must be qualified. In Montana and New York, some type of emergency authorization may be issued.

The replies of the states concerning the requirements for issuing emergency credentials or authorizations are as follows:

*Alabama.* On request of the employing superintendent; applicant must submit all college credits on a state form.

*Alaska.* Issued only after August 1 when an emergency is considered to exist, and then only at the request of the employing administrator. Issued to teachers who have earned between 90 semester hours and a bachelor's degree; valid for one year; reissuable only on request and with presentation of 6 semester hours earned during the life of the certificate.

*Arizona* has no provisions for issuing emergency certificates.

*Arkansas.* All candidates who cannot meet fully the requirements for standard certification are issued one-year certificates. Such teachers must earn 6 semester hours of approved credit toward removing the deficiency.

*California.* The current academic requirement for provisional (emergency) certificates authoriz-

TABLE 6.—TOTAL NUMBER OF EMERGENCY CERTIFICATES ISSUED BY THE STATES 1945-46 TO 1966-67, AND RATIOS TO AND PERCENTAGES OF TOTAL NUMBER OF TEACHING POSITIONS

Years	Number of Emergency Teachers	Total Number of Classroom Teachers	Ratio of Emergency Teachers to Total of Employed Teachers	Percent Emergency Teachers Are of Total Teachers
1	2	3	4	5
1945-46	113,053	831,000*	1 in 7	13.6
1946-47	127,016	834,000*	1 in 7	15.2
1947-48	112,401	861,000*	1 in 8	13.0
1948-49	105,267	865,178	1 in 8	12.1
1949-50	95,146	904,439	1 in 10	10.5
1950-51	75,079	927,617	1 in 12	8.1
1951-52	69,848	962,864	1 in 14	7.3
1952-53	69,626	992,583	1 in 14	7.0
1953-54	78,850	1,032,138	1 in 13	7.6
1954-55	80,674	1,080,329	1 in 13	7.5
1955-56	79,403	1,133,093	1 in 14	7.0
1956-57	86,616	1,190,865	1 in 14	7.3
1957-58	94,732	1,237,943	1 in 13	7.7
1958-59	94,010	1,292,723	1 in 14	7.3
1959-60	93,543	1,354,958	1 in 14	6.9
1960-61	96,799	1,403,336	1 in 14	6.9
1961-62	91,522	1,459,285	1 in 16	6.2
1962-63	91,556	1,509,281	1 in 16	6.0
1963-64	83,200	1,577,777	1 in 19	5.3
1964-65	82,700	1,648,184	1 in 20	5.0
1965-66	84,127	1,710,319	1 in 20	4.9
1966-67	90,500	1,788,000	1 in 20	5.1

\* U.S. Office of Education figures which do not include principals and supervisors but do include some non-instructional personnel.

Sources: National Education Association, Research Division. *Estimates of School Statistics*. Washington, D.C.: the Association. Research Report 1960-R15, p. 12; and Research Report 1962-R13, page 12.

Information for 1963-64 to 1966-67 from Hobson, Carol J. and Schloss, Samuel. *Fall 1964/1965/1966 Statistics of Public Elementary and Secondary Day Schools*. U.S. Department of Health, Education, and Welfare, Office of Education, OE-20007. Washington, D.C.: Government Printing Office, 1965/1966/1967.

ing full-time teaching is a bachelor's degree. A school district must secure the approval of the State Board of Education to employ a teacher with the provisional certificate.

*Colorado*. Available only to fill emergency vacancies upon request of school district officials; seldom are any issued upon less than two years of college.

*Connecticut*. None are issued except to experienced teachers from other states—perhaps 10-15

a year. Requirements are a bachelor's degree and enrollment in a planned program which will lead to recommendation by an approved institution. Inability of the superintendent to find a certifiable candidate suitable to the position must be attested to.

*Delaware*. Written notice from the local chief school officer that a fully qualified person cannot be found. A temporary one-year emergency certificate may be issued after August 15 to a non-

degree applicant who has at least two years of college and three years of successful teaching experience.

*District of Columbia.* Bachelor's degree and 6 semester hours in secondary education for secondary school appointment; bachelor's degree and 12 hours for elementary school appointment.

*Florida.* One-year certificates may be issued, with rank based on highest academic degree held; issued also to nondegree applicants, or to those who have not filed the required scores on NTE or GRE. Each temporary certificate after the first requires recommendation of the county superintendent and completion of 6 credit hours (waived upon emergency statement by the superintendent).

*Georgia.* Applicant must previously have held or been qualified for a valid certificate.

*Hawaii* does not issue emergency certificates.

*Illinois.* Bachelor's degree.

*Indiana.* Elementary, bachelor's degree; secondary, bachelor's degree with 15 semester hours in the subject area.

*Iowa.* Issuance depends on the particular situation.

*Kansas.* Emergency certificates have been discontinued. The one-year certificate is an upgrading of previous types issued on less than a degree during the past 50 years and is in no manner emergency.

*Kentucky.* Each school district sets minimum standards depending on the local teacher shortage. Minimum standards range upward from 64 semester hours.

*Louisiana.* Temporary certificates, authorizing employment in positions for which candidates are not regularly certified, are valid for one school session only and may be issued upon recommendation of the employing superintendent and verification that no qualified applicant is available.

*Maine.* No requirements are defined.

*Maryland.* Provisional and substitute certificates are emergency certificates. The provisional certificate is issued to applicants who have two or more years of college when teachers qualifying for the standard professional certificate are not available.

*Massachusetts.* None are issued.

*Michigan.* A 90-day substitute teaching permit is issued on the recommendation of a superintendent of schools who is unable to locate a qualified teacher for the position. A State Board special certificate, valid for one year, requires 120 credit hours, including 15 in education.

*Minnesota.* Two years of elementary preparation are required for emergency elementary teachers, including 8 hours in methods; the bachelor's degree is required for secondary teachers.

*Mississippi.* The Class B permit requires 90 semester hours, not more than 66 of them from a junior college. The 60-hour substitute certificate allows the holder to teach only 60 days during a school year.

*Missouri.* A bachelor's degree and a "Teacher's Academic Contract" outlining requirements for full certification are required.

*Montana.* Emergency certificates are not issued. School administrators may request the state superintendent to issue an emergency authorization (valid one year) to an available person who meets State Board requirements for teaching in the emergency situation on evidence that a qualified person is not available.

*Nebraska.* Issued on request from the employing school; the applicant must be within 9 semester hours of meeting requirements for regular certification.

*Nevada.* Emergency certificates are issued upon the request of a county superintendent to fill a vacancy for which a qualified person cannot be found.

*New Hampshire.* The provisional certificate requires a degree and 6 semester hours in professional education; the applicant must earn 6 hours each year until requirements are completed (elementary, 24; secondary, 12).

*New Jersey.* Issued on 90-semester-hour credit minimum.

*New York* does not issue emergency certificates. Approval is given to a superintendent of schools and board of education when a list of those not holding certificates is filed with the State Education Department.



*North Carolina.* No emergency certificates are issued. Emergency salary ratings are based on 90 or more and 60-89 semester hours.

*North Dakota.* Emergency certificates were discontinued five years ago.

*Ohio.* Elementary, 56 semester hours, including 6 in professional education; secondary, 110 semester hours, including 6 in professional education and 6 in each teaching field. Emergency certificates are issued only on verification by a superintendent that a qualified and suitable teacher is not available.

*Oklahoma.* The State Board of Education may issue a certificate under extenuating circumstances; a temporary (one-year) certificate is not an emergency certificate unless it has to be issued by the Board of Education.

*Oregon.* Emergency certificates—restricted certificates for elementary teachers—fall into four categories, the lowest requirement being a two-year terminal elementary teacher education course. All categories are valid for one year and require recommendation of the employing superintendent. Restricted certificates are also issued for substitute and adult education teachers.

*Pennsylvania.* Superintendents issue emergency certificates, valid for 90 school days. To be valid for the remainder of the school year, the certificate must be "extended" by the state certification office. Emergency certificates are supposed to be "extended" if the person has at least 120 credit hours.

*Rhode Island.* Issued on a written statement from a superintendent to the State Board of Education that an emergency situation exists.

*South Carolina.* A college degree and at least 6 semester hours in the subject area in which a permit is requested.

*South Dakota.* State Board of Education policy permits the director of certification to apply administrative judgment to each situation.

*Tennessee.* Two years of college.

*Texas.* Issued upon the request of an employing superintendent or notarized statement that he is unable to find a fully qualified teacher for a particular assignment. A person employed on a permit must have a minimum of 90 semester hours of college credit.

*Utah.* Issued on declaration of employing superintendent that a better prepared teacher is not available. Each request is handled on its own merits.

*Vermont.* Two years of approved study beyond high school.

*Washington.* Temporary certificates, valid one year and nonrenewable, for specific positions are issued to holders of the bachelor's degree who have substantially completed a teacher education program for provisional certification, when a fully qualified teacher is not available, upon recommendation of a superintendent. Emergency substitute certificates are also issued for a specific position upon recommendation.

*West Virginia.* Issued on two, three, and four years of college credit and 12 semester hours in the subject taught; renewable each year on 6 hours toward professional certification.

*Wisconsin.* Emergency certificates must be requested by the employing superintendent. Candidates must enroll in an approved program to remove deficiencies.

*Wyoming.* Minimum of 100 semester hours, eligibility for endorsement in a subject area, and verification that a qualified teacher is not available.

#### EMPLOYMENT ELIGIBILITY IN LARGE CITIES

Several cities among the various states are authorized by law to issue certificates to their teachers. Usually, the state certification requirements must be met, but the cities with such authorization can enforce additional requirements. In addition, most cities prescribe requirements for applicants to be placed on the employment eligibility lists. The typical requirement is to achieve prescribed scores on such national examinations as the NTE, both common and area, and the GRE, or on local examinations.

Table 7 indicates the requirements of 25 of the nation's largest city and county school districts—largest in terms of pupil population. (Hawaii and the District of Columbia are included on the NEA Research Division's Stratum I list of 25 largest school districts but are not included here since they are part of the regular survey of states.)

**TABLE 7.—REQUIREMENTS FOR EMPLOYMENT ELIGIBILITY IN 25 OF THE LARGEST (IN TERMS OF ENROLLMENT) CITY AND COUNTY SCHOOL SYSTEMS**

School System	Hold Appropriate State Certificate or Meet Requirements	Requirements in Addition to State Certificate	Required Examination as Prerequisite for Employment, NTE (or other)
1	2	3	4
Atlanta, Ga.	Yes	Yes	425 common, 430 area <sup>1</sup>
Baltimore (City), Md.	Yes	Yes	550 common
Baltimore County, Md.	Yes	Yes	
Boston, Mass. <sup>2</sup>	Yes	Yes	Local <sup>2</sup>
Chicago, Ill.	No <sup>3</sup>		Local <sup>4</sup>
Cleveland, Ohio (no reply)			
Columbus, Ohio	Yes	No	
Dallas, Tex.	Yes	Yes	Common, area <sup>5</sup>
Detroit, Mich.	Yes	Yes <sup>6</sup>	
Houston, Tex. (no reply)			
Indianapolis, Ind.	Yes	No	
Jacksonville (Duval Co.), Fla.	Yes <sup>7</sup>		Common, area <sup>7</sup>
Los Angeles, Calif.	Yes	Yes	Local
Memphis, Tenn.	Yes	Yes	Common, area <sup>8</sup>
Miami (Dade Co.), Fla.	Yes <sup>9</sup>	Yes	Common, area <sup>9</sup>
Milwaukee, Wis.	Yes		No
Montgomery County, Md.	Yes	No	
New Orleans, La.	Yes	Yes	475 common, 470 area <sup>10</sup>
New York, N. Y.	Yes <sup>11</sup>		Local <sup>12</sup>
Philadelphia, Pa.	Yes	Yes	Common, area <sup>13</sup>
Pittsburgh, Pa.	Yes	Yes	Common, area <sup>14</sup>
Prince Georges County, Md.	Yes	No	
San Diego, Calif.	Yes	No	
San Francisco, Calif.	Yes	Yes	Common, area <sup>15</sup>
St. Louis, Mo.	Yes	Yes	550 common, area <sup>16</sup>

<sup>1</sup> Examination policy may be waived for one year for applicant with a college B average; satisfactory NTE scores are required for second year of employment.

<sup>2</sup> Candidates must hold appropriate certificate, take two exams (major and minor), and be interviewed. Successful candidates are issued a certificate of certification, valid for three years, and their names are placed on the eligibility list.

<sup>3</sup> Certificates are issued by the Chicago Board of Education. Appointments are made in order of merit from eligible lists established by examinations.

<sup>4</sup> Regular certificates are obtained by examinations conducted by the Chicago Board of Examiners, including a written paper or papers in major and minor fields, an oral interview, and a practical exam in certain areas of the fine and practical arts where specific skills and abilities are required. Exams do not apply to temporary certificates.

<sup>5</sup> Required for both teaching and administrative positions.

<sup>6</sup> Graduates of nonaccredited colleges must present 6

s.h. of accredited graduate work with a minimum grade of B; preference is given to holders of master's degree (major, 30 s.h.; minor, 18).

<sup>7</sup> Florida certificate requires specified scores on the NTE (500 on the common) or GRE (800). Four alternate equivalence plans are maintained for determining rates of pay on the basic salary schedules (Ranks 1, 2, and 3), as follows: (a) score of 500 on the appropriate NTE area exam; (b) composite score of 950 on common and area exams; (c) composite score of 950 on the NTE area exam and the quotient obtained by dividing 1.6 into the GRE score; (d) satisfactory completion of 12 s.h. of appropriate credit in an accredited institution during any period of unbroken contractual service.

<sup>8</sup> Composite score of 1000 is required. If no area exam is involved, 500 on the common is required. Applicants may be employed provisionally on a composite score of at least 850, or 425 on the common, and must retake the NTE for continued employment after the first year in order to be eligible for tenure.

\* State certification requires a score of 500 on the NTE common. Dade County uses exams for eligibility of teachers, higher salary ratings, including a scaled minimum score of 50 on the "English Expression" sub-test of the common, or a minimum score equivalent to the 21st percentile on the Verbal Abilities section of the Graduate Record Examination Aptitude Tests. Also, candidates must achieve a scaled score of at least 550 on the NTE area exam.

<sup>10</sup> Applicants are selected for employment through a merit procedure with a 1000-point grading scale, including interview, evaluation of scholastic achievement, and NTE scores. A minimum score of 70 is required for selection; weighted minimum scores are as follows: interview, no points; scholastic achievement, no points; NTE scores, 40 points.

<sup>11</sup> Applicants must meet minimum state requirements for specific positions. The appropriate license must be obtained from the New York City Board of Examiners. Appointments are made from eligibility lists resulting from competitive examinations conducted by the Board.

<sup>12</sup> Examinations for a particular license may include any or all of the following: written test, oral English test, interview test, group interview test, teaching test, performance test, supervision test, conference test, in-

spection test, field test, appraisal test, rating of training and experience, and physical and mental examinations. The written, supervision, and group interview tests are mandatory. Applicants may be officially excused from taking each of the other tests when originally called, upon submission of appropriate evidence satisfactory to the Board of Examiners.

<sup>13</sup> First-class districts in Pennsylvania are required by law to make appointments by examination (except in industrial arts and music). Exams are used also for promotional positions. One-year appointments may be made in fields of shortages, pending passing of the required exams.

<sup>14</sup> The examination policy may be waived for one year for an applicant with a college B average; satisfactory NTE scores are required for second-year employment.

<sup>15</sup> When eligibility lists are exhausted teachers may be appointed without meeting the examination requirements. Applicants must score at least as high as the latest national norms on the NTE.

<sup>16</sup> Elementary teachers are required to make a score of 530 on "Early Childhood," and "Education in the Elementary School." Minimum scores on area exams for secondary teachers range from 260 to 610, according to field.



TABLE 8.—MINIMUM REQUIREMENTS FOR LOWEST REGULAR TEACHING CERTIFICATES\*

State	Elementary School			Secondary School		
	Degree or Number of Semester Hours Required	Professional Education Required, Semester Hours (Total)	Directed Teaching Required, Semester Hours (Included in Column 3)	Degree or Number of Semester Hours Required	Professional Education Required, Semester Hours (Total)	Directed Teaching Required, Semester Hours (Included in Column 6)
1	2	3	4	5	6	7
Alabama	B	27	6	B	21	6
Alaska	B	24	C	B	18	C
Arizona	B	24	6	5 <sup>a</sup>	22	6
Arkansas	B	18	6	B	18	6
California	5	20 <sup>b</sup>	180CH	5	15 <sup>b</sup>	120CH
Colorado	B	AC	AC	B	AC	AC
Connecticut	B	30	6	B	18	6
Delaware	B	30	6	B	18	6
District	B <sup>c</sup>	15	C	5 <sup>c</sup>	15	C
Florida	B	20	6	B	20	6
Georgia	B	18	6	B	18	6
Hawaii	B	18	AC <sup>†</sup>	B	18	AC <sup>†</sup>
Idaho	B	20	6	B	20	6
Illinois	B	16	5	B	16	5
Indiana	B	27	8	B	18	6
Iowa	B	20	5	B	20	5
Kansas	B	24	5	B	20	5
Kentucky	B	24	8 <sup>d</sup>	B	17	8 <sup>d</sup>
Louisiana	B	24	4	B	18	4
Maine	B	30	8	B	18	6
Maryland	B	26	8	B	18	6
Massachusetts	B <sup>e</sup>	18	2	B <sup>e</sup>	12	2
Michigan	B	20	5	B	20	5
Minnesota	B	30	6	B	18	4
Mississippi	B	36	6	B	18	6
Missouri	B	20	5	B	20	5
Montana	B	AC	AC	B	15	AC
Nebraska	60 <sup>f</sup>	8	3	B	AC	AC
Nevada	B	18 <sup>g</sup>	4	B	18	4
New Hamp.	B	30	6	B	18	6
New Jersey	B	36 <sup>h</sup>	6 <sup>h</sup>	B	24 <sup>h</sup>	6 <sup>h</sup>
New Mexico	B	24	6	B	18	6
New York	B	24	— <sup>i</sup>	B	18	— <sup>i</sup>
North Carolina	B	24	6	B	18	6
North Dakota	64 <sup>j</sup>	16	3	B	16	3
Ohio	B	28	6	B	17	6
Oklahoma	B	21 <sup>k</sup>	6	B	21 <sup>k</sup>	6
Oregon	B	20	— <sup>l</sup>	B <sup>m</sup>	14	— <sup>l</sup>
Pennsylvania	B	36 <sup>n</sup>	6	B	18	6
Puerto Rico	68	53	6	B	29	5
Rhode Island	B	30	6	B	18	6
South Carolina	B	21	6	B	18	6
South Dakota	60 <sup>o</sup>	15	3	B	20	6
Tennessee	B	24	4	B	24	4
Texas	B	18	6	B	18	6
Utah	B	26	8	B	21	8
Vermont	B	18	6	B	18	6
Virginia	B	18	6	B	15	4-6
Washington	B <sup>p</sup>	AC	AC	B <sup>p</sup>	AC	AC
West Virginia	B	20	6	B	20	6
Wisconsin	64 <sup>q</sup>	26	8	B	18	5
Wyoming	B	23	C	B	20	C

## TABLE 8 FOOTNOTES

**LEGEND:** — means not reported. AC means approved curriculum; B means a bachelor's degree of specified preparation; 5 means a bachelor's degree plus a fifth year of appropriate preparation, not necessarily completion of the master's degree; C means a course; CH means clock hours.

\* Professional requirements listed are the basic requirements for degree or lowest regular certificates. Some variations from the professional requirements as stated in this table may be found in the requirements for specific certificates listed for the respective states in Chapter II.

<sup>a</sup> Secondary certificate: master's degree or 30 s.h. of graduate credit. Secondary-temporary: bachelor's degree and completion of an approved program; valid for five years only (grades 7-12).

<sup>b</sup> Includes 8 s.h. (elementary) and 6 s.h. (secondary) units for directed teaching. The requirement is actually stated in clock hours, however.

<sup>c</sup> Bachelor's degree for elementary and junior high school; master's degree for senior and vocational high.

† Not included in Cols. 3 and 6.

<sup>d</sup> A teacher who has taught successfully for four or more years is required to take only 4 s.h. of practice teaching or a seminar of 4. A teacher who has had two years of successful experience may take a seminar dealing with professional problems instead of the 8 s.h. in practice teaching.

<sup>e</sup> Completion of the bachelor's degree or graduation from an approved four-year normal school.

<sup>f</sup> Provisional teaching certificates are issued for specifically endorsed grades, subjects, fields, and areas in designated classes of school districts upon evidence of partial completion of an approved teacher education program, generally at least 60 s.h., including specified amounts of general and professional education.

<sup>g</sup> For a three-year certificate; for a five-year certificate, the requirement is 30.

<sup>h</sup> The practice-teaching requirement is 150 clock hours, 90 of which must be in actual classroom teaching.

<sup>i</sup> A provisional elementary (N-6) certificate is issued upon completion of the bachelor's degree with 24 s.h. in education and 300 clock hours of practice teaching. Credit for practice teaching is optional with the college—maximum for 300 clock hours is 10 s.h.

A provisional high school certificate is issued for the academic fields based upon completion of the bachelor's degree with 18 s.h. in education; 8 of these are to be in methods and practice teaching. A minimum of 80 class periods of practice teaching is required.

Both certificates are valid for five years; nonrenewable; holder must complete requirements for the permanent certificate.

<sup>j</sup> Bachelor's degree will be required effective July 1, 1969.

<sup>k</sup> For the standard certificate; for the temporary certificate, the requirement is 12.

<sup>l</sup> Required, but there is no specific hours requirement.

<sup>m</sup> Provisional certificate only; for standard certification, a fifth year must be completed within five years after provisional certification.

<sup>n</sup> Eighteen in professional education and 18 in elementary content subjects.

<sup>o</sup> Effective July 1, 1968, all teachers in independent school districts must have a certificate based on a bachelor's degree.

<sup>p</sup> Provisional certificate only; for standard certification, a fifth year must be completed within six years after provisional certification.

<sup>q</sup> Bachelor's degree must be completed within seven years.

TABLE 9.—SPECIFIC MINIMUM REQUIREMENTS FOR ELEMENTARY SCHOOL CERTIFICATES BASED ON DEGREES\*

State	Degree or College Years of Preparation Required	General Education Required, Semester Hours	Professional Education Required, Semester Hours	Directed Teaching Required, Semester Hours (Included in Column 4)
1	2	3	4	5
Alabama	B	59	27	6
Alaska	B	--	24	C
Arizona	B	40	24	6
Arkansas	B	48	18	6
California	5 <sup>a</sup>	45	20	180CH
Colorado	B	AC	AC	AC
Connecticut	B <sup>b</sup>	75	30	6
Delaware	B	60	30	6
District	B <sup>c</sup>	NS	15	C
Florida	B	45	20	6
Georgia	B	40	18	6
Hawaii	B	100	18	AC <sup>†</sup>
Idaho	B	42	20	6
Illinois	B	78 <sup>d</sup>	16 <sup>d</sup>	5
Indiana	B	73	27	8
Iowa	B	40	20	5
Kansas	B	50	24	5
Kentucky	B <sup>c</sup>	45 <sup>f</sup>	24	8 <sup>g</sup>
Louisiana	B	46	24	4 <sup>h</sup>
Maine	B	64	30	8
Maryland	B	80	26	8
Massachusetts	B <sup>i</sup>	--	18	2
Michigan	B	--	20	5
Minnesota	B	NS	30	6
Mississippi	B	48	36	6
Missouri	B	46	20	5
Montana	B	AC	AC	AC
Nebraska	B	AC	AC	AC
Nevada	B	--	18 <sup>j</sup>	4
New Hampshire	B	--	AC	6
New Jersey	B	30	36	6 <sup>k</sup>
New Mexico	B	48	24	6
New York	B <sup>l</sup>	75	24	--
North Carolina	B	48	24	6
North Dakota	B	AC	16	3
Ohio	B	60	28	6
Oklahoma	B	50	21 <sup>m</sup>	6
Oregon	B	--	20	-- <sup>n</sup>
Pennsylvania	B	60	36 <sup>o</sup>	6
Puerto Rico	B	16	20	6
Rhode Island	B	--	30	6
South Carolina	B	45	21	6
South Dakota	B	60	20	6
Tennessee	B	40	24	4
Texas	B	60	18	6
Utah	B	AC	26	8
Vermont	B	AC	18	6
Virginia	B	59	18	6
Washington	B <sup>p</sup>	AC	AC	AC
West Virginia	B	40 <sup>q</sup>	20	6
Wisconsin	B	40 <sup>r</sup>	26	8
Wyoming	B	40	23	C



### TABLE 9 FOOTNOTES

**LEGEND:** — means not reported; AC means approved curriculum; B means completion of the bachelor's degree; 5 means the bachelor's degree plus a fifth year of appropriate preparation, not necessarily completion of the master's degree; C means a course; NS means not specified; CH means clock hours.

\* Professional requirements listed are the basic requirements for degree or lowest regular certificates. Some variation from the professional requirements as stated in this table may be found in the requirements for specific certificates listed for the respective states in Chapter II.

\* For the standard certificate; a bachelor's degree for the conditional certificate.

<sup>b</sup> For the provisional certificate; five years for the standard certificate.

<sup>c</sup> For elementary and junior high school.

† Not included in Col. 4.

<sup>d</sup> Bachelor's degree with a total of 120 s.h., including 78 in general education and 16 in professional education; the remaining 26 can be in either.

<sup>e</sup> For the provisional certificate; five years for the standard certificate.

<sup>f</sup> Plus 13 s.h. in general academic subjects (English, social science, mathematics, art, music).

<sup>g</sup> A teacher who has taught successfully for four or more years is required to take only 4 s.h. of practice teaching or a seminar of 4. A teacher who has had two years of successful experience may take a seminar

dealing with professional problems instead of the 8 s.h. in practice teaching.

<sup>h</sup> The specified requirement in clock hours of actual teaching and observation is 90, 45 of which must be in actual teaching.

<sup>i</sup> Completion of the bachelor's degree or graduation from a four-year normal school approved by the State Board of Education.

<sup>j</sup> For a three-year certificate; for a five-year certificate, the requirement is 30.

<sup>k</sup> The practice-teaching requirement is 150 clock hours, 90 of which must be in actual classroom teaching.

<sup>l</sup> Five years required for the permanent certificate. A provisional certificate is issued upon completion of the bachelor's degree with 24 s.h. in education and 300 clock hours of practice teaching. Credit for practice teaching is optional with the college—maximum for 300 clock hours is 10 s.h. The provisional certificate is valid for five years; nonrenewable; holder must complete requirements for the permanent certificate.

<sup>m</sup> For the standard certificate; for the temporary certificate the requirement is 12.

<sup>n</sup> Required, but there is no specific hours requirement.

<sup>o</sup> Eighteen in professional education and 18 in content subjects for the elementary schools.

<sup>p</sup> For the provisional certificate; five years for the standard certificate.

<sup>q</sup> The state requires 85 s.h. of "nonprofessional" credit.

<sup>r</sup> Recommended.

TABLE 10.—SPECIFIC MINIMUM REQUIREMENTS FOR SECONDARY SCHOOL CERTIFICATES BASED ON DEGREES\*

State	Degree or College Years of Preparation Required	General Education Required, Semester Hours	Professional Education Required, Semester Hours	Directed Teaching Required, Semester Hours (Included In Column 4)
1	2	3	4	5
Alabama	B	44	21	6
Alaska	B	--	18	C
Arizona	5 <sup>a</sup>	40	22	6
Arkansas	B	48	18	6
California	5 <sup>b</sup>	45	15	120CH
Colorado	B	AC	AC	AC
Connecticut	B <sup>c</sup>	45	18	6
Delaware	B	60	18	6
District	5 <sup>d</sup>	NS	15	C
Florida	B	45	20	6
Georgia	B	40	18	6
Hawaii	B	100	18	AC <sup>†</sup>
Idaho	B	--	20	6
Illinois	B	42	16	5
Indiana	B <sup>e</sup>	50	18	6
Iowa	B	40	20	5
Kansas	B	50	20	5
Kentucky	B <sup>f</sup>	45	17	8 <sup>g</sup>
Louisiana	B	46	18	4 <sup>h</sup>
Maine	B	64	18	6
Maryland	B	--	18	6
Massachusetts	B <sup>i</sup>	--	12	2
Michigan	B	--	20	5
Minnesota	B	--	18	4
Mississippi	B	48	18	6
Missouri	B	25	20	5
Montana	B	AC	16	AC
Nebraska	B	AC	AC	AC
Nevada	B	--	18	4
New Hampshire	B	--	18	6
New Jersey	B	--	24 <sup>j</sup>	6 <sup>j</sup>
New Mexico	B	48	18	6
New York	5 <sup>k</sup>	60	18	6
North Carolina	B	48	18	6
North Dakota	B	--	16	3
Ohio	B	100	17	6
Oklahoma	B	50	21 <sup>l</sup>	6
Oregon	B <sup>m</sup>	--	14	-- <sup>n</sup>
Pennsylvania	B <sup>o</sup>	60	18	6
Puerto Rico	B	--	29	5
Rhode Island	B	--	18	6
South Carolina	B	45	18	6
South Dakota	B	--	20	6
Tennessee	B	40	24	4
Texas	B	60	18	6
Utah	B	AC	21	8
Vermont	B	AC	18	6
Virginia	B	48	15	4-6
Washington	B <sup>p</sup>	AC	AC	AC
West Virginia	B	40 <sup>q</sup>	20	6
Wisconsin	B	-- <sup>r</sup>	18	5
Wyoming	B	40	20	C

## TABLE 10 FOOTNOTES

**LEGEND:** — means not reported; AC means approved curriculum; B means completion of the bachelor's degree; 5 means the bachelor's degree plus a fifth year of appropriate preparation, not necessarily completion of the master's degree; C means a course; CH means clock hours; NS means not specified.

\* Professional requirements listed are the basic requirements for degree or lowest regular certificates. Some variation from the professional requirements as stated in this table may be found in the requirements for specific certificates listed for the respective states in Chapter II.

• Secondary certificate: five years of college preparation. Secondary-temporary: bachelor's degree and completion of an approved program; valid for five years only (grades 7-12).

• Between October 1, 1966, and October 1, 1967, California will permit preliminary certification of secondary teachers with a bachelor's degree, completion of student teaching, 6 s.h. of postgraduate work at the upper-division or graduate level, 14 s.h. in the major, and 12 in the minor (minor not required with academic major in subject commonly taught). A master's or higher degree in a subject commonly taught in the public high schools is acceptable in lieu of the student teaching, major, minor, and postgraduate requirements for purposes of meeting requirements for preliminary certification. Secondary preliminary certification is granted only if a statement of intention to employ is submitted by a California public school administrator. Course work requirements for the initial issuance of this credential increase 6 s.h. on October 1 of each year.

• For the provisional certificate; five years for the standard certificate.

• A master's degree is required for the permanent certificate for senior and vocational high school.

† Not included in Col. 4.

• A master's degree is required for the permanent certificate.

• For the provisional certificate; five years for the standard certificate.

• A teacher who has taught successfully for four or more years is required to take only 4 s.h. of practice teaching or a seminar of 4. A teacher who has had two years of successful experience may take a seminar dealing with professional problems instead of the 8 s.h. in practice teaching.

• The specified requirement in clock hours of actual teaching and observation is 90, 45 of which must be in actual teaching.

• Completion of the bachelor's degree or graduation from a four-year normal school approved by the State Board of Education.

• The practice-teaching requirement is 150 clock hours, 90 of which must be in actual classroom teaching.

• A provisional high school certificate is issued for academic field; based upon completion of a bachelor's degree with 18 s.h. in education; 8 are to be in methods and practice teaching. A minimum of 80 class periods of practice teaching is required. The provisional certificate is valid for five years; nonrenewable; holder must complete requirements for permanent certification.

• For the standard certificate; for the temporary certificate the requirement is 12.

• For the provisional certificate; five years for the standard certificate.

• Required, but there is no specific hours requirement.

• Twenty-four s.h. of postbaccalaureate work required for permanent certification.

• For the provisional certificate; five years for the standard certificate.

• The state requires 100 s.h. of "nonprofessional" credit.

• Patterns for general education must be approved by the state superintendent and be filed in his office.



TABLE 11.—MINIMUM REQUIREMENTS IN DEGREES AND SEMESTER HOURS  
FOR ADMINISTRATIVE CERTIFICATES\*

State	Elementary School Principals	Secondary School Principals	Superintendents
1	2	3	4
Alabama	M	M	M
Alaska	M	M	M
Arizona	M + 24	M + 24	M + 30
Arkansas	M	M	M
California	6 years <sup>a</sup>	6 years <sup>a</sup>	7 years <sup>a</sup>
Colorado	M	M	M + 30
Connecticut	M + 6 <sup>b</sup>	M + 6 <sup>b</sup>	M + 9 <sup>b</sup>
Delaware	M	M	M + 30, or 60
District	M <sup>c</sup> (NC)	M <sup>c</sup> (NC)	M <sup>c</sup> (NC)
Florida	M	M	NC
Georgia	M <sup>d</sup>	M <sup>d</sup>	M <sup>d</sup>
Hawaii	M + 20	M + 20	M + 20
Idaho	M	M	M
Illinois	M <sup>e</sup>	M <sup>e</sup>	M <sup>e</sup>
Indiana	M <sup>f</sup>	M <sup>f</sup>	Ed. Sp.
Iowa	M	M	M + 30
Kansas	M	M	M + 8
Kentucky	M	M	M + 30
Louisiana	M	M	M
Maine	B <sup>h</sup>	B + <sup>h</sup>	M <sup>h</sup>
Maryland	M	M	M + 30
Massachusetts	M + <sup>i</sup>	M + <sup>i</sup>	M + <sup>i</sup>
Michigan	NC	NC	NC
Minnesota	B <sup>j</sup> <sup>k</sup>	B + 6 <sup>k</sup>	M <sup>i</sup>
Mississippi	M	M	M
Missouri	M	M	M + 30 <sup>m</sup>
Montana	M	M	M
Nebraska	M <sup>n</sup>	M <sup>n</sup>	M <sup>n</sup>
Nevada	M	M	M
New Hampshire	M	M	M + 30
New Jersey	M	M	M
New Mexico	M <sup>o</sup>	M <sup>o</sup>	M <sup>o</sup>
New York	M	M	M + 30
North Carolina	M <sup>p,q</sup>	M <sup>p,q</sup>	M
North Dakota	B	B	M
Ohio	M	M	M + 30
Oklahoma	M <sup>r</sup>	M <sup>r</sup>	M <sup>r</sup>
Oregon	M + 22	M + 22	M + 30
Pennsylvania	M + 15 <sup>s</sup>	M + 15 <sup>s</sup>	M + 40 <sup>t</sup>
Puerto Rico	B + 30	B + 30	B + 30
Rhode Island	M <sup>u</sup>	M <sup>u</sup>	M <sup>u</sup>
South Carolina	M	M	M + 1 yr.
South Dakota	M	M	M
Tennessee	M	M	M
Texas	M + 30	M + 30	M + 30
Utah	M + 30	M + 30	M + 30
Vermont	B + 18	M	M
Virginia	M <sup>v</sup> (NC)	M <sup>v</sup> (NC)	M <sup>v</sup> (NC)
Washington	M + 14	M + 14	M + 30
West Virginia	M	M	M + 30 <sup>w</sup>
Wisconsin	B + <sup>x</sup>	M <sup>x</sup>	M <sup>x</sup>
Wyoming	M + 15	M + 15	M + 30

TABLE 11 FOOTNOTES

**LEGEND:** B means completion of the bachelor's degree. M does not necessarily mean that completion of a master's degree is required; in some instances it means completion of five college years of specified preparation. Ed.Sp. means specialist in education (six years). NC means no certificate issued.

\* Professional requirements listed are the basic requirements for degree or lowest regular certificates. Some variation from the professional requirements as stated in this table may be found in the requirements for specific certificates listed for the respective states in Chapter II.

<sup>a</sup> Including a master's degree in an academic subject matter area. Certain requirements may be waived if a person has a doctor's degree and the State Board of Education finds him to be an outstanding school administrator.

<sup>b</sup> For the initial certificate. For the standard certificate for elementary or secondary school principals, a master's degree and 15 s.h. are required; for superintendents, a master's degree and 30 s.h. Effective September 2, 1968: M+15 (30 for standard), M+15 (30 for standard), M+30, respectively.

<sup>c</sup> Although this table shows basic requirements for administrators, D.C. does not issue administrative certificates.

<sup>d</sup> Provisional certification is granted on the basis of the T-4 certificate (bachelor's degree) plus 15 q.h. of appropriate graduate study.

<sup>e</sup> The new administrative certificate, first issued in 1966, and the only one issued after July 1, 1968, has three endorsements: *General Supervisory* for supervisors and curriculum directors; *General Administrative* for principals and assistant superintendents; and *Superintendent*. The first and second endorsements require a master's degree in an approved program with some specific requirements and two years of teaching. The superintendent endorsement requires graduation from an approved sixth-year program or a doctor's degree with some specific requirements and two years of teaching and two years of administration or supervision.

<sup>f</sup> Valid for five years; an additional 30 s.h. is required for renewal.

<sup>g</sup> For superintendents of districts with elementary and secondary schools, M+18; for superintendents of one-level districts, M+6.

<sup>h</sup> For principals, a bachelor's degree and 6 graduate s.h. in administration and supervision. For superintendents,

a master's degree including or plus 18 s.h. in professional education.

<sup>i</sup> Effective September 1, 1967. Principals: M + 10½ for standard certificate; specialist degree for professional certificate. Superintendents: M + 16 for standard and specialist degree for professional certificate. Professional certificate required before eighth year in administration.

<sup>j</sup> The provisional certificate is granted on 60 s.h., including 6 in specified areas. Each renewal requires additional credits.

<sup>k</sup> Effective September 1, 1967, elementary and secondary principals must have earned a master's degree plus 10½ graduate s.h. and institutional recommendation to qualify for a standard certificate; specialist degree for the professional certificate.

<sup>l</sup> Effective September 1, 1967, master's degree plus 16 graduate s.h. and institutional recommendation to qualify for a standard certificate; specialist degree for the professional certificate.

<sup>m</sup> Sixth-year NCATE-approved graduate program dealing with the superintendency.

<sup>n</sup> Or 36 graduate s.h. in an approved program. Provisional administrative and supervisory certificate requires verification of status in appropriate graduate program. This credential cannot be endorsed for superintendent.

<sup>o</sup> Including 20 s.h. in administration.

<sup>p</sup> One certificate issued to principals in elementary and secondary schools.

<sup>q</sup> Optional six-year program.

<sup>r</sup> For a provisional certificate; additional 30 s.h. of graduate credit required for a standard certificate.

<sup>s</sup> Additional 15 s.h. required for permanent certification.

<sup>t</sup> Doctorate or 70 s.h., including the master's degree.

<sup>u</sup> Master's degree or 36 graduate s.h.

<sup>v</sup> No separate administrative certificate is issued, but the master's degree is required for endorsement for all three fields.

<sup>w</sup> Effective 1968.

<sup>x</sup> For elementary principals in schools of 6-10 teachers, a bachelor's degree and a course in administration; in schools of 11 or more teachers, a master's degree with 16 graduate s.h. in specified education courses. For secondary principals, a master's degree with specified courses in education. For superintendents, a master's degree with specified courses.



TABLE 12.—ALLOCATION OF CERTIFICATION AUTHORITY, WITH LIMITATIONS, AND APPROVAL OF INSTITUTIONS FOR TEACHER EDUCATION

State	Certification Authority Vested in:			Limitations of Authority Specified by Law	Approval Authority for Teacher Education Programs Vested in State Board
	Legislature	State Board	State Board and Other Agencies		
1	2	3	4		6
Alabama		x		Age	Yes
Alaska		x		Age; citizenship	No
Arizona		x		Age; citizenship; U.S. and Arizona Constitutions; chest x-ray; oath	Yes
Arkansas		x		Age; health certificate; x-ray	Yes
California	x <sup>i</sup>	x <sup>1</sup>	-- <sup>2</sup>	Age; citizenship; degree; oath; evidence of identification and good moral character	Yes
Colorado	x <sup>3</sup>	x		None	Yes
Connecticut		x		None	Yes
Delaware		x <sup>4</sup>	x <sup>4</sup>	Oath; also see footnote No. 5	Yes
District		x		Age <sup>6</sup> ; citizenship	No
Florida		x		Age; citizenship; health certificate; character certificate; recommendation by graduating institution; oath; teacher examination	Yes
Georgia		x		None	Yes <sup>7</sup>
Hawaii		x		See footnote No. 8	Yes
Idaho		x		Age; citizenship; graduation from a four-year high school or equivalent course	Yes
Illinois	x	x <sup>9</sup>	x <sup>10</sup>	Age; citizenship; pass course in U.S. history or government; good health; good character; general educational qualifications	Yes
Indiana	x	x		Pay taxes; pass physical examination; oath	Yes
Iowa		x		Age; physically competent and morally fit	Yes <sup>13</sup>
Kansas		x <sup>11</sup>	-- <sup>11</sup>	See footnote No. 12	Yes <sup>15</sup>
Kentucky		x <sup>14</sup>		Age; good moral character	Yes
Louisiana		x		None	Yes
Maine		x <sup>16</sup>		Age; evidence of good moral character	Yes <sup>18</sup>
Maryland		x <sup>17</sup>	x <sup>17</sup>	Citizenship	Yes <sup>18</sup>
Massachusetts		x		See footnote No. 19	No <sup>20</sup>
Michigan		x		Age; citizenship	Yes
Minnesota		x		None	Yes
Mississippi		x		None	Yes
Missouri		x <sup>21</sup>	x <sup>21</sup>	General health certificate	Yes
Montana		x		Age; citizenship <sup>22</sup> ; oath; health certificate	Yes
Nebraska	x	x		Maximum required for initial certificate	Yes
Nevada		x		Age; citizenship; oath; U.S. and Nevada Constitutions; Nevada school law	Yes
New Hampshire		x		None	Yes
New Jersey		x		Age; citizenship; course in health	Yes
New Mexico		x		Age; citizenship; health certificate	Yes
New York		x	x <sup>23</sup>	Age; citizenship	Yes
North Carolina		x		Age	Yes
North Dakota	x		-- <sup>24</sup>	Age; citizenship; oath	No
Ohio		x		None	Yes
Oklahoma		x		See footnote No. 25	Yes
Oregon		x		Age; citizenship; academically, physically, and morally fit	Yes
Pennsylvania		x	-- <sup>26</sup>	Age; citizenship	No
Puerto Rico	x			See footnote No. 27	No
Rhode Island		x		None	Yes
South Carolina		x		None	Yes <sup>28</sup>
South Dakota		x		Age; citizenship; oath	Yes
Tennessee		x		Age	Yes
Texas		x		Age; citizenship; oath; Texas and U.S. Constitutions; moral character certified; ability to speak and understand English	Yes
Utah		x		None	Yes
Vermont		x		Age	Yes <sup>29</sup>
Virginia		x		Age; citizenship; degree; physical and moral fitness	Yes <sup>29</sup>
Washington		x		Age; citizenship; oath; health certificate; Washington state history and government	Yes
West Virginia		x		Age; citizenship; mental, moral, emotional fitness; college graduation	Yes
Wisconsin		x <sup>30</sup>		See footnote No. 31	Yes <sup>32</sup>
Wyoming		x		Wyoming and U.S. Constitutions	No



TABLE 12 FOOTNOTES

- <sup>1</sup> General requirements of new credentials were defined by legislative enactment.
- <sup>2</sup> County boards may process requests for emergency certificates and may issue student-teaching, teacher aide, and 90-day temporary teaching certificates.
- <sup>3</sup> Authority is usually delegated to the Colorado State Board of Education, except for statutory provision.
- <sup>4</sup> The City of Wilmington, which issues its own certificates.
- <sup>5</sup> The professional status certificate was established by law.
- <sup>6</sup> Upper age, 50.
- <sup>7</sup> The Georgia State Board of Education provides for the establishment of standards and courses of study for the education of teachers, the approval of institutions offering satisfactory planned programs, and the certification of their graduates.
- <sup>8</sup> Teacher must be possessed of the ideals of democracy; knowledge of American history and institutions; and ability to read, write, and speak the English language.
- <sup>9</sup> Refers to the Illinois State Teacher Certification Board, which is appointed by the state superintendent of public instruction. (County superintendent must sign all certificates before issuance is complete.)
- <sup>10</sup> Chicago Board of Education certifies its public school teachers.
- <sup>11</sup> Board approves on recommendation of the state superintendent.
- <sup>12</sup> Must grant a certificate to B.S.E. graduates of the three state teachers colleges.
- <sup>13</sup> State superintendent certifies on standards recommended by the state superintendent and approved by the Kansas State Board of Education.
- <sup>14</sup> State Board, upon recommendation of the Kentucky Council on Public Higher Education, which is the legal agency.
- <sup>15</sup> The function is performed by the Division of Teacher Education and Certification.
- <sup>16</sup> Statutes vest certification authority in the commissioner of education; in practice, the Maine State Board approves regulations upon recommendation of the commissioner.
- <sup>17</sup> Baltimore City is excepted by law from state certification and certain other state requirements. State regulations apply to all other areas of Maryland.
- <sup>18</sup> The Maryland State Board of Education approves institutions for teacher education. The Board acts on the recommendation of the state superintendent of schools, who in turn secures information through the Division of Certification and Accreditation of the State Department of Education.
- <sup>19</sup> Citizenship; good health; sound moral character; bachelor's degree or graduation from an approved normal school; requirements as to s.h., etc., may not become effective until three years after their promulgation by the Board of Education.
- <sup>20</sup> There is no statutory authority in Massachusetts for state accreditation. The State Board of Education has the power and authority, however, to approve for certification purposes courses and programs in (a) institutions which are regionally or nationally accredited, (b) institutions the degree-granting powers of which have been approved by the Massachusetts Board of Collegiate Authority, (c) other institutions the programs of which have been evaluated and approved by the State Board of Education.
- <sup>21</sup> The Missouri State Board of Education has broad powers. Also, five state colleges, Lincoln University, and the University of Missouri grant their own teaching (life) certificates to their B.S.E. graduates. County superintendents are authorized to issue third-grade (one-year) certificates by examination.
- <sup>22</sup> A Montana provisional certificate may be granted to a noncitizen if requested by the employing district.
- <sup>23</sup> Buffalo and New York City issue certificates to their teachers, but teachers must meet requirements established by the state commissioner of education.
- <sup>24</sup> Diplomas of graduates in education from state colleges are accredited as certificates.
- <sup>25</sup> Must be a graduate of an approved four-year institution. Authority is delegated to the Oklahoma State Board of Education.
- <sup>26</sup> Emergency certificates are issued by the county or district superintendent's office for a limited time; otherwise, authority is not shared. Interim college certificates are requested by the county and district superintendents.
- <sup>27</sup> Establishes minimum academic requirements for all certificates; not less than 18 years of age; U.S. citizen; physically able to practice as a teacher.
- <sup>28</sup> The University of South Dakota performs this function for junior colleges.
- <sup>29</sup> The Virginia State Board of Education has authority to accredit colleges in general, not for teacher education as such.
- <sup>30</sup> Wisconsin has no state board; authority is placed with the state superintendent.
- <sup>31</sup> Minimum requirement of two college years of preparation.
- <sup>32</sup> Authority delegated to the state superintendent.

TABLE 13.—GENERAL REQUIREMENTS FOR TEACHING CERTIFICATES

State	U.S. Citizenship	Oath of Allegiance or Loyalty	Must Secure Employment	Recommendation (College or Employing Officer)	Minimum Age Required	Fee Required for Certificate	General Health Certificate Required	Chest X-ray Required	Special Course Required
1	2	3	4	5	6	7	8	9	10
Alabama	No	No	No	Yes	17	\$2.00	No	Yes	No
Alaska	Yes	No	No	No	18	5.00	No	No	No
Arizona	Yes	Yes	No	No	18	8.00	No	Yes	Yes
Arkansas	No	No	No	Yes	18	none	Yes	Yes	No
California	Yes <sup>1</sup>	Yes	No	No	18	10.00	Yes	No	Yes <sup>2</sup>
Colorado	No	Yes	No <sup>3</sup>	Yes	none	5.00	No	No	No
Connecticut	Yes	No	No	Yes	18	none	No	No	Yes <sup>4</sup>
Delaware	No	Yes	Yes <sup>5</sup>	Yes	none	none	Yes	Yes <sup>6</sup>	No
District	Yes	Yes	No	Yes	none	none	Yes	Yes	No
Florida	Yes	Yes	No	Yes	20 <sup>7</sup>	5.00	Yes	No	No
Georgia	No	No	No <sup>8</sup>	Yes	none	none	No	No	No
Hawaii	Yes	No	No	Yes	none	none	Yes	Yes	No
Idaho	Yes <sup>9</sup>	Yes	No	Yes	18	5.00	No	No	No
Illinois	Yes	Yes <sup>10</sup>	No	No <sup>11</sup>	19	4.00 <sup>12</sup>	No	No	Yes <sup>13</sup>
Indiana	No	Yes	No	Yes	none	5.00	Yes	No	No
Iowa	No	No	No	Yes	18	2.00	No	No	Yes <sup>14</sup>
Kansas	No	Yes	No	Yes	none	5.00	No	No	No
Kentucky	No	No	No	Yes	18	none	No	No	No
Louisiana	No	No	No	Yes	none	none	No	No	Yes <sup>15</sup>
Maine	No	No	Yes <sup>16</sup>	Yes	17	none	No	No <sup>17</sup>	No
Maryland	Yes	Yes	Yes	Yes <sup>18</sup>	18	none	No	No	No
Massachusetts	Yes <sup>19</sup>	No	No	No	none	none	Yes	No	No
Michigan	Yes	Yes	No	Yes	18	none <sup>20</sup>	No	No	No
Minnesota	No	No	No	Yes	none	3.00	Yes	No	No
Mississippi	Yes	Yes	No	Yes	18	none	Yes	No	No
Missouri	No	No	Yes <sup>21</sup>	Yes	none	none	Yes	No	No
Montana	Yes	Yes	No	Yes	18	2.00 <sup>22</sup>	Yes	Yes <sup>23</sup>	No
Nebraska	Yes	Yes	No	Yes	none	2.00	No	No	No
Nevada	Yes <sup>24</sup>	Yes	No	No	18	\$1.-\$3.	Yes	Yes	Yes <sup>25</sup>
New Hampshire	No	Yes	Yes	Yes	none	none	No	No	No
New Jersey	Yes	Yes	No	No	18	5.00	No	No	No
New Mexico	Yes	No	No	Yes	18	1.00	Yes	Yes	No
New York	Yes <sup>26</sup>	No <sup>27</sup>	No	No	18	5.00	No	No	No
North Carolina	No	No	No	Yes	18	none	No	No <sup>28</sup>	No
North Dakota	Yes <sup>29</sup>	Yes	No	Yes	18	\$3.-\$5.	No	No	No
Ohio	No	No	No	Yes	none	2.00	No	No	No
Oklahoma	Yes <sup>30</sup>	No	Yes <sup>31</sup>	Yes	none	1.00	Yes	No	Yes <sup>32</sup>
Oregon	Yes	Yes	No	Yes	18	5.00	No	Yes	No
Pennsylvania	Yes <sup>33</sup>	No	No	Yes	18	none	Yes	No	No
Puerto Rico	Yes	Yes	Yes	No	18	none	Yes	Yes	No
Rhode Island	Yes <sup>34</sup>	No	Yes	Yes	19	none	Yes	No	No
South Carolina	Yes	No	No	Yes	18	none	Yes	Yes	No
South Dakota	Yes	Yes	No	Yes	18	\$5.-\$10.	No	No	No
Tennessee	No	No	No	Yes	18	2.00	No	No	No
Texas	Yes	Yes	No	Yes	18	\$2.-\$3.	No	Yes	Yes <sup>35</sup>
Utah	No	No	No	Yes	none	5.00	No	No	No
Vermont	No	Yes	Yes <sup>36</sup>	Yes	19	none	No	No	No
Virginia	Yes	No	Yes	Yes	18	none	No	No	No
Washington	Yes <sup>37</sup>	Yes	No <sup>38</sup>	Yes	18	1.00	No	Yes	Yes <sup>39</sup>
West Virginia	Yes	No	No	Yes	18	1.00	No	No	No
Wisconsin	No	No	No	Yes	none	5.00	Yes <sup>40</sup>	Yes <sup>40</sup>	Yes <sup>41</sup>
Wyoming	Yes <sup>42</sup>	No	Yes	Yes	none	none	Yes	No	Yes <sup>43</sup>



TABLE 13 FOOTNOTES

<sup>1</sup> Filing for declaration of intention will qualify for citizenship.

<sup>2</sup> A course in the U.S. Constitution is required for renewal of the standard certificate.

<sup>3</sup> Except for vocational and some special service certificates.

<sup>4</sup> U.S. history (or acceptable equivalent).

<sup>5</sup> Except for graduates of Delaware colleges.

<sup>6</sup> Not prerequisite but required by law sometime during the first year and each year of employment.

<sup>7</sup> Or bachelor's degree from an accredited institution.

<sup>8</sup> Evidence of employment is now required for issuance of the provisional four-year certificate based on the bachelor's degree, unless the applicant has been certificated previously in Georgia.

<sup>9</sup> Or first papers.

<sup>10</sup> An oath is required before teaching is begun but not before issuance of the certificate.

<sup>11</sup> New administrative certificate is issued only to graduates of approved programs and needs recommendation of the institution.

<sup>12</sup> Four dollars to the state; \$1 to the county superintendent for issuance, and \$2 for registration, making a total of \$7.

<sup>13</sup> American history and/or government.

<sup>14</sup> American history or American government.

<sup>15</sup> American history, biological and physical science; Louisiana history for elementary teachers only.

<sup>16</sup> Required only of out-of-state, initial applicants who apply under reciprocity.

<sup>17</sup> Not required for certification, but the law requires a chest x-ray every two years; responsibility of employing superintendent.

<sup>18</sup> Recommendation of employing officer.

<sup>19</sup> A noncitizen may obtain a temporary certificate, valid six years, to teach his native language provided he meets all other certification requirements and presents a certified copy of his declaration of intention to become a citizen.

<sup>20</sup> Out-of-state applicants are charged a fee of \$3 for investigating credentials.

<sup>21</sup> Out-of-state applicants.

<sup>22</sup> A registration fee of \$2 is charged for initial certification and \$2 for each year of validity.

<sup>23</sup> Can use Mantoux test.

<sup>24</sup> Or have filed declaration of intention.

<sup>25</sup> Nevada school law and Constitution and U.S. Constitution (by credit or examination).

<sup>26</sup> Two-year teaching permit may be issued to an alien unable to get declaration of intention due to quota. The alien must get first preference papers.

<sup>27</sup> Required of aliens eligible for a teaching permit.

<sup>28</sup> Required for employment but not for certificate.

<sup>29</sup> Or declaration of intention.

<sup>30</sup> Or first papers.

<sup>31</sup> For temporary certificate only.

<sup>32</sup> Oklahoma history (credit or examination) and 6 s.h. of American history and government.

<sup>33</sup> May be waived for exchange and foreign language teachers.

<sup>34</sup> May be waived when noncitizen applicant has not been a resident for the period required to apply for citizenship provided employment is not contrary to law; waiver may not be extended beyond normal period required to obtain citizenship.

<sup>35</sup> Texas and federal governments; one year to complete.

<sup>36</sup> Required of nonresidents.

<sup>37</sup> Or declaration of intention.

<sup>38</sup> Required of nonresidents.

<sup>39</sup> Washington state history and government or Pacific Northwest history and government (may be satisfied by examination).

<sup>40</sup> Health certificate must be filed with employing board of education, not with the State Department.

<sup>41</sup> Cooperatives required of teachers of economics, social studies, and agriculture; conservation required of teachers of science and social studies.

<sup>42</sup> Or first papers.

<sup>43</sup> U.S. and Wyoming Constitutions (may be satisfied by credit or examination).



TABLE 14.—BASIC AND MINIMUM REQUIREMENTS FOR AUTHORIZATION TO TEACH AN ACADEMIC FIELD OR SUBJECT

State	English		Language		Mathematics		Physical Science		Chemistry		Physics		Biological Science		Biology		General Science		Social Science		State
	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	
Alabama	30	18	24	18	24	18	24	18	24	18	24	18	24	18	24	18	30 <sup>a</sup>	18	30 <sup>b</sup>	18	Alabama
Alaska**	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	Alaska
Arizona	24 <sup>a</sup>	18	30	18	30	18	30	18	30	18	30	18	30	18	30	18	30	18	30	18	Arizona
Arkansas	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	Arkansas
California <sup>a</sup>	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	California
Colorado*	18 <sup>a</sup>	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	Colorado
Connecticut	30 <sup>a</sup>	30 <sup>b</sup>	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	Connecticut
Delaware	30	24	30	24	30	24	30	24	30	24	30	24	30	24	30	24	30	24	30	24	Delaware
District	30	24	30	24	30	24	30	24	30	24	30	24	30	24	30	24	30	24	30	24	District
Florida <sup>a</sup>	30	24	30	24	30	24	30	24	30	24	30	24	30	24	30	24	30	24	30	24	Florida
Georgia <sup>a</sup>	36	24	27	24	30	24	30	24	30	24	30	24	30	24	30	24	30	24	30	24	Georgia
Hawaii	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	Hawaii
Idaho	30	24	30	24	30	24	30	24	30	24	30	24	30	24	30	24	30	24	30	24	Idaho
Illinois	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	Illinois
Indiana	15 <sup>b</sup>	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	Indiana
Iowa**	24 <sup>a</sup>	6	24 <sup>b,c</sup>	15	24 <sup>c</sup>	15	24 <sup>d</sup>	15	24 <sup>d</sup>	15	24 <sup>d</sup>	15	24 <sup>d</sup>	15	24 <sup>d</sup>	15	24 <sup>d</sup>	15	24 <sup>d</sup>	15	Iowa
Kansas	48 <sup>b</sup>	24	48 <sup>c</sup>	18	48 <sup>d</sup>	18	48 <sup>d</sup>	18	48 <sup>d</sup>	18	48 <sup>d</sup>	18	48 <sup>d</sup>	18	48 <sup>d</sup>	18	48 <sup>d</sup>	18	48 <sup>d</sup>	18	Kansas
Kentucky <sup>a</sup>	30 <sup>b</sup>	24	30 <sup>b</sup>	24	30 <sup>b</sup>	24	30 <sup>b</sup>	24	30 <sup>b</sup>	24	30 <sup>b</sup>	24	30 <sup>b</sup>	24	30 <sup>b</sup>	24	30 <sup>b</sup>	24	30 <sup>b</sup>	24	Kentucky
Louisiana	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	Louisiana
Maine**	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	Maine
Maryland	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	Maryland
Massachusetts <sup>a</sup>	15	9	15	9	15	9	15	9	15	9	15	9	15	9	15	9	15	9	15	9	Massachusetts
Michigan	M	30	M	30	M	30	M	30	M	30	M	30	M	30	M	30	M	30	M	30	Michigan
Minnesota	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	Minnesota
Mississippi*	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	Mississippi
Missouri	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	Missouri
Montana	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	Montana
Nebraska**	M	24	M	24	M	24	M	24	M	24	M	24	M	24	M	24	M	24	M	24	Nebraska
Nevada*	M	12	M	12	M	12	M	12	M	12	M	12	M	12	M	12	M	12	M	12	Nevada
New Hampshire	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	New Hampshire
New Jersey	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	New Jersey
New Mexico	36 <sup>a</sup>	24	36	24	36	24	36	24	36	24	36	24	36	24	36	24	36	24	36	24	New Mexico
New York	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	New York
North Carolina	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	North Carolina
North Dakota	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	North Dakota
Ohio	24 <sup>a</sup>	18	24 <sup>b</sup>	18	24 <sup>c</sup>	18	24 <sup>d</sup>	18	24 <sup>e</sup>	18	24 <sup>f</sup>	18	24 <sup>g</sup>	18	24 <sup>h</sup>	18	24 <sup>i</sup>	18	24 <sup>j</sup>	18	Ohio
Oklahoma	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	Oklahoma
Oregon	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	Oregon
Pennsylvania	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	Pennsylvania
Puerto Rico	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	Puerto Rico
Rhode Island	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	Rhode Island
South Carolina	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	South Carolina
South Dakota	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	South Dakota
Tennessee	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	Tennessee
Texas	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	Texas
Utah	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	Utah
Vermont*	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	Vermont
Virginia	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	Virginia
Washington**	M	24	M	24	M	24	M	24	M	24	M	24	M	24	M	24	M	24	M	24	Washington
West Virginia	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	West Virginia
Wisconsin <sup>a</sup>	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	Wisconsin
Wyoming	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	Wyoming



TABLE 14 FOOTNOTES

**LEGEND:** BR means the basic requirement for teaching a subject full time, for a major fraction of the school day, or in the highest classification of schools. MR means the minimum requirement for teaching a subject part time, for a minor fraction of the school day, or in the lowest classification of schools. — means not reported. M means a major; m means a minor.

\* The high school certificate is of the blanket type for academic fields; authorized teaching fields are not endorsed on the certificate. Where teaching requirements are listed, these are enforced by the employing school officer or by accrediting regulations.

**Alabama**

<sup>a</sup>This work must include biology, chemistry, and physics.

<sup>b</sup>A major in social science must include at least two fields.

**Alaska**

<sup>a</sup>Teaching-field preparation must meet the standards of the Northwest Association of Secondary and Higher Schools—a major or minor of 16 and 12 s.h. respectively.

**Arkansas**

<sup>a</sup>May include not more than 6 s.h. in speech and journalism in any combination.

<sup>b</sup>Must include 6 s.h. in U.S. history, 6 in European history, and 9 chosen from at least three of the following fields: economics, sociology, political science, geography.

**California**

<sup>a</sup>The standard elementary, secondary, and junior college credentials require completion of an academic major or minor. No minor is required if the major is academic.

The standard elementary credential requires an academic major to authorize teaching of all elementary school subjects. With a nonacademic major, the credential holder is restricted to teaching only the subject areas listed as majors and minors on the credential. Twenty-four s.h. of upper-division or graduate work in an academic single subject or interdepartmental group constitute a standard elementary credential major. The minor (if required or desired) requires 20 s.h. in a single subject or interdepartmental group, except that when the major is nonacademic in a subject commonly taught in the elementary schools, 12 of the 20 s.h. must be upper-division or graduate work.

The standard secondary credential major requires 24 s.h. of upper-division or graduate work in a single subject, at least 6 of which must be graduate. The minor (if required or desired) requires 20 s.h. in a single subject or interdepartmental group, except that when the major is nonacademic in a subject commonly taught in the secondary schools, 12 of the 20 s.h. must be upper-division or graduate work. The holder is limited to teaching subjects listed on the credential, except by special resolution of the local governing board with a report to the State Department of Education.

The standard junior college credential major requires a master's, doctor's, or other postgraduate degree approved by the State Board of Education in a subject matter area (not professional education). No minor is required if the major is in an academic subject commonly taught in the public junior college. If desired, the minor must consist of 20 s.h. in a single subject or academic interdepartmental group, including 12 upper-division or graduate s.h. in one subject. With a nonacademic major, a 20-s.h. minor is required in a single academic subject or interdepartmental group, including 12 upper-division or graduate s.h. in one subject. The holder is authorized to teach any subjects listed as majors on the credential. Subjects listed as minors may be taught only by resolution of the district governing board of trustees.

**Colorado**

<sup>a</sup>Including 5 s.h. in the specific subject taught.

<sup>b</sup>Including physics and chemistry.

<sup>c</sup>In science, including 10 in chemistry.

<sup>d</sup>In science, including 10 in physics.

<sup>e</sup>In science, including 10 in biological science.

<sup>f</sup>In science, including 10 in biology.

<sup>g</sup>Including biological and physical science.

**Connecticut**

<sup>a</sup>In addition to an introductory course.

<sup>b</sup>A provisional certificate in mathematics may be granted on the basis of 12 hours, including calculus; additional content preparation must be completed before issuance of the standard certificate.

<sup>c</sup>For the first science; for each additional science, 12 s.h.

<sup>d</sup>Including 12 s.h. in one science and a course in each of two others.

**Delaware**

<sup>a</sup>Or 30 s.h. if freshman English was waived by the college.

<sup>b</sup>Minimum requirements for permission to teach up to three classes along with classes in the certificated subject.

<sup>c</sup>In addition, a demonstrated proficiency of at least "good," as measured by criteria of the Modern Language Association.

<sup>d</sup>Plus 6 s.h. each in physics, chemistry, and math.

<sup>e</sup>Minimum requirement to teach up to two classes or sections, plus 6 s.h. in biology, physics, and/or college-level math.

<sup>f</sup>Plus 6 s.h. each in chemistry, biology, and math.

<sup>g</sup>Minimum requirement to teach up to two classes or sections, plus 6 s.h. in math.

<sup>h</sup>Plus 6 s.h. each in chemistry and elective science.

<sup>i</sup>Minimum requirement to teach up to two classes or sections, plus 3 s.h. in chemistry.

<sup>j</sup>Including two semesters in each field of biology, chemistry, and physics.

<sup>k</sup>For partial teaching assignment of up to three classes or sections, 18 s.h., including two semesters in each of chemistry, physics, and biology.

<sup>l</sup>Thirty s.h. in specified areas.



TABLE 14 FOOTNOTES (continued)

<sup>a</sup> Minimum requirement, including two semester courses in U.S. history, for permission to teach up to three sections or classes along with certificated area.

Florida

<sup>a</sup> For the first language; 18 for the second.

Georgia

<sup>a</sup> BR and MR refer to requirements for listing fields on the certificate.

<sup>b</sup> Teachers of grades 9-12 must meet the BR. Teachers of grades 7-8 may hold an elementary school certificate.

Hawaii

<sup>a</sup> In addition to solid geometry and trigonometry and including a course in teaching mathematics.

Illinois

<sup>a</sup> The requirement for a special certificate in any field is 32 s.h.

<sup>b</sup> Ten s.h. in the subject, with 24 in the field of physical science.

<sup>c</sup> May be a minor of 16 s.h. in history provided the applicant has a total of 24 in social science.

Iowa

<sup>a</sup> Iowa actually issues two authorizations: a general certificate and an approval statement. Institutions are authorized to file programs of teacher education specifying higher than minimum standards. When such programs are approved, students attending such institutions must meet the institutional standards, even though they exceed the minimum state standards, in order to secure "regular approval." Teachers devoting a major portion of time to a subject area are urged to have 30 s.h. of preparation in it.

<sup>b</sup> Standards require 15 s.h. in the field, with some credit in the subject taught.

<sup>c</sup> Deduction from BR: 3 s.h. for two years of high school training in the language taught.

<sup>d</sup> Deduction from BR: 1 s.h. for each high school unit in advanced algebra, trigonometry, or solid geometry; total deduction not to exceed 3 s.h.

<sup>e</sup> Standards require 15 s.h. in the field, with 6 in each science subject taught.

<sup>f</sup> Standards require 15 s.h. in the field, with preparation in both physical and biological sciences.

<sup>g</sup> Standards require 15 s.h. in the field, with 6 in each social studies subject taught.

Kansas

<sup>a</sup> The 24 s.h. are required for teaching English in comprehensive and standard schools. A journalism teacher must obtain the 24 but must include 6 in journalism or other subjects in the field.

<sup>b</sup> Only 15 required for authorization in Latin.

<sup>c</sup> A second language may be taught with 15 s.h. in the field.

<sup>d</sup> Twenty-four s.h. in the field, including 12 in the specific subject.

<sup>e</sup> Twenty-four s.h. in the field, but 6 in a specific subject.

Kentucky

<sup>a</sup> Specialization requirements for certification may be completed under one of four options (see below) in accordance with these definitions: Area of concentration—concentration usually 48 s.h., in accordance with an approved plan designed to insure well-rounded specialization in the area. Major—minimum of 24 s.h. in accordance with scope and sequence appropriate for the subject; majors in English and in certain approved combinations require 30 s.h. Minor—minimum of 18 s.h. in accordance with scope and sequence; a minor in English and in certain approved subject combinations requires 24 s.h.

*Specialization Option 1*, an area of concentration. *Specialization Option 2*, two majors. *Specialization Option 3*, one major and two minors. *Specialization Option 4*, one major and one minor when credit in both in 48 s.h. (54 when English is included as a major).

Where two numbers are listed, the first is for the area of concentration, the second for the major. Single numbers refer to majors only.

<sup>b</sup> Area in English: 48 s.h., 30 of which must be distributed among grammar, composition, and literature, and 18 among speech, dramatics, and journalism.

<sup>c</sup> Area in foreign languages: 48 s.h., including at least 18 in the leading language, 12 in each of two others, and 6 in electives.

<sup>d</sup> Area in natural science: 48 s.h., including at least 12 each in biology, chemistry, and physics, with at least 15 in one of the three, plus 3 s.h. in geology and the remainder in electives. Area in physical science and mathematics: 48 s.h., including at least 15 each in chemistry, physics, and mathematics.

<sup>e</sup> No separate certification in general science. A teacher qualifies for general science if certified in the science area of concentration or in chemistry, physics, or biology as the major or minor subject.

<sup>f</sup> Area in social studies: 48 s.h., including 18 in history and 6 each in political science, economics, sociology, and geography; remainder in electives.

Louisiana

<sup>a</sup> Twenty-four in the first language, 18 in the second.

<sup>b</sup> Six s.h. each in biology, chemistry, and physics gives authorization in general science. An additional 6 in any one of the three gives authorization in that one.

<sup>c</sup> Including U.S. history and government.

Maine

<sup>a</sup> In academic fields, the general certificate requires a 30-hour major and 18-hour minor or a 50-hour area in English, mathematics and science, or social studies.

<sup>b</sup> Thirty s.h. if major, 18 if minor.

<sup>c</sup> Latin, French, Spanish, German: 30 s.h. if major, 18 if minor.

<sup>d</sup> Math and science: 50 s.h. for the broad field; both subjects may be included.

Maryland

<sup>a</sup> A single language; 18 s.h. are acceptable if the applicant completed 2 or more units of the language during the last three years of secondary school.

<sup>b</sup> Eighteen s.h. are acceptable if the applicant completed 3 or more units of senior high school mathe-



**TABLE 14 FOOTNOTES (continued)**

atics and the 18 are composed entirely of generally recognized college mathematics content.

<sup>c</sup> Including at least 18 in one of biology, chemistry, or physics and 6 each in the other two. A junior high school teacher may substitute 6 s.h. in physical or earth science for the physics. A senior high school teacher who has in addition to the above requirements 15 s.h. in another science may be assigned to teach science.

<sup>d</sup> Including 18 in history (6 in U.S. history), 6 in economics, and one course each in sociology, political science, and geography.

**Massachusetts**

<sup>a</sup> All secondary school and special subject certificates have the same requirements: 18 s.h. in the major field or fields (for authorization to teach full time) and 9 in minor subject fields (for authorization to teach minor fields up to 50 percent of total teaching time).

All secondary school and special subject certificates are special certificates in that a certificate is issued for each subject or field requested (assuming the applicant meets all the requirements). Thus, an applicant who qualifies in two major fields may apply for and receive two certificates, one for each field.

Minor fields are recorded in the office of the Division of Teacher Certification and Placement but are not recorded on the teacher's certificate.

**Minnesota**

<sup>a</sup> One s.h. per unit of high school credit is allowed, not to exceed 3 s.h.

<sup>b</sup> Major or minor concentration in general area; some college credits in the specific subject are required. A major if over half-time is spent teaching a specific subject; minor if half-time or less.

Secondary school teachers certified to teach after September 1, 1966, with minor preparation in science, mathematics, English, social studies, and modern foreign languages, shall within seven years after the initial certification acquire a college major in order to continue to be certificated to teach in the subject or field.

**Mississippi**

<sup>a</sup> Or 12 s.h., plus 2 high school units.

<sup>b</sup> Eight s.h. in mathematics may be applied toward meeting requirements in physics if the applicant meets requirements for endorsement in all areas of science.

**Missouri**

<sup>a</sup> Or 18 s.h., plus 2 or more high school units in the same language.

<sup>b</sup> Plus 9 in other science.

<sup>c</sup> Fifteen in any biological science, plus 9 in other science; the applicant may then teach biology, zoology, or botany.

<sup>d</sup> An applicant may teach general science in grades 9-12 with 5 s.h. each of biological science, chemistry, and physics, plus 9 of other science. An applicant may teach grades 7-9 with 5 s.h. each of biological science, chemistry, and physics.

**Montana**

<sup>a</sup> Ten s.h. in the subject, plus certificate endorsement in either science or physical science; or certificate endorsement in the subject, which is based on completion of a college approved teaching major or minor (minimum, 20 s.h.).

<sup>b</sup> Ten s.h. in the subject, plus certificate endorsement in science; or certificate endorsement in biology or biological science.

**Nebraska**

<sup>a</sup> BR is now an endorsement on the teaching certificate.

<sup>b</sup> Eighteen in the specific language.

<sup>c</sup> Eighteen in the field and preparation in each subject taught.

<sup>d</sup> Including 8 in the specific science taught, except general science requires at least one course each in physics, chemistry, and biology.

**New Hampshire**

<sup>a</sup> Thirty in the area, 18 in the specific subject taught.

<sup>b</sup> In the specific language.

<sup>c</sup> Twelve in the area, 6 in the subject to be taught.

<sup>d</sup> Twelve in the area, covering physical and biological science.

<sup>e</sup> Thirty in the area, 6 in the subject to be taught.

**New Jersey**

<sup>a</sup> For permanent certification, the 18 s.h. must be raised to 24. No further requirement in the 30-s.h. fields.

**New York**

<sup>a</sup> Total preparation must include work (not necessarily separate courses) in advanced writing; concepts, processes, and media of communication; development, structure, and function of the English language; improvement of reading; literary materials for adolescents; American, English, and world literature; oral composition (public speaking, argument, or discussion); and oral interpretation (of prose, poetic, or dramatic literature).

<sup>b</sup> All certificates issued for a specific science carry validity for general science.

**North Dakota**

<sup>a</sup> The high school certificate is of the blanket type for academic fields; majors and minors appear on the certificate. Teaching assignments are enforced by accreditation. Each high school teacher of subjects in the academic fields shall teach only in the field or fields indicated in which he has the equivalent of a college minor. Sixteen s.h., or the number of credits required by the North Central Association for determining a minor in any field, is considered the standard for interpreting this requirement.

**Ohio**

<sup>a</sup> Latin, 15; French, Spanish, or German, 20.

<sup>b</sup> Must include basic courses in chemistry and physics.

<sup>c</sup> Or basic courses in biology, zoology, and botany.

<sup>d</sup> Must include basic courses in physics, biology, and chemistry.

<sup>e</sup> Well distributed among history, economics, sociology, political science, and geography.

TABLE 14 FOOTNOTES (continued)

Oklahoma

- <sup>a</sup> Or language arts.
- <sup>b</sup> A maximum 6-hour deduction is allowed for appropriate high school credit in meeting minor teaching assignment requirements. None allowed for certification; the rule applies only to assignment outside the major teaching field.
- <sup>c</sup> One college course is required in each subject taught. A maximum of 3 s.h. may be deducted from the total hours required for either intermediate algebra, solid geometry, or trigonometry omitted in college because of work completed in high school. Courses in basic mathematics, business mathematics, and methods of teaching mathematics are excluded toward meeting the above requirements.
- <sup>d</sup> Distributed among physical and biological sciences.

Oregon

- <sup>a</sup> Required in each language taught.
- <sup>b</sup> Must include 4 in chemistry.
- <sup>c</sup> Must include 4 in physics.
- <sup>d</sup> Must include 6 in U.S. history, 6 in history of Western or world civilization or equivalent courses, and work in geography, economics, sociology, and political science.

Pennsylvania

- <sup>a</sup> Also pass four-skills part of MLA proficiency test.

Rhode Island

- <sup>a</sup> May include up to 3 s.h. of speech.
- <sup>b</sup> Must include at least 18 in the specific area; remaining 6 may be in math or other sciences.
- <sup>c</sup> Must include at least 6 each of biology, chemistry, and physics; remaining 6 in math or science.
- <sup>d</sup> Must include at least 18 in history.

South Carolina

- <sup>a</sup> Calculus must be included.

South Dakota

- <sup>a</sup> At least 10 in the science taught.
- <sup>b</sup> With at least 3 each in zoology and botany.
- <sup>c</sup> The preparation must be in at least two fields.
- <sup>d</sup> At least 5 in each subject taught, except American history, 8.

Tennessee

- <sup>a</sup> Or 18 and 2 high school units.
- <sup>b</sup> Must include three areas.
- <sup>c</sup> Must include both biology and physical science.
- <sup>d</sup> Must include 12 of history and 6 each of sociology, geography, economics, and government.

Texas

- <sup>a</sup> The composite science and general science fields must have major emphasis in biology and include at least 3-6 s.h. in chemistry, physics, and earth science.
- <sup>b</sup> Must have major emphasis in history and include at least 3-6 s.h. in government, economics, geography, and sociology.

Vermont

- <sup>a</sup> Latin, 24; modern languages, 24 beyond the first-year introductory course.

- <sup>b</sup> Thirty in a sequential program, starting with analytics or calculus.
- <sup>c</sup> Thirty in chemistry, physics, or biology, or 48 in sciences, including at least 18 in each of two of chemistry, physics, and biology.
- <sup>d</sup> Thirty in history, or 48 in social studies, including 18 in history and one year of U.S. history.

Virginia

- <sup>a</sup> Must include 3 in calculus.
- <sup>b</sup> Must include a course in general biology.
- <sup>c</sup> Must include at least three of the science fields.
- <sup>d</sup> Authorization to teach history and social studies requires 15 in history and 15 in two of economics, geography, and sociology.

Washington

- <sup>a</sup> Graduates of Washington institutions now obtain a provisional teaching certificate which is valid for teaching K-12. This should not be interpreted to mean that holders of these certificates have not met certain requirements in major and minor subject fields. State Board of Education accreditation of junior and senior high schools is one of the controls which influence assignment of teachers to their proper fields. Beginning teacher assignments are limited to levels and subjects recommended by the institution.

West Virginia

- <sup>a</sup> A comprehensive field of 53 s.h., including English, speech, and journalism, is the minimum requirement for persons qualifying in a single area of specialization.
- <sup>b</sup> Teachers of chemistry, physics, and biology are also prepared to teach general science. Every science teacher must have a foundation of 8 hours each in chemistry, physics, and biology.
- <sup>c</sup> Must include 24 of American and European history and 6 each in government, sociology, and geography.

Wisconsin

- <sup>a</sup> With a minor of 22 in one subject and one full-year course of at least 8 s.h. in the other three. Subjects included are chemistry, physics, biology, and earth science. A minimum of 6 s.h. of mathematics shall be a prerequisite.
- <sup>b</sup> With work in at least three sciences.
- <sup>c</sup> At least 22 in history and one full-year course in sociology, economics, political science, and social geography.

Wyoming

- <sup>a</sup> Certificates usually are endorsed by fields since few teachers in the state teach a particular subject for a major portion of the day. However, individual subject endorsements are available for teachers with the required 24-30 s.h. Minor teaching fields are not endorsed on the certificate. Accreditation enforces a minimum of 18 in each minor taught.
- <sup>b</sup> Six-hour deduction allowed for high school work if proficiency is indicated in transcript of credits.
- <sup>c</sup> Endorsement in science requires 30, including 8 each in physics and chemistry and 12 in biology.
- <sup>d</sup> Eight each in physics, chemistry, and additional physical sciences.
- <sup>e</sup> Eighteen of biological science and 8 of chemistry.



TABLE 15.—BASIC AND MINIMUM REQUIREMENTS FOR AUTHORIZATION TO TEACH A SPECIAL FIELD OR SUBJECT

State	Agriculture		Art		Commerce		Home Economics		Industrial Arts		Journalism		Library Science		Music		Phys. Ed. (Men)		Phys. Ed. (Women)		Speech		Adult Education		State
	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	BR	MR	
Alabama	50	18	24	18	18	18	45	18	24	18	18	24	18	18	24	18	24	18	18	18	24	18	18	18	Alabama
Alaska	16	18	16	18	16	18	16	18	16	18	16	18	16	18	16	18	16	18	16	18	16	18	16	18	Alaska
Arizona	60	VR	30	VR	30	VR	40	VR	30	VR	30	VR	30	VR	30	VR	30	VR	30	VR	30	VR	30	VR	Arizona
Arkansas	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	Arkansas
California	18	35	18	35	18	35	18	35	18	35	18	35	18	35	18	35	18	35	18	35	18	35	18	35	California
Colorado	35	30	35	30	35	30	35	30	35	30	35	30	35	30	35	30	35	30	35	30	35	30	35	30	Colorado
Connecticut	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	30	40	Connecticut
Delaware	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	Delaware
District	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	District
Florida	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	Florida
Georgia	VR <sup>b</sup>	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	Georgia
Hawaii	46	24	36	24	36	24	46	24	36	24	36	24	36	24	36	24	36	24	36	24	36	24	36	24	Hawaii
Idaho	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	24	20	Idaho
Illinois	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	Illinois
Indiana	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	40	24	Indiana
Iowa	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	Iowa
Kansas	24	18	24	18	24	18	24	18	24	18	24	18	24	18	24	18	24	18	24	18	24	18	24	18	Kansas
Kentucky	60	18	48	18	48	18	48	18	48	18	48	18	48	18	48	18	48	18	48	18	48	18	48	18	Kentucky
Louisiana	24	50	24	50	24	50	24	50	24	50	24	50	24	50	24	50	24	50	24	50	24	50	24	50	Louisiana
Maine	50	18	30	18	30	18	30	18	30	18	30	18	30	18	30	18	30	18	30	18	30	18	30	18	Maine
Maryland	B	45	B	45	B	45	B	45	B	45	B	45	B	45	B	45	B	45	B	45	B	45	B	45	Maryland
Massachusetts	45	VR	30	VR	30	VR	30	VR	30	VR	30	VR	30	VR	30	VR	30	VR	30	VR	30	VR	30	VR	Massachusetts
Michigan	24	15	24	15	24	15	24	15	24	15	24	15	24	15	24	15	24	15	24	15	24	15	24	15	Michigan
Minnesota	M	63	M	63	M	63	M	63	M	63	M	63	M	63	M	63	M	63	M	63	M	63	M	63	Minnesota
Mississippi	63	24	63	24	63	24	63	24	63	24	63	24	63	24	63	24	63	24	63	24	63	24	63	24	Mississippi
Missouri	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	Missouri
Montana	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	Montana
Nebraska	24	18	24	18	24	18	24	18	24	18	24	18	24	18	24	18	24	18	24	18	24	18	24	18	Nebraska
Nevada	VR	12	M	12	M	12	M	12	M	12	M	12	M	12	M	12	M	12	M	12	M	12	M	12	Nevada
New Hampshire	AC	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	New Hampshire
New Jersey	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	New Jersey
New Mexico	60	36	60	36	60	36	60	36	60	36	60	36	60	36	60	36	60	36	60	36	60	36	60	36	New Mexico
New York	86	48	86	48	86	48	86	48	86	48	86	48	86	48	86	48	86	48	86	48	86	48	86	48	New York
North Carolina	48	16	48	16	48	16	48	16	48	16	48	16	48	16	48	16	48	16	48	16	48	16	48	16	North Carolina
North Dakota	16	15	16	15	16	15	16	15	16	15	16	15	16	15	16	15	16	15	16	15	16	15	16	15	North Dakota
Ohio	15	18	15	18	15	18	15	18	15	18	15	18	15	18	15	18	15	18	15	18	15	18	15	18	Ohio
Oklahoma	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	Oklahoma
Oregon	51	18	51	18	51	18	51	18	51	18	51	18	51	18	51	18	51	18	51	18	51	18	51	18	Oregon
Pennsylvania	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	Pennsylvania
Puerto Rico	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	Puerto Rico
Rhode Island	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	Rhode Island
South Carolina	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	South Carolina
South Dakota	24	15	24	15	24	15	24	15	24	15	24	15	24	15	24	15	24	15	24	15	24	15	24	15	South Dakota
Tennessee	24	54	24	54	24	54	24	54	24	54	24	54	24	54	24	54	24	54	24	54	24	54	24	54	Tennessee
Texas	54	42	54	42	54	42	54	42	54	42	54	42	54	42	54	42	54	42	54	42	54	42	54	42	Texas
Utah	42	36	42	36	42	36	42	36	42	36	42	36	42	36	42	36	42	36	42	36	42	36	42	36	Utah
Vermont	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	Vermont
Virginia	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	Virginia
Washington	M	50	M	50	M	50	M	50	M	50	M	50	M	50	M	50	M	50	M	50	M	50	M	50	Washington
West Virginia	50	34	50	34	50	34	50	34	50	34	50	34	50	34	50	34	50	34	50	34	50	34	50	34	West Virginia
Wisconsin	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	Wisconsin
Wyoming	53	34	53	34	53	34	53	34	53	34	53	34	53	34	53	34	53	34	53	34	53	34	53	34	Wyoming



## TABLE 15 FOOTNOTES

**LEGEND:** BR means the basic requirement for teaching a subject full time, for a major fraction of the school day, or in the highest classification of schools. MR means the minimum requirement for teaching a subject part time, for a minor fraction of the school day, or in the lowest classification of schools. — means not reported. AC means approved course. B means a bachelor's degree. M means a major; m means a minor. MLS means master of library science; BLS means bachelor of library science. NR means no requirement. VR means vocational requirement.

\* The high school certificate is of the blanket type for academic fields and, in some instances, for special fields; authorized teaching fields are not endorsed on the certificate. Where requirements for teaching are listed, these are enforced by the employing school officer or by accrediting regulations.

### Arkansas

\* Agriculture, home economics, and industrial arts are checked by the state supervisor of the particular service involved.

### California

\* The standard elementary, secondary, and junior college credentials require completion of an academic major or minor. No minor is required if the major is academic.

The standard elementary credential requires an academic major to authorize teaching of all elementary school subjects. With a nonacademic major, the holder is restricted to teaching the subject matter areas listed as majors and minors on the credential. Twenty-four s.h. of upper-division or graduate work in an academic single subject or interdepartmental group constitute a standard elementary credential major. The minor (if required or desired) requires 20 s.h. in a single subject or interdepartmental group, except that when the major is nonacademic in a subject commonly taught in the elementary schools, 12 of the 20 s.h. must be upper-division or graduate.

The standard secondary credential major requires 24 s.h. of upper-division or graduate work in a single subject, at least 6 of which must be graduate. The minor (if required or desired) requires 20 s.h. in a single subject or interdepartmental group, except that when the major is nonacademic in a subject commonly taught in the secondary schools, 12 of the 20 must be upper-division or graduate. The holder is limited to teaching single subjects listed on the credential, except by special resolution of the local governing board with a report to the State Department of Education.

The standard junior college credential major requires a master's, doctor's, or other postgraduate degree approved by the State Board of Education in a subject matter area (not professional education). No minor is required if the major is in an academic subject commonly taught in the public junior college, but if desired, it must consist of 20 s.h. in a single subject or academic interdepartmental group, including 12 upper-division or graduate s.h. in one subject. With a non-academic major, one minor is required consisting of 20 s.h. in a single academic subject, including 12 upper-

division or graduate, or 20 in an academic interdepartmental group, including 12 upper-division or graduate in one subject. The holder is authorized to teach any subjects listed as majors on the credential. Subjects listed as minors may be taught by resolution of district governing board of trustees.

<sup>b</sup> Four years of appropriate education beyond high school graduation or four years of appropriate successful experience obtained after high school graduation in the subject to be named on the credential, or any combination of experience and education. For a credential authorizing teaching in an academic subject matter area, the education shall be at the college or university level.

### Connecticut

\* Business (commerce) is considered a secondary field. (Secondary business education, 30 s.h.)

<sup>b</sup> For the provisional certificate, 18 in library science and 17 in "broad cultural fields" (not defined); for the standard certificate, 30 in library science.

<sup>c</sup> For teaching academic subjects customarily taught in secondary schools in adult education classes, requirements are the same as for those for secondary school subject preparation.

### Delaware

\* Grades 1-12.

<sup>b</sup> Plus 18 in professional education, or a valid teaching certificate.

<sup>c</sup> A major in dramatic arts and speech, with a minimum of 36 s.h.

<sup>d</sup> Including one 3-s.h. course in directing if major teaching assignment is in dramatic arts and speech. Minimum of 16 s.h. if the area is taught as a minor assignment.

\* For adult basic education; B or three years of experience in a special field for general adult education.

### Florida

\* Major must be agriculture.

<sup>b</sup> With certification in English, 6.

<sup>c</sup> High school graduation and 48 months of work experience, or institutional training and 24 months of experience.

### Georgia

\* Basic and minimum requirements refer to the listing of fields on certificates.

<sup>b</sup> Bachelor's degree from a college approved for training teachers of vocational agriculture or vocational home economics.

<sup>c</sup> Included in the broad field of English.

<sup>d</sup> For certification as teacher-librarian, 12.

### Hawaii

\* Plus a course in the teaching of agriculture.

<sup>b</sup> Not listed separately.

<sup>c</sup> Minimum of 12 in health, 16 in physical education, and a course in the teaching of physical education.

TABLE 15 FOOTNOTES (continued)

**Idaho**

- <sup>a</sup> Endorsement also must be approved by the vocational agriculture supervisor for vocational education.
- <sup>b</sup> Endorsement also must be approved by the home economics supervisor for vocational education.

**Illinois**

- <sup>a</sup> If English major or minor, 8.
- <sup>b</sup> Section 21-11, General Certificate. "The State Teacher Certification Board may issue a general certificate for part-time teachers of junior college and adult education subjects. Such certificate shall be for not more than eight clock hours per week and the subject named in the certificate. The requirement is proof that the applicant is a recognized specialist in his occupational field and that the employing board make the request."

**Iowa**

- <sup>a</sup> Iowa actually issues two authorizations: a general certificate and an approval statement. Special certificates with the subject or service area endorsed thereon are available in the following areas: art, industrial arts, education of exceptional children, music, physical education, and librarianship. These certificates require at least 30 s.h. of preparation in the area endorsed thereon. The holders of blanket certificates are also required to have 30 s.h. of preparation in any area just named to which they devote more than half-time, except that no authorization for the education of exceptional children is given on less than 30 s.h.
- <sup>b</sup> Nonvocational.
- <sup>c</sup> For teaching half-time or less, 15; for more than half-time, 30.
- <sup>d</sup> Standards require 15 in the field, with some credit in the subject taught, except that preparation in shorthand and typewriting must include "advance preparation" beyond the beginning course.
- <sup>e</sup> The requirement is 6 when the teacher also has 15 in English.
- <sup>f</sup> For more than half-time service, a certificate endorsed for librarianship is required.

**Kansas**

- <sup>a</sup> The requirement for vocational agriculture is higher.
- <sup>b</sup> In the specific subject.
- <sup>c</sup> The requirement for vocational home economics is higher.
- <sup>d</sup> In English, including 6 in any subject taught in this field.
- <sup>e</sup> In secondary schools, 24 to teach vocal music plus 24 to teach instrumental music.
- <sup>f</sup> In English, including 6 in speech.

**Kentucky**

- <sup>a</sup> Specialization requirements for certification may be completed under any one of four options (see below) in accordance with the following definitions: Area of concentration—concentration usually 48 s.h., in accordance with an approved plan designed to insure well-rounded specialization in the area. Major—minimum of 24 s.h. in accordance with scope and sequence appropriate for the subject; majors in English and in

certain approved combinations require 30 s.h. Minor—minimum of 18 s.h. in accordance with scope and sequence; a minor in English and in certain approved subject combinations requires 24 s.h.

*Specialization Option 1*, an area of concentration. *Specialization Option 2*, two majors. *Specialization Option 3*, one major and two minors. *Specialization Option 4*, one major and one minor, when credit in both is 48.

Where two numbers are listed, the first is for the area of concentration, the second for the major. Single numbers refer to majors only.

Before a teacher with less than a minor of 18 can be assigned to a subject, approval must be secured by the local school superintendent from the head of the Bureau of Instruction of the State Department of Education.

- <sup>b</sup> Area in agriculture: completion of vocational agriculture curriculum which includes a minimum of 60.
- <sup>c</sup> Area in art: 48 distributed among drawing and painting, design, sculpture and ceramics, history and appreciation of art, and methods.
- <sup>d</sup> Area in commerce (business education): 48 distributed among business education subjects, with a degree of specialization in one.
- <sup>e</sup> Area in home economics: completion of vocational home economics curriculum which includes 60 s.h.
- <sup>f</sup> Area in industrial arts: 48 distributed among general shop, woods, metals, graphic arts, drafting, crafts, electricity and power, and transportation.
- <sup>g</sup> A teaching major or minor in a speech-dramatics combination is issued, but a major is not recognized in journalism, speech, or dramatics as individual subjects. Teaching minors are issued in these subjects. A speech-dramatics combination must include 8 s.h. in the lesser of the two subjects.
- <sup>h</sup> An approved minor in library science is sufficient to validate a provisional or standard teaching certificate for librarianship until the standard librarianship certificate is obtained.
- <sup>i</sup> Area in music: minimum of 48, including applied music; music theory; conducting, 2; musicology; methods, 4; and electives. Each institution plans its own course distribution.

**Louisiana**

- <sup>a</sup> Thirty-three gives authorization in health, physical, and safety education; 20 gives authorization only in physical education (including coaching).
- <sup>b</sup> No official laws or minimum requirements for adult education. By informal agreement, superintendents employ teachers with regular certificates, or if they are not available, at least individuals with college degrees.

**Maine**

- <sup>a</sup> A valid general elementary or secondary certificate may be endorsed to authorize service as a librarian for the particular level covered by the general certificate when the applicant presents 18 s.h. in approved library science. The regular school librarian's certificate is based on a bachelor's degree from an approved program for the preparation of school librarians.



TABLE 15 FOOTNOTES (continued)

**Maryland**

- <sup>a</sup> Listed as business education.
- <sup>b</sup> Included in English requirement.

**Massachusetts**

- <sup>a</sup> All secondary certificates and special subject certificates have the same requirements: 18 in the major field or fields (to teach full time) and 9 in minor subject fields (authorized to teach minor fields up to half-time).

All secondary and special subject certificates are special certificates in that a certificate is issued for each subject or field requested (assuming the applicant meets all the requirements). Thus, an applicant who qualifies in two major fields may apply for and receive two certificates, one for each field.

Minor fields are recorded in the office of the Division of Teacher Certification and Placement but are not recorded on the teacher's certificate.

- <sup>b</sup> Teachers in the adult civic education program are required to have special certification by the Division of Civic Education.

**Minnesota**

- <sup>a</sup> A major if over half-time is spent teaching a specific subject, a minor if half-time or less.
- <sup>b</sup> Approved college minor.

**Missouri**

- <sup>a</sup> General.
- <sup>b</sup> A person certificated in English may teach journalism.
- <sup>c</sup> In speech or dramatics, or both, with a minimum of 5 in the subject taught, plus 9 in other English which must include 5 in composition.

**Nebraska**

- <sup>a</sup> BR is now an endorsement on the teaching certificate.
- <sup>b</sup> Eighteen in the field, including preparation in each subject taught.

**New Hampshire**

- <sup>a</sup> Plus 6 in methods of teaching the specialty on the elementary and secondary levels.
- <sup>b</sup> AC or 30 in the area, 6 in the subject taught.
- <sup>c</sup> Twelve in the area, 6 in the subject taught.
- <sup>d</sup> Or bachelor's degree, plus 6 in professional education.

**New York**

- <sup>a</sup> Certification in high school English is needed to teach journalism.
- <sup>b</sup> Plus performance standards in piano, voice, and sight reading.
- <sup>c</sup> No defined preparation is required. The applicant must hold a regular public school teaching certificate or have sufficient training and experience and the recommendation of the local superintendent of schools.

**North Dakota**

- <sup>a</sup> Majors and minors are shown on certificates. Placement is enforced by accrediting regulations.

**Ohio**

- <sup>a</sup> Special certificates are issued only for art, library science, music, physical education, speech, and hearing-speech therapy.
- <sup>b</sup> Fifty for a special certificate.
- <sup>c</sup> Thirty for a special certificate.
- <sup>d</sup> Forty for a special certificate.

**Oklahoma**

- <sup>a</sup> Bookkeeping and clerical practice: MR, 26; BR, 18. Business education: MR, 30; BR, 18.
- <sup>b</sup> Instrumental and vocal music: MR, 46; BR, 18. Instrumental music: MR, 40; BR, 18. Vocal music: MR, 40; BR, 18.

**Pennsylvania**

- <sup>a</sup> Must hold a certificate.

**Tennessee**

- <sup>a</sup> Program approved by State Board for Vocational Education.
- <sup>b</sup> Valid for grades 1-12.
- <sup>c</sup> Must include 12 distributed among introduction to business, accounting, typewriting, business law, economics, and business mathematics. Also, provision for endorsement in individual areas.
- <sup>d</sup> Must be distributed with not more than 10 in one area to apply on the minimum.
- <sup>e</sup> Endorsement for teacher-librarian, 12.
- <sup>f</sup> Public school music endorsement. Instrumental music, 42.
- <sup>g</sup> Including health, 12, physical education, 12.

**Texas**

- <sup>a</sup> For vocational agriculture; when not vocational, 48.
- <sup>b</sup> Art is considered a secondary field. For all-level endorsement, 48, covering all areas in art education.
- <sup>c</sup> Commerce (business education) is considered a secondary field and requires 24 for secretarial science. The composite field covering all areas of business education requires 48.
- <sup>d</sup> For vocational home economics; when not vocational, 48.
- <sup>e</sup> Speech is considered a secondary field. For all-level speech-drama endorsement, 48 in the major areas in speech and drama.

**Utah**

- <sup>a</sup> Minimum for a single subject within the field.

**Virginia**

- <sup>a</sup> B.S. in agricultural education from a school approved for training vocational agriculture teachers, two years of farm experience, and student teaching in the area. Cannot use collegiate certificate.
- <sup>b</sup> Must include design, 9; modeling, ceramics, sculpture, and handicrafts, 9; history and appreciation, 6.
- <sup>c</sup> Business education: stenography, 15, including shorthand, 9; typewriting, 6; bookkeeping, 12; office organization and practice, 6; basic business, 12, including business management and organization, business law, and/or finance.



TABLE 15 FOOTNOTES (continued)

<sup>a</sup> Bachelor's degree from a college approved for the preparation of vocational home economics teachers. Specific courses are required.

Washington

<sup>a</sup> Graduates of Washington institutions now obtain a provisional teaching certificate which is valid for teaching K-12. This should not be interpreted to mean that holders of these certificates have not met certain requirements in fields of concentration or in major and minor subject fields. State Board of Education accreditation of junior and senior high schools is one of the controls which influence assignment of teachers to their proper fields. Beginning-teacher assignments are limited to levels and subjects recommended by the institution.

<sup>b</sup> On recommendation of the school district.

West Virginia

<sup>a</sup> Endorsements in a single subject are given for the following fields if specified requirements are met: agri-

culture, 50; art, 40; home economics, 50; industrial arts, 40; music, 50. The teacher of a special subject would find it difficult to secure a satisfactory position without holding a special certificate.

<sup>b</sup> Valid for grades 1-12.

<sup>c</sup> Approved by the supervisor of vocational education on an individual basis.

Wisconsin

<sup>a</sup> No teacher may continue to teach a special subject with less than a major of at least 34 s.h. (exceptions: journalism, library science, and speech).

Wyoming

<sup>a</sup> Certificates usually are endorsed by fields since few teachers in the state teach a particular subject for a major portion of the day. However, individual subject endorsements are available for teachers with the required 24 or 30 s.h. Minor teaching fields are not endorsed on the certificate. Accreditation enforces a minimum of 18 in each minor field taught.

<sup>b</sup> Must be part of the English endorsement.

TABLE 16.—TYPES OF SCHOOL PERSONNEL REQUIRED BY STATE LAW OR REGULATION TO HOLD CERTIFICATES

State	Public School						Private and Parochial School					
	Nursery School Teachers	Kindergarten Teachers	Elementary School Teachers	High School Teachers	Junior College Teachers	Teachers College Teachers	Nursery School Teachers	Kindergarten Teachers	Elementary School Teachers	High School Teachers	Junior College Teachers	Teachers College Teachers
1	2	3	4	5	6	7	8	9	10	11	12	13
Alabama			x	x			x		x	x		
Alaska		x	x	x				x	x	x		
Arizona	x	x	x	x	x		--1	--1	--1	--1		
Arkansas			x	x					--1	--1		
California	x <sup>2</sup>	x	x	x	x <sup>3</sup>							
Colorado	x	x	x	x						--1		
Connecticut <sup>4</sup>	x	x	x	x								
Delaware		x	x	x								
District		x	x	x		x						
Florida		x	x	x	x			--1	--1	--1	--1	
Georgia			x	x				x	x	x		
Hawaii			x <sup>5</sup>	x								
Idaho			x	x					--1	--1		
Illinois		x	x	x	x <sup>6</sup>			--7	--7	--7		
Indiana	x	x	x	x			--1		--1	--1		
Iowa		x	x	x	x			x <sup>8</sup>	x	--9	--9	
Kansas	x	x	x	x	x		--1	--1	--1	--1	--1	
Kentucky	x	x	x	x						--1		
Louisiana	x	x	x	x			--1	--1	x	x		
Maine		x	x	x				x	x	--1		
Maryland	x	x	x	x <sup>10</sup>			--9	--9	--9	--9		
Massachusetts		x	x	x	x <sup>11</sup>			--9	--9	--9		
Michigan	x	x	x	x	x		x	x	x	x		
Minnesota		x	x	x			x					
Mississippi			x	x								
Missouri		x	x	x	x							
Montana		x	x	x			--1	--1	--1	--1		
Nebraska		x	x	x								
Nevada		x	x	x				x <sup>12</sup>	x <sup>12</sup>	x <sup>12</sup>		
New Hampshire		x <sup>5</sup>	x	x				--1,5	--13	--1		
New Jersey	x	x	x	x								
New Mexico	x	x	x	x				--1	--1	--1		
New York	x	x	x	x			x <sup>14</sup>					
North Carolina		x	x	x				x	x	x		
North Dakota		x	x	x		x <sup>15</sup>		--1	--1	--1		
Ohio		x	x	x				x	x	x		
Oklahoma		x	x	x			x	x	--1	--1		
Oregon		x	x	x				--1	--1	--1		
Pennsylvania	x	x	x	x			--9	--9	--9	--9		
Puerto Rico			x	x					x	x		
Rhode Island	x	x	x	x		x						
South Carolina			x	x						--1		
South Dakota	x	x	x	x			x	x	x	x		
Tennessee			x	x					--1	--1		
Texas		x	x	x								
Utah		x	x	x								
Vermont		x	x	x				--9	--9	--9		
Virginia	x	x	x	x						--1		
Washington	x	x	x	x	x				x	x		
West Virginia			x	x				--16	--1	--1		
Wisconsin	x	x	x	x			x <sup>17</sup>					
Wyoming		x	x	x								

#### TABLE 16 FOOTNOTES

<sup>1</sup> Only if accreditation is desired, or, in Maine, if the school desires to receive public funds for tuition.

<sup>2</sup> Children's Center Permit required.

<sup>3</sup> Noncertified teachers who hold a master's or doctor's degree in an academic subject field may be employed in junior colleges for an aggregate total of three years without holding a credential, after which they must be regularly certificated.

<sup>4</sup> Applies to state institutions operating educational programs.

<sup>5</sup> Refers now to kindergarten-elementary.

<sup>6</sup> Only in Class 2 public junior colleges, of which there are only three remaining.

<sup>7</sup> Teachers in recognized private and parochial schools must meet requirements for certification and recognition, but they do not need actual possession of a certificate.

<sup>8</sup> Unless child completes it before age 7.

<sup>9</sup> Certificates are not required of private school teachers but are issued upon request to such teachers who meet requirements.

<sup>10</sup> The junior high school teacher's certificate is issued to

a teacher assigned to grade 7, 8, or 9 who meets the requirements for a high school teacher's certificate or the requirements for an elementary school certificate, plus subject matter requirements for a high school certificate.

<sup>11</sup> Only in junior colleges operated by a local school committee; at present there are only two.

<sup>12</sup> In private schools only.

<sup>13</sup> All private elementary schools enrolling children of compulsory school age have to be accredited to operate.

<sup>14</sup> Rules of the Department of Health in New York City require that professional staff of a private nursery school hold state teaching certificates. State voluntary registration of private nursery schools requires the staff to be certified.

<sup>15</sup> Only if teaching in the campus school.

<sup>16</sup> An approved kindergarten must employ teachers who hold professional elementary teaching certificates.

<sup>17</sup> Rules of the Department of Public Welfare require the principal teacher in a private or parochial nursery school to have a license attesting to the meeting of state qualifications.



TABLE 17.—TYPES OF CERTIFICATES ISSUED BY THE STATES

State	Life or Permanent Certificate	General or Blanket High School Certificate	Academic Fields Endorsed on High School Certificate	Special Fields Endorsed on High School Certificate	Separate Certificate Issued for Each Special Field
1	2	3	4	5	6
Alabama	Yes <sup>1</sup>	No	Yes	Yes	No
Alaska	Yes <sup>2</sup>	Yes	No	No	No
Arizona	No	No	Yes	Yes	No
Arkansas	No	No	Yes	Yes	No
California	Yes	No	Yes	Yes	No
Colorado	No	Yes	Yes	Yes	No
Connecticut	Yes <sup>3</sup>	No	Yes <sup>4</sup>	Yes <sup>4</sup>	No
Delaware	No <sup>5</sup>	No	No	No	Yes
District	Yes <sup>6</sup>	No	Yes	No	Yes
Florida	No	No	Yes	Yes	No
Georgia	Yes <sup>7</sup>	No	Yes	Yes	No
Hawaii	Yes <sup>8</sup>	No	Yes	Yes	No
Idaho	No	No	Yes	Yes	No
Illinois	No	Yes	No	No	Yes
Indiana	Yes	No	Yes	Yes	No
Iowa	Yes <sup>9</sup>	Yes <sup>10</sup>	No	No <sup>10</sup>	No <sup>10</sup>
Kansas	No <sup>11</sup>	Yes	Yes <sup>12</sup>	No <sup>12</sup>	No
Kentucky	Yes <sup>13</sup>	No	Yes <sup>14</sup>	Yes	No
Louisiana	Yes <sup>15</sup>	No	Yes	Yes	No
Maine	No	Yes	No	No	Yes
Maryland	No	No	Yes	Yes	No
Massachusetts	Yes <sup>16</sup>	No <sup>17</sup>	Yes	No	Yes
Michigan	Yes	No	Yes	Yes	No
Minnesota	Yes <sup>18</sup>	No	Yes	Yes	No
Mississippi	No <sup>19</sup>	No	Yes	Yes	Yes <sup>20</sup>
Missouri	Yes <sup>21</sup>	No	Yes	Yes	No
Montana	No	No	Yes	Yes	No
Nebraska	Yes	Yes	Yes	Yes	No
Nevada	No	Yes	No	No	No
New Hampshire	No	No	Yes	Yes	No
New Jersey	Yes	No	Yes	Yes	Yes
New Mexico	No	No	Yes	Yes	Yes
New York	Yes	No	Yes	No	Yes <sup>22</sup>
North Carolina	No	No	Yes	Yes	No
North Dakota	Yes <sup>23</sup>	Yes	Yes <sup>24</sup>	Yes	No
Ohio	Yes <sup>25</sup>	No	Yes	Yes	-- <sup>26</sup>
Oklahoma	No	No	Yes	Yes	No <sup>27</sup>
Oregon	No <sup>28</sup>	No	Yes	Yes	No
Pennsylvania	Yes <sup>29</sup>	No	Yes	Yes	No
Puerto Rico	Yes <sup>30</sup>	No	Yes	Yes	Yes
Rhode Island	Yes <sup>31</sup>	No	Yes	Yes	No
South Carolina	No	No	Yes	Yes	No
South Dakota	Yes <sup>32</sup>	No	Yes	Yes	No
Tennessee	No	No	Yes	Yes	No
Texas	Yes <sup>33</sup>	No	Yes	Yes	No <sup>34</sup>
Utah	No	Yes	No	No	No
Vermont	No	Yes	No	Yes <sup>35</sup>	Yes <sup>35</sup>
Virginia	No	No	Yes	Yes	No
Washington	No	Yes	Yes	Yes	No
West Virginia	Yes <sup>36</sup>	No	Yes	Yes	No
Wisconsin	Yes <sup>37</sup>	No	Yes	Yes	Yes
Wyoming	No	No	Yes	Yes	No

TABLE 17 FOOTNOTES

- <sup>1</sup> Class AA certificate is issued for life, based on 30 s.h. beyond the master's degree in a planned program leading toward the doctor's degree. The applicant must have completed enough work to be within one year of the doctor's degree.
- <sup>2</sup> Applicant must have a master's degree and five years of successful teaching experience in Alaska.
- <sup>3</sup> After three years of successful teaching and completion of 30 s.h. beyond the bachelor's degree; valid as long as the holder does not leave Connecticut public school teaching for five consecutive years.
- <sup>4</sup> Connecticut has no high school certificate as such; the provisional certificate may be endorsed for all teaching fields—elementary, secondary, or special—for which the applicant is eligible.
- <sup>5</sup> The professional status certificate may be renewed provided the teacher is employed at least three school years during the five-year term of the certificate in the position for which the certificate was issued.
- <sup>6</sup> A permanent teacher may continue until retirement; appointed permanently after a two-year successful probationary period.
- <sup>7</sup> Five years of professional certification based on a teacher education program from an approved college, plus five years of teaching experience. The certificate is valid as long as the teacher remains in service. Life certificates may be reinstated by two courses—10 q.h. or 6 s.h.
- <sup>8</sup> When a teacher has served ten years while holding a professional certificate and has the recommendation of the district superintendent based on evidence of efficiency and satisfactory professional spirit, the Board may at its discretion recommend that such a teacher be granted a life certificate. *Renewal of certificates:* All professional and provisional certificates are valid without renewal for the period the teacher remains in active service.
- <sup>9</sup> The permanent professional certificate, which never expires, is issued to teachers with a master's degree in an approved program of preparation and four years of successful experience.
- <sup>10</sup> Except for certain special subject or special service certificates, such as art, industrial arts, music, physical education, education of exceptional children, and librarianship, all Iowa certificates carry no subject endorsement. However, every high school teacher does receive a list of subjects which he is approved to teach. Annual reports from the schools are checked to guarantee adherence to such approval standards.
- <sup>11</sup> Former life certificates are in use.
- <sup>12</sup> Trade and industrial arts is an exception. Kansas also has in use a music special certificate which was formerly issued. Endorsement is for information only.
- <sup>13</sup> Since September 1, 1935, all life certificates for elementary, secondary, and administrative positions have required completion of a five-year program, including the master's degree, and three years of successful teaching. At present, all standard administrative certificates are on a continuing basis and require a program of 30 s.h. beyond the master's.
- <sup>14</sup> Only major and minor fields or areas of concentration are shown on the certificate.
- <sup>15</sup> Type A and B certificates are valid for life for continuous service.
- <sup>16</sup> All certificates are permanent.
- <sup>17</sup> No certificates are issued which would cover all fields, but certificates entitled "Social Studies," "General Science," etc., cover a number of academic fields. In the first five years under the Massachusetts certification law, 1951-56, all certificates issued were general and covered all subjects and areas under the certification law at present, except special class, librarian, and psychologist.
- <sup>18</sup> The applicant must have five years of experience in public schools in Minnesota, at least one of which must have been within the two-year period preceding application. (Experience on a limited, provisional, or ungraded elementary school certificate does not apply.)
- <sup>19</sup> Life certificates are issued to administrators who have completed the Ed.D. in administration.
- <sup>20</sup> Special fields are endorsed on one type of special subject certificate.
- <sup>21</sup> Bachelor's degree is required.
- <sup>22</sup> Original teaching certificates are extended to other fields.
- <sup>23</sup> Eighteen months of successful teaching experience in North Dakota is required after issuance of the professional certificate.
- <sup>24</sup> Only majors and minors are shown; also elementary or secondary field.
- <sup>25</sup> Sixty-four months of teaching (24 on provisional and 40 on professional certificate) and a master's degree or 30 s.h. of graduate credit.
- <sup>26</sup> If the holder teaches below the seventh grade, he must obtain a special certificate issued for each field.
- <sup>27</sup> Art, health and physical education, music, speech, vocational subjects, special education, and different types of professional school service.
- <sup>28</sup> Life certificates are issued to teachers who were issued one-year certificates based on graduation (elementary, prior to February 25, 1943; secondary, prior to September 1, 1937) and who have 30 months of teaching experience.
- <sup>29</sup> A degree and 24 postbaccalaureate credits earned during the first six years of actual teaching.
- <sup>30</sup> The applicant must have worked satisfactorily in the public or accredited private schools of Puerto Rico for a period of not less than 50 months, 30 of which must have been in the teaching category for which the life certificate is to be issued.
- <sup>31</sup> For teachers, three years of service in Rhode Island after certification and a master's degree or equivalent. For administrators, three years of service in Rhode Island after certification as an administrator and 15-30 s.h. of additional work beyond the master's degree, or equivalent.
- <sup>32</sup> Applicant must have five years of successful teaching experience in South Dakota on a certificate backed by the bachelor's degree; a master's degree or 30 s.h. of graduate credit, the majority of which is in professional

**TABLE 17 FOOTNOTES (continued)**

education or the subject field the applicant is teaching; and an official transcript showing 6 s.h. or 9 q.h. of credit earned within five years of the date application is made for a permanent certificate (does not apply if master's was earned within ten years of application date).

- <sup>23</sup> Completion of the bachelor's degree from an approved institution and recommendation of the preparing college.
- <sup>24</sup> Special endorsement on the certificate for vocational agriculture, homemaking, distributive education, trades and industries, and for school nurse, librarian, and special education; all-level certificates are issued for special subjects of art, health and physical education, music, and speech-drama.
- <sup>25</sup> If eligible for a general teaching certificate, endorsement is made on the certificate; otherwise subject certificate is issued for each field.
- <sup>26</sup> Professional certificate, master's degree, and five years of teaching experience; also as third renewal of a first-class certificate, which means fifteen years of experience and 24 s.h. after initial certification.
- <sup>27</sup> Proof of at least three years of successful teaching in Wisconsin. The applicant must have been fully qualified and a teacher in the public schools and must possess a license based on the bachelor's degree. The state superintendent may extend the probation period in individual cases. (The certificate is void after five successive years of nonperformance of duty for which licensed. Counselors may not secure life certificates.)



TABLE 18.—STANDARDS AND PROCEDURES USED BY STATES  
FOR ACCREDITING TEACHER EDUCATION INSTITUTIONS

State	State Standards		Procedures Used in Accrediting					Special Committee	State Staff
			Standards			USOE Circular 351			
	Yes	No	State	Regional	NCATE				
1	2	3	4	5	6	7	8	9	
Alabama		X							
Alaska		X							
Arizona		X		X	X		X		
Arkansas		X		X					
California	X								
Colorado		X			X	X	X		
Connecticut	X					X		X	
Delaware	(In process)						X	X	
District		X							
Florida	X		X	X	X	X	X	X	
Georgia	X			X	X				
Hawaii		X							
Idaho		X		X					
Illinois	X		X				X	X	
Indiana	X							X	
Iowa	X		X		X			X	
Kansas	X						X	X	
Kentucky	X <sup>1</sup>				X <sup>1</sup>		X		
Louisiana	X						X		
Maine		X				X			
Maryland	(In process)						X	X	
Massachusetts		X							
Michigan		X			X		X		
Minnesota	X		X	X	X		X		
Mississippi	X			X	X		X		
Missouri		X		X	X				
Montana		X		X	X				
Nebraska	X <sup>2</sup>					X <sup>2</sup>	X <sup>2</sup>		
Nevada	X								
New Hampshire		X				X	X		
New Jersey		X							
New Mexico	X						X		
New York	X							X	
North Carolina	X						X		
North Dakota		X							
Ohio	X							X	
Oklahoma	X						X		
Oregon	X						X		
Pennsylvania	X		X	X	X	X	X	X	
Puerto Rico	X			X					
Rhode Island	X			X		X	X	X	
South Carolina	X							X	
South Dakota		X		X	X			X	
Tennessee	X						X		
Texas	X						X <sup>3</sup>	X <sup>3</sup>	
Utah	X		X	X	X	X	X	X	
Vermont	(In process)								
Virginia		X							
Washington	X						X		
West Virginia	X						X		
Wisconsin		X							
Wyoming		X							

**TABLE 18 FOOTNOTES**

<sup>1</sup> NCATE standards are supplemented by a few state standards.

<sup>2</sup> State standards are based on the work of a special com-

mittee and Circular 351.

<sup>3</sup> Committee, with at least one member from the state staff.

TABLE 19.—EFFECTIVE DATES OF DEGREE REQUIREMENT FOR LOWEST REGULAR CERTIFICATES, METHODS OF APPROVING APPLICATIONS FOR TEACHERS' CERTIFICATES, AND ACCREDITATION REQUIRED FOR ACCEPTANCE OF CREDENTIALS FROM OUT-OF-STATE INSTITUTIONS

State	Year Degree Requirement Made Effective		Method Used in Approving Applications for Teachers' Certificates			Accreditation Required for Acceptance of Credentials from Out-of-State Institutions
	Elementary School	High School	Processing Individual Credentials	Approved Teacher Education Program Procedure	Combination (of Columns 4 and 5)	
1	2	3	4	5	6	7
Alabama	1955	1939	Yes	Yes	Yes	SR,N
Alaska	1961	1929	Yes	No	No	SR
Arizona	1936	1921	Yes	Yes	Yes	SR,N
Arkansas	1963	1963	Yes	Yes	Yes	SR
California	1930	1905 <sup>1</sup>	Yes	Yes	Yes	SR <sup>2</sup>
Colorado	1961	1923	Yes	Yes	Yes	SR,N
Connecticut	1940	1922 <sup>3</sup>	Yes	Yes	Yes <sup>4</sup>	SR
Delaware	1934	-- <sup>5</sup>	Yes	Yes <sup>6</sup>	Yes <sup>7</sup>	SR,N <sup>8</sup>
District	1930	1910 <sup>9</sup>	Yes	No	No	SR
Florida	1951	1951	Yes	Yes	Yes	R
Georgia	1950	1939 <sup>10</sup>	Yes	Yes	Yes	SR
Hawaii	1941	1941	Yes	No	No	--
Idaho	1955	1915 <sup>11</sup>	Yes <sup>12</sup>	No	No	SR
Illinois	1943	1929 <sup>13</sup>	Yes <sup>14</sup>	Yes	Yes <sup>14</sup>	S
Indiana	1940	1929 <sup>15</sup>	Yes	Yes	Yes	R,N
Iowa	1960	1935	No <sup>16</sup>	Yes	No <sup>16</sup>	SR <sup>17</sup>
Kansas	1959	1915	Yes	Yes	Yes	SR,N <sup>18</sup>
Kentucky	1960	1935	No	Yes	Yes	S,R,N
Louisiana	1940-1947 <sup>19</sup>	1924	Yes	Yes	Yes	SR <sup>20</sup>
Maine	1963	1935	Yes	Yes	Yes	S,R,N
Maryland	1936	1916	Yes	Yes	Yes	SR
Massachusetts <sup>21</sup>	1956	1956	Yes	No	No	S,R,N <sup>22</sup>
Michigan	1956	1939	Yes <sup>23</sup>	Yes	Yes	S,R,N
Minnesota	1961	-- <sup>24</sup>	Yes	Yes	Yes	SR,N
Mississippi	1956	1956	Yes	No <sup>25</sup>	Yes	SR,N
Missouri	1961	1924	Yes	Yes	Yes	S,R
Montana	1967	1934	No	Yes	No	SR,N <sup>26</sup>
Nebraska	DNR	1938	No	Yes	Yes <sup>27</sup>	SR,N
Nevada	1957	--	Yes	Yes	Yes	SR,N
New Hampshire	1948	1935	Yes	Yes	Yes	S
New Jersey	1948	1933	Yes <sup>28</sup>	Yes <sup>29</sup>	Yes	S,N
New Mexico	1957	1920 <sup>30</sup>	Yes	Yes	Yes	SR
New York	1936	1936	Yes	Yes	Yes	SR
North Carolina	1939	1931	Yes	Yes	Yes	S,R,N
North Dakota	DNR <sup>31</sup>	-- <sup>32</sup>	Yes	Yes <sup>33</sup>	Yes <sup>34</sup>	SR,N
Ohio	1942-1953	1926	Yes <sup>35</sup>	Yes	Yes	S
Oklahoma	1957	1957	Yes	Yes	Yes	S
Oregon	1955	1937 <sup>36</sup>	Yes	Yes	Yes	SR,N <sup>37</sup>
Pennsylvania	1939	1939	Yes	Yes	Yes	SR,N
Puerto Rico	DNR	1945	Yes	Yes	Yes	R
Rhode Island	1932	1932	Yes	Yes	Yes	SR,N <sup>38</sup>
South Carolina	1953	1921	Yes	Yes	Yes	S
South Dakota	DNR <sup>39</sup>	-- <sup>40</sup>	Yes	Yes	Yes	S,R,N
Tennessee	1953	1914	Yes <sup>41</sup>	Yes <sup>42</sup>	Yes <sup>43</sup>	S
Texas	1955	1955	Yes	Yes	Yes	S,R,N
Utah	1942	1896	Yes	Yes	Yes	SR,N
Vermont	1952	1927	Yes	Yes	Yes	SR <sup>44</sup>
Virginia	1942	1935	Yes	Yes <sup>45</sup>	No	S,R,N
Washington	1942 <sup>46</sup>	1918 <sup>46</sup>	Yes	Yes	Yes	SR,N
West Virginia	1957	1928	Yes <sup>47</sup>	Yes	Yes	S
Wisconsin	DNR	1932	Yes <sup>48</sup>	Yes	Yes	SR,N <sup>49</sup>
Wyoming	1962 <sup>50</sup>	1930	Yes	Yes	Yes	S



TABLE 19 FOOTNOTES

**LEGEND:** — means not reported. DNR means degree not required. S means state accrediting alone required; R means regional; SR means state and regional; S,R means state or regional; S,R,N means state, regional, or national; SR,N means state and regional or state and national.

- <sup>1</sup> The bachelor's degree has always been required for holders of the secondary school credential. A fifth year of preparation has been required since 1905 for institutional recommended credentials.
- <sup>2</sup> Or acceptance of work toward credentials by a recognized graduate school.
- <sup>3</sup> 1922 was the first year of compulsory certification. Holders of permanent normal certificates were exempted. Elementary and high school teachers now are required to complete a fifth year of preparation within a ten-year period after beginning teaching.
- <sup>4</sup> Program basis for in-state colleges only.
- <sup>5</sup> Actual date is not known, but it was prior to 1921.
- <sup>6</sup> Graduates of NCATE-approved institutions and elementary education graduates approved under the Northeast Reciprocity Compact.
- <sup>7</sup> A standard certificate is granted to an applicant fully certified in another state who has three years of satisfactory experience in the field of the certificate and has the total credits required by Delaware but not necessarily the specifics.
- <sup>8</sup> If the institution is not accredited, the applicant is given a temporary certificate and is required to be admitted to a graduate school and to earn 6 s.h. of satisfactory graduate credit before he is considered for a regular certificate, or to validate college work by making a successful score on the NTE.
- <sup>9</sup> The bachelor's degree has been required since 1910, the master's for a permanent high school certificate since 1930.
- <sup>10</sup> Approximate date.
- <sup>11</sup> From 1915 to 1947, specialists' certificates, based on two years of specialized training, were also issued. These were valid in such areas as art, music, home economics, mechanical arts.
- <sup>12</sup> The law requires that in-state institutions must recommend. Applications still are checked individually by the certification office.
- <sup>13</sup> Applies to standard certificate only.
- <sup>14</sup> For out-of-state, non-NCATE applicants and graduates of nonapproved programs in Illinois. Out-of-state NCATE and entitlement applications are honored for three years after graduation. A procedure is being developed to issue an Illinois certificate to an applicant who possesses an equivalent certificate issued by another state.
- <sup>15</sup> The bachelor's degree has been required since 1929, the master's degree since 1946. A fifth year of preparation must be completed within a five-year period after beginning teaching.
- <sup>16</sup> Transcripts are required for applicants from all out-of-state institutions except those which, like in-state institutions, have made special arrangements to file "com-

- plete" applications delineating "major" and "minor" teaching fields for which applicants are recommended.
- <sup>17</sup> If not accredited by NCATE, the institution must provide other evidence of excellence of the teacher education program; the present practice is to require the filing of an institutional self-evaluation made in terms of NCATE standards. When an institution not accredited by NCATE is thus placed on Iowa's "list," the prescriptions of the state in which the college is located are honored, thus making it unnecessary for such a college to modify its in-state approved program to meet exact prescriptions of Iowa.
- <sup>18</sup> State accreditation is accepted if the state has adopted a guide or standards for such accreditation and publishes an official list of its accredited institutions. The statement of the state official is accepted as evidence of qualification. If the state does not qualify on this basis, the institution must be regionally or nationally accredited.
- <sup>19</sup> 1940 and 1947 both have been listed as dates when the minimum degree requirement became effective. This apparent discrepancy is explained by the fact that the above dates are the ones when the requirement applied to teachers of the majority and minority races and that, until 1947, teachers holding a certificate based upon two years of college could apply for a higher certificate with experience in the two-year "college preparation series," whereas teachers applying for first certificates in 1940 had to present degree requirements.
- <sup>20</sup> And graduation from an approved teacher education program.
- <sup>21</sup> From 1951 to September 1, 1956, a bachelor's degree or three-year diploma from an approved normal school was accepted. Since September 1, 1956, a four-year diploma from an approved normal school may be accepted, as well as a bachelor's or higher earned academic degree.
- <sup>22</sup> Private normal schools and colleges not regionally or nationally accredited or approved for certification by the state in which located must be approved by the Massachusetts State Board of Education.
- <sup>23</sup> For out-of-state applicants.
- <sup>24</sup> Actual date is not known.
- <sup>25</sup> Mississippi is moving toward this procedure.
- <sup>26</sup> Out-of-state certificates are not accepted. Out-of-state institutions, accredited as shown in the *College Blue Book*, may make evaluations, but occasionally certification is refused if discrepancies from Montana's standards seem too great.
- <sup>27</sup> For renewals and conversions only.
- <sup>28</sup> For out-of-state applicants.
- <sup>29</sup> For in-state teacher education programs.
- <sup>30</sup> Actual date is not known.
- <sup>31</sup> A bachelor's degree will be required beginning July 1, 1969.
- <sup>32</sup> The degree has been required for years for persons teaching in accredited high schools.
- <sup>33</sup> For in-state teacher education programs.

TABLE 19 FOOTNOTES (continued)

- <sup>34</sup> For out-of-state applicants.
- <sup>35</sup> For out-of-state applicants.
- <sup>36</sup> The bachelor's degree has been required since 1937, master's or 30 s.h. of graduate credit since 1943. The fifth year of preparation must be completed within a five-year period after beginning teaching.
- <sup>37</sup> Oregon require regional and national accreditation for out-of-state applicants. In-state colleges must have regional accreditation, plus state or national accreditation.
- <sup>38</sup> "Graduates of baccalaureate programs in elementary education in institutions in the New England and Middle Atlantic states shall be eligible for standard certification in Rhode Island provided the program is approved by the State Department of Education in the state in which the institution is located and the institution is accredited by a regional or national accrediting agency." Adopted by the Rhode Island State Board of Education, June 14, 1956.
- <sup>39</sup> The degree will be required effective July 1, 1968.
- <sup>40</sup> Actual date is not known.
- <sup>41</sup> If applicant entered preparation prior to 1953.
- <sup>42</sup> If applicant entered preparation after 1953.
- <sup>43</sup> Procedures are now in the process of change.
- <sup>44</sup> Credentials from an NCATE-approved institution are accepted automatically if the candidate has assurance of a position in this state and his assignment is in his major field; institutions not regionally or nationally accredited are evaluated on the basis of Vermont requirements. Credentials from institutions covered by the Northeast Reciprocity Compact are accepted on the basis of state and national reciprocity.
- <sup>45</sup> In four state-supported colleges.
- <sup>46</sup> Elementary and secondary school teachers are initially certified upon completion of the bachelor's degree; both are required to complete a fifth year within a six-year period after beginning teaching.
- <sup>47</sup> But college recommendation is required.
- <sup>48</sup> For out-of-state applicants. Patterns accepted with all in-state institutions; only college recommendation is needed.
- <sup>49</sup> Out-of-state graduates of programs that are state accredited only may be required to present evidence of 5 s.h. of graduate work in an NCATE-approved program.
- <sup>50</sup> Prior to the 1964 Edition of the *Manual*, Wyoming was reported at the degree level effective 1956. The entry was corrected in the 1964 Edition. Actually, 1956 was the year the State Board of Education passed the regulation that a degree would be required by 1962.

TABLE 20.—ROLE SERVED BY NCATE IN AIDING RECIPROCITY, AS REPORTED BY STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION

State	Role Served by NCATE			No Reply
	Significant	Some	None	
1	2	3	4	5
Alabama	x			
Alaska			x	
Arizona		x		
Arkansas	x			
California			x	
Colorado	x			
Connecticut		x		
Delaware	x			
District			x	
Florida	x			
Georgia	x			
Hawaii			x	
Idaho			x	
Illinois	x			
Indiana	x			
Iowa	x			
Kansas	x			
Kentucky	x			
Louisiana			x	
Maine	x			
Maryland	x			
Massachusetts		x		
Michigan			x	
Minnesota	x			
Mississippi	x			
Missouri	x			
Montana		x		
Nebraska	x			
Nevada			x	
New Hampshire	x			
New Jersey		x		
New Mexico				x
New York			x	
North Carolina		x		
North Dakota			x	
Ohio			x	
Oklahoma		x		
Oregon	x			
Pennsylvania		x		
Puerto Rico				x
Rhode Island		x		
South Carolina			x	
South Dakota	x			
Tennessee	x			
Texas	x			
Utah	x			
Vermont	x			
Virginia			x	
Washington		x		
West Virginia		x		
Wisconsin		x		
Wyoming		x		
TOTALS	24	13	13	2



## CERTIFICATION REQUIREMENTS FOR TEACHERS, SUPERVISORS, ADMINISTRATORS, AND SPECIAL SCHOOL SERVICE PERSONNEL

The materials in this chapter are arranged by states and territories in alphabetic order. In each case the general requirements which apply to all certificates are given first; they are not repeated for each certificate which follows. To conserve space it has been necessary to omit minor details relating to certificate renewal and conversion and to present the requirements of some of the specialized certificates and those with substandard requirements in outline form. Detailed requirements for these may be had by writing to the director of certification or other administrative unit, whose name and address is given for each state.

Certain requirements and practices were found to be so common that it seemed uneconomical of space to repeat them. The following are of this type:

1. Most states set forth their course requirements in semester hours (s.h.) of credit. A few states use quarter hours (q.h.). Where the word "hours" is used alone in this *Manual*, it means semester hours.

2. All states require that credits and degrees presented as a basis for certification be from insti-

tutions approved by some official accrediting body. Each state sets its own standards regarding the institutions whose credits and degrees it will honor.

3. Where credit hours or experience are set forth as conditions for certificates or renewals, there is an implied responsibility for the applicant to validate the credit or experience by transcript, signed statement, or other appropriate means.

4. Practically all states expect applicants to use official state forms in applying for a certificate. It would be wise to write the state director of certification for the official application form.

5. Several states specify that fees for granting certificates must be paid by money order or cashier's check. Applicants should remit by one of these two means.

6. All requirements were in effect January 1, 1967, unless otherwise specified.

7. Statements in this chapter concerning accreditation of institutions refer to state (state department of education or comparable agency), regional (one of the six regional accrediting associations), or national (National Council for Accreditation of Teacher Education).

### Alabama

*State Certification Officer.* W. Morrison McCall, Director of Teacher Education and Certification, State Department of Education, Montgomery, Alabama 36104.

*General Requirements.* Minimum age, 17. Fee, \$2 for all certificates and renewals. Class B certificates are issued for a term of eight years and are renewable on 8 hours of graduate or undergraduate credit or four years of use of the certificate. Class A certificates are issued for ten years and are renewable on 8 graduate hours or five years of use. Class AA certificates are issued for

twelve years and are renewable on 8 graduate hours or six years of use. Certificates are required of administrators, supervisors, special school service personnel, and teachers in public or private elementary and secondary schools. They must be recorded in the office of the county or city superintendent of schools.

*Credentials to Accompany Application.* Statement of age, official transcript of college work on official state forms, recommendation of preparing institution or last employer.

## CERTIFICATES AND REQUIREMENTS

### Administrators

1. CLASS A SUPERINTENDENT-PRINCIPAL PROFESSIONAL. Requirements: Eligibility for a Class B Professional certificate; completion of an NCATE-approved program for administrators, *or* a master's degree with 18 hours of resident graduate credit in such areas as foundations of education, school organization and administration, curriculum development, supervision, and school finance; three years of teaching or administrative experience during the five years preceding application.

2. CLASS AA SUPERINTENDENT-PRINCIPAL PROFESSIONAL. Requirements: Eligibility for Class B or Class A Professional certificate; completion of a two-year NCATE-approved graduate program, *or* a master's degree plus 30 hours in advanced study in curriculum development, school law, public finance, school plant, research, personnel administration, and school administration.

3. CLASS A SUPERVISOR PROFESSIONAL. Issued with endorsement for supervision of instruction or attendance in elementary and/or high school. Requirements: Eligibility for certificate 5 or 8; master's degree; 8 graduate hours in supervision, or for attendance supervisor, 8 in social work, school attendance, and related subjects; three years of experience as a teacher, supervisor, or administrator during the five years preceding application.

4. CLASS AA SUPERVISOR PROFESSIONAL. Requirements: Eligibility for certificate 3; completion of an appropriate sixth-year graduate program.

### Teachers: Elementary and Secondary

5. CLASS B ELEMENTARY PROFESSIONAL.<sup>1</sup> Valid for teaching grades 1-6. Requirements: Bachelor's degree from an Alabama or NCATE-approved program, *or* bachelor's degree including general education, 59 (English, literature, and speech, 14; social science, 18, with 3 in each of three areas chosen from history, economics, political science, sociology, cultural anthropology, and geography; science, 12, with a full-year course in either biological or physical science and credit in the other; mathematics, 3; psychology, 3; art, 3; music, 3; health and physical education, 3); professional education, 27 (including human growth, development, and learning, 3; principles, philosophy, and

foundations, 3; materials and methods, 6; student teaching, 6).

6. CLASS A ELEMENTARY PROFESSIONAL.<sup>1</sup> Requirements: Eligibility for certificate 5; master's degree in elementary education.

7. CLASS AA ELEMENTARY PROFESSIONAL.<sup>1</sup> Requirements: Eligibility for certificate 6; completion of a sixth-year program.

8. CLASS B SECONDARY PROFESSIONAL. Valid for teaching grades 7-12. Requirements: Bachelor's degree from an Alabama or NCATE-approved program, *or* bachelor's degree including general education, 44 (English, literature, and speech, 14; social science, 12, with 3 in each of two areas chosen from history, economics, political science, sociology, cultural anthropology, or geography; science, 12, with a full-year course in either biological or physical science and credit in the other; mathematics, 3; psychology, 3); professional education, 21 (including human growth, development, and learning, 3; principles, philosophy, and foundations, 3; materials and methods in major or minor, 3; student teaching in major or minor, 6); specialization, 24-30 in the major (except agriculture, 50; home economics, 42 if minor is in home economics, 45 if not; distributive education, 33 and one year of work experience; trades and industries, 24 and three years of work experience) and 18 in the minor.

9. CLASS A SECONDARY PROFESSIONAL. Requirements: Eligibility for certificate 8; master's degree, including 6 hours each in the teaching field and secondary education.

10. CLASS AA SECONDARY PROFESSIONAL. Requirements: Eligibility for certificate 9; completion of a sixth-year program.

11. CLASS B ELEMENTARY-SECONDARY PROFESSIONAL. Valid for teachers of art, industrial arts, health and physical education, music, or speech, and for persons performing special services such as librarian, speech therapist, speech correctionist, guidance counselor, or recreation director, grades 1-12. Requirements: Bachelor's degree from an Alabama or NCATE-approved program, *or* bachelor's degree including general education, 44 (same as certificate 8); professional education, 21 (human growth, development, and learning, 3; principles, philosophy, and foundations, 3; mate-

<sup>1</sup> May be endorsed for nursery school or kindergarten, or both, with appropriate credit.



rials and methods, 4; student teaching, 6; electives, 5); specialization, 24-30 in the major and an academic minor of 18.

12. CLASS A ELEMENTARY-SECONDARY PROFESSIONAL. Requirements: Eligibility for certificate 11; master's degree, including 6 hours each in the special field and professional education.

13. CLASS AA ELEMENTARY-SECONDARY PROFESSIONAL. Requirements: Eligibility for certificate 12; completion of an appropriate sixth-year program.

#### Special School Service Personnel

14. CLASS A COUNSELING AND GUIDANCE PROFESSIONAL. Requirements: Eligibility for Class B Professional certificate; two years of successful teaching experience; master's degree in approved curriculum, including at least 18 hours in philosophy, organization, and administrative relationships of guidance services, appraising, assessing, and understanding the individual, individual counseling, educational and occupational information, and group guidance procedures.

15. CLASS AA COUNSELING AND GUIDANCE PROFESSIONAL. Requirements: Eligibility for certificate 14; completion of a sixth-year program, including supervised practice.

16. CLASS A SCHOOL PSYCHOLOGIST PROFESSIONAL. Requirements: Master's degree; eligibility for a Class B Professional certificate; two years of successful teaching experience; 27 hours in such areas as human growth and development, personality assessment, group dynamics, and social psychology, testing and counseling practicums, group testing, individual testing, statistics and research methods, special techniques in counseling, guidance, and psychotherapy, and proficiency in administration and interpretation of intelligence tests.

17. CLASS AA SCHOOL PSYCHOLOGIST. Requirements: Eligibility for certificate 16; completion of a sixth-year program in clinical or school psychology, including practicums.

18. CLASS B SPECIAL EDUCATION PROFESSIONAL. Requirements: Eligibility for Class B Professional teaching certificate; a survey course in education of exceptional children, 3; area of endorsement as follows:

a. MENTAL RETARDATION. Nature, needs, and psychological tests for mentally retarded, 3; mate-

rials, methods, and curriculum, 3; electives, 6 (including 3 each in two areas chosen from arts and crafts for atypical children, adapted physical education, multiple deviations, language development, and student teaching).

b. PHYSICAL DISABILITY. Medical aspects of crippling and special health conditions, 3.

c. MULTIPLE DISABILITIES (including cerebral palsy). Same as *a* and *b* combined, except one elective, 3.

d. PARTIALLY SEEING. Educational procedures for partially seeing children, 3; anatomy, physiology, and hygiene of the eye, 1-3; student teaching, 3.

e. BLIND. Nature and needs of blind children, 3; educational procedures for the blind, 3; Braille, 4; anatomy, physiology, and hygiene of the eye, 3; student teaching, 3.

f. BLIND AND PARTIALLY SEEING. Same as *d* and *e* combined.

g. SPEECH THERAPY. Phonetics, language development, foundations of speech and hearing disorders, including anatomy and physiology, 6; pathologies in oral communication and educational procedures, 12; audiometry and hearing rehabilitation, 6; clinical practice under a supervisor certified by the American Speech and Hearing Association, 200 clock hours.

h. DEAF AND SEVERE HEARING DISABILITIES. Three s.h. each in education and psychology for the deaf, speech reading, audiology, anatomy and physiology of hearing and speech, auditory training, speech development for hearing handicapped, teaching language to hearing handicapped, teaching reading to hearing handicapped, speech pathology or correction, student teaching, and electives.

19. CLASS A SPECIAL EDUCATION. Requirements: Eligibility for certificate 18; master's degree in special education or endorsement area, including an internship, 3, and specified courses.

20. CLASS AA SPECIAL EDUCATION. Requirements: Eligibility for certificate 19; approved sixth-year program.

#### Other Certificates Issued

21. TYPE III DAY TRADE CERTIFICATE. Valid for four years for day trade or itinerant instructors in state trade schools or high school trades and



industries programs; renewable on experience. Requirements: High school graduation and seven years of experience in the occupation taught, or graduation from an approved trade school or high school trade program and three years of experience. Proof of experience must be submitted on the State Vocational Education Qualification Form to the director of the Vocational Education Division. Type II certificate issued on 12 s.h. in trades

and industrial education, Type I on an additional 30 s.h. in general and professional education.

22. **NONPROFESSIONAL CERTIFICATE WITH ENDORSEMENT IN TRADES AND INDUSTRIES.** Requirements: Bachelor's degree and three years of appropriate work experience. Renewable on additional credit and convertible on completion of required credit to Class B Secondary Professional certificate with a major in trades and industries.

## Alaska

*State Certification Officer.* Mrs. Roberta Dowell, Supervisor of Certification, State Department of Education, Juneau, Alaska 99801.

*General Requirements.* Minimum age, 18. Initial fee, \$5; each renewal, \$5. Certificates are required of administrators, supervisors, and teachers in public schools, kindergarten through high school, and in accredited private and parochial schools. All certificates must be recorded in the office of the commissioner. Initial certificates are issued for five years unless otherwise specified and are renewable on payment of the fee and recommendation of the previous administrator.

*Credentials to Accompany Application.* Transcript of credits from an accredited institution, evidence of employment, notarized experience record, fee.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. **ADMINISTRATIVE.** Valid for superintendents or high school principals in incorporated districts or superintendents in rural systems with five or more teachers. Requirements: Six years of successful experience as a regularly certified teacher or three years as a high school principal or as superintendent; master's degree; 30 hours in education, including courses in school administration, supervision of instruction, school finance, curriculum construction, educational measurements, and guidance.

2. **PRINCIPAL.** Valid for principals in incorporated districts or rural schools with three or more teachers. Requirements: Three years of successful experience as a regularly certified teacher; master's degree; 30 hours in education, including courses in school supervision, curricu-

lum construction, educational measurements, and guidance.

#### Teachers: Elementary and Secondary

3. **ELEMENTARY.** Valid for teachers of grades K-8. Requirements: Bachelor's degree; professional education, 24, including a course in elementary student teaching and 8 s.h. in methods. Two years of full-time elementary teaching may be substituted for student teaching. The last 6 hours presented for certification purposes must have been earned within six years preceding application. A teacher who holds a bachelor's degree but lacks specific courses for a regular certificate may be issued a provisional certificate for one year, renewable for one year. If after two years the deficiencies are not completed, an emergency certificate may be issued on a year-to-year basis, but the teacher may not progress on the salary scale.

4. **SECONDARY.** Valid for teachers of grades 7-12. Requirements: Bachelor's or higher degree; professional education, 18, including a course in secondary student teaching and 3 hours in methods. Two years of full-time secondary teaching may be substituted for student teaching. The last 6 hours presented for certification purposes must have been earned within six years preceding application. Provisional certification as in certificate 3. The minimum qualifications for secondary certification are as required of high school teachers by the Northwest Association.

#### Other Certificates Issued

School nurse, professional, provisional, special education, emergency, vocational guidance counselor.

## Arizona

**State Certification Officer.** John A. Freestone, Director of Teacher Education and Certification, State Department of Public Instruction, Capitol Building, Phoenix, Arizona 85007.

**General Requirements.** Minimum age, 18. Initial fee, \$8; renewal, \$3. Certificates are required of administrators, supervisors of nonspecial instruction, and teachers in public schools, kindergarten through junior college, and of teachers in accredited private and parochial schools. Certificates must be recorded in the office of the county superintendent. Standard certificates are issued for five years unless otherwise specified and are renewable for five years on 5 hours of approved upper-division or graduate study or on continuous teaching.

**Credentials to Accompany Application.** In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates of NCATE or regionally accredited institutions are accepted if they substantially meet the requirements after the transcript of credits is evaluated. Evidence of U.S. citizenship and oath of allegiance are also required.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

A general administrative certificate is required of any administrator responsible directly to a school board.

1. **SUPERINTENDENT.** Requirements: Hold certificate 6 or 8; three years of public school experience; completion of a program for the superintendency, including 30 hours beyond the master's degree level and appropriate preparation in advanced school administration.

2. **SECONDARY SCHOOL PRINCIPAL.** Requirements: Certificate 8; three years of teaching experience; master's degree, plus 24 graduate hours in school administration, supervision, curriculum, school finance, and Arizona school law.

3. **ELEMENTARY SCHOOL PRINCIPAL.** Requirements: Certificate 6; three years of teaching experience; master's degree, plus 24 graduate hours in

school administration, supervision, curriculum, school finance, and Arizona school law.

4. **COUNSELOR-GUIDANCE.** Requirements: Certificate 6 or 8; three years of teaching or two years of approved clinical or work experience; master's degree in an approved program, including 15 hours in guidance and counseling courses.

#### Teachers: Elementary and Secondary

5. **ELEMENTARY-TEMPORARY.** Requirements: Bachelor's degree, including general education, 40 (communication, behavioral sciences, science and mathematics, humanities, health); academic major, 30, or academic minor, 18 and 12 in an additional field of specialization; professional education, 24 (psychological and philosophical foundations, curriculum and methods, student teaching in grades 1-8 or two years of experience); Arizona and U.S. Constitutions; electives.

6. **ELEMENTARY.** Requirements: Master's degree in an approved program or 30 graduate hours in an appropriate program developed by the institution's committee on teacher education.

7. **SECONDARY-TEMPORARY.** Requirements: Bachelor's degree, including general education, 40 (communication, behavioral sciences, science and mathematics, humanities, health); teaching major, 30; professional education, 22 (psychological and philosophical foundations, curriculum and methods of the special field, student teaching in grades 7-12 or two years of experience); Arizona and U.S. Constitutions; electives.

8. **SECONDARY.** Requirements: Master's degree in an approved program or 30 graduate hours in an appropriate program developed by the institution's committee on teacher education.

9. **SECONDARY, VOCATIONAL SUBJECTS.** Requirements: Bachelor's degree; professional education, 18. Field of concentration—agriculture, 60; home economics, 40; business and distributive education and trade and industrial education, see Arizona State Plan for Vocational Education.

10. **SPECIALIZED SERVICE** (special education, speech and hearing clinician, school psychologist).

a. **SPECIAL EDUCATION.** Requirements: For temporary certificate, bachelor's degree, including 18 hours in special education. For regular



certificate, master's degree or 30 graduate hours in an appropriate area.

b. **SPEECH AND HEARING CLINICIAN.** Requirements: For *temporary* certificate—30 hours in required speech courses. For *regular* certificate—60 hours in required speech courses.

c. **SCHOOL PSYCHOLOGIST.** Requirements: For *psychometrist*, master's degree in school psychology with specified courses. For *assistant school psychologist*, master's degree, plus 50 graduate hours in school psychology with approved sequence of study. For *school psychologist*, 70 graduate hours in school psychology or a doctorate in psychology, education, or school psychology, with an approved sequence of study.

11. **SPECIAL ENDORSEMENT IN MUSIC.** Requirements: Bachelor's degree; 40 hours in the major, with methods courses on elementary and secondary levels.

12. **SPECIAL ENDORSEMENT IN ART.** Requirements: Same as for certificate 11.

13. **SPECIAL CERTIFICATE IN HOME ECONOMICS.** Requirements: Bachelor's degree; profes-

sional education, 18, including 6 in student teaching in home economics; home economics, 30 (including family, child guidance, home management, food and nutrition, clothing and textiles).

#### Special School Service Personnel

14. **LIBRARIAN.** Requirements: Certificate 5 or 6 if in elementary school; certificate 7 or 8 if in secondary school; 18 hours in library science, including courses in organization and administration of a library, cataloging and classification, reference materials for library, literature for children or adolescents. The basic certificate will be stamped to indicate qualification as a school librarian.

#### Other Certificates Issued

Provisional certificates, valid for one year, are issued for all the above certificates (except administrative). If all deficiencies are removed in one year, the certificate is extended for a five-year period.

## Arkansas

*State Certification Officer.* Curtis R. Swaim, Assistant Commissioner for Instructional Services, State Department of Education, Little Rock, Arkansas 72201.

*General Requirements.* Minimum age, 18; maximum age, 72. Certificates are required of professional employees of public schools and must be filed with the appropriate county supervisor. A health statement from a physician must be filed with the employing school superintendent.

*Credentials to Accompany Application.* Statement of age, recommendation (on application form) of the preparing institution or last employing school official, and official transcript (may be mailed direct by the institution).

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. **SUPERINTENDENT.** Valid for six years for school officials whose duties are mainly administrative. Requirements: Eligibility for certificate

6 or 7; three years of experience as a supervisor or five years as a teacher; master's degree which includes 20 hours in administration. (Experience and degree must have been earned in the five-year period preceding application.)

2. **SECONDARY SCHOOL PRINCIPAL.** Valid for six years. Requirements: Eligibility for certificate 7; three years of experience as a secondary teacher, supervisor, or administrator; master's degree, with 20 hours in administration and supervision of secondary education in addition to those required for certificate 7. (Experience and preparation must have been earned in the five-year period preceding application.)

3. **ELEMENTARY SCHOOL PRINCIPAL.** Valid for six years. Requirements: Eligibility for certificate 6; three years of experience as an elementary teacher, supervisor, or administrator; master's degree, with 18 hours in administration and supervision of elementary education in addition to those required for certificate 6. (Experience and preparation must have been earned in the five-year period preceding application.)



### Teachers: Elementary and Secondary

4. **ELEMENTARY.** Valid for teachers of all subjects in grades 1-8 for six years. Requirements: Bachelor's degree, including general education, 48 (English, 12; natural sciences and/or mathematics, 11; social science, 12; physical education, health, and safety, 6; electives, not in major field, 7); professional education, 18 (including study of the school; the learning processes; teaching; and student teaching, 6); specialization, 24 (public school art, 3; public school music, 3; geography, 3; American history and government, 6; children's literature, 3; mathematics, 6).

5. **HIGH SCHOOL.** Valid for teachers of endorsed subjects in grades 7-12 for six years. Requirements: Bachelor's degree, including general and professional education as for certificate 4, except that prescribed areas must be in the secondary field and methods and student teaching must be in major or minor area. Specialization as follows:

a. **GENERAL ACADEMIC SUBJECTS.** Art, 24; commerce, 21; English, 24; foreign languages, 18; librarianship, 15; mathematics, 18; physical education, 21; public school music, 24; science, 24; social studies, 24; speech, 24.

b. **VOCATIONAL SUBJECTS.** Agriculture, 75; home economics, 72; industrial education, 48.

6. **ELEMENTARY MASTER'S CERTIFICATE.** Requirements: Qualification for certificate 4; master's degree, including professional education and

psychology related to elementary education, 12, subject matter, 12, and electives, 6.

7. **SECONDARY MASTER'S CERTIFICATE.** Requirements: Qualification for certificate 5; master's degree, including professional education and psychology related to secondary education, 6, subject matter in teaching fields, 18, and electives, 6.

8. **SPECIALIZED SERVICES** (counselor, speech therapist, teacher of mentally retarded or physically handicapped).

a. **COUNSELOR.** Requirements: Master's degree in counseling; certificate 5; two years of teaching and one year of work experience; 15 hours of guidance (9 graduate), including principles and practices, analysis of the individual, occupational and educational information, counseling techniques, and administrative relationships in guidance.

b. **SPEECH THERAPIST.** Requirements: Bachelor's degree, including general education requirements for certificate 4 or 5; professional education, 18 (study of the school, the learning processes, and 200 clock hours of clinical practice); required speech courses, 18.

c. **TEACHER OF MENTALLY RETARDED OR PHYSICALLY HANDICAPPED.** Requirements: Certificate 4 or 5 and specialized professional courses, including education of exceptional children, 3; nature and needs of physically handicapped or mentally retarded, 3; methods for area, 3; speech and language development, 3; directed teaching in special education, 6; appropriate electives, 6.

## California

*State Certification Officers.* Carl A. Larson, Chief, Bureau of Teacher Education and Certification; Eli Obradovich, Consultant in Teacher Education; Edward G. Price, Supervising Certification Analyst; Blair E. Hurd, Coordinator of Teacher Recruitment, State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

*General Requirements.* Minimum age, 18. Fee, \$10; each renewal, \$10. Certificates are required of administrators, supervisors, pupil personnel workers, school nurses, librarians, and teachers in all public schools, kindergarten through junior

college, and must be recorded in the office of the county superintendent. Initial certificates are issued for two years unless otherwise specified and are renewable for varying periods upon completion of specific requirements.

*Credentials to Accompany Application.* In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested, or by direct application to the state verifying completion of requirements. Out-of-state graduates are certificated on direct application to the state verifying

completion of requirements. Transcript of record, evidence of U.S. citizenship or intention to become a citizen, health certificate, personal identification (fingerprint) cards, application form, and verification of school experience, as appropriate, are also required.

## CERTIFICATES AND REQUIREMENTS

### Administrators

1. **STANDARD ADMINISTRATION.** Valid for the same period as the basic teaching certificate. Requirements: Hold certificate 3 or old-type kindergarten-primary, general elementary, junior high, general secondary, or junior college credential; seven years of college, including three postgraduate years; master's degree in an academic area; five years of teaching experience; advanced professional education, 24 (legal and financial aspects of education, school management, education and school administration in the community, staff development, personnel management, curriculum development, evaluation, research, and supervised field experience).

2. **STANDARD SUPERVISION** (health services; pupil personnel services; library services; trade, technical, and industrial; special education; elementary; secondary; junior college; special subjects; instructional aids; elementary principalship; secondary principalship; and junior college principalship, president, or director). Valid for the same period as the basic teaching or service certificate. Requirements: Hold certificate 3, 4, or 5; five years of teaching or service experience; six years of college, including two postgraduate years (except for trade and technical), including professional education, 12 (administration of school systems, personnel administration, development and evaluation of instructional and service programs, and specific courses in the area of supervision); master's degree in an academic area (for principalship).

### Teachers: Elementary and Secondary

3. **STANDARD TEACHING CREDENTIAL** (elementary, secondary, junior college, librarianship, exceptional children).

a. **SPECIALIZATION IN ELEMENTARY TEACHING.** Validity unlimited. Requirements: Bachelor's or

higher degree; a year of postgraduate work, including general education, 45 (including a year of English, plus composition, and mathematical theory, 3) selected from five of the academic areas of humanities, social sciences, natural sciences, mathematics, fine arts, and foreign language; professional education, 20 (psychological foundations; historical, philosophical, or sociological foundations; elementary school curriculum and methods; and student teaching, 180 clock hours, one-half in grades K-6); an academic major, 24-28, or an interdepartmental major, 24, and a minor, 20. Either the major or minor must be academic. No minor is required when the major is in an academic subject commonly taught in the public schools. When the major is academic, the applicant may offer, in lieu of the minor, specialized preparation in librarianship, deaf or hard-of-hearing, mental retardation, orthopedically handicapped, speech and hearing handicapped, or visually handicapped.

b. **SPECIALIZATION IN SECONDARY TEACHING.** Validity unlimited. Requirements: Bachelor's or higher degree; a fifth year of postgraduate work; general education, 45 (as in certificate 3a); professional education, 18 (student teaching, 120 clock hours, one-half in grades 7-12, or appropriate teaching experience; and 9 hours which include psychological foundations; historical, philosophical, and sociological foundations; and curriculum and methods of secondary teaching); a minor, 20, and a major, 24 (including 6 graduate hours). No minor is required when the major is in an academic subject commonly taught in the public schools. Valid for grades 7-12 in a subject matter major or minor or in special education if such preparation has been met for the minor. The local governing board may authorize teaching outside a major or minor upon formal resolution and reporting such to the State Department of Education.

c. **SPECIALIZATION IN JUNIOR COLLEGE TEACHING.** Validity unlimited. Requirements: Master's or higher degree in a subject matter area commonly taught in the public schools, or in librarianship if used in lieu of the minor; subject matter minor, 20. No minor is required when the major is academic. The credential authorizes teaching the major and minor in grades 13 and 14 if the minor is in librarianship or special education.



Teaching other minors requires district board resolution.

d. **LIBRARIANSHIP.** Requirements (may be substituted for the minor): Specialized courses, 24 (basic reference work and bibliography, selection of materials, technical services, classification and cataloging, school library organization and administration, literature appropriate for elementary and secondary students, and 90 clock hours of supervised field experience).

e. **TEACHER OF EXCEPTIONAL CHILDREN.** Requirements (may be substituted for the minor): Specialized courses appropriate to the area (including student teaching)—deaf and severely hard-of-hearing, 30; mentally retarded, 22; orthopedically handicapped, 22; speech and hard-of-hearing, 37; visually handicapped, 22.

4. **STANDARD DESIGNATED SUBJECTS TEACHING CREDENTIAL** (aviation flight instruction; aviation ground instruction; basic military drill; business education; modern foreign language; adult education; public safety and accident prevention, including driver education and training; vocational trade and technical teaching; persons of outstanding eminence). Requirements range from an appropriate Federal Aviation Agency license and military recommendation through appropriate

practical experience and college or university preparation and verification of eminence.

#### Special School Service Personnel

5. **STANDARD DESIGNATED SERVICES CREDENTIAL** (health and pupil personnel services). Validity unlimited.

a. **SPECIALIZATION IN HEALTH** (clinical psychologist, dental hygienist, dentist, nurse, oculist, optometrist, otologist, physician, podiatrist, psychiatrist). Requirements: Five years of college preparation with a bachelor's or higher degree and an appropriate valid license, certificate, or registration issued by the authorized California agency. Additional specialized requirements for school nurses.

b. **SPECIALIZATION IN PUPIL PERSONNEL SERVICES** (child welfare and attendance; school psychometry; school psychology; counseling, including rehabilitation counseling; and social work). Requirements: Graduate course work, 60, with a master's or higher degree in social work, rehabilitation counseling, counseling, or psychology; or registration as a certified psychologist by the California Board of Medical Examiners and specifically required course work for each area.

## Colorado

*State Certification Officers.* Otto G. Ruff, Director of Teacher Education and Certification; Eleanor L. Casebolt, Supervisor of Teacher Certification, State Department of Education, 414 State Office Building, Denver, Colorado 80203.

*General Requirements.* Fee, \$5. Certificates are required of all teachers, principals, supervisors, and superintendents in the public schools; not required for public junior college instructors, instructors in adult education programs, or professional employees in private, parochial, and denominational schools. Certificates must be registered in the office of the county superintendent at no charge.

Renewals are dependent upon application, payment of the statutory fee, and submission of proof of having earned 6 or more hours of credit during the preceding five-year period.

Colleges and universities accredited by NCATE or a regional association are deemed to be stand-

ard institutions of higher learning for purposes of certification in Colorado.

*Credentials to Accompany Application.* Application form, which includes personal data, experience reference (if applicable), and institutional recommendation sections; official transcript sufficiently clear for microfilming, with degree notation; fee.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. **SCHOOL ADMINISTRATOR CERTIFICATE, TYPE D.** Endorsed for superintendents and secondary and elementary school principals; later for other specialties in administration. Valid for ten years. Requirements: Graduate degree with specialization in school administration in a prescribed program; institutional recommendation. A sixth year of preparation is required for superintendents.



Three or more years of experience in education while certificated is required.

**Teachers: Elementary and Secondary**

2. **TEACHER CERTIFICATE, TYPE A.** Endorsed for grade level or teaching field or other educational specialization. Valid for five years. Requirements: Bachelor's or higher degree in an approved program, including student teaching or equivalent; institutional recommendation. The certificate may be issued under another plan to degree holders with five or more years of teaching experience who achieve a satisfactory score on the NTE or other examination selected by the State Board of Education.

3. **PROFESSIONAL TEACHER CERTIFICATE, TYPE B.** Endorsed as in certificate 2. Valid for ten years. Requirements: Approved fifth year of preparation with a teaching objective which may result in the master's degree, though not necessarily; institutional recommendation; three or more years of satisfactory teaching experience while certificated.

4. **VOCATIONAL TEACHER CERTIFICATE, TYPE C.** Endorsed for secondary trade or vocational areas

or subjects, such as auto and diesel mechanics; radio, television, and electronics; subjects in the building trades; subjects identified with industry. Valid for five years. Requirements: Completion of a program of preparation in a trade or vocational or industrial field totaling five or more years, of which the formal preparation (trade school, technical institute, etc.) portion shall not exceed two years.

**Special School Service Personnel**

5. **SPECIAL SERVICES CERTIFICATE, TYPE E.** Endorsed for nurse, social worker, speech correctionist, psychologist, or librarian. Valid for five years. Requirements: Completion of a program in the special service area; orientation to performance of the service in schools; institutional recommendation.

NOTE: Completion of such specialties as guidance and counseling, various special education fields, speech correction, school psychology, school librarianship, others, will usually and preferably be endorsed on certificates of Type A or B. Endorsement will be added without charge upon completion of prescribed courses and recommendation of the preparing college or university.

## Connecticut

*State Certification Officer.* Willis H. Umberger, Chief, Bureau of Federal-State-Local Relations, State Department of Education, Box 2219, Hartford, Connecticut 06115.

*General Requirements.* Minimum age, 18. No fee. Certificates are required of all professional personnel in the public schools, nursery school and kindergarten through grade 12; not required of nonpublic school personnel. All certificates are issued by the State Department of Education through the certification office, where all certificates are recorded. Initial (provisional) certificates are issued for five years and are renewable for five years on experience. The holder must qualify for a standard certificate within ten years.

*Credentials to Accompany Application.* In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certified on the basis of regional, state, or

national accreditation or other evidence of quality of preparation by the preparing college, whose recommendation is required based on completion of an appropriate program. Official transcript of credits, application form, and evidence of successful experience where appropriate are also required. Application includes an affidavit of citizenship.

### CERTIFICATES AND REQUIREMENTS

#### Administrators (through September 1, 1968)

1. **SUPERINTENDENT** (also required for assistant superintendent or administrative assistant). Requirements: Eligibility to hold certificate 9, 10, 11, or 12; five years of public school experience, with at least three in administration or supervision (for administrative assistant, latter not required); master's degree, plus 9 hours, the total to include at least 15 hours as part of a planned program approved by the institution, including public

school administration and supervision; recommendation by an institution approved for the preparation of superintendents. For the *standard* certificate, three years of successful experience and completion of a 30-hour program in addition to the master's degree, including elementary and secondary administration and supervision.

2. GENERAL SUPERVISOR OF INSTRUCTION. Requirements: Eligibility for a teaching certificate and three years of successful public school teaching experience; master's degree, plus 6 hours, the total to include at least 12 hours as part of a planned program approved by the institution, including public school administration and supervision; recommendation by an institution approved for the preparation of administrative personnel. For the *standard* certificate, three years of successful experience and completion of a 30-hour program in addition to the master's degree, including supervision, administration, curriculum, and child and adolescent growth and development.

3. SECONDARY SCHOOL PRINCIPAL. Requirements: Eligibility for certificate 10, 11, or 12; three years of successful public school teaching experience; master's degree, plus 6 hours, the total to include at least 9 hours as part of a planned program approved by the institution, including secondary administration and supervision; recommendation by an institution approved for the preparation of administrative personnel. For the *standard* certificate, three years of successful experience and completion of a 15-hour program in addition to the master's degree.

4. ELEMENTARY SCHOOL PRINCIPAL. Requirements: Eligibility for certificate 9, 11, or 12 (elementary level); experience and preparation appropriate to the level, as in certificate 3.

5. SUPERVISOR OR CONSULTANT IN SPECIAL FIELD OR SUBJECT. Requirements: Eligibility for a teaching certificate in the field to be supervised; three years of successful public school teaching experience; master's degree, plus 6 hours, the total to include at least 9 hours as part of a planned program approved by the institution, including public school supervision; recommendation by an institution approved for preparing administrative personnel. For the *standard* certificate, three years of experience and completion of a 15-hour program in addition to the master's degree, including

methods in special subject or field, child and adolescent growth and development, curriculum, supervision, organization, and administration.

6. GUIDANCE (secondary). Requirements: Eligibility to hold certificate 10, 11, or 12 (9, if it includes grades 7 and 8); three years of successful public school teaching experience; master's degree with a major in guidance covering five phases of guidance; one year of paid nonschool work experience; recommendation by an institution approved for preparing guidance personnel. For the *standard* certificate, three years of successful experience.

#### Administrators (after September 1, 1968)

7. SUPERINTENDENT (valid also for all other administrative and supervisory positions). Requirements: Eligibility to hold certificate 9, 10, 11, or 12; eight years of experience, including five in public schools and three in a position requiring certificate 8; 30 hours in addition to the master's degree, 15 of which must be at an approved recommending institution and the balance with its approval as a planned program, including historical, philosophical, and sociological foundations of education, psychological foundations, curriculum development, administration and supervision of school systems, and a core of related study in economics, sociology, political science, and the humanities. The total six-year preparation must include 100 hours in general education. For the *standard* certificate, three years of successful experience under the provisional certificate.

8. INTERMEDIATE ADMINISTRATOR OR SUPERVISOR (valid for all administrative and supervisory positions except superintendent). Requirements: Eligibility to hold certificate 9, 10, 11, or 12; five years of experience, including three in public schools; 15 hours in addition to the master's degree taken at an approved recommending institution, including the first four areas required for certificate 7, with emphasis appropriate to career objective, the latter to be specified by the recommending institution. For the *standard* certificate, three years of successful experience under the provisional certificate, and 30 hours beyond the master's degree; the total six-year program must include 100 hours of general education.



## Teachers: Elementary and Secondary

9. **ELEMENTARY.** Requirements: Bachelor's degree, including general education, 75 (6 each in English and social studies, including U.S. history; at least one course each in mathematics, science, fine arts; distribution of rest optional); professional education, 30 (foundations of education; educational psychology; curriculum and methods; student teaching, 6); endorsement for various combinations of nursery school-kindergarten through grade 8, depending upon recommendation of the preparing institution. For the *standard* certificate, three years of successful experience and completion of a fifth year of preparation.

10. **SECONDARY.** Requirements: Bachelor's degree, including general education, 45 (in addition to the teaching field and including 6 each in English and social studies, including U.S. history); professional education, 18 (foundations of education; educational psychology; curriculum and methods; student teaching, 6). Valid in grades 7-12 for the subjects endorsed, the requirements for which are as follows: English, 30; history and social studies, 30 (15 in history, including U.S. and European or world, plus three other areas from government, international relations, economics, sociology, geography); history, 18 (including U.S., European, or world); business education, 30; languages, 18 in addition to 6 hours introductory; mathematics, 18; biological science, 18; earth science, 18; physics, 18; chemistry, 18; general science, 21 (12 in one science, one course in each of two others). For the *standard* certificate, three years of successful experience and completion of a fifth year of preparation.

11. **SPECIAL SUBJECTS OR FIELDS.** Requirements: Bachelor's degree, including general education, 40 (in addition to the teaching field and including 6 each in English and social studies, including U.S. history); professional credit same as secondary. Valid for grades 1-12, 1-8, or 7-12 for the subject or field endorsed, on the basis of

recommendation by the preparing institution. Endorsement is based on a minimum of 35 hours in the special subject or field (agriculture, art, health, homemaking, industrial arts, library, music, physical education); library may include 17 hours in broad cultural fields, with 12 additional in library science required for the standard certificate. For the *standard* certificate, three years of successful experience and completion of a fifth year.

12. **SPECIAL EDUCATION.** Requirements: Same basic preparation as for certificate 9 (if for grades 1-8 or 1-12) or certificate 10 (if for grades 7-12); 12 additional hours in specified areas for each type of special education—mentally handicapped, physically handicapped, blind, partially sighted, deaf, speech correction, hearing conservation. For the *standard* certificate, three years of successful experience and completion of a fifth year.

### Special School Service Personnel

13. **SPECIAL SERVICES** (reading consultant, psychological examiner, psychologist, social worker, nurse-teacher, dental hygienist-teacher). Requirements: Bachelor's degree, and the first four listed require a master's degree with a program appropriate to the certificate. The school psychologist must have a sixth year for the provisional certificate, a seventh year for the standard certificate. Details will be supplied on request.

### Other Certificates Issued

14. **VOCATIONAL EDUCATION.** Requirements are based on a combination of trade or industrial experience (eight years for trade instructor, three years for related-subjects instructor) and education (high school plus basic instructor training for trade instructor; two years of college, including 30 hours in such technical subjects as mathematics, science, drafting, design, plus basic instructor training, for related-subjects instructor). Secondary certificates are valid for endorsed subjects in vocational-technical schools.

## Delaware

*State Certification Officer.* Elizabeth C. Lloyd, Director of Teacher Education and Professional Standards, State Department of Public Instruction, Box 697, Dover, Delaware 19901.

*General Requirements.* Certificates are required of administrators, supervisors, and teachers in all public schools, kindergarten through high school. Initial certificates are issued for



three years unless otherwise specified and may be converted to five-year professional status certificates on completion of three continuous years of experience in Delaware in the certified area. The latter is renewable on teaching in Delaware for three years of the five-year period.

*Credentials to Accompany Application.* In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of the preparation required for the certificate requested. Out-of-state graduates are certificated on the basis of state and regional accreditation of the institution and evidence of completion of the preparation required. Transcript of credits, photograph, health certificate, evidence of employment (for out-of-state applicants), and student-teaching reports for recent graduates (three years of successful teaching experience will be accepted in lieu of student teaching but not in lieu of the 6 credits) are also required. There is reciprocity with no penalty for institution-recommended graduates of NCATE-approved programs and of elementary education graduates of state and regionally approved programs in the eleven Northeastern states; and for applicants with a valid certificate, three years of successful experience, and the total number of credits required in Delaware but not necessarily the specific course areas required.

## CERTIFICATES AND REQUIREMENTS

### Administrators

1. **CHIEF SCHOOL OFFICER.** Required for the local chief school officer in districts employing 12 or more teachers in both elementary and secondary schools. Requirements: Eligibility to hold certificate 3 or 4; completion of 60 hours of an NCATE-approved program for chief school officer, *or* master's degree in school administration, plus 30 hours in a program planned for chief school officers.

2. **ADMINISTRATIVE ASSISTANT.**

a. **ASSISTANT SUPERINTENDENT OR GENERAL ADMINISTRATIVE ASSISTANT.** Requirements: Same as for certificate 1.

b. **ADMINISTRATIVE ASSISTANT IN CHARGE OF CURRICULUM.** Requirements: Eligibility for a teaching certificate; three years of teaching; mas-

ter's degree, plus 30 hours with major emphasis on curriculum development.

c. **ADMINISTRATIVE ASSISTANT IN CHARGE OF BUSINESS.** Requirements: Eligibility for a teaching or administrative certificate, plus three years of experience; master's degree with internship in school administration, *or* master's degree and 30 hours, including courses from three required areas.

d. **SCHOOL BUSINESS MANAGER.** Requirements: Valid teaching certificate; *or* bachelor's degree (business administration, accounting, or engineering); *or* business training or experience approved under criteria established by the State Advisory Council on Teacher Education and Professional Standards, including specialized courses, 10-15 (school business administration and accounting).

3. **SECONDARY SCHOOL PRINCIPAL.** Requirements: Eligibility to hold a senior high school teaching certificate; three years of experience as a secondary school teacher or two years of teaching and one year of internship or approved equal, such as an assistant principalship; master's degree in an NCATE-approved graduate program in secondary administration and supervision, *or* master's degree with a minimum of 15 hours in courses in school administration, supervision, and curriculum development. (For a principal serving as chief school officer, a course in school business management is required.)

4. **ELEMENTARY SCHOOL PRINCIPAL.** Requirements: Same as for certificate 3, except that the applicant must be eligible for certificate 6, teaching experience must be in the elementary school, and specified courses must be in elementary school administration.

5. **SUPERVISOR.** Requirements: Eligibility for a Delaware teaching certificate in the area to be supervised; master degree in the area to be supervised, *or* a master's degree in another area with 30 graduate hours in the area to be supervised; five years of successful teaching experience in the area to be supervised; 9 graduate hours in supervision.

### Teachers: Elementary and Secondary

6. **ELEMENTARY.** Required for grades 1-6 and valid for grades 7-8. Requirements: Bachelor's degree, including general education, 60 (includ-

ing English, 8-12; social science, 4-6; laboratory science, 6-8; fundamental concepts of mathematics, 2-3); professional education, 30 (including human behavior, curriculum, methods, evaluation, student teaching, and special methods in teaching reading).

7. **KINDERGARTEN-PRIMARY.** Requirements: Same as for certificate 6, except that professional preparation must be on the appropriate level.

8. **JUNIOR HIGH SCHOOL.** Requirements: Certificates 6 and 9 are valid for grades 7 and 8, except that where accelerated courses are offered to certain students and senior high school graduation or college admission credit is assigned to these courses, the course must be taught by a person holding certificate 9. Also, certificate 6 is valid in grades 7 and 8 for teaching mathematics only on the basis of 21 hours in mathematics courses and for teaching science only on the basis of general science in certificate 9. Certificate 9 is required for teaching grade 9.

9. **SENIOR HIGH SCHOOL ACADEMIC SUBJECT MATTER AREAS.** Requirements: Bachelor's degree, including 60 hours in general education and 18 in professional education (with not more than 6 in human behavior, and courses in foundations of education or tests and measurements, methods, and student teaching). Specialization: English, 36; mathematics, 30; biology, 24, plus 6 in chemistry; chemistry, 18, plus 6 each in physics, biology, and mathematics; physics, 18, plus 6 each in chemistry, biology, and mathematics; foreign language, 30; social studies, 30; dramatic arts and speech, 36.

10. **SECONDARY VOCATIONAL SUBJECTS.** Requirements: Bachelor's degree, including general education, 40; professional education, 18 (including areas of human behavior and methods and student teaching in the field covered by the certificate). Specialization: agriculture, 30 (and two years of successful farm experience since age 14); distributive education, 18, plus one year of work experience in the distributive field; home economics, 42, plus homemaking experience. For industrial education, high school graduation; two years of approved industrial experience in the trade to be taught; two years of successful teaching experience; 48 hours of specialized training for teaching vocational subjects and 12 in academic subjects.

11. **SPECIAL FIELDS.** Requirements for teaching music, art, and health and physical education in both elementary and secondary schools: Bachelor's degree, including general education, 40; professional education, 18 (in areas of human behavior, methods of teaching the specialty in both elementary and secondary schools, student teaching, and general professional subjects); specialization, 40.

Requirements for teaching industrial arts or business education in high school: Bachelor's degree; general education, 60; professional education, 18 for business education and 21 for industrial arts (including required areas of human behavior, special methods, student teaching, and general professional education); specialization, 42 for business education and 30 for industrial arts.

12. **TEACHERS OF EXCEPTIONAL CHILDREN.** Requirements for teachers of trainable and educable mentally retarded, partially sighted, socially and/or emotionally maladjusted, orthopedically handicapped: Certificate 6 (or 9 for teen-age mentally retarded), including or plus courses in specialized professional preparation.

Requirements for teaching home-bound and hospitalized: A teaching certificate appropriate to the level of assignment; two years of successful classroom teaching experience; 10 hours in child behavior, exceptional children, measurements, and abnormal psychology or mental hygiene.

#### Special School Service Personnel

13. **LIBRARIAN.** Requirements: Bachelor's degree with 18 hours in professional education, or a valid teaching certificate; 30 hours in library science, or master's degree in an approved program.

14. **VISITING TEACHER.** No certificate required. Only persons who have had either teaching or social work experience, preferably both, are employed as visiting teachers.

15. **READING SPECIALIST.**

a. **SPECIAL READING TEACHER.** Requirements: Elementary or senior high school teaching certificate; three years of successful teaching experience; 15 hours in specialized professional preparation.

b. **READING CONSULTANT.** Requirements: Same as for certificate 15a, plus two years of experience



as a special reading teacher or one year in a reading center or clinic; master's degree or equivalent with 12 graduate credits in psychology, 2-3 in clinical analysis of reading retardation, and one course in supervision.

16. DRIVER EDUCATION. Requirements: Senior high school teaching certificate; 12 hours in driver and safety education; Delaware driver's license.

17. SCHOOL PSYCHOLOGIST OR PSYCHOLOGICAL EXAMINER. Requirements: Bachelor's degree for psychological examiner, master's degree for school psychologist; 35 hours of specialized professional preparation for an examiner and 66 for a psychologist, including clinical practice.

18. GUIDANCE COUNSELOR. Requirements: Standard teaching certificate; two years of successful teaching experience; master's degree or equivalent in guidance; 8-12 hours in four required areas of specialized professional preparation on either the undergraduate or graduate level; nine graduate courses in four major areas of specialized professional preparation.

19. SPEECH AND HEARING THERAPIST. Requirements: Bachelor's degree, including 18 hours in professional education and 24 in specialized preparation.

20. SCHOOL NURSE. Requirements: Registered nurse in Delaware; 18 hours in public health school nursing, child development, sociology, mental health, and family nutrition.

21. ADULT EDUCATION TEACHER. Requirements for teaching adult basic education: Bachelor's degree in adult, elementary, or secondary education; or liberal arts degree with a major in social studies or English. Requirements for teaching general adult education: Bachelor's degree in education or liberal arts and at least two years of training in a special field; or three years of experience in a special field and additional training in techniques of working with adults.

22. SCHOOL SOCIAL WORKER. Requirements: Master's degree in social work; two years of experience in a children's agency or in teaching; experience in supervision and in orientation to school philosophy is recommended.

## District of Columbia

*Public Schools Licensing Officer.* William H. Jenkins, Chief Examiner, District of Columbia Public Schools, 1411 K Street, N.W., Washington, D.C. 20005.

*General Requirements.* No fee. Properly supervised teaching experience may be substituted for student-teaching credit. To fulfill the bachelor's degree requirement for the several licenses, the candidate may submit such a degree conferred by an accredited teachers college as a result of a four-year professional course satisfactory to the Board of Examiners or by other accredited college; the required master's degree must, in each instance, have been earned in an accredited institution. Licenses are required of all teachers in elementary and secondary schools and in teachers colleges, and of special school service personnel for whom certification standards have been established. A license makes the holder eligible, for two years, for appointment to an appropriate position in the public schools of the District of Columbia; if appointment is not made within two

years, the license becomes invalid. A license becomes a life certificate when the holder, appointed to position, gains permanent status after a probationary period.

*Procedures for Securing License.* Licenses are issued on the basis of credentials plus examinations; applicants may be placed on probationary status prior to completion of examinations and some license requirements, provided a contract is signed and everything is completed within two years. The credentials must include original transcript of credit, birth certificate or equivalent, and two character references. Examinations consist of (a) written and, where required, practical examinations covering subject matter in the area and at the level to be taught; (b) oral examination covering all or any part of credentials submitted, all or any part of materials covered by the written examination, and personal fitness for the position sought; (c) physical examination, including chest x-ray.



## CERTIFICATES AND REQUIREMENTS

### Teachers: Elementary and Secondary

1. **ELEMENTARY** (preschool and K-6). Requirements: Bachelor's degree; professional education, 15 (including student teaching or a year of teaching experience, principles of education appropriate to the teaching level, education psychology, and tests and measurements); specialization as follows:

a. **REGULAR TEACHER**. In addition to or as part of the 15 hours in professional education, there must be preparation in materials and methods of language arts (including reading), social studies, mathematics, science, and related subjects; *or* specialization in preschool or elementary education.

b. **ART, MUSIC, PHYSICAL EDUCATION, FOREIGN LANGUAGE, MATHEMATICS, SCIENCE**. Specialization, 30, including methods and materials.

c. **SPECIAL EDUCATION** (mentally, educationally, visually, hearing, physically, socially handicapped). Area of specialization, 6.

2. **JUNIOR HIGH SCHOOL**. Requirements: Bachelor's degree; professional education, 15 (as outlined in certificate 1); specialization as follows:

a. **ACADEMIC SUBJECTS, BUSINESS, ART, MUSIC, INDUSTRIAL ARTS, HOME ECONOMICS, PHYSICAL EDUCATION**. Specialization, 30, including methods and materials.

b. **SPECIAL EDUCATION** (as outlined in certificate 1c). Major field or subject, 24; area of specialization, 6.

3. **SENIOR AND VOCATIONAL HIGH SCHOOL**. Requirements: Master's degree; professional education, 15 (as outlined in certificate 1); specialization as follows:

a. **ACADEMIC SUBJECTS, BUSINESS AND DISTRIBUTIVE EDUCATION, ART, MUSIC, INDUSTRIAL ARTS, HOME ECONOMICS, PHYSICAL EDUCATION**. Specialization, 30, including methods and materials.

b. **SPECIAL EDUCATION** (educationally, visually, hearing, physically, socially handicapped). Major field or subject, 24; area of specialization, 6.

c. **DRIVER EDUCATION**. D. C. driver's license; satisfactory driving record; courses in driver education, first aid, and safety education.

4. **MILITARY SCIENCE**. Requirements: Two years of active duty; reserve commission in United States Army; satisfactory college preparation.

5. **TRADES AND INDUSTRIAL OCCUPATIONS AND RELATED SUBJECTS**. Requirements: Vocational education, 6; three years of full-time wage-earning trade or industrial experience; additional satisfactory experience or college preparation.

### Special School Service Personnel

6. **SPEECH CORRECTIONIST**. Requirements: Bachelor's degree; speech sciences and speech arts, 24; course in methods of teaching speech and speech correction; 200 clock hours of supervised practice or a year of experience in speech therapy.

7. **HEARING THERAPIST**. Requirements: Bachelor's degree; speech and hearing courses, 24; course in speech correction or hearing therapy; 200 clock hours of supervised practice or a year of experience.

8. **READING CLINICIAN**. Requirements: Master's degree; appropriate major, 30, with at least 12 in reading, reading disabilities, and remedial reading techniques.

9. **LIBRARIAN**. Requirements for elementary and junior high school: Bachelor's degree; professional education, 15, including elementary education and educational psychology; student teaching or one year of teaching or library experience; library science, 18. Requirements for senior and vocational high school, Teachers College, and laboratory schools: Master's degree; professional education, 15, including secondary education (or elementary education for Teachers College and laboratory schools) and educational psychology; student teaching or experience; library science, 30.

10. **COUNSELOR** (all levels). Requirements: Master's degree in guidance and two years of teaching, counseling, pupil personnel work, or appropriate experience in business or industry; *or* master's degree with 30 hours in counseling (including guidance and research, 9; psychology, 9; societal forces, 6) and two years of experience.

11. **SCHOOL PSYCHOLOGIST**. Requirements: Master's degree in psychology, including courses in projective techniques and individual testing; *or* master's degree with 30 hours in psychology (including projective techniques and individual testing) and 15 in education; in either case, one year of teaching or experience as psychologist or in

pupil personnel work, or two semesters of supervised internship or externship.

12. ATTENDANCE OFFICER, SCHOOL SOCIAL WORKER. Requirements: Master's degree in social work; credits in education and field work placement, or one year of paid professional experience.

13. CENSUS SUPERVISOR, CHILD LABOR INSPECTOR. Requirements: Bachelor's degree with a major in elementary or secondary education, business administration, economics, or sociology.

#### Other Certificates Issued

14. TEMPORARY CERTIFICATES for elementary and secondary teachers are issued on the bachelor's degree and/or other established requirements; valid until June 30 next following appointment.

15. SUBSTITUTE TEACHING CERTIFICATES are issued on a bachelor's degree and/or other established requirements, for per diem employment.

## Florida

*State Certification Officer.* Ray V. Pottorf, Assistant Director, Certification, State Department of Education, Tallahassee, Florida 32304.

*General Requirements.* Minimum age, 20, or an earned bachelors degree from an accredited institution of higher learning. Initial fee, \$5. Certificates are required of administrators, supervisors, and teachers in all public schools, kindergarten through junior college, and of personnel in accredited private and parochial schools. Initial certificates are issued for five years unless otherwise specified and may be extended for five years on 6 hours from an approved Florida junior college or accredited four-year institution.

*Credentials to Accompany Application.* In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on the basis of completion of an NCATE-approved program. Also required are transcript of credits, evidence of U.S. citizenship, health certificate, character certificate, recommendation from the institution which granted the latest degree, a score of 500 or higher granted the latest degree, a score of 500 or higher on the NTE Common Examination or 800 or higher on the GRE Verbal and Quantitative Abilities Test, evidence of three years of experience for a certificate covering administration and five years for a certificate covering supervision.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. SUPERVISING PRINCIPAL. Valid for ten years. Requirements: Eligibility to hold a graduate cer-

tificate; three years of teaching experience; master's degree, including 24 hours in curriculum, educational supervision, and school administration.

2. SECONDARY SCHOOL PRINCIPAL. Valid for ten years. Requirements: Eligibility to hold a graduate certificate; three years of teaching experience; master's degree, including 18 hours in secondary curriculum, administration, and educational supervision.

3. ELEMENTARY SCHOOL PRINCIPAL. Valid for ten years. Requirements: Eligibility to hold a graduate certificate; three years of teaching experience; master's degree, including 18 hours in elementary curriculum, administration, and supervision.

4. SUPERVISOR. Requirements: Same as for certificate 1, except that five years of experience is required.

#### Teachers: Elementary and Secondary

5. ELEMENTARY. Requirements: Bachelor's degree, including general education, 45 (6-12 each in English, social science, human adjustment, science and mathematics, and humanities, and the remainder selected from foreign language, music, speech and dramatics, home economics, agriculture, industrial arts, geography, and the fields listed as required); professional education, 20 (psychological foundations, 3; sociological foundations, 3; elementary curriculum and materials, 6; methods, 2; student teaching, 6); specialization, 21 (children's literature, elementary school art, science, health and physical education, music, social studies, and arithmetic).

6. GENERAL SECONDARY. Requirements: Bachelor's degree, including general education, 45



(6-12 each in English, science and mathematics, social studies, human adjustment, and humanities and applied arts); professional education, 20 (secondary curriculum and materials of instruction, 6; psychological foundations, 3; sociological foundations, 3; methods, 2; student teaching, 6); field of concentration, 30 (in most areas).<sup>2</sup>

7. SECONDARY, VOCATIONAL SUBJECTS. Requirements: Same as certificate 6; field of concentration—agriculture, bachelor's degree; home economics, 36.<sup>2</sup>

#### Other Certificates Issued

8. THREE-YEAR PROVISIONAL CERTIFICATES valid in elementary schools and others valid in

specific secondary fields are issued to persons with a bachelor's degree from an accredited institution who do not qualify for a graduate or postgraduate certificate. These certificates may not be extended or reissued.

9. TEMPORARY CERTIFICATES are valid for one year in elementary and secondary schools and are issued on the basis of a bachelor's degree from an institution not accredited by one of the national or regional agencies. The candidate must complete 6 hours annually toward meeting requirements for the graduate certificate.

<sup>2</sup>Specific requirements are not enforced if the applicant presents a statement of completion of an approved program.

## Georgia

*State Certification Officers.* H. Titus Singletary, Jr., Associate State School Superintendent; Mary Ellen Perkins, Coordinator of Teacher Education; Ted R. Owens, Supervisor of Certification, State Department of Education, Atlanta, Georgia 30334.

*General Requirements.* Certificates are required of all teaching and leadership personnel of public and accredited nonpublic schools, grades 1-12.

*Credentials to Accompany Application.* In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on the basis of regional and national accreditation, home state approval, or other evidence of quality of preparation. Official transcripts are also required.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. ADMINISTRATOR'S PROVISIONAL. Valid for principals, assistant principals, superintendents, and assistant superintendents for one year; renewable on two graduate courses toward professional certification. Requirements: Eligibility for a four-year certificate in any field; 10 graduate s.h., with 3½ in administration; one year of school experience.

2. ADMINISTRATOR'S PROFESSIONAL FIVE-YEAR. Valid for seven years; renewable on two graduate courses. Requirements: Eligibility for a four-year certificate; master's degree, including 10 hours in the nature of the learner and psychology of learning and school program and problems, 16⅔ in elementary and secondary administration, and 3⅓ in research; three years of school experience.

3. ADMINISTRATOR'S LIFE PROFESSIONAL SIX-YEAR. Requirements: Eligibility for a five-year certificate; additional 30 graduate hours; institutional recommendation; required scores on appropriate NTE taken at an approved center; five years of experience. Total graduate work should include 10 hours in nature of the learner and psychology of learning, 3⅓ in school program and problems, major portion of 33⅓ in administration and the remainder in related subjects, and 6⅔ in research.

4. CURRICULUM DIRECTOR'S PROVISIONAL. Validity and requirements same as for certificate 1, except 10 graduate hours in curriculum (3⅓) and supervision (6⅔ including supervision of teaching).

5. CURRICULUM DIRECTOR'S PROFESSIONAL FIVE-YEAR. Validity and requirements same as for certificate 2, except 16⅔ hours in supervision.

6. CURRICULUM DIRECTOR'S PROFESSIONAL SIX-YEAR. Requirements are the same as for certificate 3, except three years of experience and 33⅓ hours in supervision.



### Teachers: Elementary and Secondary

7. PROVISIONAL FOUR-YEAR. Valid for three years; not renewable. Requirements: Bachelor's degree; all requirements for a teaching field (except this certificate not issued for early elementary, grades 7-9, or vocational subjects other than distributive education), or all requirements for certificate 8 within two courses; superintendent's statement of intent to employ.

8. PROFESSIONAL FOUR-YEAR. Valid for five years; renewable on two additional courses. Requirements: Bachelor's degree; general education, 40 (English, science, social science, mathematics, related subjects); professional education, 20 (human growth and development, curriculum and methods, student teaching or approved substitute); teaching field as follows:

a. EARLY ELEMENTARY (K-3). Approved program and institutional recommendation.

b. ELEMENTARY K-8. Courses for elementary teacher, 20 (language arts, social studies, science/math, creative arts, health and physical education, with maximum of 6 $\frac{2}{3}$  in any one area).

c. GRADES 7-9. Approved program and institutional recommendation.

d. GRADES 7-12. *English*—30, including grammar and composition and English and American literature, with maximum of 10 in such courses as speech, journalism, reading, drama, radio/TV. *Speech* (may be added to certificate in another field)—30 selected from general speech, drama and theater, discussion and debate, oral interpretation. *Foreign language*—for any language, 13 $\frac{1}{3}$  in senior or graduate courses. *Modern language*—30 each language, including grammar and composition, pronunciation and conversation, and literature; 6 $\frac{1}{3}$  allowed for history and culture courses, high school competency, foreign residence. *Latin and Greek*—20 in each, including grammar and composition, pronunciation, and literature; 6 $\frac{2}{3}$  allowed for related history and culture or high school competency. *Second language*—20. *Social sciences*—33 $\frac{1}{3}$ , including 6 $\frac{2}{3}$  each in American and European history; or 20 and 6 $\frac{2}{3}$  in related social science. *Mathematics*—30, including 3 $\frac{1}{3}$  each in algebra, geometry, calculus; may include 6 $\frac{2}{3}$  in physics. *Science*—30, including 6 $\frac{2}{3}$  each in biology, chemistry, and physics. *Biology*—23 $\frac{1}{3}$ ; may include 6 $\frac{2}{3}$  in chemistry. *Chemistry*—23 $\frac{1}{3}$ ; may include 6 $\frac{2}{3}$  in biology.

*Physics*—23 $\frac{1}{3}$ ; may include 6 $\frac{2}{3}$  in chemistry, calculus, or analytic geometry. *Business*—30, including 3 $\frac{1}{3}$  each in typing, shorthand, and accounting or bookkeeping. *Industrial Arts*—33 $\frac{1}{3}$ , including 3 $\frac{1}{3}$  each in drafting, woods, metals, electricity-electronics, and power mechanics or graphic arts. *Vocational* (agriculture, home economics, distributive, Diversified Cooperative Training, trade and industrial)—approved program and institutional recommendation. *General home economics*—33 $\frac{1}{3}$ , including 3 $\frac{1}{3}$  each in home management and residence, and 6 $\frac{2}{3}$  in child development, including observation and experience in nursery school. *General agriculture*—33 $\frac{1}{3}$  in four areas chosen from agricultural economics, agricultural engineering, agronomy, horticulture, animal husbandry, dairy husbandry, poultry; plus 26 $\frac{2}{3}$  in five areas of science chosen from bacteriology, botany, chemistry, entomology, genetics, geology, physics, plant pathology, soils, zoology.

e. LIBRARIAN (grades 1-12). Approved program and institutional recommendation.

f. SPECIAL SUBJECTS (grades 1-12). *Art*—33 $\frac{1}{3}$ , including 20 in drawing, painting, graphics, crafts, sculpture, 3D, history, and appreciation. *Music*—40, including 3 $\frac{1}{3}$  each in history and appreciation or methods. *Health and physical education*—30. *Special education*—speech correction, 28 and 200 clock hours of clinical practice; mentally retarded, 33 $\frac{1}{3}$ ; deaf and hard of hearing, 28; crippled children, 33 $\frac{1}{3}$ ; emotionally disturbed, approved program and institutional recommendation.

9. PROFESSIONAL FIVE-YEAR. Requirements: Eligibility for certificate 8; master's degree with approved courses or program. This certificate is also issued for reading specialists and teachers of visually impaired.

10. TEACHER SPECIALIST SIX-YEAR. Valid for seven years; renewable on two courses. Requirements: Eligibility for certificate 9, approved sixth-year program; required scores on NTE.

### Special School Service Personnel

11. COUNSELOR. Requirements: For the *provisional* certificate, valid one year and renewable on two courses, eligibility for certificate 8, 10 appropriate graduate credits, and one year of experience. For the *professional five-year* certifi-

cate, eligibility for certificate 8, master's degree, and three years of experience. For the *professional six-year* certificate, eligibility for the professional five-year, an approved sixth-year program, institutional recommendation, required scores on the NTE taken at an approved center, and three years of experience.

12. VISITING TEACHER. Requirements: Same as for certificate 11. A *six-year* certificate is issued on a two-year master's degree program in school social work.

13. SCHOOL PSYCHOLOGIST. Requirements: Eligibility for certificate 8 or any undergraduate major in psychology and 13½ hours in professional education; master's degree; approved sixth-year program and institutional recommendation;

required scores on the NTE and GRE taken at an approved center; three years of school or other appropriate experience.

14. SCHOOL LUNCH DIRECTOR, PROVISIONAL FOUR-YEAR. Valid for three years, renewable on 13½ hours. Requirements: Bachelor's degree with a major in home economics education, food science, nutrition science, dietetics, institutional management, elementary education, business administration, biological sciences, chemistry, or physics, with specified courses or evidence of membership requirements of the American Dietetic Association; three years of experience in teaching or school or other food service management. A *five-year* certificate is issued on a master's degree and three years of experience.

## Hawaii

*State Certification Officer.* Leonard T. Murayama, Director of Certification, Personnel Administration, State Department of Education, Honolulu, Hawaii 96804.

*General Requirements.* Certificates required of all public school teachers are provisional, based on a bachelor's degree, or professional, based on five years of preparation. Administrators must be eligible for the appropriate professional teaching certificate.

*Credentials to Accompany Application.* Official transcript of college preparation.

### CERTIFICATES AND REQUIREMENTS

A. PROVISIONAL CERTIFICATE. Requirements: Bachelor's degree, including 18 hours in education, plus student teaching (or two years of experience). Secondary teachers must have a major, 24, and minor, 12.

B. PROFESSIONAL CERTIFICATE. Valid without renewal during continuous service. Requirements: Bachelor's degree, plus 30 hours, including a minimum of 24 in education, at least 6 of which must be graduate, plus student teaching (or two years of experience).

#### Administrators

1. PROFESSIONAL ADMINISTRATOR'S CERTIFICATE. Requirements: Professional teacher's certificate; five years of teaching or supervisory experience,

including one in Hawaii; 20 hours above the professional teacher's certificate in administration, curriculum, and supervision; one semester of a special training program.

#### Teachers: Elementary and Secondary

2. KINDERGARTEN TO GRADE 6. Requirements: At least 12 hours dealing with elementary education.

3. SECONDARY. Requirements: For professional teacher's certificate endorsement: *Agriculture*—46 hours in the field; science, 26; a course in teaching agriculture. *Art*—36 hours in the field; one course in teaching art. *Commercial subjects*—business and economics, 36; two courses in teaching shorthand, typewriting, bookkeeping. *Counseling*—30 hours in the field; three years of teaching and/or counseling experience. *English*—36 hours in the field; a course in teaching English. *Health and physical education*—36 hours in the field; a course in the teaching of each. *Home economics*—45 hours in the field; art and science, 29; a course in teaching home economics. *Industrial arts*—36 hours in the field; a course in teaching industrial arts. *Languages*—24 hours in the language taught (if less than two years of high school preparation, 30 required; for Latin, the requirement is 20 or 26); a course in teaching the language; second language requirement, 6 hours less. *Mathematics*—24 hours at the college level; a course in teaching mathematics. *Music*—



36 hours in the field; a course in teaching music; ability to play a musical instrument. *Biological science*—32 hours in the field; a course in teaching science. *Physical science*—32 hours in the field; a course in teaching science. *Science*—36; a course in teaching science. Social studies—36 hours in the field, including a course in teaching social studies (American history, 6; world history, 6; government, 3; and a course in economics). *Speech*—30 hours in the field; a course in teaching speech; at least 6 credits in upper-division English courses.

4. TECHNICAL SCHOOL PROFESSIONAL TEACHER'S CERTIFICATE. Valid for teachers of trade and related subjects. Requirements: Four years of technical school or college training; one year of trade experience; professional education, 30, including 18 approved for trade and industrial teachers. (*Note: Requirements for trade teachers only involve considerably less college training.*)

5. SIGHT-SAVING. Requirements: Professional teacher's certificate; two years of teaching experience; 18 hours in organization and administration of sight-saving classes, methods of the teaching field, anatomy, physiology, and hygiene of the eye, and clinical observation in a demonstration class and in an eye clinic.

6. BLIND. Requirements: Professional teacher's certificate; two years of regular teaching experience; course work directly related to the blind, 12; related subjects, 6.

7. HARD-OF-HEARING AND DEAF. Requirements: Professional teacher's certificate; 22 hours distributed among anatomy and physiology of the ear and speech mechanisms, teaching speech to the deaf and hard-of-hearing, teaching language to the deaf and hard-of-hearing, teaching speech reading to the deaf and hard-of-hearing, and methods of auditory training; two years of teaching experience.

#### Special School Service Personnel

8. SCHOOL LIBRARIAN. Requirements: Professional teacher's certificate, with a minimum of 26 hours in library science and related courses. (*Note: The holder of a professional teacher's certificate may have the field endorsed on it if he has completed 26 hours in library courses.*)

9. REGISTRAR. Requirements: Hold certificate 3; two years of secondary teaching experience; professional education must include courses in organization and administration, tests and measurements, guidance, curriculum, and related subjects.

## Idaho

*State Certification Officer.* Dorsey S. Riggs, Director of Teacher Education and Certification, State Department of Education, Room 205, State House, Boise, Idaho 83702.

*General Requirements.* Minimum age, 18; high school graduation; U.S. citizenship. Initial and renewal fees, \$5. Certificates are required of administrators, supervisors, and teachers in all public schools, grades 1-12, and of personnel in accredited private and parochial schools. Certificates must be recorded annually in the office of the district or county superintendent.

*Credentials to Accompany Application.* Applicants prepared within the state or in out-of-state institutions are certificated on the same basis. Institutions must have state and regional accreditation. The applicant must submit a transcript of

credits with the application and evidence of citizenship and/or age when requested.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

##### 1. ADMINISTRATOR'S CERTIFICATE.

a. SUPERINTENDENT ENDORSEMENT. Valid for five years; renewable for five years. Requirements: Eligibility for certificate 3 or 5; three years of successful and acceptable educational experience, including at least one year as a principal or county or district superintendent, or four years of experience as a school or college teacher; master's degree or approved sixth-year program in administration, including 12 hours in supervision of in-



struction, guidance, administration, measurements and evaluation, school law, and school finance; 3 hours each in elementary and secondary education.

b. **SECONDARY SCHOOL PRINCIPAL ENDORSEMENT.** Valid for five years; renewable for five years. Requirements: Eligibility for certificate 3; master's degree or approved sixth-year program in administration, including 12 hours in supervision of instruction, guidance, administration, measurements and evaluation, and school law; 2 hours each in principles of secondary education and secondary curriculum; three years of successful experience as a secondary teacher or principal.

c. **ELEMENTARY SCHOOL PRINCIPAL ENDORSEMENT.** Valid for five years; renewable for five years. Requirements: Eligibility for certificate 5; master's degree or approved sixth-year program in administration including 12 hours in supervision of instruction, guidance, administration, measurements and evaluation, and school law; three years of successful experience as an elementary teacher or principal.

#### **Teachers: Elementary and Secondary**

2. **ADVANCED SECONDARY.** Valid for five years; renewable for five years. Requirements: Eligibility for certificate 3; master's degree, including 8 hours in education and 8 in teaching field or service area.

3. **STANDARD SECONDARY.** Valid for grades 7-12 for five years; renewable for five years. Requirements: Bachelor's degree; professional education, 20 (including student teaching, 6; methods and materials, 3; educational psychology or child growth and development, 3; foundations or principles of education, 3); preparation in two fields, with not less than 30 in the major and 20 in the minor.

4. **ADVANCED ELEMENTARY.** Valid for five years; renewable for five years. Requirements: Eligibility for certificate 5; master's degree with a major in elementary education.

5. **STANDARD ELEMENTARY.** Valid for grades 1-8 for five years; renewable for five years. Requirements: Bachelor's degree; professional education, 20 (including student teaching, 6; methods and materials, including language arts, 6; educational psychology or child growth and development, 3; foundations or principles of education,

3); general education, 42 (English, including composition, 12; social studies, including American history or government, 12; science, 8; music and art, 3; electives, 7).

6. **OUT-OF-STATE CERTIFICATE ENDORSEMENT.** A certificate issued by another state, currently valid, may be endorsed for the period of validity, not in excess of five years, provided issued for teaching the same field and level the holder will teach in Idaho. The applicant must have attended an accredited institution approved by the Idaho State Board of Education and satisfy minimum requirements and total credits for Idaho certification. A fee of \$1 per year for each year of endorsement is required.

#### **Special School Service Personnel**

7. **GUIDANCE.** Valid for five years; renewable. Requirements: Hold a valid Idaho teaching certificate; two years of teaching experience; master's degree; 18 hours in guidance, including 12 at the graduate level covering major aspects of guidance, including principles, organization, techniques, occupational analysis, and counseling.

8. **ENDORSEMENT FOR PSYCHOLOGICAL EXAMINER.** Valid for five years; renewable on 20 hours earned toward the school psychologist endorsement. Requirements: Master's degree in psychology, education, or closely related area, training to include psychological foundations, educational foundations, psychological methods (6 undergraduate hours permitted), school organization and program of exceptional child, diagnostic and remedial instruction, special education, organization and administration of guidance services, 120 clock hours of internship.

9. **SCHOOL PSYCHOLOGIST ENDORSEMENT.** Requirements: Master's degree in psychology, education, or closely related area; two years of training beyond the master's, including areas as listed in certificate 10; 300 clock hours of internship.

#### **Other Certificates Issued**

Provisional Certificates are issued to elementary and secondary teachers on 64 and 105 semester hours respectively, including 9 in professional education (3 in methods). Valid for three years; renewable on 18 hours toward meeting requirements for certificate 3 or 5.

## Illinois

**State Certification Officer.** Robert L. Brissenden, Secretary, State Teacher Certification Board, 105 State Office Building, Springfield, Illinois 62706.

**General Requirements.** Minimum age, 19; good character; good health; U.S. citizenship. A fee of \$4 is charged for evaluation of credentials and establishment of entitlement, paid to the State Certification Board, and \$3 for issuance and registration of certificate, paid to the county superintendent. Certificates must be registered or renewed annually with the county superintendent. All certificates except the provisional are valid for four years, and renewable indefinitely for four-year periods on the basis of successful teaching and professional growth. Certificates are required of professional employees of public schools. State certificates are not valid in Chicago, whose Board of Education certifies Chicago teachers.

**Credentials to Accompany Application.** Statement of age and citizenship; official college transcript; Institutional Credit Blank and college recommendation for the type of certificate to be issued from graduates of NCATE-accredited colleges.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. **ALL-GRADE SUPERVISORY CERTIFICATE.** (Until July 1, 1968). Valid for teachers and supervisors, grades K-14. Requirements: Master's degree, including professional education, 20 (administration and/or supervision, 11; philosophy of education or American public education; educational psychology; counseling and guidance); four years of elementary or secondary teaching experience; at least 10 hours of work on the other level must be included in professional education.

2. **ADMINISTRATIVE CERTIFICATE.** Valid for teachers, supervisors, and administrators, grades K-14. Requirements: Master's degree, meeting requirements for specified endorsement as follows:

a. **GENERAL SUPERVISORY** (supervisors, curriculum directors, and similar positions). Professional education, 16, including curriculum and research, 8; two years of teaching experience.

b. **GENERAL ADMINISTRATIVE** (principals, assistant principals, assistant or associate superintendents, junior college deans, and similar positions). Educational administration and supervision, 20; two years of teaching experience.

c. **SUPERINTENDENT.** Master's degree, plus 30 hours in a program for the preparation of superintendents (professional education, 16); two years of administrative or supervisory experience in public schools.

#### Teachers: Elementary and Secondary

All standard elementary, high school, or special certificates are issued on the basis of graduation from an approved program in an Illinois institution or an out-of-state institution accredited by the NCATE. Graduates of other institutions or programs must meet minimum requirements as specified below.

3. **STANDARD ELEMENTARY SCHOOL CERTIFICATE.** Valid for teaching grades K-9. Requirements: Approved program (see above), or bachelor's degree, including general education, 78 (language arts, 9; science, 7; social science, including American history and/or government, 7; humanities, including music and art, 7; mathematics, 5; health and physical education, 3; additional work in above fields or in psychology other than educational, 40); professional education, 16 (educational psychology, including human growth and development, 2; appropriate methods and techniques, 2; history and/or philosophy of education, 2; methods of teaching reading, 2; appropriate student teaching, 5; electives in above fields or in guidance, tests and measurements, and instructional materials, 3).

4. **STANDARD HIGH SCHOOL CERTIFICATE.** Valid for teaching grades 6-12. Requirements: Approved program (see above), or bachelor's degree, including general education, 42 (language arts, 9; science and/or mathematics, 6; social science, including American history and/or government, 6; humanities, 6; health and physical education, 3; additional work in above fields and/or psychology other than educational, 12); professional education, 16 (educational psychology, including human growth and development, 2;



appropriate methods and techniques, 2; history and/or philosophy of education, 2; appropriate student teaching, 5; electives in the above fields and/or guidance, tests and measurements, and instructional materials, 5); specialization, 48-72 (a major of 32 or three minors of 16-24 each). Courses in general education may be counted toward a major or minor.

5. JUNIOR COLLEGE CERTIFICATE FOR GRADES 13 AND 14. Requirements: Master's degree with a major in each teaching field specified. Certification is required only in Class 2 public junior colleges, of which there are three.

6. a. STANDARD SPECIAL CERTIFICATE. Valid for teaching subject(s) named in grades K-14. Requirements: Same as certificate 4, except that the applicant should be prepared to teach both elementary and secondary levels.

b. SPECIAL CERTIFICATE, GRADES 11-12. Valid indefinitely, for not more than 10 hours weekly, when the county superintendent certifies that no regularly certified teacher is available for elective

subjects, grades 11-12. Requirements: Bachelor's degree, with a major and minor in separate fields.

#### Other Certificates Issued

Provisional certificates corresponding to certificates 3, 4, and 6 may be issued on the bachelor's degree. These certificates are valid for two years and may be renewed for two-year periods on evidence of 8 hours of credit earned during the period. The requirements for the corresponding standard certificate must be met by the end of the second renewal period.

Other certificates which are available for appropriate training or experience as specified by the State Certification Board are a Provisional Vocational Certificate, a Provisional Foreign Language Certificate, a General Certificate for part-time teachers of junior college and adult education subjects, a Temporary Certificate for Teaching Trainable Mentally Handicapped, and a Substitute Certificate.

## Indiana

*State Certification Officer.* Carl F. Scott, Director, Division of Teacher Education and Certification, State Department of Public Instruction, Indianapolis, Indiana 46206.

*General Requirements.* Fee, \$5. Certificates are required of all teachers, administrators, and supervisors in elementary and secondary schools and teachers in special state schools (schools for the blind and the deaf, schools of correction) and vocational trade schools, and of special school service personnel for whom certification standards have been established. Certificates are issued for five-year terms and must be filed with the superintendent of the employing corporation.

*Credentials to Accompany Application.* In-state graduates must have institutional recommendation. Out-of-state graduates must submit official evidence of a baccalaureate degree from an accredited school, a transcript of all credits, a \$5 evaluation fee, and a letter stating on which level (elementary or secondary) certification is desired. Oath of allegiance to U.S. and Indiana Constitutions and a health certificate showing freedom

from communicable disease and from addiction to drugs are required to complete certification.

#### CERTIFICATES AND REQUIREMENTS

##### Administrators

1. SUPERINTENDENT, PROVISIONAL. Renewable and, upon completing three years of successful experience as a superintendent within the preceding ten-year period, convertible to a permanent certificate. Requirements: Eligibility to hold certificate 4 or 5; five years of experience as an administrator, supervisor, principal, or teacher, three within the past ten years; Ed.Sp. degree with 60 or more hours of graduate credit.

2. SECONDARY SCHOOL PRINCIPAL, PROVISIONAL. Renewable on 30 hours of graduate work beyond the master's degree and three or more years of successful experience as an administrator or teacher; convertible to a professional certificate on completing three years of experience as a teacher or administrator, at least one of them in



some secondary administrative capacity, and 60 hours of graduate credit, one-half or more in education. Requirements: Eligibility to hold certificate 5; three years of successful experience as a principal or teacher within the past ten years; master's degree, including 20 hours in secondary administration and supervision.

3. **ELEMENTARY SCHOOL PRINCIPAL, PROVISIONAL.** Convertible to a professional certificate on 30 additional graduate hours. Requirements: Eligibility to hold certificate 4; three years of successful experience as a principal, supervisor, or teacher within the last ten years; master's degree, including 20 hours in elementary administration and supervision.

**Teachers: Elementary and Secondary**

4. **GENERAL PROVISIONAL ELEMENTARY.** Valid for teaching all subjects in grades K-6; convertible

to a professional certificate on three years of experience and a master's degree. Requirements: Bachelor's degree, including social studies, 15; science, 15; mathematics, 8; English, 15; arts, 10; human growth and development, 10; professional content and methods, 19; student teaching, 8.

5. **PROVISIONAL SECONDARY.** Valid for teachers of endorsed subjects in grades 7-12; convertible to a professional certificate with a master's degree and three years of successful teaching experience. Requirements: Bachelor's degree, including general education, 50; professional education, 18; specialization, one major area (40 hours), or one major area (40 hours in a broad field; such as social studies, business education, etc.) and either a second major area or one or two minor areas (24 hours in a subject).

## Iowa

*State Certification Officers.* Orrin Nearhoof, Director, Division of Teacher Education and Certification; Tom Orr, Consultant in Teacher Education and Certification; Robert Glass, Consultant, Certification and Approval; Howard Hammond, Consultant, Teacher Education, State Department of Public Instruction, Des Moines, Iowa 50319.

*General Requirements.* Minimum age, 18. American government or American history, 2 hours. Initial fee, \$2, each renewal, \$2. Certificates are required of administrators, supervisors, and teachers in all public schools, kindergarten through junior college, and in private and parochial schools for children of compulsory school age. Certificates must be recorded in the office of the county superintendent. Initial certificates are issued for ten years unless otherwise specified and are renewable for ten years on completion of 6 approved credit hours and one year of experience.

*Credentials to Accompany Application.* In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on the basis of regional

and NCATE accreditation or other evidence of quality of preparation, in either case having completed a program equivalent to that approved within the state bearing on the certificate requested. NCATE-approved programs are considered equivalent to those approved within the state. Also required: transcript of credits, evidence of experience, if any, and recommendation of the preparing institution. *Important:* Persons prepared outside the state and seeking initial certification in Iowa should write a letter indicating the type of service for which a certificate is desired, enclosing complete official transcript(s), itemizing experience, if any, and listing all certificates held in other states, if any.

### CERTIFICATES AND REQUIREMENTS

#### Administrators, Supervisors, and Teachers

1. **PERMANENT PROFESSIONAL CERTIFICATE.** Valid for life. Endorsed for elementary teacher, secondary teacher, elementary-secondary teachers of special subjects, special service personnel, elementary supervisor, elementary-secondary supervisor in a special subject or service area, elementary principal, secondary principal, or superin-

tendent. Requirements: Hold certificate 2; master's degree in an approved program; four years of experience.

2. PROFESSIONAL CERTIFICATE. Requirements for endorsement: *Elementary teacher*—approved bachelor's degree program. *Secondary teacher*—approved bachelor's degree program. *Elementary-secondary teacher of special subjects or special service personnel*—approved bachelor's degree program in the subject or service, except that endorsement for service as a school psychologist requires a master's degree with a major in psychology and two years of teaching experience. *Elementary supervision*—meet requirements for elementary teacher; master's degree, with emphasis on supervision; four years of experience. *Elementary-secondary supervision*—meet requirements for elementary-secondary teacher or service personnel; master's degree, with emphasis on supervision in a subject or service area; four years of experience. *Elementary principal*—meet requirements for a professional teaching certificate; master's degree in elementary education, with emphasis on administration; four years of experience. *Secondary principal*—meet requirements for a professional teaching certificate; master's degree in secondary education, with emphasis on

administration; four years of experience. *Superintendent*—meet requirements for a professional teaching certificate; master's degree in school administration; 30 hours of approved study beyond the master's; four years of experience.

#### Other Certificates Issued

3. SUBSTITUTE CERTIFICATE. Valid for six years for the service designated on an expired certificate; limited in use to replacement of a regularly certificated teacher who began the school year and for not more than 90 days in an academic year. Requirements: Hold an Iowa or other regular certificate that has expired but is subject to renewal.

4. TEMPORARY CERTIFICATE. Valid for one year for endorsed service; renewable on experience and 8 hours of credit earned toward regular certification. Issued (a) to holders of expired regular Iowa certificates; (b) to applicants who are qualified except for a deficiency of 6 hours or less; (c) to elementary teachers with 100 hours of college work, plus 8 in elementary professional education; and (d) to cover emergency situations where regularly certificated teachers are not available.

## Kansas

*State Certification Officers.* F. Floyd Herr, Director, Division of Accreditation, Teacher Certification, and Adult Education; Gladys Iske, Certification Specialist II; Edna Umholtz, Certification Specialist I; Wilma Clarke, Certification Specialist I; State Department of Public Instruction, Topeka, Kansas 66612.

*General Requirements.* No minimum age specified. Fee, \$5 for the initial certificate, \$5 for renewal or additional certificates. A "C" average is required in college work submitted for certification or renewal. Certificates are required of administrators, supervisors, and teachers in public elementary and secondary schools, in accredited private elementary and secondary schools, and in special state schools (schools for the blind and deaf, schools of correction, vocational trade

schools). Certificates must be registered with the clerk of the board of education.

*Credentials to Accompany Application.* Official transcript and recommendation by the preparing institution; personal and character references.

#### CERTIFICATES AND REQUIREMENTS

##### Administrators

1. ADMINISTRATOR I. Valid for three years for assistant superintendents, principals, junior college deans, and general supervisory personnel; renewable for three- and five-year periods on specified credit and experience. Requirements: Eligibility for certificate 6 or 7; graduate degree, 30 (administration and supervision, curriculum



and program development, psychology, guidance and evaluation, and school law and finance, 15; academic fields, 5); two years of administrative or teaching experience.

2. **ADMINISTRATOR II.** Valid for three years for principals and deans responsible only to a board of education and superintendents of districts with only one level of education; renewable as in certificate 1. Requirements: Eligibility for certificate 6 or 7; graduate credit, 36 (administration and supervision, curriculum and program development, psychology, guidance, and evaluation, school law and finance, and group dynamics and human relations, 21; academic fields, 5).

3. **ADMINISTRATOR III.** Valid for three years for chief school administrators in districts with both elementary and secondary schools; renewable as in certificate 1. Requirements: Eligibility for certificate 6 or 7; graduate credit, 48 (administration and supervision, curriculum and program development, psychology, guidance, and evaluation, school law and finance, group dynamics and human relations, and plant design and operation, 24; academic fields, 6).

4. **ELEMENTARY PRINCIPAL PROVISIONAL CERTIFICATE.** Valid for three years for elementary principals, supervisors, and directors; renewable once on 16 graduate hours in administration and supervision. Requirements: Eligibility for certificate 6; master's degree, including 8 hours in elementary school organization, administration, and supervision; two years of teaching experience in an accredited elementary school.

5. **ELEMENTARY PRINCIPAL FIVE-YEAR CERTIFICATE.** Valid for five years for elementary school principals, supervisors, and directors; renewable for five-year periods on 6 hours of additional credit. Requirements: Eligibility for certificate 4; three years of elementary administrative experience; 24 hours in elementary school organization, administration, supervision, curriculum, guidance and child development, and maintenance.

**Teachers: Elementary and Secondary**

6. **DEGREE THREE-YEAR ELEMENTARY.** Valid for three years for teachers in grades K-9; renewable for five-year periods on specified credit and

experience. Requirements: Bachelor's degree, including general education, 50 (oral and written communication and foreign language, 12; physical and biological science and mathematics, 12; social science, 12; electives in physical and mental health, human behavior, general religion, philosophy, music, art, and above areas, 14); professional education, 24 (pupil development and learning, 6; school and society and teaching profession, 6; elementary school instruction, 8, including 5 in directed teaching; electives, 4); elementary school content and methods, 15 in addition to professional education.

7. **SECONDARY THREE-YEAR CERTIFICATE.** Valid for three years for teachers of grades 7-12; renewable as in certificate 6. Requirements: Bachelor's degree, including general education, 50 (same as in certificate 6); professional education, 20 (pupil development and learning, 6; school and society and teaching profession, 6; secondary instruction, 8, including 5 in directed teaching).

8. **SUBJECT AND FIELD REQUIREMENTS.** Twenty-four hours in a field and 6 in a subject, except driver education, 18, mathematics, 18, and Latin, 15 in the field, with no subject requirement; special education, 18-60, depending on the service, plus experience.

**Special School Service Personnel**

9. **SECONDARY SCHOOL COUNSELOR I (STANDARD) and SECONDARY SCHOOL COUNSELOR II (MINIMUM).** Valid for three years and renewable as in certificate 6. Requirements for *Counselor I*: Eligibility for certificate 7; two years of experience; preprofessional courses approved by the recommending institution, 15; master's degree, including guidance courses, 18 (including at least 2 each in the basic course; tests and measurements; occupational, educational, and sociological information; counseling theory and techniques; supervised practice; program planning); institutional recommendation. Requirements for *Counselor II*: Eligibility for certificate 7; one year of experience; preprofessional courses approved by the recommending institution, 15; graduate guidance courses, 12 (including at least 2 each in the basic course and three of the areas listed above); institutional recommendation.



## Kentucky

**State Certification Officer.** Sidney Simandle, Director, Division of Teacher Education and Certification, State Department of Education, Frankfort, Kentucky 40601.

**General Requirements.** Minimum age, 18. Certificates are required of administrators, supervisors, principals, and teachers in all public schools, kindergarten through high school, and in accredited private and parochial schools. Certificates must be recorded in the office of the employing superintendent. Initial certificates are issued for ten years unless otherwise specified and may be extended upon completion of a planned fifth-year program. Unless otherwise specified, standard certificates, based on the master's degree, are issued for ten years and are subject to life extension on three years of experience.

Persons who completed preparation ten or more years prior to the date of application for certification may be certified on condition that 12 graduate hours will be completed within two years. This requirement may be reduced by the amount of graduate credit completed during the ten years prior to application and by 4 hours for each year of teaching experience during the ten years.

**Credentials to Accompany Application.** In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on the basis of regional and NCATE accreditation or other evidence of quality of preparation, in either case having completed a program bearing on the certificate requested. Also required: transcript of credits.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

**1. PROVISIONAL CERTIFICATE FOR PRINCIPALSHIP.** Valid for four years; renewable on two years of successful experience and 8 graduate hours required for certificate 3. Requirements: Eligibility for certificate 6 or 8; three years of teaching experience; master's degree, including supervision, curriculum development, philosophy, research, school finance, pupil personnel, and other professional content.

**2. PROVISIONAL CERTIFICATE FOR SUPERVISION.** Validity and requirements same as for certificate 1.

**3. STANDARD CERTIFICATE FOR LEADERSHIP.** Valid for continuous service. Requirements: Four years of experience as a principal, supervisor, or superintendent; master's degree, plus 30 hours of graduate work in a program planned by the institution and approved by the State Board of Education.

**4. PROVISIONAL CERTIFICATE FOR SCHOOL BUSINESS ADMINISTRATOR.** Valid for four years; renewable once on 8 hours selected from curriculum for certificate 5. Requirements: Bachelor's degree, including an 18-hour planned program based on requirements for certificate 5. A teaching certificate is not required.

**5. STANDARD CERTIFICATE FOR SCHOOL BUSINESS ADMINISTRATOR.** Valid for continuous service, provided the holder is not inactive for more than four years. Requirements: Master's degree; graduate or undergraduate program should include history and philosophy of education, school organization and administration (two courses), school law, business law, principles of accounting (two-course sequence), governmental or public school accounting, public finance and taxation, public school finance, school plant planning, and office and personnel management. A teaching certificate is not required.

**NOTICE OF CHANGE IN CERTIFICATION OF SCHOOL ADMINISTRATORS.** Effective September 1, 1970, administrators will be issued a Professional Certificate for School Administration and Supervision endorsed for elementary school principal, secondary school principal, supervisor of instruction, director of pupil personnel, or superintendent. Requirements: Eligibility for a standard teaching certificate based on the master's degree; additional appropriate graduate work, 15, except superintendents, 30.

#### Teachers: Elementary and Secondary

**6. PROVISIONAL ELEMENTARY.** Valid for teaching grades 1-8. Requirements: Bachelor's degree, including general education, 45 (communications and humanities, 18; mathematics and natural science, 12; social science, 12; health and physical

education, 3); preprofessional education, a balanced program of 12-18 hours in the foundations selected from general education and/or electives; general requirements, 26 (school music, 4; school art, 4; additional modern mathematics, 6; additional social science, 6; additional English, including children's literature, 6); professional education, 24 (human growth and development and the curriculum, 3-6; introduction to education and/or school organization, 2-6; fundamental processes and learning materials, 6-12; student teaching, 8).<sup>3</sup>

7. STANDARD ELEMENTARY. Requirements: Eligibility for certificate 6; master's degree, including 9 hours in professional education and 12 in subject matter, plus 3 hours of electives with a master's thesis or 9 without.

8. PROVISIONAL HIGH SCHOOL. Valid for teaching grades 7-12. Requirements: Bachelor's degree; general and preprofessional education, same as for certificate 6; professional education, 17 (human growth and development and the curriculum, 3-6; introduction to education and/or school organization, 2-6; fundamental processes and learning materials, 2-6; student teaching, 8); specialization—(a) area of concentration, 48, (b) two majors, (c) one major and two minors, or (d) one major and one minor when credit in both is 48 exclusive of methods courses. (Majors require 24 hours, except English, 30; arts, 33; combination of subjects, 30.)

9. STANDARD HIGH SCHOOL. Requirements: Eligibility for certificate 8; master's degree, including 9 hours in professional education and 12 in nonprofessional, plus 3 hours of electives with a master's thesis or 9 without.

a. SECONDARY VOCATIONAL SUBJECTS. A special certificate is not issued. Requirements for the general secondary certificate apply, provided a previously approved program of vocational subjects has been completed.

10. PROVISIONAL CERTIFICATE IN SPECIAL EDUCATION. Requirements: Bachelor's degree; general and professional education, same as for certificate 6 or 8; specialization, 12-30, depending on the specialty.

11. STANDARD CERTIFICATE IN SPECIAL EDUCATION. Requirements: Eligibility for certificate 10; master's degree, including 9 hours in professional education and 12 in nonprofessional.

#### Special School Service Personnel

12. LIBRARIAN. Until a master's degree program is completed, regular elementary and secondary certificates are valid for librarianship if the applicant has completed a minor in library science.

13. STANDARD LIBRARIANSHIP. Requirements: *Plan I*—eligibility for certificate 6 or 8; master's degree in library science, including course work in child growth and development, teaching reading, and fundamentals of elementary education and of secondary education. *Plan II*—eligibility for certificate 6 or 8; master's degree, including library science, 27 (library administration, books and materials selection, cataloging and classification, and library practice); course work in teaching reading, fundamentals of elementary education and of secondary education, and child growth and development. The specific course work may be completed at the graduate or undergraduate level.

14. PROVISIONAL CERTIFICATE FOR DIRECTOR OF PUPIL PERSONNEL. Valid for four years; renewable on three years of experience. Requirements: Eligibility for certificate 6 or 8; three years of experience as a teacher or attendance officer; bachelor's degree; specific courses in pupil personnel may be completed during the life of the certificate if the applicant is deficient.

15. STANDARD CERTIFICATE FOR DIRECTOR OF PUPIL PERSONNEL. Valid for five years; subject to life extension on three years of experience. Requirements: Three years of experience as a director of pupil personnel; master's degree as prescribed for standard teaching or administrative certificates.

16. PROVISIONAL CERTIFICATE FOR GUIDANCE COUNSELING. Requirements: Eligibility for certificate 6 or 8; master's degree (including specialization in philosophy, organization, and administrative relationships of guidance services; appraising, assessing, and understanding the individual; individual counseling; educational and occupational information; supervised practice; group guidance

<sup>3</sup> A teacher who has taught successfully for four or more years is required to take only 4 hours of student teaching or a seminar of 4. A teacher who has had two years of successful experience may take a seminar dealing with professional problems instead of the 8 hours in student teaching.



procedures); electives from general and/or professional education.

17. **STANDARD CERTIFICATE FOR GUIDANCE COUNSELING.** Valid for continuous service. Requirements: Eligibility for certificate 16; additional 24 graduate hours in a planned, approved program.

18. **CERTIFICATE FOR SCHOOL PSYCHOMETRIST.** Certificates 16 and 17 may be validated for a school psychometrist when the applicant's planned course work includes philosophy, organization, and administrative relationships of guidance services; appraising, assessing, and understanding the individual; educational and psychological measurement and research; exceptional children; supervised practice in testing; electives from general and/or professional education.

#### **Other Certificates Issued**

19. **TRADE AND INDUSTRIAL EDUCATION (FOUR-YEAR).** Requirements: Four years of experience in a program of trade and industrial or distributive education, plus 24 hours in trade and industrial or distributive teacher education (college graduate, 16). Renewable every four years on three years of successful experience.

20. **TRADE AND INDUSTRIAL EDUCATION (ONE YEAR).** Requirements: Three years of successful journeyman experience in a recognized trade; a 2-hour course in teaching vocational industrial education must be completed if not presented when the certificate is issued. Renewable annually on experience and 2 hours in trade and industrial or distributive teacher education.

21. **PROVISIONAL HIGH SCHOOL CERTIFICATE WITH PROFESSIONAL COMMITMENT (ONE-YEAR).** Requirements: Bachelor's degree; minor in one teaching field; professional education, 6, including growth and development; admission to a teacher education program and written commitment to finish at a minimum annual rate of 8 hours; written statement of employment from the school district indicating special supervisory services to be provided. Renewable annually on 8 hours toward eliminating deficiencies and recommendation of the employer.

22. **PROVISIONAL ELEMENTARY CERTIFICATE WITH PROFESSIONAL COMMITMENT (ONE-YEAR).** Requirements: Same as for certificate 21, except professional education, 9, relating to elementary education.

## **Louisiana**

*State Certification Officers.* Mildred Baird, Supervisor of Certification; James DeLee, Director, Teacher Education, Certification, and Placement, State Department of Education, Baton Rouge, Louisiana 70801.

*General Requirements.* No minimum age specified. No fee. Certificates are required of all professional personnel in public and private elementary and secondary schools, approved or unapproved. Initial certificates are issued for three years. Higher certificates, valid for life for continuous service, are issued on completion of three or five years of successful experience. Additional teaching, administrative, and supervisory authorizations are endorsed on certificates when specific preparation and experience requirements are met.

*Credentials to Accompany Application.* In-state graduates are certificated on the basis of a statement from the dean of education at an approved institution and on evaluation of transcript. Out-

of-state applicants are certificated on the basis of completion of a bachelor's degree program in teacher education in a state and regionally accredited institution and must be certificated by the state in which the institution is located.

### **CERTIFICATES AND REQUIREMENTS**

#### **Administrators**

1. **SCHOOL SUPERINTENDENT.** Requirements: Valid Louisiana certificate; five years of successful experience as a parish (county) or city superintendent or assistant superintendent, state supervisor of instruction, parish supervisor, visiting teacher, principal of a state-approved school, president or dean of a state-approved college, and/or director of teacher training, three of them during the five years preceding appointment to the superintendency; master's degree; 12 graduate hours in



professional education; resident of Louisiana for at least five years preceding appointment.

2. **PARISH OR CITY SCHOOL SUPERVISOR.** Requirements: Valid Louisiana degree certificate; five years of successful school experience, three of them during the five years preceding appointment to the supervisory position; master's degree; 12 graduate hours in professional education.

3. **VISITING TEACHER.** Requirements for the *minimum certificate*: Valid Louisiana degree teaching certificate and five years of successful experience, three of them during the six years preceding appointment as a visiting teacher (two years of experience in guidance clinics, social case work, and/or mental hygiene clinics may be substituted for two years of school experience). Minimum certificates are valid for one year and renewable on 6 graduate hours applicable to standard certification. Requirements for *standard certificate*: Master's degree, including 12 hours in professional education, including 6 in principles of guidance and visiting teacher work; 12 additional hours, including at least one course each in psychology, social work, and sociology.

4. **DIRECTOR OF PARISH AND CITY MATERIALS BUREAUS OR CENTERS AND SUPERVISOR OF SCHOOL LIBRARIES.** Requirements: Valid Louisiana certificate authorizing school library service; master's degree; 12 graduate and 18 undergraduate hours in library science. Director of materials bureaus or centers must have five years of successful school experience, including three as a librarian; supervisor of school libraries, five years as a school librarian.

5. **PARISH SCHOOL LUNCH SUPERVISOR.** Requirements: Bachelor's degree; three years of successful experience in education or school lunch or other quantity-food-service management (at least two years during the five years preceding employment as school lunch supervisor); 3 hours of supervised practice in school lunch or other quantity-food-service management or three years of experience; appropriate subject areas, 15 (human nutrition, 5; remaining 10 in four areas chosen from human nutrition, quantity (institutional) food purchasing, quantity cookery, quantity (institutional)-food-service organization and management, and accounting, preferably food cost accounting). A combination of two or more of the five areas into several courses is acceptable.

A person who has 6 hours in the subject areas may be issued a provisional certificate for one year, renewable for one year on 6 additional hours and convertible to regular certification on completion of the requirements. This certificate does not authorize the holder to perform any service other than parish school lunch supervision.

6. **SCHOOL PRINCIPAL.** Requirements: Valid Louisiana degree teaching certificate; three years of successful experience during the five years preceding appointment as principal; graduate training in administration and supervision for the appropriate principalship level(s); master's degree, including 12 hours of professional education, for the principalship of any school of 300 enrollment or more or an approved high school with or without an elementary department.

7. **GUIDANCE COUNSELOR.** Requirements: Valid Louisiana degree certificate; three years of experience as a teacher, counselor, supervisor and/or administrator; master's degree, including 15 hours in professional courses (one each in organization and administration of guidance, analysis of the individual, educational and occupational information, counseling, and principles of guidance (undergraduate course acceptable for the latter)). A person who meets the certificate and experience requirements may be issued an authorization to serve as a guidance counselor for one year, renewable on 6 hours applicable to the remaining required areas.

8. **SUPERVISOR OF STUDENT TEACHING.** Requirements: Valid Louisiana degree teaching certificate in the field or level of supervisory assignment; three years of experience in the field or level; master's degree, including 12 hours of professional education, 6 in the field or level of supervisory assignment and 3 in appropriate supervision.

#### Teachers: Elementary and Secondary

9. **ELEMENTARY (AND KINDERGARTEN AND NURSERY SCHOOL).** Requirements: Bachelor's degree; general education, 46 (English, 12; social studies, 12, including 3 in U.S. history; science, 12, including 3 each in biological and physical science; mathematics, 6; health and physical education, 4); professional education, 24 (introduction, foundations, history, or philosophy, 3; edu-

cational psychology or principles of teaching, 3; student teaching at upper or lower elementary level, 4; professional education appropriate to the teaching level, 14, including 3 in child psychology); elementary education, 22 (children's literature, 3; speech, 3; general geography, 3; Louisiana history, 3; appropriate health and physical education, 4; appropriate music, art, and/or industrial arts, 6). Applicants without experience may teach in kindergarten or nursery school by adding 6 hours in appropriate training and 3 in appropriate student teaching. Three years of successful teaching experience will be accepted in lieu of student teaching. A kindergarten or nursery school certificate will be granted on a master's degree in an approved early childhood education program.

10. **SECONDARY.** Requirements: Bachelor's degree; general education, 46 (same as for certificate 9); professional education, 18 (introduction, history, foundations, or philosophy, 3; educational psychology or principles of teaching, 3; student teaching, 4; secondary professional education, 8, including 3 in adolescent psychology). Specialization—English, 12; speech, 18; journalism, 12; first foreign language, 24, each additional, 18; social studies, 12, including 3 in government; science, 12, (the whole science course shall include 6 hours each in physics, biology, and chemistry, and 6 in science field(s) of certification, provided the physics, biology, and chemistry requirements meet the requirements for general science); mathematics, 12; business education, 36 (typing, 6; shorthand, 9; accounting, 9; related

business and economics, 12); vocational agriculture, 50; distributive education, 18 (technical and professional, including student teaching); driver education and traffic safety, 6; school library service, 18; vocal music, 62; instrumental music, 62; piano, 62; combination vocal and instrumental music, 82; art, 30; industrial arts, 36; vocational home economics, 42; health and physical and safety education, including coaching, 33; physical education, including coaching, 20; health and safety education, 19; special education—blind, 21; partially seeing, 16; crippled or special health problems, 18; mentally retarded, 18; socially maladjusted and emotionally disturbed, 18; deaf, 26; hard-of-hearing, 26; speech defective and hard-of-hearing, 39.

11. **TRADE AND INDUSTRIAL.** Requirements: Special certificate valid for a limited period, subject to renewal, based initially on trade and/or industrial experience.

#### Other Certificates Issued

12. **TEMPORARY CERTIFICATE.** Valid for one year in elementary and secondary fields. Issued on request of the employing superintendent and his statement that there is no regularly certified teacher and the applicant is the best qualified person available for the position. Renewable each year on the superintendent's request and 6 hours earned toward a permanent certificate for the position.

## Maine

*State Certification Officers.* J. Wilfrid Morin, Assistant Director, Division of Professional Services; Flora I. Brann, Certification Officer, State Department of Education, Augusta, Maine 04330.

*General Requirements.* Minimum age, 17. No fee. Certificates are required of all teachers and administrators in public schools, kindergarten through high school. Holders of arts and science degrees may substitute examinations and certain experience for a portion of the formal course work and practice specified for the certificates listed. Certification by equivalency involves a total review of requirements, not a point-by-point substitution.

Equivalencies are defined in the regulations of the State Department of Education. Certificates are valid for five years unless otherwise indicated and are renewable on evidence of professional growth and service or specific course work.

*Credentials to Accompany Application.* Official transcript; birth certificate; professional and character references. Out-of-state applicants must submit evidence of employment in Maine public schools, or if not yet employed, must request a certificate of eligibility based on evaluation of credentials submitted, which is replaced by a regular certificate.



## CERTIFICATES AND REQUIREMENTS

### Administrators

1. SUPERINTENDENT, PROVISIONAL. Valid for superintendents and assistant superintendents. Requirements: Master's degree in education or related academic area, including professional education, 18 (required courses in school finance, personnel administration, and internship or practical work experience; other courses distributed among evaluation and research, school plant, supervision, public relations, school law, curriculum construction, and advanced methods); institutional recommendation; five years of teaching experience, including two as administrator or supervisor at both elementary and secondary levels (except that lack of experience at one level may be compensated for by course work in curriculum and supervision at that level); satisfactory knowledge of state school law demonstrated by course work or examination.

2. SUPERINTENDENT, PROFESSIONAL. Valid for ten years. Requirements: Three years of experience under certificate 1; an additional year or 30 hours in an approved program.

3. SECONDARY SCHOOL PRINCIPAL, PROVISIONAL. Requirements: Eligibility for certificate 13 or 15; matriculation in an accredited graduate school; professional graduate study, 6 (secondary administration and supervision); three years of secondary school experience.

4. SECONDARY SCHOOL PRINCIPAL, PROFESSIONAL. Requirements: Master's degree in education or academic subject related to secondary curriculum, including professional education, 12 (excluding administration and supervision); two years of experience under certificate 3.

5. ELEMENTARY SCHOOL PRINCIPAL, PROVISIONAL. Requirements: Eligibility for certificate 9 or 10; matriculation in an accredited graduate school; professional graduate study, 6 (elementary administration and supervision); three years of elementary teaching experience.

6. ELEMENTARY SCHOOL PRINCIPAL, PROFESSIONAL. Requirements: Master's degree in education or academic subject related to elementary curriculum, including professional education, 12 (excluding administration and supervision); two years of experience under certificate 5.

7. SUPERVISOR, PROVISIONAL. Valid for instructional supervisors, curriculum coordinators, or subject supervisors in area or level named on certificate. Requirements: Valid Maine professional teaching certificate; professional graduate study, 12 (supervision, 3; curriculum and instruction, 3; psychology, 3; testing, statistics, and research, 3); three years of teaching experience in one area or level.

8. SUPERVISOR, PROFESSIONAL. Requirements: Master's degree in education or an academic subject; two years of experience under certificate 7.

### Teachers: Elementary and Secondary

9. ELEMENTARY, PROVISIONAL. Requirements: Graduation from an approved four-year program and institutional recommendation; *or* bachelor's degree including general education (50 percent of curriculum) and professional education, 30 (the learner and the learning process; the educational context or system; methods and techniques; supervised or laboratory teaching, 8); *or* completion of a graduate program for elementary teachers, including professional education specified above and institutional recommendation.

10. ELEMENTARY, PROFESSIONAL. Requirements: Graduate study, 30 (including subjects in or related to elementary curriculum, 15); four years of teaching experience under certificate 9.

11. JUNIOR HIGH SCHOOL, PROVISIONAL. (Issued until July 1, 1968.) Valid for teaching grades 7-9; not renewable. Requirements: Completion of an approved four-year program and institutional recommendation.

12. JUNIOR HIGH SCHOOL, FIVE-YEAR STANDARD. Requirements: Four years of experience under certificate 11; professional junior high school education, 6.

13. SECONDARY, PROVISIONAL. (Major and minor teaching subjects named on certificate, but valid for any academic subject.) Valid for teaching grades 7-12, general secondary subjects, and special subjects prepared for in an approved program. Requirements: Graduation from an approved four-year program and institutional recommendation; *or* bachelor's degree, including general education (50 percent of curriculum), teaching field preparation (major, 30, which may include special methods, 3, and minor, 18; *or*



area of specialization, 50, which may include special methods, 3), and professional education, 18 (the learner and the learning process; the educational context or system; methods and techniques; supervised or laboratory teaching, 6).

14. **SECONDARY, PROFESSIONAL.** Requirements: Graduate study, 30 (including subjects taught in or related to those taught in secondary schools, 15); four years of teaching experience under certificate 13.

15. **SPECIAL SUBJECT TEACHER, PROVISIONAL.** Valid for teaching agriculture, art, business and commercial education, health, physical education, home economics, nursing care, industrial arts, or music in grades 1-12. Requirements: Graduation from an approved four-year program and institutional recommendation.

16. **SPECIAL SUBJECT TEACHER, PROFESSIONAL.** Requirements: Graduate study, 30 (special subject, 15); four years of teaching experience under certificate 15.

17. **DRIVER EDUCATION TEACHER'S AUTHORIZATION.** Requirements: Valid Maine teaching certificate; approved personal driving record; Maine driver's license; approved 3-hour course in driver education taken within five years preceding application.

18. **SPECIAL EDUCATION TEACHER, PROVISIONAL.** Requirements: Graduation from an approved four-year program and institutional recommendation; *or* eligibility for certificate 9, 10, 13, or 14, and professional education, 12 (history, philosophy, and general educational practices pertaining to exceptional children, 6; identification and evaluation, methodology or training, and personal and vocational adjustment pertaining to exceptional children, 6).

19. **SPECIAL EDUCATION TEACHER, PROFESSIONAL.** Requirements: Graduate study, 30 (special education, 18); four years of experience under certificate 18.

20. **VOCATIONAL TRADE AND INDUSTRIAL TEACHER SPECIAL CERTIFICATE.** Valid for two years for teachers of nonacademic classes in approved vocational trade and industrial programs. Requirements: Graduation from an approved secondary school or possession of a state high school equivalency certificate; completion of a learning experience in the industrial area (accepted apprenticeship; *or* three years of wage-earning ex-

perience; *or* 60 hours in education, including 20 in closely related technical or scientific subjects; *or* graduation from an appropriate two-year program at an approved vocational or technical institute); three years of wage-earning experience at the journeyman level; completion of a short-term preservice training program required at the discretion of the commissioner of education.

21. **FIVE-YEAR VOCATIONAL TRADE AND INDUSTRIAL SPECIAL CERTIFICATE.** Requirements: Completion of a 12-hour approved program of teacher-training courses and four years of experience under certificate 20.

#### **Special School Service Personnel**

22. **COUNSELOR, PROVISIONAL.** Valid for counselors and guidance directors in secondary schools. Requirements: Eligibility for certificate 13 or 14; master's degree (philosophy, organization, and administrative relationships of guidance services; appraising, assessing, and understanding the individual; counseling; educational and occupational information; group guidance procedures; supervised practice); two years of secondary teaching experience; one year of wage-earning experience other than teaching or counseling.

a. **ELEMENTARY GUIDANCE CONSULTANT.** Requirements: Eligibility for certificate 9 or 10; master's degree; (philosophy, organization, and administrative relationships of guidance services, including elementary level; appraising, assessing, and understanding the individual, including administering intelligence tests; counseling; psychology of human development; analysis of group processes; supervised practice in elementary guidance and counseling); two years of elementary teaching experience.

23. **COUNSELOR, PROFESSIONAL.** Requirements: Three years of experience under certificate 22.

24. **SCHOOL LIBRARIAN, PROVISIONAL.** Valid for librarians in elementary and secondary schools. Requirements: Graduation from an approved four-year program and institutional recommendation; *or* eligibility for certificate 9, 10, 13, or 14, and library science, 18 (school library administration, books and materials, teaching the use of the library, and classification and cataloging).

25. **SCHOOL LIBRARIAN, PROFESSIONAL.** Requirements: Approved graduate study, 30 (in re-

lated areas for previous graduates of approved programs; for others, 12 hours in appropriate library science courses); four years of experience under certificate 24.

26. SCHOOL PSYCHOLOGIST, PROVISIONAL. Requirements: Master's degree or matriculation as a doctoral candidate; approved graduate study, 60 (educational foundations, education of the exceptional, testing and clinical techniques, personality and behavioral development, supervised practice in testing and clinical techniques); one year of successful subcollegiate classroom experience or supervised practice in school psychological services, 6.

27. SCHOOL PSYCHOLOGIST, PROFESSIONAL. Requirements: Doctor's degree; three years of experience under certificate 26.

#### Other Certificates Issued

28. SUBSTITUTE TEACHER. Valid for day-to-day elementary or secondary substitute teachers (limited in use to not more than 60 days annually in any one teaching position). Requirements: Previous certification in Maine (use restricted to area or level of this certification).

Conditional certificates may be issued upon endorsement of a superintendent who wishes to employ an applicant with four years of college. These are valid for one year and renewable upon successful experience and completion of 6 hours of approved study.

Persons performing professional referral services, such as nurses, dietitians, dentists, physicians, oculists, psychiatrists, and psychologists, may be certified on the basis of appropriate valid state licenses.

## Maryland

*State Certification Officers.* W. T. Boston, Assistant Superintendent in Certification and Accreditation; Harold D. Reese, Assistant Director of Certification and Accreditation; M. Eleanor Rice, Supervisor of Certification; John C. Metzger, Assistant Supervisor of Certification, State Department of Education, 301 West Preston Street, Baltimore, Maryland 21201.

*General Requirements.* Minimum age, 18. No fee. Certificates are required of administrators, supervisors, and teachers in all public schools, kindergarten through senior high school, and must be recorded in the office of the county superintendent. Initial certificates are issued for three years and are renewable for seven years on evidence of professional growth and completion of 6 hours of additional college work. The initial certificate is the standard professional certificate. After ten years of teaching service the advanced professional certificate, based upon completion of the master's degree or equivalent, is required.

*Credentials to Accompany Application.* Evidence of employment and U.S. citizenship. In addition, a transcript of college credits must be sent by the college attended by the applicant direct to the local superintendent of schools or to the Division of Certification and Accreditation, Maryland State Department of Education.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. ADMINISTRATION AND SUPERVISION. Valid for superintendents and assistant superintendents. Requirements: Completion of a standard four-year college course; eligibility for a teaching certificate: master's degree; completion of a two-year program of appropriate graduate work; four years of satisfactory teaching experience.

2. HIGH SCHOOL SUPERVISION. Requirements: Completion of a standard four-year college course; eligibility for a high school academic teaching certificate; master's degree with 18 hours in professional courses, including high school supervision, curriculum, and guidance, and 12 in content courses; four years of satisfactory teaching experience in high school.

3. ELEMENTARY SCHOOL SUPERVISION. Requirements: Completion of a standard four-year college course; eligibility for an elementary teaching certificate; master's degree with 18 hours in professional courses, including elementary supervision, curriculum, and guidance, and 12 in content courses; four years of satisfactory teaching experience.



4. SUPERVISION OF SPECIAL FIELDS. Valid for supervisors of art, business education, health education, home economics, industrial arts, music, physical education, and other special subject areas. Requirements: Completion of a standard four-year college course; eligibility for a teaching certificate; master's degree; four years of satisfactory teaching experience, two in the specialty; graduate study should include 20 hours of content courses in the area(s) to be supervised and 10 in professional courses, including supervision and curriculum development.

5. HIGH SCHOOL PRINCIPAL. Valid for principals of state-aided high schools and schools rated as high schools by the state superintendent. Requirements: Completion of a standard four-year college course; eligibility for a high school teaching certificate; master's degree with 18 hours in professional courses, including high school administration and supervision, curriculum and guidance, and 12 in content courses; four years of satisfactory teaching experience in high school.

6. ELEMENTARY SCHOOL PRINCIPAL. Requirements: Completion of a four-year college course; eligibility for an elementary teaching certificate; master's degree with 18 hours in professional courses, including elementary administration and supervision, curriculum and guidance, and 12 in content courses; four years of satisfactory elementary teaching experience.

#### Teachers: Elementary and Secondary

7. ELEMENTARY SCHOOL TEACHER. Requirements: Graduation from an NCATE-accredited elementary teacher education program; *or* bachelor's degree in elementary education from an accredited institution in the Northeast Reciprocity Compact area and possession of an in-force elementary school certificate issued by one of the Compact states; *or* bachelor's degree from an accredited institution, including general education, 80 (including English, 12; social studies, 15, including geography, 3, American history, 6, and other history, 3; science, 12, including biological, 4, and physical, 4; mathematics, 6; music, 2; art, 2; physical education, 2); professional education, 26 (social, historical, and philosophical foundations, 3; psychological foundations, 3; elementary school curriculum, methods, and resources, 12; supervised observation and student teaching, 8, or two

years of successful teaching experience). At least 6 hours of acceptable credit must have been earned within five years preceding issuance of the certificate.

8. ELEMENTARY SCHOOL TEACHER, SPECIAL SUBJECTS. Requirements: Graduation from an NCATE-accredited program in a special subject; *or* bachelor's degree in a special subject from an accredited institution in the Northeast Reciprocity Compact area and possession of an in-force elementary school special certificate issued by one of the Compact states; *or* bachelor's degree from an accredited institution, including required professional courses and minimum hours specified in the state certification bulletin for special subjects.

9. TEACHER IN NURSERY SCHOOL, KINDERGARTEN, AND GRADES 1-3. Requirements: Completion of an NCATE-accredited program in early childhood education; *or* bachelor's degree in early childhood education from an accredited institution in the Northeast Reciprocity Compact area and possession of an in-force nursery school, kindergarten, or primary grades certificate issued by one of the Compact states; *or* bachelor's degree from an accredited institution, including general education (in areas listed for certificate 7 but no specific requirements), and professional education, 26 (parallel to requirements for certificate 7 but with curriculum methods and resource courses in early childhood education and supervised observation and teaching in a combination of nursery school or kindergarten and grades 1-3 or in nursery school or kindergarten and first grade).

10. JUNIOR HIGH SCHOOL TEACHER. Valid for teaching in junior high schools and issued to persons qualifying for high school or elementary certificates and meeting requirements for a high school teaching field.

11. HIGH SCHOOL TEACHER, SPECIAL SUBJECTS. Valid for teaching art, business education, health education, home economics, industrial arts, music, and physical education. Requirements: Completion of an NCATE-accredited program in the special area; *or* bachelor's degree in the special area from an accredited institution in the Northeast Reciprocity Compact area and possession of an in-force high school certificate in the special subject; *or* bachelor's degree from an accredited insti-



tution, including 18 hours in secondary education and approximately 30 in the subject to be taught, credit for methods in the subject area.

12. HIGH SCHOOL TEACHER, ACADEMIC SUBJECTS. Requirements: Completion of an NCATE-accredited program in an academic area; *or* bachelor's degree in an academic area from an accredited institution in the Northeast Reciprocity Compact area and possession of an in-force high school certificate in an academic area; *or* completion of a standard four-year college course, including professional education, 18 (including 6 in supervised observation and student teaching), and the following credits in academic subjects to be endorsed on the certificate: English, 24; social studies, 36; mathematics, 24; language, 24; chemistry, 24; biology, 24; physics, 24; high school science, 36 (including 18 hours in one field of science and 6 in each of two others).

13. VOCATIONAL HOME ECONOMICS AND VOCATIONAL AGRICULTURE TEACHERS. For details, see the Maryland State Plan for Vocational Education issued by the State Department of Education.

14. TEACHER IN EVENING AND PART-TIME CLASSES. For teachers in high school fields in evening school, requirements are the same as for high school teachers in regular day school. For teachers of vocational adult education in evening school and part-time classes, the applicant must be an authority in the craft, technical field, or occupation in which he is engaged. (For details, see the Maryland State Plan for Vocational Education.) For teachers of avocational subjects, the applicant must be an authority in the craft, technical field, or occupation in which he is engaged.

15. PUPIL PERSONNEL WORKER (VISITING TEACHER). Requirements: Eligibility for any degree teaching certificate; four years of satisfactory teaching experience; 24 hours of advanced undergraduate or graduate work, including human growth and development, 6; sociology, 6; counseling techniques, 3; and 9 in guidance and biological, sociological, and psychological sciences.

16. TEACHER OF DRIVER EDUCATION. Requirements: Qualify for some type of teaching certificate; 4 hours of credit, including 2 in driver education and course work in first aid and general safety education.

17. SCHOOL COUNSELOR. Requirements: Two years of successful teaching or elementary or sec-

ondary counseling experience; 24 hours of advanced undergraduate or graduate work in the following: principles and philosophy of guidance; theories and techniques of counseling; pupil analysis; tests and measurements; mental hygiene; growth and development; major theories of vocational development and methods of collecting, evaluating, filing, and presenting educational and occupational literature (foregoing required); psychology of personality; biological and sociological bases of behavior; psychology of learning; practicum in counseling, including direct supervision of counseling with students; organization and administration of pupil services programs; knowledge of communication media (required for elementary); methods of teaching reading (required for elementary counselors who have not taught elementary school or who have no course work in reading).

18. LIBRARIAN (SECONDARY SCHOOL). Requirements: Master's degree in library science or bachelor's in library science based upon a previous bachelor's degree (including or plus a course in secondary curriculum or adolescent development and a course in the selection of books and materials for young people); *or* meet requirements for a secondary teacher's certificate and 18 hours in library science (including philosophy and principles of librarianship, organization and administration of libraries, reference, and selection of books and materials for young people); *or* bachelor's degree plus or including 24 hours in a major academic field, 18 in library science (including philosophy and principles of librarianship, organization and administration of libraries, reference, and the selection of books and materials for young people), and 15 in professional education (including psychological foundations, social, historical, or philosophical foundations, secondary curriculum, and 6 in library practice).

19. LIBRARIAN (ELEMENTARY SCHOOL). Requirements: Master's degree in library science or bachelor's in library science based upon a previous bachelor's degree (including or plus a course in elementary curriculum or child development and a course in the selection of books and materials for children); *or* meet requirements for an elementary teacher's certificate and 18 hours in library science (including philosophy and principles of librarianship, organization and adminis-

tration of libraries, reference, and selection of books and materials for children); or bachelor's degree (including or plus 80 hours in academic content courses, 18 in library science (including philosophy and principles of librarianship, organization and administration of libraries, reference, and the selection of books and materials for children), and 15 in professional education (including psychological foundations; social, historical, or philosophical foundations; elementary curriculum; and 6 in library practice).

#### Other Certificates Issued

Other specialists for whom certificates are issued include teacher of modern foreign languages in the elementary school, reading specialist, speech teacher, teacher of children with communication disorders, teacher of exceptional children, occupational and physical therapist, speech and hearing therapist, psychologist, supervisor of school psychologists, school transportation specialist.

## Massachusetts

*State Certification Officers.* John P. McGrail, Director of Teacher Certification and Placement; David L. Fitzpatrick, Senior Supervisor; Donald W. Falvey, Supervisor, State Bureau of Education, 200 Newbury Street, Boston, Massachusetts 02116.

*General Requirements.* No fee. No person shall be eligible for employment by a school committee as a teacher, principal, supervisor, director, school librarian, superintendent, or assistant superintendent unless granted a certificate by the Board of Education. This section shall not apply to trade, vocational, temporary substitute, or exchange teachers. The certificates issued by the Board of Education under these regulations shall be permanent certificates.

*Credentials to Accompany Application.* Evidence of U.S. citizenship; a physician's certificate stating that the applicant is in good health and free from disease or physical defect which might interfere with his success as a teacher; evidence of a bachelor's degree or graduation from a four-year normal school approved by the Board of Education in accordance with requirements for the certificate requested; college transcripts of undergraduate and graduate work covering areas required for the certificate; names and addresses of at least three persons (not relatives) and names of the two most recent employers qualified to give evidence of moral character.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. SUPERINTENDENT OR ASSISTANT SUPERINTENDENT OF SCHOOLS. Requirements: Valid Mas-

sachusetts elementary or secondary teacher's certificate; bachelor's degree or diploma from a four-year normal school approved by the Board of Education; undergraduate or graduate study should include 6 hours in elementary education, 6 in secondary education, and 3 in organization, administration, and supervision of a school system. Courses in elementary and secondary education must be those listed by the preparing institution in official letters or publications.

2. SECONDARY SCHOOL PRINCIPAL. Requirements: Valid Massachusetts secondary teacher's certificate; bachelor's degree or diploma from a four-year normal school approved by the Board of Education; undergraduate or graduate work should include 3 hours in courses approved as preparation for administrative or supervisory service in secondary schools, including junior high schools.

3. ELEMENTARY SCHOOL PRINCIPAL. Requirements: Valid Massachusetts elementary teacher's certificate; bachelor's degree or diploma from a four-year normal school approved by the Board of Education; undergraduate or graduate study should include 3 hours in courses approved as preparation for administrative or supervisory service in elementary schools.

4. GENERAL SUPERVISOR. Requirements: Bachelor's degree; Massachusetts teacher's certificate valid for service at the grade level for which certification is authorized; 3 hours in undergraduate or graduate courses approved as preparation for supervisory service, including work in supervision of instruction at the appropriate school level(s).

5. SPECIAL SUBJECT SUPERVISOR. Requirements: Bachelor's degree or diploma from a four-



year normal school approved by the Board of Education; Massachusetts teacher's certificate in the special subject field; 3 hours in undergraduate or graduate courses approved as preparation for supervisory service, including work in supervision of instruction in the special subject field.

6. GUIDANCE DIRECTOR OR SUPERVISOR. Requirements: Bachelor's degree or diploma from a four-year normal school approved by the Board of Education; teacher's certificate valid in Massachusetts for service in elementary or secondary school; 18 hours of guidance distributed among principles and practices, organization and administration, counseling, tests and measurements, occupational information, placement or personnel administration.

7. GUIDANCE COUNSELOR. Requirements: Bachelor's degree or diploma from a four-year normal school approved by the Board of Education; teacher's certificate valid for service in school to be served by the counselor; 12 hours of guidance work, including principles and practices, counseling, tests and measurements, and occupational information.

8. SCHOOL PSYCHOLOGIST. Requirements: Master's degree with a major in psychology, or 30 graduate hours with major emphasis in psychology; teacher's certificate valid for service in the public schools of Massachusetts; work in psychology and growth of the normal child, psychology and growth of the exceptional child, advanced psychology of learning, diagnosis of learning difficulties, individual tests and measurements, group tests and measurements, procedures in counseling, and abnormal psychology.

#### Teachers: Elementary and Secondary

9. ELEMENTARY TEACHERS IN K-8. Requirements: Bachelor's degree or diploma from a four-year normal school approved by the Board of Education and 18 hours in education approved for preparation of elementary teachers, including 2 in student teaching and covering at least two areas chosen from educational psychology (including child growth and development), philosophy of education, methods and materials in elementary education, and elementary curriculum.

10. SECONDARY TEACHERS. Requirements: Bachelor's degree or diploma from a four-year normal school approved by the Board of Educa-

tion and 12 hours in secondary education (same as certificate 9 except at the secondary level); 18 hours in a major field.

11. TEACHERS OF SPECIAL SCHOOLS AND CLASSES. Requirements: Bachelor's degree or diploma from a four-year normal school approved by the Board of Education, including 30 hours in education courses (covering industrial arts and/or crafts, psychology of subnormal and unadjusted children, methods in special class, educational measurements, student teaching); or three years of classroom experience as a regularly appointed teacher, plus 12 hours (including psychology of subnormal and unadjusted children, special class methods, educational measurements, industrial arts and/or crafts, domestic arts).

12. SPECIAL SUBJECT TEACHERS IN ELEMENTARY AND SECONDARY GRADES. Requirements: Bachelor's degree or diploma from a four-year normal school approved by the Board of Education; 12 hours in education, including 2 in student teaching and the remainder in two or more appropriate courses chosen from philosophy of education, curriculum development in the special subject field, methods and materials of teaching the field, and educational psychology, including child or adolescent growth and development; 18 hours in the special subject field.

#### Special School Service Personnel

13. TEACHERS OF SPEECH AND HEARING HANDICAPPED. Requirements: Bachelor's degree or diploma from a four-year normal school approved by the Board of Education; Massachusetts elementary or secondary teacher's certificate; 18 hours distributed among anatomy and physiology of the ear and speech mechanism, speech pathology, speech correction (including laboratory clinical practice or student teaching), speech reading and auditory training (including laboratory clinical practice or student teaching), phonetics, and diagnostic hearing testing; 12 hours in four areas selected from psychology of the handicapped, principles of teaching handicapped children, child development, adolescent development, guidance, educational tests and measurements, mental hygiene.

14. SCHOOL LIBRARIAN. Requirements: Bachelor's or higher degree; degree in library science



or 18 hours in library science, including books for children, library organization, reference materials and classification and cataloging; 12 hours

distributed among at least four education courses selected from philosophy, psychology, methods, curriculum, guidance, and reading.

## Michigan

(New certification code effective July 1, 1967; write the State Department of Public Instruction.)

**State Certification Officers.** John W. Porter, Assistant Superintendent for Higher Education; Eugene C. Richardson, Consultant, Higher Education and Certification, State Department of Public Instruction, Lansing, Michigan 48902.

**General Requirements.** Minimum age, 18. Initial fee for out-of-state applicants, \$3; none for graduates of Michigan institutions. Certificates are required of all teachers in public schools, kindergarten through junior college, and of elementary teachers in private and parochial schools. Certificates must be recorded in the office of the county superintendent if the teacher is to be eligible for public school employment, or in the office of the superintendent in school districts of more than 10,000 population. Provisional certificates are issued for five years and are renewable on 10 hours of additional satisfactory credit. Certificates become permanent on 10 hours of additional credit and three years of teaching experience.

**Credentials to Accompany Application.** Forms provided by the State Department of Public Instruction include an application form to be presented through the college and all forms as required by state law. Evidence of U.S. citizenship or first papers is also required. Applicants with out-of-state preparation are certificated on the basis of regional or NCATE accreditation to the extent that credit presented meets certificate requirements.

### CERTIFICATES AND REQUIREMENTS

#### Teachers: Elementary and Secondary

1. **ELEMENTARY.** Valid for grades K-8. Requirements: Bachelor's degree, including a major of 24 hours and two minors of 15 hours each, or four minors of 15 hours each (at least two minors must be in subject matter fields taught at the elementary level); professional education, 20 (including history or philosophy of education or equivalent; principles of teaching or equivalent; educational psychology; elementary methods; directed teaching, 5).

2. **SECONDARY.** Valid for all special subjects in grades 7 and 8 and major and minor subjects in grades 9-12. Requirements: Bachelor's degree, including a major of 24 hours and two minors of 15 hours each in subject matter fields taught at the secondary level; professional education, 20 (including history or philosophy of education; principles of teaching or equivalent; educational psychology; methods in major or minor subject; directed teaching, 5).

3. **SPECIAL SUBJECTS IN ELEMENTARY AND SECONDARY SCHOOLS.** Requirements: An approved program for the specialized field, including methods and directed teaching at both elementary and secondary levels in that field. A subject may be endorsed on the secondary or elementary school certificate.

Special certificates valid for one school year may be obtained on the recommendation of an employing superintendent of schools by persons who have minor deficiencies for the provisional certificates described above.

## Minnesota

**State Certification Officer.** F. E. Heinemann, Director of Teacher Personnel, State Department of Education, Saint Paul, Minnesota 55101.

**General Requirements.** No minimum age. Initial fee for ungraded elementary schools, \$2; all

others, \$3; permanent certificates, \$10. Certificates are required of administrators, supervisors, and teachers in all public schools, kindergarten through secondary, and must be recorded in the office of the county or local superintendent. Un-

less otherwise indicated, initial certificates are issued for two years and are renewable up to five years after renewal requirements have been met and for life after five years of experience in public schools in Minnesota, at least one within the two years preceding application. Permanent certificates are not issued to ungraded elementary, vocational, recreation, or adult education teachers or holders of provisional certificates.

**Credentials to Accompany Application.** In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on the basis of regional and NCATE accreditation of the preparing institution and recommendation for certification by the college upon satisfactory completion of a program bearing on the certificate requested. Transcripts of in-state and out-of-state applicants for administrative and supervisory certificates are examined for eligibility. Required: transcript of credits, statement attesting to physical competence and moral fitness, and evidence of successful experience.

## CERTIFICATES AND REQUIREMENTS

### Administrators

1. **SUPERINTENDENT.** Requirements effective September 1, 1967: Valid teaching or supervisory certificate and three years of experience; master's degree plus 16 graduate credits for the standard certificate, specialist degree for the professional certificate. The standard certificate is valid for two years and renewable once for five years on 8 hours earned toward professional certification. The professional certificate must be secured before the eighth year in administration.

2. **ELEMENTARY AND SECONDARY PRINCIPALS.** Requirements effective September 1, 1967: Master's degree plus 10 $\frac{2}{3}$  graduate credits for the standard certificate, specialist degree for the professional certificate. The standard certificate is valid for two years and renewable once for five years on 8 hours earned toward professional certification. The professional certificate must be secured before the eighth year in administration.

3. **SUPERVISOR.** Requirements: Valid teaching certificate for a specific subject or field; master's

degree and 12 hours of special preparation for supervision, including one course in supervision; two years of teaching experience in the field to be supervised.

### Teachers: Elementary and Secondary

4. **ELEMENTARY (REGULAR).** Valid for teachers in K-6 (or through grade 8 if grades 7 and 8 are part of the elementary school). Requirements: Bachelor's degree; professional education, 30 (including student teaching, 6).

5. **SECONDARY.** Valid for teaching endorsed subjects in grades 7-12. Requirements: Bachelor's degree; professional education, 18 (including 4 in observation and student teaching). The holder may teach subjects or fields in which he has a major or, where the assignment is for one-half time or less during the school day, subjects or fields in which he has either a major or minor.

6. **SECONDARY (VOCATIONAL).** Valid for teachers of endorsed vocational fields. Vocational certificates not based on a college degree will be issued in the fields of trade and industry and for specific courses in the fields of agriculture, home economics, and distributive occupations. Requirements: Applicant must meet standards of the State Plan for Vocational Education in the area to be taught.

7. **TEACHERS OF EXCEPTIONAL CHILDREN.** Requirements:

a. **VISUALLY HANDICAPPED.** An elementary or secondary certificate valid for teaching sighted children, proficiency in typing; completion of a program of preparation consisting of 20 hours in specified areas, of which 13 $\frac{1}{3}$  must be graduate; institutional recommendation.

b. **HEARING IMPAIRED.** 10 hours in specified areas in elementary education; 26 hours in the special field; institutional recommendation.

c. **EDUCABLE MENTALLY RETARDED.** Bachelor's degree with a major for teaching mentally retarded; or bachelor's degree with teaching certificate and approved minor in the area; or qualifications for valid teaching certificate with two years of experience and a minor in the area.

d. **TRAINABLE MENTALLY RETARDED.** Valid certificate 7c with special preparation for trainable; or valid certificate 7c and approved program in teaching trainable; or bachelor's degree, teaching certificate, and approved minor or equivalent



with courses in special education; *or* bachelor's degree with major in psychology, sociology, nursing, or related field and approved minor or equivalent with courses in special education.

e. **CRIPPLED CHILDREN.** Bachelor's degree with a major in elementary or secondary education and an approved minor in the area; practice teaching in the area required; *or* valid graded elementary or secondary teaching certificate with an approved minor or equivalent in the area and two years of successful teaching experience.

f. **EMOTIONALLY DISTURBED AND SOCIALLY MALADJUSTED.** Requirements: Certificate to teach normal children; master's degree in this field; recommendation of an institution with an approved program.

g. **SPEECH CORRECTION.** Bachelor's degree with a major in speech pathology.

8. **READING.** Requirements: Valid teaching certificate, approved program, and institutional recommendation. For elementary or secondary remedial or secondary developmental reading—bachelor's degree, two years of teaching experience, and work in specified areas. For reading consultant—master's degree, three years of experience, and work in specified areas.

9. **DRIVER EDUCATION.** Requirements: Teaching certificate; 5½ hours in principles of safety education and driver and safety education I and II (8 required after September 1, 1968).

10. **ATHLETIC COACH.** Requirements for head football, basketball, baseball, track, hockey, or wrestling coach: Physical education major or minor; *or* 6 hours in specified areas, including principles of physical education.

#### Special School Service Personnel

11. **SCHOOL SOCIAL WORKER.** Requirements: *Standard certificate*—Master's degree with one

year of field work in a school setting, *or* master's degree with one year of experience in school social work. *Provisional certificate*—master's degree in social work and two years of experience in social work; *or* master's degree in social work with 4 hours in education courses; *or* two years of graduate preparation and two years of experience as a social worker before July 1, 1963. Institutional recommendation.

12. **PUBLIC SCHOOL NURSE.** Requirements: Registration as a licensed registered nurse in Minnesota; certification as a public health nurse; baccalaureate degree in public health nursing; 4 hours in specified education areas; institutional recommendation.

13. **AUDIOVISUAL.** Requirements: *Director*—valid teaching certificate, two years of experience, four courses in educational subjects, and 10 hours in the field. *Coordinator*—valid teaching certificate, two courses in educational subjects, and two courses in the field.

14. **COUNSELOR.** Requirements: Teaching certificate; one year of experience; master's degree program in counselor education or equivalent; institutional recommendation; one year of work experience outside education.

15. **SCHOOL PSYCHOLOGIST.** Requirements: Certification by State Board of Examiners of Psychologists; certificate as educational specialist in school psychological services (60 hours) from approved graduate school; specified work, including 6 hours in supervised practice.

16. **RECREATION DIRECTOR.** Requirements: *Full-time director*—bachelor's degree with major in recreation leadership. *Part-time director*—teaching certificate and 6 hours in specified recreation areas, *or* student recreation major in preparation with 6 hours in specified areas and 4-6 in professional recreation work.

## Mississippi

*State Certification Officer.* Russell J. Crider, Supervisor, Teacher Education, Certification, and Placement, State Department of Education, Woolfolk Building, Jackson, Mississippi 39205.

*General Requirements.* Minimum age, 18. No fee. Certificates are required of professional em-

ployees of public schools and must be registered with the appropriate county or city superintendent of schools.

*Credentials to Accompany Application.* Statements of U. S. citizenship and of legal age; health certificate from physician; official transcript and

recommendation to be sent directly by the preparing institution.

## CERTIFICATES AND REQUIREMENTS

### Administrators

1. ADMINISTRATOR, CLASS AAA. Valid for superintendents or assistant superintendents for life during continuous service; invalid if the holder is out of service for five consecutive years. Requirements: Doctor's degree in school administration; five years of successful administrative experience.

2. ADMINISTRATOR, CLASS AA. Valid for superintendents of schools or assistant superintendents for ten years; invalid if the holder is out of service for five consecutive years; renewable on 6 hours earned after the certificate is issued. Requirements: Master's degree, including 18 hours in administrative and supervisory fields; two years of successful teaching experience; eligibility for Class A teacher's certificate.

3. SUPERVISOR, CLASS AA. Endorsed for elementary or secondary principal, special subject supervisor, and guidance counselor. Valid for ten years; renewable on 6 hours. Requirements: Master's degree, including 12 hours in school administration and/or supervision for the appropriate level; two years of successful teaching experience; eligibility for Class A teacher's certificate for the appropriate level.

### Teachers: Elementary and Secondary

4. ELEMENTARY, CLASS A. Valid for teachers of grades 1-9 for five years; renewable on 6 hours. Requirements: Bachelor's degree; general education, 48 (English, 12; fine arts, 3; health, 3; biological science, 6; physical science, 6; mathematics, 3; social studies, 12, including 6 in world and/or American history and 6 selected from geography, political science, sociology, economics, philosophy, religion, general psychology, or social psychology; speech, 3); professional education, 18 (child psychology, teaching reading, other language arts, directed teaching, and electives); specialization, a major in elementary education (3 hours each in music, literature, science, mathematics, art, and social studies for children).

5. ELEMENTARY, CLASS AA. Valid as in certificate 4 but for ten years; invalid or renewable as in certificate 2. Requirements: Eligibility for certificate 4; master's degree patterned for elementary teachers, including 12 hours in education (12 elementary).

6. SECONDARY SCHOOL, CLASS A. Valid for teaching endorsed subjects in grades 7-12 for five years; renewable as in certificate 4. Requirements: Bachelor's degree; general education as described in certificate 4; professional education, 18 (educational psychology, 3; human growth and development, 3; general secondary methods, 3; other secondary methods, 3; directed teaching, 6). Specialization: *Vocational agriculture*, 63; *art* (grades 1-12), 30, and professional education emphasizing both elementary and secondary levels; *business education*, 34; *distributive education*, 27; *English*, 30 (including American and English literature, Shakespeare, and advanced grammar and effective writing); *foreign language*, 18 (may be reduced 6 hours by 2 high school units); *health and physical education* (grades 1-12), 15 in each area and professional education emphasizing both elementary and secondary levels; *vocational home economics*, 35, nonvocational, 30; *industrial arts*, 30; *mathematics*, 24 (15 in algebra, trigonometry, analytical geometry, and calculus); *music* (grades 1-12), 28, and professional education emphasizing both elementary and secondary levels; instrumental, vocal, or applied music, 44; (second endorsement in music will be granted on completion of half the requirements in the second field); *science*, 48 (biology, chemistry, physics); one science endorsement, 32, including prescribed hours for the subject taught; general science endorsement, 32 in any science; *social studies*, 30 (including world, American, and state history, economics, government, and geography); *speech* 24; *special education* (grades 1-12), 3 each in psychology of exceptional children and speech correction and 12 in the specialty, and professional education emphasizing both elementary and secondary levels; *trade and industrial education*, 27.

7. SECONDARY, CLASS AA. Valid as in certificate 6 but for ten years; becomes invalid or is renewable as in certificate 2. Requirements: Eligi-



bility for certificate 6; master's degree, including 15 hours in the endorsed subject.

8. SPECIAL SUBJECT FIELD, CLASS AA. (Art, music, health and physical education, exceptional children). Valid for teaching endorsed subjects in grades 1-12 for ten years; becomes invalid or is renewable as in certificate 2. Requirements: Master's degree, including 15 hours in the area of Class A certificate endorsement.

#### Special School Service Personnel

9. SECONDARY SCHOOL COUNSELOR, CLASS AA. Valid for ten years; becomes invalid or is renewable as in certificate 2. Requirements: Certificate 4, 5, 6, or 7; master's degree, including 18 hours in individual analysis, educational and occupational information, counseling process, and administrative relationships; two years of successful teaching experience.

10. LIBRARIAN, CLASS A. Valid for grades 1-12 for five years; renewable as in certificate 5. Requirements: Bachelor's degree, including general

and professional education as described in certificate 6, except work must include both elementary and secondary levels; specialization, 24 (books and related materials for children and young people, 6; library administration, 6; electives, 12).

11. LIBRARIAN, CLASS AA. Valid for grades 1-12 for ten years; renewable or becomes invalid as in certificate 2. Requirements: Class A teacher's certificate; master's degree, including 24 hours in library science; or master's degree, including 15 hours in library science, provided the applicant holds certificate 10 or has a fifth-year degree in library science.

#### Other Certificates Issued

12. VOCATIONAL TRADES TEACHER, CLASS A. Valid for five years; renewable on 6 hours. Requirements. Minimum of 60 college hours, including general and professional education as required for certificate 6, plus 24 months of trade experience on the journeyman level in the trade in which certification is desired.

## Missouri

*State Certification Officer.* Paul R. Greene, Director of Teacher Education and Certification, State Department of Education, Jefferson City, Missouri 65101.

*General Requirements.* No minimum age or fee. Applicant must furnish a health certificate to the employing school district but not to the state office as prerequisite to certification. Certificates are required of administrators, supervisors, and teachers in public schools, including junior colleges, and in special state schools (schools for the blind and deaf, schools of correction). The University of Missouri and the state teachers colleges are authorized to grant life certificates to their graduates with bachelor's degrees in education; county superintendents are authorized to issue third-grade certificates by examination.

*Credentials to Accompany Application.* Official transcript of college work and institutional recommendation.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. SUPERINTENDENT. Requirements: Completion of a two-year, NCATE-approved graduate program for superintendents.

2. SECONDARY SCHOOL PRINCIPAL. Requirements: Hold certificate 6 or 7; master's degree, including 20 hours in administration and supervision of the secondary school, with 2 hours each in secondary school administration, supervision, and curriculum construction.

3. ELEMENTARY SCHOOL PRINCIPAL. Requirements: Hold certificate 2 or 4; master's degree, including 20 hours in administration and supervision of the elementary school, with 2 hours each in elementary administration, supervision, and curriculum.

4. **GUIDANCE.** Requirements: Master's degree, including general and professional education as described in certificate 5, 6, or 7; two years of experience as a teacher; minimum professional training to include seven areas. For further information, write to the state director of guidance services.

#### Teachers: Elementary and Secondary

5. **ELEMENTARY.** Valid for teachers in grades 1-8 (except departmentalized classes in junior high schools) for life. Requirements: Bachelor's degree; general education, 42 (English, 10, including 5 in composition, rhetoric, and grammar, and 2 in children's literature; social studies, 12, including 5 in American history and 2 each in American government and geography; sciences, 8; art and music, 4; health education, 2; mathematics, 2); professional education, 20 (educational psychology, child psychology, child growth and development, etc., 4-5; history or philosophy of education, organization and management, etc., 4-5; methods, including teaching reading or language arts, 4-5; student teaching, 5).

6. **GENERAL SECONDARY.** Requirements: Bachelor's degree, including general education, 25 in at least three areas selected from English, social studies, mathematics, sciences, or foreign language; health, 2; professional education, 20 (educational psychology, adolescent psychology, growth and development, etc., 4-5; history or philosophy of education, high school administration, curriculum, etc., 4-5; methods or techniques, 4-5; student teaching in secondary schools, 5); departmental concentration, 24 in all fields, except driver education, 15.

7. **SECONDARY VOCATIONAL SUBJECTS.** Requirements: Bachelor's degree, plus other varied requirements. Applicants may write to the state director of vocational agriculture, homemaking education, distributive education, or industrial education.

8. **SPECIAL EDUCATION TEACHER.** Requirements: Bachelor's degree with professional education courses as in certificate 2, 4, 6, or 7. Applicants may contact the director of special education for specific requirements.

#### Special School Service Personnel

9. **LIBRARIAN.** Requirements: Bachelor's degree with general and professional education and a life teaching certificate; concentration in library science, 15.

#### Other Certificates Issued

10. **SHORT-TERM (TWO-YEAR) ELEMENTARY OR SECONDARY CERTIFICATE.** The *elementary certificate* may be issued to a person having a bachelor's degree but lacking some of the specific courses required. The applicant must have a minimum of 5 hours of required professional education with overall deficiencies of not more than 24 hours. The *secondary certificate* may be issued to a person having a bachelor's degree and being no more than 5 hours deficient in professional education and no more than 5 in the subject matter field. A two-year certificate may be issued if the applicant is fully qualified in everything except professional education, in which he must have a minimum of 8 hours for each type of certificate.

## Montana

*State Certification Officer.* Vivian Allgaier, Director of Certification, State Department of Public Instruction, Helena, Montana 59601.

*General Requirements.* Minimum age, 18. Initial fee, \$2; \$2 for each year of certificate validity. U.S. citizenship (qualified aliens may be provisionally certified on request of the hiring district). Certificates are required of administrators, supervisors, and teachers in public elementary and secondary schools, and in nonpublic elementary and secondary schools seeking state accreditation.

Certificates are issued for two or five years and are renewable on completion of appropriate credit and experience requirements.

*Credentials to Accompany Request for Application Materials.* Legible transcripts of all college work. Final application includes oath of allegiance and health certificate, including tuberculin test, and college or university recommendation. Experience verification is required for certificate renewal.



## CERTIFICATES AND REQUIREMENTS

### Administrators

#### 1. CLASS 3 ADMINISTRATIVE.

a. SUPERINTENDENT ENDORSEMENT. Requirements: Master's degree; eligibility for certificate 2 or 3; 16 graduate credits in professional education, including 8 each in elementary and secondary (if not covered in prior preparation), and courses in school administration and finance, curriculum, supervision, and student personnel; three years of successful elementary and/or secondary teaching experience.

b. ELEMENTARY PRINCIPAL ENDORSEMENT. Requirements: Master's degree; eligibility for certificate 2 or 3 with elementary endorsement; 10 graduate credits in professional education, including 6 in elementary and courses in general and elementary school administration, curriculum or supervision, and student personnel; three years of successful elementary and/or secondary teaching experience.

c. SECONDARY PRINCIPAL ENDORSEMENT. Requirements: Master's degree; certificate 2 or 3 with secondary endorsement, or equivalent, issued prior to July 1, 1959; approved professional education, 10 graduate credits, including 6 in secondary education, courses in school administration, one course in secondary curriculum or supervision and one in student personnel; three years of successful elementary and/or secondary teaching experience.

d. SUPERVISOR ENDORSEMENT. Requirements: Master's degree in special area to be endorsed or in appropriate professional programs for general endorsement; 10 graduate credits of professional education in supervision, curriculum, and meth-

ods in area to be endorsed; three years of successful elementary and/or secondary teaching experience.

### Teachers: Elementary and Secondary

2. CLASS 2 TEACHING CERTIFICATE (STANDARD). Requirements: Completed teacher education program, at bachelor's degree level, in an accredited college; institutional recommendation; completion of 8 or more credits within the preceding five years. Secondary endorsement requires a 30-hour teaching major, a 20-hour minor, and a 16-hour professional sequence.

3. CLASS 1 TEACHING CERTIFICATE (PROFESSIONAL). Requirements: Eligibility for certificate 2; master's degree or college-approved fifth-year program; three years of successful elementary and/or secondary school experience.

### Other Certificates Issued

4. CLASS 4 (SPECIAL). Issued for vocational, recreation, and adult education teachers presenting training and experience required by the U.S. Office of Education or by special needs of these fields.

5. CLASS 5 (PROVISIONAL). Issued to applicants for elementary endorsement who have a bachelor's degree and a partially completed program in elementary education from an accredited institution. Issued to applicants for secondary endorsement who have a bachelor's degree from an accredited institution and a developed teaching field in a subject commonly taught in high school but whose professional preparation may be incomplete.

## Nebraska

*State Certification Officer.* Leonard Skov, Director of Teacher Education; D. G. Hayek, Director of Certification, State Department of Education, Lincoln, Nebraska 68509.

*General Requirements.* No minimum age specified. U.S. citizenship, except that provisional certificates may be issued to exchange students or other qualified aliens if there is a demonstrated need for their services and if their residence is

insufficient for eligibility for citizenship. Fee, \$2. Certificates are required of teachers, supervisors, counselors, and administrators in all public, non-public, and state-operated schools.

Any regular Nebraska certificate in force on January 1, 1964, may at its expiration, upon application, be converted to a similar certificate described below when authorized by the State Board of Education. Or, until September 30,

1968, such certificates may be converted to any certificate to which the holder's preparation entitles him upon evidence of 8 semester hours of approved college credit earned within five years and since the issuance of the previous certificate.

*Credentials to Accompany Application.* Legible transcripts bearing the seal of the issuing institution; proof of citizenship.

## CERTIFICATES AND REQUIREMENTS

### Administrators

1. **STANDARD ADMINISTRATIVE AND SUPERVISORY CERTIFICATE.** Valid for ten years for teaching, administration, and supervision, grades K-12 (must be endorsed for superintendency). Requirements: Eligibility for certificate 5; certification by a standard institution of a master's degree or 36 hours of graduate credit toward a six-year program in administration and/or supervision, a stated area of administrative or supervisory specialization, fulfillment of all appropriate standards of the institution, and completion of 6 graduate hours within the preceding three years. Reciprocity requirements: Possession of a valid similar certificate from another state which has similar requirements and evidence of either one year of successful experience under such a certificate or 6 hours of approved graduate credit within the preceding three years.

2. **PROFESSIONAL ADMINISTRATIVE AND SUPERVISORY CERTIFICATE.** Valid for life (may lapse after ten consecutive years of nonuse) for teachers, supervisors, and administrators, grades K-12 (must be endorsed for superintendency). Requirements: Eligibility for certificate 1; certification by a standard institution of completion of a six-year program for administrators and/or supervisors, a stated area of administrative or supervisory specialization, fulfillment of all appropriate standards of the institution, and completion of 6 graduate hours within the preceding three years. Reciprocity requirements: Same as for certificate 1.

3. **PROVISIONAL ADMINISTRATIVE AND SUPERVISORY CERTIFICATE.** Valid for three years for teachers, supervisors, and administrators. Requirements: Evidence of having held a Nebraska administrative and supervisory certificate within

the preceding five years and certification by a standard institution that the applicant is enrolled and in good standing in a program leading to certificate 1 or 2; *or* request for issuance of the certificate from the superintendent or school district in which the applicant is to be employed, a valid certificate 5 or 6, certification by a standard institution that the applicant is in good standing and has completed 75 percent of a program leading to certificate 1 (25 percent if at the same level as the teaching certificate held), recommendation by the institution, and written evidence of ability and intention to meet the requirements for certificate 1 with endorsements appropriate to the position to be filled. Certificates qualified for by the second method may not be endorsed for superintendency and may not be renewed but may be extended for one year in cases of undue hardship upon approval of the commissioner of education.

### Teachers: Elementary and Secondary

4. **PRESTANDARD TEACHING CERTIFICATE.** Valid for five years for teachers of grades K-12. Requirements: Bachelor's degree in an approved program; institutional recommendation; completion of 6 hours of work within the preceding three years. Reciprocity requirements: Same as for certificate 1, with specification of grade levels, subjects, fields, and areas and evidence that experience has been at the levels and in the subjects for which certified.

5. **STANDARD TEACHING CERTIFICATE.** Valid for ten years for teachers of grades K-12. Requirements: Same as for certificate 4, plus three years of successful teaching experience at appropriate levels and in appropriate subjects within the preceding five years.

6. **PROFESSIONAL TEACHING CERTIFICATE.** Valid for life (may lapse after ten consecutive years of nonuse) for teachers of grades K-12. Requirements: Same as for certificate 4, plus a master's degree or 36 hours of graduate work, completion of an approved fifth-year program in teacher education, completion of 6 hours of work within the preceding three years; *or* certification by a state department of education or appropriate agency that the applicant holds the highest teaching certificate issued within the state, the requirements for which are similar to those above.



### Other Certificates Issued

7. **PROVISIONAL TEACHING CERTIFICATE.** Rural elementary, provisional junior elementary,<sup>4</sup> and commitment certificates are issued for three years for specifically endorsed grades, subjects, fields, and areas in designated classes of school districts upon evidence of partial completion of an approved teacher education program (minimum 60 semester hours), including specified amounts of general and professional education. Such certificates are renewable on evidence of continuing work in the program. Provisional trades certificates for teaching instructional areas for which ordinary standard institutions provide inadequate preparation are issued on evidence of valid licenses to practice or teach commercially and on the request of a superintendent.

8. **SUBSTITUTE TEACHING CERTIFICATE.** Valid for five years for replacing a regular teacher under

contract intermittently up to 75 days per school year in all grades, subjects, fields, or areas (except that certificates based upon less than baccalaureate preparation are valid only as endorsed). Requirements: Evidence of having held an elementary or secondary prestandard teaching certificate or its equivalent from another state based on at least 60 hours of college credit.

9. **SPECIAL SERVICES CERTIFICATE.** Valid one to ten years, depending upon rank. This certificate is valid only as endorsed and its use in any other assignment is a violation of statute. Requirements: Completion of a preparation program in the service area; orientation to the performance of the service in schools to the appropriate degree.

<sup>4</sup> No longer initially issued, but can be renewed.

## Nevada

*State Certification Officer.* E. A. Haglund, Supervisor, Area Administration and Certification, State Department of Education, Carson City, Nevada 89701.

*General Requirements.* Minimum age, 18. Fees are indicated for individual certificates. Applicants must take courses, or pass examinations within one year, in U.S. Constitution (required if subject was not included in undergraduate program) and Nevada school law and Constitution. Certificates are required of all teachers and administrators in public schools and of special school service personnel for whom certification standards have been established, and must be filed with the county superintendent before the opening of the school year. Certificates are valid as indicated and are renewable on 3 or 6 hours of credit (depending on the type of certificate) earned during the life of the certificate.

*Credentials to Accompany Application.* Evidence of legal age and citizenship; health certificate, including tuberculin, eye, and hearing tests; oath of allegiance; official transcript of credits; fee.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. **ADMINISTRATIVE PROFESSIONAL CERTIFICATE.** Valid for five years for superintendents, assistant superintendents, and nonteaching principals and vice-principals. Fee, \$3. Requirements: Master's degree with 16 hours distributed among at least five fields selected from public school administration and organization, supervision of instruction, curriculum development, statistical methods, school finance, schoolhouse planning, and philosophy of education.

2. **ADMINISTRATIVE TEMPORARY CERTIFICATE.** Valid for three years. Requirements: Bachelor's degree; 16 graduate hours distributed among fields listed for certificate 1; three years of successful teaching or supervisory experience.

#### Teachers: Elementary and Secondary

3. **HIGH SCHOOL PROFESSIONAL.** Valid for teachers of subjects in grades 7-12 for five years with a bachelor's degree and for six years with a master's. Fee, \$3. Requirements: Bachelor's degree; 18 hours in secondary professional education, including 4 in student teaching (or two

years of successful teaching experience in public high schools) and a major and a minor in recognized teaching fields.

4. **ELEMENTARY PROFESSIONAL.** Valid for teaching grades K-8 for five years if based on a bachelor's degree and for six years if on a master's degree. Fee, \$3. Requirements: Bachelor's degree; 30 hours of professional education, including 6 in elementary methods and 4 in student teaching.

5. **VOCATIONAL.** Valid for five years. Fee, \$3. Requirements: Bachelor's degree; professional education, 18 (methods and materials and student teaching in the specialization); specialization for agriculture, 60 (including animal husbandry, 20; plant production and soil, 20; economics, agricultural economics, rural sociology, marketing, 10), and two years of practical farm experience since age 14; specialization for home economics, 45.

#### Special School Service Personnel

6. **SPECIAL.** Issued for two (nondegree), five (bachelor's), or six years (master's). Fee, \$3. Requirements: *Librarian*—bachelor's degree, including library science, 24 (or 16 hours in library

science and two years of experience as a librarian). *Speech Correction*—bachelor's degree, including English, 20, with at least 10 in speech; psychology, 10, including abnormal psychology and psychology of speech handicaps.

7. **COUNSELOR.** Fee, \$1. Requirements for *standard endorsement*, valid for three years: Valid certificate for level of counseling; one year of teaching experience; one year of wage-earning experience other than teaching; 12 hours in principles and practices of guidance, analysis of the individual, organization and administration of guidance services, educational and occupational information, and techniques in counseling. Requirements for *professional endorsement*, valid for five years: same as for standard endorsement, plus credit in supervised practice in counseling and group procedures and two years of teaching experience.

#### Other Certificates Issued

Certificates are issued for the teaching of mentally retarded, orthopedically handicapped, and emotionally disturbed children.

## New Hampshire

*State Certification Officer.* Janet G. Nute, Director of Teacher Certification, State Department of Education, Concord, New Hampshire 03301.

*General Requirements.* No minimum age specified. No fee. Certificates are required of teachers, administrators, supervisors, and special service personnel in public elementary and secondary schools, and in accredited private schools. Certificates are issued for five years to persons who have three years of experience in their present capacity, one in New Hampshire. They are renewable on recommendation of the superintendent of schools (superintendents' by the commissioner of education) for five years on 6 hours in appropriate courses or equivalent. A person with three years of experience who holds a master's degree is excused from this requirement.

*Credentials to Accompany Application.* Transcript of credits; evidence of employment; information regarding applicant, including birthplace, age, address, college and university training, educational experience, and references.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. **SUPERINTENDENT, PROFESSIONAL.** Requirements: Eligibility for certificate 6, 7, or 8; master's degree; total graduate work, 60, including professional education, 30 (school finance, personnel, plant planning, curriculum development, public relations, law, administration, business management, and supervision), or completion of a program approved by the Northeastern commissioners of education; five years of public school experience, including three in administration and/or supervision.

2. **ASSISTANT SUPERINTENDENT, PROFESSIONAL.** Requirements: Master's degree; total graduate work, 45, including 15 in course work required for superintendents.

3. **ELEMENTARY OR SECONDARY PRINCIPAL.** Requirements: Eligibility for certificate 6, 7, or 8; master's degree or equivalent, including professional education (school administration, 3; school



supervision, 3; curriculum development, 3; education evaluation, 3); three years of teaching experience on the level to be administered. For the professional or standard certificate, 30 additional graduate hours.

4. **TEACHER CONSULTANT.** Requirements: Eligibility for certificate 6, 7, or 8; master's degree or equivalent; total graduate work, 30, including professional education (school administration, school supervision, principles of learning, curriculum development, education evaluation, remedial reading, teaching language arts, teaching number concepts); three years of teaching experience. For the professional or standard certificate, 30 additional graduate hours.

5. **GUIDANCE DIRECTOR.** Requirements: Same as for certificate 9, plus two years of experience as a guidance counselor; graduate courses in organization and administration of a guidance program. For the professional or standard certificate, 30 additional graduate hours.

#### Teachers: Elementary and Secondary

6. **ELEMENTARY.** (Standard certificate, standard license, or provisional standard license.<sup>5</sup>) Requirements: Bachelor's degree in a program for elementary teachers.

7. **GENERAL SECONDARY.** (Standard certificate, standard license, or provisional standard license.<sup>5</sup>) Requirements: Bachelor's degree; secondary education, 18 (supervised student teaching, 6); major field, 30, with 6-18 hours in the subject to be taught.

8. **SECONDARY, VOCATIONAL SUBJECTS.** (Standard certificate, standard license, or provisional standard license.<sup>5</sup>) Requirements: Bachelor's degree; secondary education, 18 (supervised student teaching, 6). Specialization—agriculture, graduation from an approved program; distributive education, 30; home economics, 30; industrial arts, 30.

#### Special School Service Personnel

9. **GUIDANCE COUNSELOR.** Valid for school counseling for more than 50% of the school day. Requirements: Eligibility for certificate 6, 7, or 8; master's degree or equivalent; total graduate work, 30, including professional education in guidance, 21 (understanding the individual, understanding environmental opportunities, overview of guidance program, techniques of testing, individual counseling, group guidance, practicum in counseling). For a minor assignment, guidance counseling, 12. For a professional or standard certificate, 30 additional graduate hours.

10. **SCHOOL LIBRARIAN.** (Standard certificate or standard license.) Requirements: Bachelor's degree; library science, 24; professional education, 6.

11. **SCHOOL NURSE-TEACHER.** (Permit.) Requirements: Graduation from an accredited school of nursing; additional professional education, 30 (public health nursing, school nursing, family case work, child growth and development, special health problems, nutrition, health education, educational psychology, principles of education).

12. **SCHOOL BUSINESS ADMINISTRATOR.** Issued only if the State Board of Education has granted permission to a local or supervisory union board to create the position. Requirements: New Hampshire teaching credential, or bachelor's degree in business administration, accounting, or engineering; professional preparation which includes 12 hours covering school business management, school finance, school building (including planning, construction, maintenance), school law, and accounting.

<sup>5</sup> The provisional standard license is an *emergency* license issued to liberal arts graduates who have a minimum of 6 hours in professional education courses. They must acquire 6 hours in elementary or secondary professional education course work each year until the prescribed courses are completed.

## New Jersey

*State Certification Officer.* Allan F. Rosebrock. Director, Teacher Education and Certification, State Department of Education, 225 West State Street, Trenton, New Jersey 08625.

*General Requirements.* Minimum age, 18. Fee, \$5. Certificates are required of public school administrators, supervisors, elementary and secondary teachers, and special school service personnel.

Under certain conditions, candidates prepared in Delaware, Maryland, Pennsylvania, New York, and the New England states may be certified in New Jersey without meeting the specific requirements outlined for each certificate.

*Credentials to Accompany Application.* Evidence of holding or having applied for U.S. citizenship; evidence of legal age; oath of allegiance; official transcript of credits.

## CERTIFICATES AND REQUIREMENTS

### Administrators

1. **SCHOOL ADMINISTRATOR.** Valid for superintendents. Requirements: A standard teaching certificate or equivalent; three years of experience as assistant superintendent, principal, assistant principal, or supervisor; master's degree; total preparation to include 32 hours in school administration and supervision (general, elementary, and secondary administration and supervision; general curriculum construction; school buildings and finance; electives).

2. **SECONDARY SCHOOL PRINCIPAL.** Valid for junior, senior, or combination high school principal; required in schools with twelve or more teachers. Requirements: Permanent state teaching certificate or equivalent; master's degree; total preparation to include 24 hours in school administration and supervision (general administration including finance, guidance, public relations, school law; secondary administration, supervision, curriculum construction, and electives).

3. **ELEMENTARY SCHOOL PRINCIPAL.** Required of principals in elementary schools with twelve or more teachers. Requirements: Same as for certificate 2, except that specific courses and experience must relate to elementary schools.

4. **SUPERVISOR.** Valid for assistant superintendents and supervisors of instruction. Requirements: Same as for certificate 2, except that education courses must relate to general school administration, supervision, and curriculum construction.

5. **SCHOOL NURSE SUPERVISOR.** Requirements: Permanent New Jersey school nurse certificate or equivalent; bachelor's degree; 14 hours in general supervision, curriculum construction, and administration and supervision of school nursing.

6. **DIRECTOR, SCHOOL PERSONNEL SERVICES.** Valid for supervisors or coordinators of guidance in a school system. Requirements: Three years of teaching experience and six of guidance, including teaching; bachelor's degree; general education, 30 (English, 6; social studies, 6; remainder distributed among the sciences, art, mathematics, and foreign language); professional education, 40 (various phases of guidance, 18; specific psychology, 10; 12 from among sociology, administration, and curriculum).

### Teachers: Elementary and Secondary

7. **ELEMENTARY.** Valid for teachers of grades K-8. Requirements: Bachelor's degree; general education, 30 (English, 6; social studies, 6; remainder distributed among the sciences, art, mathematics, foreign language); professional education, 30 (elementary principles of education, curriculum construction, child growth and development, professionalized subject matter—art for children, geography, health education, history, literature for children, mathematics for children, music for children, reading, the sciences); student teaching, 150 clock hours.

8. **SECONDARY.** Valid for teachers of endorsed subjects in grades 7-12. Requirements: Bachelor's degree; general education, 30 (same as certificate 7); professional education, 18 (four areas chosen from methods and materials, educational psychology, health education, curriculum construction, foundations of education, guidance; 150 clock hours of student teaching); specialization, 18 in one teaching field; 30 credits in home economics, industrial arts, music, science, and social studies. (Eighteen-credit fields must be raised to 24 for a permanent certificate.)

9. **SPECIAL SUBJECT FIELDS.** Valid for teachers of art, business education, health and physical education, home economics, industrial arts (general), recreation, and music, grades 1-12. Requirements: Bachelor's degree in an approved curriculum for the specific subject to be endorsed; general and professional education as in certificate 8; specialization, 40 (except business education, 12, plus 18 for each subject field endorsed).

10. **VOCATIONAL SUBJECTS.** Valid for teachers of vocational agriculture, business education (vocational), distributive education, vocational home



economics, and vocational trades and industry in federally approved vocational schools. Requirements: Practical experience in the field; bachelor's degree in an approved curriculum in the field; general education, 30 (same as certificate 7); professional education, 18 (one course each in specific methods and materials, educational psychology, and health education; 150 clock hours in student teaching).

11. JUNIOR COLLEGE. Valid for teachers of endorsed subjects in grades 13 and 14 but not required in all junior colleges. Requirements: Master's degree; total preparation to include general education, 30 (same as certificate 7); professional education, 18 (one course each in specific methods and materials, educational psychology, and health education); 150 clock hours in student teaching; specialization, major for master's degree in subject endorsed, at least 30 hours.

12. SPECIAL EDUCATION. Valid for teachers of mentally retarded, orthopedically handicapped and cerebral palsied, physically handicapped, deaf or hard-of-hearing, partially sighted, speech defective, socially and emotionally maladjusted. Requirements: State teaching certificate appropriate to the grade level; bachelor's degree, including 18 hours of specialized professional education for a limited certificate which may be converted to a permanent certificate on three years of teaching experience. Special certificate: bachelor's degree and 30 credits in professional education, including 18 in the specialty, and student teaching.

#### Special School Service Personnel

13. SPECIAL SCHOOL SERVICES. Valid as endorsed. Requirements:

a. LIBRARIAN. Bachelor's degree and degree in library science, total preparation to include general education, 30; professional education, 12, plus 150 clock hours in student teaching.

b. NURSE. Graduation from an approved school of nursing and one year of experience as a nurse, or bachelor's degree; for limited certificate, professional education, 30 in school nursing, specific methods and materials, specific curriculum construction, sociology, child growth and development, public health education.

c. PSYCHOLOGIST. Completion of an approved 60-hour graduate program, including educational foundations, 12, education of the handicapped, 6, testing and clinical techniques, 18, personality and behavioral development, 12; plus an externship of 450 clock hours.

d. SCHOOL OCCUPATIONAL THERAPIST. Bachelor's degree in an approved program; graduation from an approved school of occupational therapy.

e. SCHOOL PHYSICAL THERAPIST. Bachelor's degree in an approved program; graduation from an approved curriculum in physical therapy.

f. SOCIAL WORKER. Bachelor's degree, 24 hours in education and social work, and three years of teaching or social work experience; or a master's degree from an approved school of social work.

#### Other Certificates Issued

Approximately fifteen other certificates, most of them substandard in character, are issued. In the main, these relate to the vocational fields, including industrial arts, agriculture, home economics, and vocational teachers for evening schools. A new certificate entitled "Student Personnel Services" encompasses the guidance field.

## New Mexico

*State Certification Officers.* La Mar W. Lamb, Director, Teacher Education, Certification, and Placement; Terry D. Horton, Assistant Director, State Department of Education, Santa Fe, New Mexico 87502.

*General Requirements.* Minimum age, 18. U.S. citizenship or declaration of intention. Fee, \$1. Eight hours of credit must have been earned within the five years preceding application. Cer-

tificates are required of teachers, supervisors, and administrators in public elementary and secondary schools and must be filed with the employing school authority. Teachers certified in other states who do not meet New Mexico requirements but who hold a degree from a regionally accredited institution may be issued a New Mexico certificate with the understanding that deficiencies will be removed at the rate of 8 hours a year. Teach-

ers certified on this basis must present evidence of employment in New Mexico at the time of application.

There are two plans under which New Mexico regionally accredited institutions may elect to recommend graduates for certification.

*Plan I. Without state approval of the teacher education program.* In recommending graduates for certification, the institution will verify that a degree has been awarded and that the applicant is 18 years of age, possesses good moral character, and is free from mental or physical disabilities which would impair his effectiveness as a teacher. It will not verify that the candidate has met the intent of an approved program and will not verify fields and areas of endorsement.

*Plan II. With state approval of the teacher education program.* In recommending applicants for certification, the institution will verify that the applicant is 18 years of age, possesses good moral character, and is free from mental or physical disabilities which would impair his effectiveness as a teacher. It will verify that the candidate has met the intent of an approved program and will verify fields and areas of endorsement.

*Credentials to Accompany Application.* Official transcripts to be sent directly by the preparing institution.

## CERTIFICATES AND REQUIREMENTS

### Administrators

1. FIVE-YEAR ADMINISTRATIVE CERTIFICATE. Valid for superintendents (except elected county superintendents), principals, and supervisors. Requirements: Master's degree, including professional education, 20 (organization, administration, and supervision); three years of teaching experience in the area of administrative endorsement.

2. CONTINUING TEN-YEAR PROFESSIONAL ADMINISTRATIVE CERTIFICATE. Requirements: Eligibility for certificate 1; approved sixth-year program; five years of administrative experience.

### Teachers: Elementary and Secondary

3. FOUR-YEAR PROVISIONAL ELEMENTARY CERTIFICATE. Valid for teachers of grades 1-8. Requirements: Bachelor's degree; general education,

48 (including 6 each in four areas selected from humanities and/or social science; behavioral science; biological and/or physical science; foreign language; communicative arts; mathematics; fine and practical arts; health, physical education, and/or recreation); elementary subject matter areas, 24 (at least 2 each in arithmetic; arts and crafts; social studies; health, physical education, recreation, and/or safety education; music; science; language arts and/or children's literature); subject matter specialization, 24 in one area or 18 each in two areas; professional education, 24 (student teaching, 6, and 18 in three areas selected from human growth and development, school counseling, methods and techniques, orientation, psychology); institutional recommendation.

4. CONTINUING FIVE-YEAR ELEMENTARY CERTIFICATE. Requirements: Eligibility for certificate 3; completion of 30 graduate hours in a planned five-year program, a major portion of which is in elementary school subject areas; total preparation should include general education, 48 (same as certificate 3, except 2 hours in two additional areas), elementary education, 36, subject specialization, 36 in one area or 18 in each of two, and professional education, 30; three years of experience during the preceding five years.

5. PROFESSIONAL ELEMENTARY LICENSURE. Valid for continuous service but becomes inactive after four years of nonuse. Requirements: Completion of the five-year program culminating in a master's degree.

6. FOUR-YEAR PROVISIONAL SECONDARY CERTIFICATE. Valid for teaching endorsed areas in grades 7-12. Requirements: Bachelor's degree; general education, 48 (same as certificate 3); professional education, 18 (student teaching, 6, and 12 in three areas selected from areas listed for certificate 3); subject matter areas, 48-60 (first teaching field, 24, second, 24; or first field, 24, second, 18, third, 18; or composite field, 54); institutional recommendation.

7. CONTINUING FIVE-YEAR SECONDARY CERTIFICATE. (Endorsements require 24 hours for a teaching field and 10 for a specific teaching area, except typing and shorthand, 5.) Requirements: Eligibility for certificate 6; completion of 30 graduate hours in a planned five-year program, a major portion of which is in secondary subject areas;



total preparation should include general education, 48 (same as certificate 4), teaching fields, 60 (one of 36 and one of 24), and professional education, 28; three years of experience during the preceding five years.

8. **PROFESSIONAL SECONDARY LICENSURE.** Validity same as for certificate 5. Requirements: Completion of the five-year program culminating in a master's degree.

9. **ONE-YEAR KINDERGARTEN CERTIFICATE.** Valid for teaching in state-approved nonpublic nurseries and kindergartens. Requirements: 60 college hours in the field and one year of kindergarten teaching experience.

10. **FOUR-YEAR PROVISIONAL ELEMENTARY CERTIFICATE WITH KINDERGARTEN ENDORSEMENT.** Valid for teachers in state-approved public or nonpublic kindergartens. Requirements: Eligibility for certificate 3; nursery, kindergarten, and primary education, 8 (theory, curriculum, content, methods and materials).

11. **FIVE-YEAR KINDERGARTEN CERTIFICATE.** Requirements: Graduation from an accredited institution; general education which includes physical and biological sciences, mathematics and philosophy, language and literature, social and behavioral sciences, and fine arts; early childhood education, 24 (growth, development, and learning; mental and physical health, school, parent, home, and community relationships and interactions; curriculum, content, methods, materials, experiences, and resources; supervised experience with children, 6; current problems, history, and philosophy of education; administration and organization of schools; relationships to grades 4-6).

12. **SPECIAL EDUCATION CERTIFICATE.** Valid for teachers of exceptional children in grades K-12. Requirements: Eligibility for certificate 3, 4, 5, 6, 7, or 8; bachelor's degree, including special education, 18 for a minor teaching area, 24 for a major (education of exceptional children, materials and methods for exceptional children, remedial reading and/or language development, and other courses distributed among education of the mentally retarded, activity therapy, abnormal psychology, mental deficiencies, guidance and testing, nature and needs of the physically handicapped, social psychology, and personality

development); one year of experience or 3 hours of student teaching in special education.

13. **FOUR-YEAR VOCATIONAL AGRICULTURE CERTIFICATE.** Valid for teachers in departments reimbursed from federal vocational funds. Requirements: Bachelor of science in agriculture, including general education, 48 (same as certificate 3); technical agriculture, 60 (including 12 each in animal industry, plant industry, agricultural economics, and agricultural engineering); agricultural education, 15 (methods in agricultural instruction; methods in farm mechanics; student teaching, six weeks); professional education, 4 (psychology and orientation); institutional recommendation.

14. **CONTINUING FIVE-YEAR VOCATIONAL AGRICULTURE CERTIFICATE.** Requirements: Eligibility for certificate 13; 30 graduate hours in a planned five-year program, total preparation to include general education, 48, technical agriculture, 18, agricultural or general education, 12, and professional education, 28; three years of teaching experience during the preceding five years.

15. **PROFESSIONAL VOCATIONAL AGRICULTURE LICENSURE.** Validity same as for certificate 5. Requirements: Completion of the five-year program culminating in the master's degree.

16. **FOUR-YEAR VOCATIONAL HOME ECONOMICS CERTIFICATE.** Valid for teachers in departments reimbursed from federal vocational funds. Requirements: Bachelor of science in home economics, including general education, 48 (same as certificate 3); home economics subject matter, 36 (9 each in clothing and textiles; foods and nutrition; family economics, management, equipment, and furnishings; family health and relationships and child growth and development); teaching minor in a home economics area or a different subject field, 18; professional education, 18 (student teaching, 6; home economics methods, 3; 9 hours in three areas selected from human growth and development, school counseling, methods and techniques, orientation, psychology); institutional recommendation.

17. **CONTINUING FIVE-YEAR VOCATIONAL HOME ECONOMICS CERTIFICATE.** Requirements: Eligibility for certificate 16; 30 graduate hours in a planned five-year program, total preparation to include general education, 48 (same as certificate 4),

home economics subject matter, 18, home economics or general education, 12, and professional education, 28; three years of teaching experience within the preceding five years.

**18. PROFESSIONAL VOCATIONAL HOME ECONOMICS LICENSURE.** Validity same as for certificate 5. Requirements: Completion of the five-year program culminating in the master's degree.

**19. FOUR-YEAR VOCATIONAL DISTRIBUTIVE EDUCATION CERTIFICATE.** Requirements: Bachelor's degree with a major in business administration, economics, business education, marketing or some phase of distribution, vocational education, or a related field, including general education, 48 (same as for certificate 3); technical subject matter, 18 (retailing, wholesaling, salesmanship, marketing, credits and collections, advertising, display, economics, accounting, or other distributive subjects); professional education, 18 (secondary student teaching, 6; organization and administration, methods, conference-leading, coordination techniques, work experience in high school, and vocational guidance, 6; secondary education, psychology, and adult education, 6); institutional recommendation; 36 months of work experience in a distributive occupation.

**20. CONTINUING FIVE-YEAR VOCATIONAL DISTRIBUTIVE EDUCATION CERTIFICATE.** Requirements: Eligibility for certificate 19; 30 graduate hours in a planned five-year program, total preparation to include general education, 48 (same as certificate 4), business administration, 18, distributive or general education, 12, and professional education, 28; three years of teaching experience within the preceding five years.

**21. PROFESSIONAL VOCATIONAL DISTRIBUTIVE EDUCATION LICENSURE.** Validity same as for certificate 5. Requirements: Completion of the five-year program culminating in a master's degree.

#### **Special School Service Personnel**

**22. FOUR-YEAR SCHOOL COUNSELOR CERTIFICATE.** Requirements: Valid certificate 3, 4, 5, 6, 7, or 8; bachelor's degree; courses in guidance and counseling, 24, including 21 graduate (practicum, 3; remainder in theory, philosophy, and principles; psychological appraisal of the individual; psychology of careers and socioeconomic

information; techniques; group procedures; research methods); recommendation of the institution in which a majority of the guidance courses were completed; one year of teaching experience.

**23. PROFESSIONAL SCHOOL COUNSELOR LICENSURE.** Validity same as for certificate 5. Requirements: Eligibility for certificate 3, 4, 5, 6, 7, or 8; master's degree; guidance credits, 45, including 42 graduate (see certificate 22; additional 21 in behavioral sciences, education, and related areas); institutional recommendation; four years of experience, including two in guidance and counseling.

**24. ONE-YEAR SCHOOL SOCIAL WORKER CERTIFICATE.** Requirements: Completion of the first graduate year leading to a master's degree from a school accredited by the Council on Social Work Education, including understanding the individual, social work methods, field placement, social welfare programs and community resources, and research methods; two years of supervised full-time paid social work in a child welfare, correctional, psychiatric, or family agency and a course in the foundations of education, or a valid New Mexico teaching certificate and two years of experience.

**25. FOUR-YEAR SCHOOL SOCIAL WORKER CERTIFICATE.** Requirements: Completion of the academic requirements for a master's degree in social work in an institution accredited by CSWE; one year of full-time paid experience as a school social worker (may be acquired during the first year of employment in New Mexico).

**26. PROFESSIONAL SCHOOL SOCIAL WORKER LICENSURE.** Validity same as for certificate 5. Requirements: Certificate 25 and three years of experience in school social work.

**27. LIBRARY SCIENCE.** Validity same as for the teaching certificate held. Requirements: Valid teaching certificate for the level of librarianship, plus 15 hours of professional library science for holders of four-year certificates and 18 for holders of five-year and professional certificates.

**28. FOUR-YEAR SPEECH PATHOLOGY PROVISIONAL CERTIFICATE.** Requirements: Master's degree; recommendation of the speech pathology program director in which a major portion of the training was completed and approval of the dean of education; general education, 48 (humanities



and/or behavioral science; biological and/or physical science; foreign language; communicative arts; mathematics; fine and practical arts; health, physical education, and/or recreation; at least 6 in each of these four areas and 2 in two); behavioral and communicative sciences, 30 (well-integrated program meeting minimum standards of American Speech and Hearing Association); professional education, 18 (including 3 in orientation and a speech pathology practicum in public school); specialization, 36 (24 in speech pathology and 6 in audiology).

29. **PROFESSIONAL SPEECH PATHOLOGY LICENSURE.** Requirements: Three years of experience under certificate 28.

30. **FOUR-YEAR AUDIOLOGY PROVISIONAL CERTIFICATE.** Requirements: Master's degree; recommendation of the director of the audiology program in which a major portion of the training

is completed and approval of the dean of education; general education, 48 (as in certificate 28); behavioral and communicative sciences, 30 (as in certificate 28); professional education, 18 (including 3 in orientation and an audiology practicum in public school); specialization, 36 (24 in audiology and 6 in speech pathology).

31. **PROFESSIONAL AUDIOLOGY LICENSURE.** Requirements: Three years of experience under certificate 30.

#### Other Certificates Issued

Certificates may be endorsed for teaching art, foreign language, health, physical education, and recreation, industrial arts, and music in grades K-12 by the applicant's completing general requirements for certification and 36 hours in the special field, including elementary and secondary student teaching and methods.

## New York

*State Certification Officers.* Alvin P. Lierheimer, Director, Division of Teacher Education and Certification; John A. Granito, Chief, Bureau of Teacher Education; Vincent C. Gazzetta, Chief, Bureau of In-service Education; Charles C. Mackey, Jr., Associate in Teacher Certification; State Education Department, Albany, New York 12224.

*General Requirements.* Minimum age, 18. Fee, \$5. Certificates are required of administrators, supervisors, and teachers in public schools, kindergarten through secondary school, and of special school service personnel for whom certification standards have been established. Provisional certificates are issued for ten years unless otherwise noted, and are convertible to permanent certificates—administrators (principals only) upon completing 24 hours (bringing total to 30) of graduate study beyond provisional certificate requirements (with some specified minima) and five years of total appropriate experience; teachers upon completing 30 hours of graduate study beyond the bachelor's degree (with some specific minima).

*Credentials to Accompany Application.* Official transcript.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. **SUPERINTENDENT, PERMANENT.** Valid for continuous service; becomes invalid when the holder is inactive for five consecutive years. Requirements: Graduation from an approved institution, plus 60 approved graduate hours; total preparation must include 30 hours related to school administration and supervision, including 6 in general liberal study; five years of teaching and/or supervisory experience in public schools.

2. **ELEMENTARY SCHOOL PRINCIPAL, PROVISIONAL.** Requirements: Valid elementary teaching certificate; three years of appropriate teaching and/or supervisory experience; 6 hours in approved graduate courses, including 4 in elementary school administration. Total preparation for the permanent certificate must include an additional 4 hours in elementary school administration.

3. **SECONDARY SCHOOL PRINCIPAL, PROVISIONAL** (in other than vocational schools). Requirements: Valid secondary teaching certificate; two years of teaching or supervisory experience; 6 hours in approved courses in secondary school administration. Total preparation for the perma-

ment certificate must include an additional 4 hours in secondary school administration.

4. VOCATIONAL HIGH SCHOOL PRINCIPAL, PROVISIONAL. Requirements: Same as for certificate 3, except that prior certificate, experience, and professional preparation must be in vocational education, and three years of experience is required. Total preparation for the permanent certificate must include 12 hours of vocational education beyond provisional requirements.

5. TECHNICAL HIGH SCHOOL PRINCIPAL, PROVISIONAL. Requirements: Same as for certificate 3, except that prior experience, certificate, and professional preparation must be in vocational-technical education, three years of experience is required, and the bachelor's degree must be in architecture, art engineering, or applied science. Total preparation for the permanent certificate must include 12 hours of vocational-technical education beyond provisional requirements.

6. ELEMENTARY SUPERVISOR, PROVISIONAL. Requirements: Valid elementary teaching certificate; three years of appropriate experience in elementary schools; 6 hours in approved graduate courses. Total preparation should include 24 hours in professional courses approved for teaching common-branch subjects and 6 in appropriate courses in elementary school supervision. Total preparation for the permanent certificate must include an additional 6 hours in elementary supervision.

7. SECONDARY SCHOOL SUPERVISOR, PROVISIONAL. Requirements: Valid secondary teaching certificate; three years of secondary school experience; 6 hours in approved graduate courses. Total preparation should include 6 hours in appropriate courses in secondary supervision. Total preparation for the permanent certificate must include an additional 6 hours in secondary supervision.

8. VOCATIONAL EDUCATION SUPERVISOR, PROVISIONAL. Requirements: Valid teaching certificate in the appropriate vocational subject; three years of teaching experience in vocational schools; bachelor's degree, plus 6 hours of graduate credit, total preparation to include 6 hours in vocational supervision. Total preparation for the permanent certificate must include 12 hours in vocational supervision.

9. SUPERVISOR OF SHOP SUBJECTS (INDUSTRIAL ARTS), PROVISIONAL. Requirements: Valid teaching certificate in shop subjects (industrial arts); three years of teaching experience in shop subjects; bachelor's degree, plus 6 hours of graduate credit. Total preparation should include 6 hours in approved courses in industrial arts supervision. Total preparation for the permanent certificate must include an additional 6 hours in industrial arts supervision and 2 hours in vocational guidance.

10. SUPERVISOR OF SHOP SUBJECTS (TRADES), PROVISIONAL. Requirements: Valid teaching certificate in trade subjects; five years of journeyman experience; three years of appropriate teaching experience; bachelor's degree, plus 6 hours of graduate credit. Total preparation should include 6 hours in vocational school supervision. Total preparation for the permanent certificate must include an additional 6 hours in vocational school supervision and 2 hours in vocational guidance.

#### Teachers: Elementary and Secondary

11. ELEMENTARY, PROVISIONAL. Valid for nursery school through grade 6. Requirements: Bachelor's degree; general education, 75 (humanities, 12; social sciences, 12; natural sciences and mathematics, 12); academic concentration, 24; professional education, 24 (sociological, philosophical, and historical foundations, 3; educational and developmental psychology, 6; methods and materials, 9; appropriate electives, 6). With the appropriate concentration and 3 hours in special methods, a certificate will be valid for teaching in the nursery school through grade 6 and an academic subject in grades 7-9.

12. ACADEMIC SUBJECTS, PROVISIONAL. Valid for teaching grades 7-12 for five years. Requirements: Bachelor's degree, including 18 hours in professional courses (at least 8 in the social, philosophical, and psychological foundations of educational theory and practice, 8 in methods and materials of teaching the subject in which certification is sought, and supervised observation and practice teaching). Total preparation must include at least 80 class periods of supervised instructional experience in secondary school. Content preparation: English, 36; foreign languages, 24; mathematics, 18; social studies, 36; biology,



42; chemistry, 42; physics, 42; earth science, 42. All specific science certificates include general science.

13. **SPECIAL SUBJECTS, PROVISIONAL.** Valid for teaching agriculture, art, commerce (general commercial subjects, stenography and typewriting, accounting and business practice, merchandising and salesmanship, distributive occupation subjects) health, homemaking, library, music, physical education and hygiene, recreation, speech, or other subjects offered in the public schools. Requirements: Bachelor's degree, including professional education, 18 (student teaching and special methods in the special subject, 4 each; psychology for teachers and history, philosophy, problems and/or principles of education, 2 each); technical preparation in special subject, 36, plus related subject area requirements.

14. **TECHNICAL OR RELATED TECHNICAL SUBJECTS, PROVISIONAL.** Requirements: Bachelor's degree in architecture, art, engineering, or applied science, including secondary professional education, 18; three years of experience related to the subject for which the certificate is issued (one year of approved graduate study may be accepted in lieu of one year of experience).

15. **INDUSTRIAL ARTS, PROVISIONAL.** Requirements: Bachelor's degree, including professional education, 18; technical preparation; 36, plus prerequisites.

#### **Special School Service Personnel**

16. **GUIDANCE WORKER, PROVISIONAL.** Valid for five years. Requirements: Valid teaching certificate based on a bachelor's degree, plus 30 hours in appropriate graduate study, including 16 in appropriate preparation; two years of approved and appropriate teaching experience and one year of experience other than teaching. The permanent

certificate may be issued upon completion of an additional 14 hours of appropriate preparation.

17. **SCHOOL PSYCHOLOGIST, PROVISIONAL.** Valid for five years; convertible to the permanent certificate upon completion of 52 hours in appropriate preparation. Requirements: Five years of preparation, including 40 hours in appropriate preparation.

18. **SCHOOL NURSE-TEACHER, PROVISIONAL.** Requirements: Current registration as a professional nurse in New York; 30 hours in specific courses.

19. **DENTAL HYGIENIST-TEACHER, PROVISIONAL.** Valid for five years; the permanent certificate may be issued upon completion of 12 hours of additional training. Requirements: Current registration as a dental hygienist in New York; 6 hours in specific courses.

20. **MEDICAL SUPERVISOR, PROVISIONAL.** Requirements: License to practice medicine in New York; one year of acceptable internship; three years of appropriate experience in school medical inspection or five years of approved experience in the practice of medicine and 6 hours in approved professional courses. The permanent certificate may be issued on 6 hours of additional professional courses.

21. **ATTENDANCE TEACHER, PROVISIONAL.** Requirements: Bachelor's degree, including 12 hours of appropriate preparation. Valid for five years; nonrenewable; convertible to the permanent certificate upon completion of an additional 18 hours of appropriate courses.

#### **Other Certificates Issued**

22. **TRADES, PROVISIONAL.** Requirements: High school graduation and apprenticeship and journeyman experience; 32 hours in specific preparation; pass a proficiency examination in the trade for which the certificate is desired.

## **North Carolina**

*State Certification Officer.* J. P. Freeman, Director, Division of Professional Services, State Department of Public Instruction, Raleigh, North Carolina 27602.

*General Requirements.* Minimum age, 18. Certificates are required of administrators, super-

visors, and teachers in all public elementary and secondary schools, and (legally) in parochial and other nonpublic elementary and secondary schools. Certificates for teachers in public schools must be filed with the county or city superintendent. Initial certificates are issued for five years and

are renewable for five years on 6 credit hours, subsequently for five years on combinations of credit, experience, workshop, and travel.

**Credentials to Accompany Application.** In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state applicants are certificated on the basis of regional and NCATE accreditation, home state approval, or other evidence of quality of preparation. Official transcripts are required of all applicants.

**National Teacher Examinations Scores Required for Certification.** Between July 1, 1967, and July 1, 1968, all certificates or ratings requiring a bachelor's degree or less will require a minimum score of 475 on both the NTE common examination and the appropriate teaching area examination. A one-year nonrenewable probationary certificate will be given if either score is between 425 and 474. Certificates requiring the master's degree will require a minimum score of 550 on both the common and the area examinations. Advanced certificates will require a minimum score of 625 on each.

After July 1, 1968, the minimum scores become 500 on both the common and area examinations for certificates based on the bachelor's degree or less, 600 on each examination for master's degree certificates, and 650 on each for advanced certificates.

## CERTIFICATES AND REQUIREMENTS

### Administrators

1. SUPERINTENDENT. Requirements: Hold or be qualified to hold a teacher's certificate and a principal's certificate; five years of teaching and supervisory or administrative experience within the last ten years; master's degree with 18 hours in education, including foundations, organization and administration, curriculum, supervision, and administrative field experience; related disciplines, 12. Effective in 1973, a master's degree and 30 additional hours in an approved program for superintendents will be required.

2. PRINCIPAL. Requirements: Hold or be qualified to hold a Class A teacher's certificate; three years of teaching or supervisory experience within the last five years; master's degree (sixth year

optional) with 14 hours in education, including foundations, organization and administration, curriculum, supervision, and administrative field experiences.

3. COUNSELOR. Requirements: Hold or be qualified to hold a Class A teacher's certificate; three years of teaching experience; one year of occupational experience; master's degree (sixth year optional), including education, 6, psychology, 6, counseling procedures and techniques, 9, society and culture, 6, and supervised practicum in counseling, 3.

4. SUPERVISOR. Requirements: Hold or be qualified to hold the graduate teacher's certificate; five years of experience within the last eight years; master's degree (sixth year optional) with 12 hours in education, including supervision, curriculum, learning and the learning process, organization and administration, and research.

5. SUPERVISOR OF STUDENT TEACHERS. Requirements: Hold or be qualified to hold a graduate teacher's certificate; 6 graduate hours in education (emphasizing general supervision; methods and techniques of supervising student teaching; administrative, cooperating school, and community relationships of the student teacher; relationship to the college, particularly the college supervisor); one or more years of successful experience under college supervision; recommendation of local administration (superintendent, supervisor, or principal) and college supervisor.

6. AUDIOVISUAL DIRECTOR. Requirements: Hold or be qualified to hold Class A teacher's certificate; three years of experience within the past five years; master's degree, including educational communications, 9, foundations of education, 3, organization and administration, 3, and curriculum and supervision, 3.

7. SCHOOL PSYCHOLOGIST. Requirements: Bachelor's degree; 60 graduate hours, including a master's degree and theoretical and experimental psychological foundations, 21, psychological methods and techniques, 21, education, 15, and supervised field experience, 350 clock hours.

### Teachers: Elementary and Secondary

8. ELEMENTARY (CLASS A PRIMARY OR GRAMMAR GRADES). Requirements: Bachelor's degree; professional education, 24 (psychological founda-



tions, 6; sociological foundations, 6; elementary methods and materials, 6; teaching and practicum, 6); language arts, 12 (grammar and composition, 6; literature and children's literature, 6); social studies, 14 (American history, 6; geography, 6; government, 2); science, 6; mathematics, 3; music and art, 9; health and physical education, 4.

9. **ELEMENTARY (GRADUATE)**. Requirements: Hold or be qualified to hold certificate 8; three years of teaching experience; master's degree, including 12 hours of academic credit and 12 of education.

10. **SECONDARY AND SPECIAL SUBJECT (CLASS A)**. Requirements: Bachelor's degree; professional education, 18 (psychological foundations, 4; sociological foundations, 6; curriculum materials and methods, 2; teaching and practicum, 6). Specialization—agriculture, 48; art, 36; Bible, 21; business education, 36; home economics, 48; library science, 18; mathematics, 30; music, 48;

physical education, 36; science, 48; social studies, 42; special education, 30; speech, 30; trades and industries, 36.

11. **SECONDARY AND SPECIAL SUBJECT (GRADUATE)**. Requirements: Hold or be qualified to hold certificate 10; three years of teaching experience; master's degree, including 18 hours in subject(s) of certificate 10 and 6 in professional education.

12. **SPECIAL VOCATIONAL PROGRAMS**. (Industrial cooperative training, distributive education, and introduction to vocations.) Requirements for *provisional* certificate: Bachelor's degree; for industrial cooperative training or distributive education, two or more years of appropriate experience as a wage earner; for introduction to vocations, recommendation of the state supervisor of diversified and comprehensive vocational education. Requirements for *Class A* certificate: 12 hours in professional education.

## North Dakota

*State Certification Officer.* Raymond W. Bangs, Director of Teacher Certification, State Department of Public Instruction, Bismarck, North Dakota 58501.

*General Requirements.* Minimum age, 18. Fee, \$3-\$5. Full- and part-time teachers are required to hold certificates issued by the state. Diplomas of graduates of schools of education of state colleges are accredited as certificates, based on a statement or requisition from the college. Initial certificates are valid for three years. Certificates must be recorded in the office of the county superintendent.

*Credentials to Accompany Application.* Statement of age; evidence of U.S. citizenship or declaration; oath of allegiance; professional and character references; record of college work from the registrar, to be supplied on a form furnished by the State Department. A transcript may be attached to this form.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. **SUPERINTENDENT**. Requirements: Master's degree in school administration qualifying the

holder for an administrative credential; first-grade professional certificate; minimum of 16 hours in administration covering both elementary and secondary fields; four years of successful experience in education, two as an administrator.

2. **SECONDARY PRINCIPAL**. Requirements: Master's degree in secondary education (for schools with over 200 enrollment, grades 9-12), or 16 graduate hours in secondary education (for schools with under 200 enrollment, grades 9-12).

3. **ELEMENTARY PRINCIPAL**. Requirements: Master's degree in elementary education (for schools with over 500 enrollment, grades 1-8), or 8 graduate hours in elementary education (schools under 500 enrollment, grades 1-8).

#### Teachers: Elementary and Secondary

4. **FIRST-GRADE PROFESSIONAL CERTIFICATE**. Valid for three years for teaching all grades and subjects in elementary and secondary schools or majors and minors only in accredited high schools; convertible to a life certificate on 18 months of successful teaching within the state after date of issuance. Requirements: Bachelor's degree, including 16 hours in professional education, including student teaching.

### Special School Service Personnel

5. **PUBLIC SCHOOL COUNSELOR.** Requirements for *standard credential*: First-grade professional certificate with 15 hours in specified guidance courses and practicum; two years of teaching experience and one year of other work experience. Requirements for *professional credential*: First-grade professional certificate; master's degree with a minimum of 24 hours of specified guidance courses and practicum; two years of teaching experience and one year of other work experience.

6. **LIBRARIAN.** Requirements: Bachelor's degree; first-grade professional certificate with 16 hours in education, with a minimum of 16 hours of library science in accredited schools.

7. **TEACHERS OF EXCEPTIONAL CHILDREN, MENTALLY HANDICAPPED.** Requirements: Valid professional certificate, plus additional requirements set by the director of special education.

8. **SPEECH THERAPIST.** Requirements: First-grade professional certificate, including a mini-

mum of 33 hours of preparation as outlined by the superintendent of public instruction. A major in speech pathology entitles the holder to teach in the field of specialty at all grade levels. Specific requirements: 18 hours in phonetics, anatomy, physiology and physics of voice, speech pathology, correction, therapy, clinical and laboratory methods and research; 9 hours in allied fields exclusive of speech arts; 200 clock hours of basic clinical training.

### Other Certificates Issued

9. **SECOND-GRADE PROFESSIONAL CERTIFICATE.** (Will be discontinued July 1, 1969.) Issued to graduates of two-year teacher-training courses. Valid for teaching in elementary grades. The diploma must include 16 hours in professional education.

10. **VISITING COUNSELOR.** Based on first-grade professional certificate.

## Ohio

*State Certification Officer.* Maxon F. Greene, Director, Division of Teacher Education and Certification, State Department of Education, Columbus, Ohio 43215.

*General Requirements.* No minimum age specified. Initial fee, \$2; each renewal, \$2. Certificates are required of administrators, supervisors, teachers, and school employees in pupil personnel service in all public and non-tax-supported schools. Certificates must be filed in the office of the superintendent. Initial certificates are valid for four years and renewable on successful experience.

*Credentials to Accompany Application.* In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on evidence of having completed a pattern of teacher education substantially equivalent to that required in Ohio colleges in an institution approved for teacher education by the home state. A transcript of credits is also required.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. **PROVISIONAL SUPERINTENDENT.** Requirements: Completion of a masters degree and certificate of advanced study or equivalent in a planned program, including continuous full-time residence, 10; total graduate credits, 60 (administration—one course each in general or elementary and secondary educational administration, finance, law, buildings, school-community relations, and staff personnel; supervision of instruction; curriculum; social and philosophical foundations; psychological foundations; research and/or evaluation; one professionally related discipline, such as sociology, economics, public administration, or business administration); 27 months of experience as executive head, assistant executive head, principal, assistant principal, supervisor, or member of the staff of a school system for which an administrative certificate is required, whose administrative or supervisory duties have required half-time or more.



2. **PROVISIONAL SUPERVISORY.** Requirements: Master's degree; professional education, 15 (research—reading and interpretation, design, necessary statistics; elementary and secondary curriculum; supervision; purpose and organization of the school; human growth and development); 45 months of successful teaching experience in the field for which the certificate is sought.

3. **PROVISIONAL ELEMENTARY PRINCIPAL.** Requirements: Eligibility for certificate 6; master's degree; professional graduate credits, 12 (elementary school administration, supervision, and curriculum); 27 months of successful teaching experience, including 18 in elementary grades under a provisional or higher elementary certificate.

4. **PROVISIONAL SECONDARY PRINCIPAL.** Requirements: Eligibility for certificate 7; master's degree; professional education (one course in each of general or secondary educational administration; general or secondary supervision of instruction; general or secondary curriculum; guidance; social, philosophical, or psychological foundations; and research and/or evaluation); 27 months of successful teaching experience, including 18 at the secondary level.

5. **PROVISIONAL EXECUTIVE HEAD.** Requirements: Master's degree; professional graduate credits (administration—one course in general or elementary and secondary educational administration and two selected from law, finance, buildings, and facilities; supervision; curriculum; social and philosophical foundations; psychological foundations; research and/or evaluation); 27 months of successful teaching experience; 9 months of satisfactory administrative or supervisory experience under the appropriate certificate.

#### **Teachers: Elementary and Secondary**

6. **ELEMENTARY.** Valid for teaching grades 1-8. Requirements: Bachelor's degree, including general education, 60 (language arts, 12-18; social studies, 18-24; science, 8-12; health and physical education, 3-6; arts and crafts, 4-8; music, 4-8; functional arithmetic, 3-6); professional education, 28 (understanding the learner, 3-6; teaching and the learning process, 9-12; purposes of education in a democracy, 3-6; student teaching, 6-

12). For kindergarten teaching, the program must include 6 hours in kindergarten methods and materials.

7. **SECONDARY, GENERAL.** Valid for teaching endorsed subjects in grades 7-12. Requirements: Bachelor's degree, including general education, 30 (science or mathematics, 6; social studies, 6; literature or language, 6; fine or applied arts or religion and philosophy, 6; excess credit in any or all of above, 6); professional education, 17 (including human growth and development, school in relation to society, secondary curriculum and methods, student teaching).

8. **SECONDARY, VOCATIONAL.** Requirements: Same general and professional education as for certificate 7.

#### **Special School Service Personnel**

9. **LIBRARIAN.** Requirements: Same general and professional education as for certificate 7; library science, 30 distributed among bibliographic, technical, administrative, and field work.

10. **SCHOOL COUNSELOR.** Requirements: Master's degree, including course work in guidance, human growth and development, individual analysis, counseling, guidance information, practicum; one year of teaching experience, one year of employment in a nonteaching field, and one year in either teaching or nonteaching employment, or both.

11. **SCHOOL PSYCHOLOGIST.** Requirements: Master's degree; professional graduate credits, 24 (content of psychology, including human development, learning, and personality, 8; standardized group measurement and evaluation, 2; statistics, 2; psychological study of children, including laboratory experiences, 8; psychology of counseling and therapy techniques, 2; role and function of the psychologist in schools, 2); 9 months of successful, full-time internship in a school setting under the supervision of a qualified school psychologist at an approved institution.

12. **VISITING TEACHER.** Requirements: 20 hours of graduate credit in psychology, community organization, pupil personnel work, social case work, and administrative relationships; one year of teaching experience.

## Oklahoma

*State Certification Officer.* Ronald Carpenter, Director, Division of Teacher Education and Certification, State Department of Public Instruction, Oklahoma City, Oklahoma 73105.

*General Requirements.* Graduation from a four-year accredited program. Fee, \$1; renewal, \$1. Certificates are required of administrators, supervisors, counselors, and teachers in all public schools and in accredited private and parochial schools. Certificates must be recorded in the office of the county superintendent for teachers in dependent schools. Initial certificates are issued for one year, renewable on 8 credit hours toward the standard certificate; for three years, nonrenewable; or for five years, renewable on three years of experience or 8 credit hours. College credit in American history and government and high school, college, or examination credit in Oklahoma history are required for the standard certificate.

*Credentials to Accompany Application.* In-state graduates are certificated on the basis of completion of an approved program bearing on the certificate requested, recommendation from the institution, and final approval by the State Board of Education. Out-of-state graduates are certificated on the basis of regional accreditation or state accreditation of the preparing institution, having completed a program bearing on the certificate requested. Also required: transcript of credits; evidence of U.S. citizenship or declaration of intention; health certificate; evidence of employment for the temporary certificate. Limited reciprocity is granted to those who complete a four-year program in a college accredited by NCATE at the time of graduation.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. SUPERINTENDENT, STANDARD. Requirements: Certificate 2 and one year of satisfactory experience during its period of validity; completion of 30 graduate hours in school administration beyond the master's degree, including credit in general school administration, curriculum for elementary and secondary schools, measurements or statistics,

school law, finance, school buildings, public relations, school survey, and program planning.

2. SUPERINTENDENT, PROVISIONAL. If the holder of a provisional certificate fails to hold an administrative position during its three-year period of validity, he may have the certificate reinstated for one year by completing 8 graduate hours in an approved program for the standard certificate. Requirements: Two years of teaching, supervisory, or administrative elementary and/or secondary experience, provided both experience and preparation cover both elementary and secondary schools; valid Oklahoma standard elementary, secondary, or life teaching certificate; master's degree from a regionally accredited institution, with a minimum of 8 graduate hours in school administration and professional education.

3. SECONDARY SCHOOL PRINCIPAL, STANDARD. Requirements: Certificate 4 and one year of experience during its period of validity; completion of 16 graduate hours in school administration beyond the master's degree in high school administration, curriculum, measurements, guidance, public relations, and program planning.

4. SECONDARY SCHOOL PRINCIPAL, PROVISIONAL. Not renewable but may be reinstated for one year by completing 8 graduate hours. Requirements: Two years of teaching, supervisory, or administrative experience; valid Oklahoma secondary standard or life teaching certificate; master's degree from a regionally accredited institution, with 8 hours in school administration.

5. ELEMENTARY SCHOOL PRINCIPAL, STANDARD. Requirements: Certificate 6 and one year of satisfactory experience during its period of validity; completion of 16 graduate hours in school administration beyond the master's degree, including credit in elementary school administration, curriculum, measurements or statistics, guidance, public relations, and program planning.

6. ELEMENTARY SCHOOL PRINCIPAL, PROVISIONAL. Not renewable but may be reinstated for one year by completing 8 graduate hours in an approved program for the standard certificate. Requirements: Two years of satisfactory teaching, supervisory, or administrative experience; valid Oklahoma elementary standard or life teaching



certificate; master's degree from a regionally accredited institution, with a minimum of 8 graduate hours in school administration and professional education.

7. SCHOOL COUNSELOR, STANDARD. Requirements: Standard or life teaching certificate; two years of teaching experience; 12 months of work experience; master's degree with 22 hours of work in specific areas.

8. SCHOOL COUNSELOR, PROVISIONAL. Requirements: Standard or life teaching certificate; two years of experience; graduate credit, 18.

#### Teachers: Elementary and Secondary (Standard)

9. ELEMENTARY. Valid for teaching grades K-8. Requirements: Bachelor's degree, including general education, 50 (work in six areas selected from English, social studies, health and physical education, science, mathematics, humanities, psychology, foreign language, fine arts, practical arts); professional education, including child development, 21 (9 hours in student teaching, methods, and materials); specialization, 25 in specialized education for elementary teachers, with work in fine arts, science, arithmetic, social studies, language arts, health and physical education; academic area of concentration, 18.

10. SECONDARY, WITH ENDORSEMENTS. Requirements: Bachelor's degree, including general education, 50 (same as for certificate 9); professional education, 21 (9 hours in student teaching, methods, and materials). Specialization—agriculture, 24; art, 36; bookkeeping and clerical practice, 26; business education, 30; foreign language, 24; health and physical education, 30; home economics, 26; industrial arts, 30; language arts, 32; school librarian, 24; mathematics, 24; combined instrumental and vocal music, 46; instrumental music, 40; vocal music, 40; science, 30; social studies, 30; speech, 24. Endorsed for a minor teaching assignment on 18 hours.

11. SECONDARY, VOCATIONAL SUBJECTS. Requirements: Bachelor's degree. *Vocational home economics*—specialization, 40; professional education, 17; related field, 10; U.S. history and government, 6; English, 8; health, 4. *Vocational agriculture*—technical and practical agriculture,

57; agricultural education, 14; American history and government, 6; science, 20; farm shop, 8; credit in Oklahoma history. *Distributive education*—technical field, 12; professional education, 12; professional improvement, 16. (Vocational certificates must be recommended by the state vocational supervisor.)

12. PROFESSIONAL CERTIFICATE. Effective October 1, 1967. Requirements. Bachelor's degree and Oklahoma standard or life teaching certificate; three or more years of satisfactory school experience at the appropriate level; additional professional education, 8; additional specialized education, 8; additional electives, maximum of 16 in appropriate professional education, specialization, or other academic areas; all work must be for graduate credit culminating in a master's degree or with a master's degree otherwise obtained.

13. EARLY CHILDHOOD EDUCATION (NURSERY AND KINDERGARTEN), STANDARD. Effective October 1, 1967. Requirements: Bachelor's degree; general education, 50 (including language arts, social studies, mathematics, biological and physical science, art, drama, music, health and physical education, psychology); professional education, 21 (including child growth and development, social foundations of education, and psychology specific to early childhood education; student teaching, 6, including nursery and kindergarten; and work in history and philosophy of early childhood education, curriculum and methods of early childhood education, guidance in early childhood, and organization and administration of early childhood education); specialized education, 21 (curriculum of early childhood education—play, play materials and equipment, art, music, literature, science, and program planning; parent and school relationships—parent-teacher relationships, family life education, and family and human development; health and nutrition; speech correction).

14. SPECIAL EDUCATION. Requirements: Bachelor's degree; meet professional and general education requirements for standard teaching certificate; two years of teaching experience. *Speech therapy*—20; provisional, 8. *Slow learners*—specified areas, 6; related areas, 8; provisional specified areas, 6. *Sight conservation*—specified areas, 6, plus work in related areas; provisional specified areas, 6.

### Special School Service Personnel

15. **LIBRARIAN.** Requirements: Bachelor's degree with general and professional education as in certificate 10; library science, 24.

16. **VISITING COUNSELOR.** Requirements: Meet all general requirements; two years of teaching experience; bachelor's degree; professional education, 18; graduate work in an accredited school of social work, 8.

17. **SCHOOL PSYCHOLOGIST, STANDARD.** Requirements: Complete all course requirements, including an appropriate internship, for the doctor's degree based on a program of studies emphasizing clinical psychology, individual testing, special education, and guidance; pass examination

covering the course leading to the doctor's degree; endorsement as school psychologist by the preparing institution. *Provisional* requirements: Complete a minimum of 60 hours above the bachelor's degree with emphasis on clinical psychology, individual testing, special education and guidance; endorsement by the preparing institution.

18. **SCHOOL PSYCHOMETRIST, STANDARD.** Requirements: Master's degree or equivalent with emphasis on individual and group testing, educational measurements and statistics; certification by the preparing institution of competency in individual and group testing. *Provisional* requirements: Minimum of 20 hours of graduate credit beyond the bachelor's degree with emphasis on testing, measurements, and statistics; certification of competency by the preparing institution.

## Oregon

*State Certification Officers.* Joy Hills Gubser, Director of Teacher Education and Certification; Grant Mills, Supervisor of Certification, State Department of Public Instruction, Public Service Building, Salem, Oregon 97310.

*General Requirements.* Minimum age, 18. Initial fee, \$5; each renewal, \$5. Certificates are required of all teachers in public schools, kindergarten through grade 12, and of all administrators. The teacher's certificate, health certificate, and contract must be recorded in the office of the county school superintendent each year prior to teaching. Initial elementary school certificates are issued for three years and are renewable for three years upon verification of one year of experience during the life of the certificate when application for renewal is made within five years of the last year of teaching; otherwise, 6 hours are required for renewal. Initial secondary school certificates are issued for three years and are renewable for three years on 8 hours applicable to the five-year certificate.

*Credentials to Accompany Application.* Evidence of U.S. citizenship, good moral character, mental and physical health, and such other evidence as may be deemed necessary if so requested. In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-

of-state applicants who are graduates of NCATE-accredited institutions are accepted on the same basis. An official transcript of credits is required; also completion of the form, "Report of Preparation for Teaching." Employment is not required for certification.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. **SUPERINTENDENT, STANDARD.** Valid for five years; renewable on one year of use if renewal is applied for within five years of last administrative experience during the period of the standard teaching certificate. A lapsed certificate may be reactivated on an additional 6 hours. Requirements: Valid Oregon standard or five-year regular teaching certificate; five years of teaching and administrative-supervisory (at least two administrative-supervisory) experience; approved graduate program of 30 hours beyond the master's degree; institutional recommendation.

2. **PRINCIPALS, STANDARD.** Valid and renewable as certificate 1. Requirements: Valid regular teaching certificate for the level to be administered and three years of experience; approved graduate program of 22 hours beyond the master's degree; institutional recommendation. A basic certificate (valid two years; renewable once)



is issued on partial fulfillment of requirements; a temporary certificate (one year; nonrenewable) is issued on the bachelor's degree, a regular teaching certificate, and three years of experience, at the request of the employing board.

3. SUPERVISOR. Requirements: Basic teaching certificate; completion of standard teaching norm (fifth year) in the area to be supervised; three years of teaching experience; 6 graduate hours appropriate for supervisors.

#### Teachers: Elementary and Secondary

4. ELEMENTARY. Valid in K-8, and in grade 9 in regularly organized junior high schools. Requirements: Bachelor's degree; 20 hours of education for teaching in elementary school and preparation in child growth and development, elementary methods, including teaching reading, and elementary supervised teaching.

5. SECONDARY. Valid in grades 9-12, and in regularly organized junior high schools. Requirements: Bachelor's degree, plus 30 hours of upper-division or graduate work, including 24 in professional education (6 in educational psychology, human growth and development, and philosophy or history of education; secondary school methods; secondary supervised teaching; two courses selected from curriculum and instruction, guidance and counseling, measurement and evaluation, social foundations of education, and improvement of reading in the high school); complete teaching norms as established in "Standards for Public Secondary Schools in Oregon, 1956."

6. SPECIAL EDUCATION. Requirements: Bachelor's degree; specialization as follows:

a. DEAF. Eligibility for Certificate A issued by Conference of Executives of American Schools for the Deaf.

b. EXTREME LEARNING PROBLEMS. Eligibility for certificate 4; 16 hours in special education; institutional recommendation.

c. MENTALLY RETARDED. Eligibility for certificate 4 or 5; one year of teaching experience (or for elementary level, student teaching in both regular and special classes as part of preparation); institutional recommendation; 8 hours in special education.

d. PHYSICALLY HANDICAPPED. Eligibility for certificate 4 or 5; 14 hours in special education; institutional recommendation.

e. VISUALLY HANDICAPPED. Eligibility for certificate 4 or 5; 6 hours in special education and 2 of student teaching; institutional recommendation.

f. SPEECH CORRECTIONIST. Eligibility for certificate 4 or 5; 18 hours in speech and hearing; institutional recommendation.

7. SPECIAL SUBJECTS. Requirements: Certificate 4 or 5; specialization—art, 38; foreign language, 40; health and physical education, 31½; home economics, 36; music, 40; library, 20; industrial arts, 42.

8. VOCATIONAL EDUCATION. Requirements: Certificate 5; specialization—agriculture, 46⅔; distributive education, 28; trade and industrial and technical, 32; home economics, 32.

#### Special School Service Personnel

9. SCHOOL PSYCHOLOGIST. Requirements: Eligibility for certificate 4 or 5; one year of teaching experience; master's degree; 64 hours of special preparation in school psychology; institutional recommendation.

#### Other Certificates Issued

10. ELEMENTARY EMERGENCY CERTIFICATE. Valid for one year. Issued on less requirements than for regular certification.

11. ONE-YEAR CERTIFICATE ON RECOMMENDATION. Valid only in the school district for which it is issued for a specific assignment and given only upon the recommendation of the employing superintendent and in specific areas such as music and art, such fields being specified annually by the State Board of Education. The applicant must present an official transcript showing evidence of meeting the norm in the area in which he is to be certificated.

12. ADULT EDUCATION CERTIFICATE. Valid for one year. Issued upon recommendation of a city superintendent of schools in a first-class district upon verification of adequate technical training and experience in the field(s) in which the applicant is to instruct.

13. DRIVER TRAINING CERTIFICATE. Valid for one year. Issued upon recommendation of the employing school district if it is a first-class district, or the county school superintendent and chairman of the school board in second- or third-

class districts, provided the applicant presents evidence of having completed a basic 2-hour approved teacher preparation course in driver education. This certificate does not permit the holder to teach any other subjects.

14. **SUBSTITUTE TEACHER CERTIFICATE.** Valid

for one year. May be issued to an applicant who has held a state teacher's certificate, either regular or emergency, and is valid only for the type and level of teaching indicated on the certificate. The holder is limited to 90 school days of substitute teaching in any one school year.

## Pennsylvania

**State Certification Officer.** Norman A. Miller, Director, Bureau of Teacher Education, State Department of Public Instruction, P.O. Box 911, Harrisburg, Pennsylvania 17126.

**General Requirements.** Minimum age, 18. No fee. Certificates are required of administrators, supervisors, and teachers in public elementary and secondary schools and state vocational or trade schools, and of special school service personnel. Applicants must have 60 hours of general education, including 12 in humanities, 6 in natural science, and 6 in social science; and 18 hours of educational theory and practice, including 6 in student teaching. Teaching and school service certificates are of one main type—college. The initial (provisional) certificate is issued for three years and becomes permanent on three years of successful experience and 24 hours of graduate credit.

**Credentials to Accompany Application.** Evidence of U.S. citizenship, legal age, and good health; official transcript; recommendation for the position and professional and character references furnished by the preparing institution.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. **COUNTY AND DISTRICT SUPERINTENDENT.** Valid for four years for superintendents in first-, second-, and third-class districts and counties. Requirements: Provisional college certificate; six years of successful school experience, not less than three in a supervisory or administrative capacity; doctor's degree or 70 hours of graduate work, including a master's degree, 24 hours in educational administration and related courses, and 18 hours in three areas selected from public finance, economics, sociology, political science, and public administration.

2. **ASSISTANT TO THE SUPERINTENDENT IN CHARGE OF INSTRUCTION.** Requirements: Provisional college certificate; three years of successful teaching experience; doctor's degree or 70 hours of graduate study, including a master's degree, 20 hours related to elementary and secondary school curriculum, instruction, supervision, and group process, and 15 hours in one or a combination of the academic disciplines.

3. **ASSISTANT TO THE SUPERINTENDENT IN CHARGE OF BUSINESS AFFAIRS.** Requirements: College graduate; 12 hours in school business administration, including a course in school law, or 12 hours in educational and school business administration and a course in school law.

4. **SUPERVISING PRINCIPAL'S CERTIFICATE.** Requirements: Same as for certificate 1.

5. **ELEMENTARY PRINCIPAL'S CERTIFICATE.** Requirements for *provisional* certificate (valid for five years): Eligibility for certificate 12 (permanent); master's degree; total graduate study, 45 (academic field other than psychology, 12; developmental and remedial reading; 15 hours in administrative processes, curriculum and instructional processes, history and role of the school in society; documentary evidence of proficiency in English); three years of successful elementary school experience. Requirements for *permanent* certificate: Five years of successful experience as a principal; 15 additional graduate hours, including a study of representative problems in education of national, state, and local significance.

6. **SECONDARY PRINCIPAL'S CERTIFICATE.** Requirements for *provisional* certificate (valid for five years): Eligibility for certificate 13; master's degree; total graduate study, 45 (same as for certificate 5); three years of successful secondary experience. Requirements for *permanent* certificate: Same as for certificate 5.



**7. COMPREHENSIVE PRINCIPAL'S CERTIFICATE.** Valid in elementary and secondary schools. Requirements for *provisional* certificate (valid for five years): Valid certificate 5 or 6 and 12 hours of graduate work in the field of administration for which the certificate held is not valid. Requirements for *permanent* certificate: Five years of experience as a principal in either field; 15 graduate hours in addition to the requirements for original certification as an administrator, which may include the 12 hours specified above.

**8. EDUCATIONAL PROGRAM SPECIALIST.** Requirements: College certificate; 45 hours of approved graduate work, including a master's degree in the academic discipline, or a doctor's degree with concentration in an academic discipline.

**9. SUPERVISOR OF ART, HEALTH AND PHYSICAL EDUCATION, OR MUSIC.** Requirements: College certificate; three years of teaching experience and a master's degree in the area.

**10. DIRECTOR OF VOCATIONAL EDUCATION.** Requirements: Master's degree or equivalent 30 hours beyond the bachelor's degree; 50 hours of professional preparation, including 32 in vocational education covering a prescribed program of studies; three years of successful teaching experience and two as a supervisor and/or coordinator in an approved vocational education program. The certificate is made permanent after three years of experience.

**11. PRINCIPAL OF VOCATIONAL HIGH SCHOOL.** Requirements: Same as for certificate 10, except the work experience should be appropriate to the certificate held.

**Teachers: Elementary and Secondary**

**12. PROVISIONAL COLLEGE CERTIFICATE, ELEMENTARY EDUCATION.** Valid for teachers, grades K-8, for the elementary subjects which may be taught in secondary schools and, when properly extended, for secondary subjects taught in elementary schools. Requirements: Bachelor's degree; elementary education, 36 (professional education, 18, as specified in "General Requirements"; a course in teaching reading; the remainder distributed among four areas selected from mathematics, arts and crafts, music, physical education,

language arts, sciences, social studies, geography, mental hygiene, exceptional children); academic major, 18-24 (15 may be included in general education). This certificate may be extended to include a secondary school subject(s) on 18-46 hours. It may be endorsed for foreign language on 6 hours in addition to the basic adequate preparation determined by a college and for library science on 12 hours.

**13. PROVISIONAL COLLEGE CERTIFICATE, SECONDARY ACADEMIC SUBJECTS.** Valid for teaching grades 7-12. Requirements: Bachelor's degree; course in basic reading instruction (may be included in professional education). Specialization—comprehensive English, 36 (may be endorsed for reading on completion of 6 hours in developmental and remedial reading); comprehensive foreign language, 36 (24 in the first language and 12 in the second and comprehensive examination in each); foreign language, 24 (comprehensive examination required); comprehensive science, 40 (including biology, 8, chemistry, 8, physics, 8, earth sciences, 6, and mathematics, 3); earth and space science, 24 (astronomy, geology, meteorology, physical geography, related sciences); general science, 24 (including at least two sciences); physics and mathematics, 36 (at least 12 hours in each field). A single subject may be endorsed on the certificate with 24 hours. This certificate may be extended for elementary school validity with 24 hours in elementary education distributed as specified for certificate 12.

**14. SPECIAL FIELDS.** Requirements: Agriculture, 40; art, business education, health and physical education, home economics, music, or community recreation, 36; industrial arts, 46; library science, 24.

**15. VOCATIONAL TRADE AND INDUSTRIAL, PROVISIONAL COLLEGE CERTIFICATE.** Valid for teaching endorsed subjects in grades 7-12. Requirements: Bachelor's degree in the appropriate curriculum.

**16. SPECIAL EDUCATION, PROVISIONAL COLLEGE CERTIFICATE.** Requirements: Comprehensive college certificate in elementary or secondary education; area in special education, 48. Extension of certificate: a college certificate valid for elementary and/or secondary, 6 hours in psychology of exceptional children, 6 in specialized

preparation and prescribed student teaching or teaching experience in special education. This certificate is made permanent on three years of successful teaching experience and 12 hours in appropriate methodology, curriculum, and materials of instruction. Special education fields are as follows: socially and emotionally maladjusted, visually handicapped, deaf and hard-of-hearing, speech and hearing handicapped (itinerant program), mentally retarded (educable and trainable), and physically handicapped.

#### Special School Service Personnel

17. GUIDANCE COUNSELOR. Requirements: College certificate or master's degree in social work; two years of successful experience; 18 hours of graduate work. The certificate is made permanent on a master's degree and three years of experience.

18. HOME AND SCHOOL VISITOR. Requirements: College certificate; one year of teaching experience or social work; 18 hours of graduate work. The certificate is made permanent on 12 additional graduate hours and three years of experience.

19. SCHOOL NURSE. Requirements for the *interim* certificate: High school graduation; licen-

sure as a nurse in the state; 12 hours in prescribed courses. Requirements for the *provisional* certificate: Bachelor's degree.

20. DENTAL HYGIENIST. Requirements: Same as for certificate 19 except appropriate to the field.

21. SCHOOL PSYCHOLOGIST, PROVISIONAL. Requirements: Bachelor's degree in psychology or a provisional certificate to teach; master's degree in psychology and related fields, particularly guidance and special education; 18 additional hours in psychological assessment, counseling and reporting, and clinical practice. The certificate is made permanent on three years of satisfactory experience and 18 hours of graduate work distributed in the above-listed areas.

#### Other Certificates Issued

Interim college certificates are issued, upon the request of school superintendents, to college graduates meeting all other requirements but having only 6 hours of educational theory. The interim certificate may be replaced by a college certificate on completion of the required educational theory and practice.

## Puerto Rico

*Territorial Certification Officers.* Maria Arceval, Assistant Secretary of Personnel; Antonio Bon Morales, Certification Officer; Department of Education, Hato Rey, Puerto Rico 00900.

*General Requirements.* Minimum age, 18. Teachers, principals, assistant superintendents, and superintendents in the public school system of Puerto Rico are required to hold appropriate certificates. Certificates are valid for four years and renewable for six years. Life certificates may be granted to persons with 50 months of satisfactory experience in Puerto Rican public or private schools, 30 as a teacher of the grade or subject of the certificate to be issued.

*Credentials to Accompany Application.* Official application form with satisfactory evidence of age, unimpeachable moral conduct, and physical ability to practice as a teacher.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. ELEMENTARY SCHOOL PRINCIPAL. Requirements: Regular elementary teacher's certificate; two years of experience; 30 hours in supervision, administration, and curriculum of the elementary school; bachelor's degree.

2. SECONDARY SCHOOL PRINCIPAL. Requirements: Regular secondary teacher's certificate; two years of experience; bachelor's degree; 30 hours in supervision, administration, and curriculum of the secondary school.

3. VOCATIONAL HIGH SCHOOL PRINCIPAL. Valid for vocational high schools or vocational trade programs in high schools. Requirements: Bachelor's degree; 18 hours in courses in teaching of



trades and 15 in educational administration and supervision; two years of experience as a teacher of industrial and vocational courses; two years of experience in industrial occupations.

4. SUPERINTENDENT OF SCHOOLS. Valid for assistants or superintendents in school districts. Requirements: Bachelor's degree; professional diploma in supervision and administration or a master's degree; a principal's or zone supervisor's certificate; two years of experience as a teacher.

5. ZONE SUPERVISOR. Separate certificates are issued for zone supervisors of English, health, art, and music. A master's degree is required for all zone supervisors, and additional requirements relate to the field to be supervised.

6. GENERAL SUPERVISOR. Valid for general supervision in the field of specialization. Requirements:

a. ACADEMIC SUBJECTS. Master's degree with academic major; school administration and supervision, 15; three years of experience as a college teacher, curriculum technician, or supervisor, or one year as a superintendent.

b. SCHOOL SERVICES. Master's degree with a major in the service area, or for supervisor of Program for Cooperatives, 36 graduate credits in cooperative education; school administration and supervision, 15; three years of supervision experience.

7. CURRICULUM TECHNICIAN. Valid in field of specialization for evaluation of teaching materials, courses of study, teaching units, and for technical tasks directly related to the teaching program. Requirements: Master's degree with an academic major, 9 hours in subjects dealing with the school curriculum, regular teacher's certificate, and two years of experience; or master's degree with an academic major, 9 hours in subjects dealing with the school curriculum, and three years of college teaching experience.

#### Teachers: Elementary and Secondary

8. ELEMENTARY. Requirements: A normal diploma; or bachelor's degree in elementary education; or secondary teaching certificate, plus 15 hours in elementary education; or nonprofessional bachelor's degree, plus 24 hours in education, including 12 in elementary education, and student teaching in elementary school.

9. SECONDARY. Requirements: Bachelor's degree in secondary education; or bachelor's degree in elementary education, plus a major in some secondary school subject and a course in secondary education; or a nonprofessional bachelor's degree, plus 24 hours in education, including 12 in secondary education, student teaching at the secondary level, and a major in any subject taught in the secondary school.

10. ENGLISH IN ELEMENTARY SCHOOLS. Requirements: Normal diploma or bachelor's degree in elementary education, plus 18 hours in English above basic English courses; or bachelor's degree, plus 24 hours in elementary education, including a course in teaching English as a second language, 18 hours in English in addition to basic English, and student teaching in English at the elementary level; or secondary teaching certificate, plus 15 hours in elementary education and 18 hours in English in addition to basic English, including the teaching of English as a second language.

11. ENGLISH IN SECONDARY SCHOOLS. Requirements: Bachelor's degree in secondary education with a major in English, including a course in teaching English as a second language; or nonprofessional bachelor's degree with a major in English and 24 hours in secondary education, including a course in teaching English as a second language, and student teaching; or bachelor's degree in elementary education, plus 15 hours in secondary education, a major in English, and a course in teaching English as a second language.

12. PHYSICAL EDUCATION. Requirements: Bachelor's degree in education with a major in physical education; or nonprofessional bachelor's degree, plus 24 hours in professional courses (including physical education), 30 hours in physical education, and student teaching.

13. INDUSTRIAL ARTS. Valid in secondary schools. Requirements: Bachelor's degree in secondary education with a major in industrial arts; or nonprofessional bachelor's degree with 24 hours in education (including teaching industrial arts), 30 hours in industrial arts, and student teaching.

14. ART. Requirements: Bachelor's degree in education with a major in art; or bachelor's degree with a major in plastic arts, plus 24 hours in education (including a course in teaching art), and student teaching.

15. **MUSIC.** Requirements: Bachelor's degree in education with a major in music education; *or* nonprofessional bachelor's degree, plus 24 hours in education (including a course in teaching music), 30 hours in music, and student teaching.

16. **COMMERCIAL SUBJECTS.** Valid in secondary schools. Requirements: Bachelor's degree in secondary education with a major in commercial subjects; *or* bachelor's degree in secretarial science, plus 24 hours in secondary education

(including a course in teaching commercial subjects), and student teaching.

17. **TEACHER-LIBRARIAN.** Valid in secondary schools. Requirements: Bachelor's degree; secondary teaching certificate; 18 hours in library science; two years of secondary teaching experience.

#### Special School Service Personnel

18. **SOCIAL WORK TECHNICIAN.** Requirements: Bachelor's degree; 30 graduate credits in social work.

## Rhode Island

*State Certification Officers.* Arthur R. Pontarelli, Deputy Commissioner of Education; Charles C. Mackey, Jr., Chief, Division of Teacher Education and Certification, State Department of Education, Roger Williams Building, Hayes Street, Providence, Rhode Island 02908.

*General Requirements.* Minimum age, 19. No fee. Certificates are required of administrators, supervisors, and teachers in public elementary and secondary schools, and special school service personnel for whom standards have been established. Certificates must be on file with the local school employing official. Provisional certificates are valid for six years unless otherwise specified and are not renewable; holders must qualify for professional certificates, valid for life.

*Credentials to Accompany Application.* Transcript of credits; evidence of U.S. citizenship; physician's statement of good health; statement of fitness for teaching from the preparing institution; two character references; employment in Rhode Island schools.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. **SUPERINTENDENT, PROVISIONAL.** Requirements: Master's degree or 30 hours of graduate work; 30 hours in organization and administration of a school system, including work in organization, administration, and supervision of instruction in the elementary and secondary schools, curriculum construction and evaluation, school-community relations, and related fields; eligibility for Rhode

Island teacher's certificate; five years of experience, two on the administrative and/or supervisory level.

2. **SUPERINTENDENT, PROFESSIONAL.** Requirements: Three years of experience under certificate 1; 30 hours beyond the master's degree, or equivalent.

3. **SECONDARY SCHOOL PRINCIPAL, PROVISIONAL.** Requirements: Master's degree or 30 hours of graduate work; 15 hours in secondary school administration and supervision, including work in secondary school organization and administration, supervision of instruction, curriculum construction and evaluation, school-community relations, and related fields; eligibility for Rhode Island secondary teacher's certificate; three years of experience in secondary grades.

4. **SECONDARY SCHOOL PRINCIPAL, PROFESSIONAL.** Requirements: Three years of experience under certificate 3; 15 hours beyond the master's degree, or equivalent.

5. **ELEMENTARY SCHOOL PRINCIPAL, PROVISIONAL.** Requirements: Master's degree or 30 hours of graduate work; 15 hours in elementary school administration and supervision, including work in elementary school organization and administration, supervision of instruction, curriculum construction, school-community relations, and related fields; eligibility for a Rhode Island elementary teacher's certificate; three years of elementary teaching experience.

6. **ELEMENTARY SCHOOL PRINCIPAL, PROFESSIONAL.** Requirements: Three years of experience under certificate 5; 15 hours beyond the master's degree, or equivalent.



7. SPECIAL SUBJECT SUPERVISOR, PROVISIONAL. Requirements: Master's degree or 30 hours of graduate work; 15 hours in supervision, including one or more courses in supervision of instruction in the special subject field; eligibility for a Rhode Island teacher's certificate in the field and three years of experience.

8. SPECIAL SUBJECT SUPERVISOR, PROFESSIONAL. Requirements: Three years of experience under certificate 7; 15 hours beyond the master's degree, or equivalent.

9. SPECIAL EDUCATION SUPERVISOR, PROVISIONAL. Valid for three years for teachers, supervisors, director, coordinator, consultant, or principal in a field of specialization. Requirements: Master's degree or 36 hours of graduate study; eligibility for a teaching certificate in the specialization and three years of experience; 15 hours in supervision.

10. SPECIAL SUBJECT SUPERVISOR, PROFESSIONAL. Requirements: Additional 15 hours of graduate study in a second special education area; three years of experience under certificate 9.

#### Teachers: Elementary and Secondary

11. ELEMENTARY, PROVISIONAL. Valid for teaching grades K-8 except where 7 and 8 are organized on the secondary plan. Requirements: Bachelor's degree; professional education, 30 in courses approved for elementary teachers and 6-12 in practice teaching. Two years of experience will be accepted in lieu of practice teaching. A special certificate (valid one year) may be issued to an appointee under a critic teacher in an approved training program on 18 hours in elementary education earned toward regular certification.

12. ELEMENTARY, PROFESSIONAL. Requirements: Master's degree or 36 hours of graduate study; three years of experience under certificate 11.

13. SECONDARY, PROVISIONAL. Valid for grades 7-12 except where 7 and 8 are organized on the elementary plan. Requirements: Bachelor's degree; professional education, 18 in courses approved for secondary teachers and 6 in practice teaching (or two years of experience). Specialization—English, history, modern or classical foreign language, mathematics, or speech, 18; agriculture,

business, home economics, industrial arts, or social studies, 36; general, biological, or physical science, or chemistry, 25 (may include math, 6).

14. SECONDARY, PROFESSIONAL. Requirements: Master's degree or 36 hours of graduate study, including 12 in the specialization (except foreign language 18, 6 of which may be in a related classical language); three years of experience under certificate 13.

15. SPECIAL SUBJECTS, PROVISIONAL. Valid in elementary and secondary grades. Requirements: Bachelor's degree; professional education, 18 in courses approved for special subject teachers and 6 in practice teaching (or two years of experience). Specialization—art, 36; health and physical education, 36; library science, 18; music, 36.

16. SPECIAL SUBJECTS, PROFESSIONAL. Requirements: Master's degree or 36 hours of graduate study, including 12 in specialization for art, health and physical education, or music, or 6 for library science; three years of secondary experience in Rhode Island.

17. VOCATIONAL EDUCATION, PROVISIONAL. Valid in secondary grades. Requirements: Bachelor's degree; work experience; 24 hours in professional and vocational education courses. A temporary certificate, valid one year, will be issued on a high school diploma and partial fulfillment of the 24-hour requirement.

18. VOCATIONAL EDUCATION, PROFESSIONAL. Requirements: Master's degree or 36 hours of graduate study; three years of vocational experience under certificate 17.

19. SPECIAL EDUCATION. Requirements: Bachelor's degree; eligibility for Rhode Island teaching certificate. Specialization—24 for deaf and hard-of-hearing, physically handicapped, emotionally handicapped, blind and partially seeing, or mentally retarded areas, and 12 for speech and hearing therapy; 6-12 hours of practice teaching. The latter requirement may be waived for two years of experience or, in speech and hearing therapy, for clinical practice.

20. SPECIAL EDUCATION, PROFESSIONAL. Requirements: Master's degree or 36 hours of graduate study; three years of experience under certificate 19. For speech and hearing therapy, graduate study must bring the total of specialization to 24 hours.

### Special School Service Personnel

21. NURSE-TEACHER, PROVISIONAL. Requirements: Bachelor's degree; graduation from an approved school of nursing; registered nurse in Rhode Island; 36 hours of approved appropriate courses. A temporary certificate, valid one year, may be issued on partial fulfillment of the 36 hours.

22. NURSE-TEACHER, PROFESSIONAL. Requirements: Master's degree or 36 hours of graduate study; three years of experience under certificate 21.

23. COUNSELOR, PROVISIONAL. Requirements: Bachelor's degree; eligibility for a Rhode Island teaching certificate; 15 hours in guidance, counseling, and/or psychology; one year of experience outside of education and counseling fields; three years of teaching experience.

24. COUNSELOR, PROFESSIONAL. Requirements: Master's degree or 36 hours of graduate study; three years of experience under certificate 23.

25. GUIDANCE SUPERVISOR, PROVISIONAL. Valid for three years. Requirements: Master's degree or 36 hours of graduate study; eligibility for Rhode

Island counselor's certificate; course in organization and administration of the guidance program; three years of experience as a counselor.

26. GUIDANCE SUPERVISOR, PROFESSIONAL. Requirements: Additional graduate study, 15; three years of experience under certificate 25.

27. HOME VISITOR, PROVISIONAL. Valid for home visitor, attendance officer, or social worker. Requirements: Bachelor's degree; eligibility for a Rhode Island teaching certificate; 15 hours in child development or psychology, behavior problems, social case work, and child welfare and compulsory education laws.

28. HOME VISITOR, PROFESSIONAL. Requirements: Master's degree or 36 hours of graduate study; three years of experience under certificate 27.

29. SCHOOL PSYCHOLOGIST, PROVISIONAL. Requirements: Master's degree or 36 hours of graduate study; 12 hours of appropriate education courses; 30 hours in appropriate courses for school psychologist.

30. SCHOOL PSYCHOLOGIST, PROFESSIONAL. Requirements: Three years of experience under certificate 29.

## South Carolina

*State Certification Officer.* George W. Hopkins, Director, Teacher Education and Certification, State Department of Education, Columbia, South Carolina 29201.

*General Requirements.* Minimum age, 18. No fee. Teaching certificates are required of administrators, supervisors, and teachers in all public schools, grades 1 through 12. Administrative and supervisory certificates are recommended for all administrators and supervisors. Teachers in private and parochial schools are issued certificates only upon request. Certificates must be recorded in the office of the county superintendent. Applicants are required to take the National Teacher Examinations. Initial certificates are issued for two years and are renewable on prescribed additional work.

*Credentials to Accompany Application.* Prescribed health certificate; recommendation of preparing institution; transcript of credits to be sent directly to the State Department by the preparing institution.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. SUPERINTENDENT. Valid principal's or teacher's certificate with a grade of A or B on NTE; health report; five years of experience as a teacher or principal within seven years preceding application; completion of a two-year postbaccalaureate program for superintendents and institutional recommendation.

2. SECONDARY SCHOOL PRINCIPAL. Requirements: Valid secondary teacher's certificate; grade A or B on NTE; health report; three years of experience as a teacher or principal within five years preceding application; master's degree; 6 graduate credits in Area I; 9 graduate credits (on secondary level) in Area II; 3 graduate credits in Area III.

3. ELEMENTARY SCHOOL PRINCIPAL. Requirements: Valid elementary teacher's certificate; grade A or B on NTE; health report; three years of experience as a teacher or principal within five



years preceding application; master's degree; 6 graduate credits in Area I; 9 graduate credits (on elementary level) in Area II; 3 graduate credits in Area III.

4. **SCHOOL SUPERVISOR.** Requirements: Valid teacher's certificate in the area to be supervised (elementary or secondary); grade A or B on NTE; health report; five years of experience as a teacher or principal within seven years preceding application; master's degree; 6 graduate credits in Area I; 9 graduate credits (in area to be supervised) in Area II; and 3 graduate credits in Area III. (A course in techniques of supervision is required.)

5. **GUIDANCE COUNSELOR.** Requirements: Valid teacher's certificate with grade A or B on NTE; health report; bachelor's degree; two years of teaching experience; 18-21 graduate credits, with 3 each in basic guidance (undergraduate credit acceptable), growth and development, guidance information, counseling techniques, and practicum, and 6 in appraisal of the individual. An advanced certificate is issued on the master's degree with 24-27 hours in courses as listed above.

6. **TEACHER-COUNSELOR.** Requirements: Possession of valid certificate 7 or 8; bachelor's degree; professional education in guidance, 12 (a basic guidance course and three of the following: analysis of the individual, educational measurement, educational and occupational information, counseling techniques, appropriate related fields and courses); two years of teaching experience.

#### Teachers: Elementary and Secondary

7. **ELEMENTARY.** Valid for grades 1-8. Requirements: Bachelor's degree; general education, 45 (English, 12; biological and physical sciences, 12, any combination of hours; social studies—at least two fields—12; appreciation of music, 2-3; appreciation of art, 2-3; health education, 2-3); professional education, 21 (directed teaching, 6; child growth and development, principles and philosophy, methods, materials, and curriculum, 12; reading, 3); special education, 15 (3 each in literature, art, music, health, and mathematics for elementary teacher).

8. **SECONDARY.** Valid in specified areas for grades 7-12. Requirements: Bachelor's degree, including general education as in certificate 7; professional education, 18 (student teaching, 6; hu-

man growth and development and principles, philosophy, and general techniques—secondary level—12). Specialization—agriculture, 60; art, 24; business education, 31½-39; distributive education, 24; English, 24; health and physical education, 24; home economics, 42; industrial arts, 24; French, 18-24; Spanish, 18-24; French-Spanish, 30-36; Latin, 12-24; library science, 24; teacher-librarian, 18; mathematics, 18; choral music, 30; instrumental music, 33; piano, voice, or violin, 30; science, 30; general science, 18; social studies, 30; history, 18.

9. **SPECIAL EDUCATION.** Requirements: Valid elementary teacher's certificate; 6 hours in child growth and development and/or methods and materials of teaching the basic subjects in the elementary school; 15 hours (3 in each area) in introduction to exceptional child education, nature of mental retardation or of crippling and special health conditions, methods and materials of teaching the mentally handicapped or the physically handicapped, speech correction for the classroom teacher, arts and crafts for the elementary school child.

10. **VOCATIONAL TRADE CERTIFICATES.** Trade certificates are issued in the same groups and classes as academic certificates. These certificates are based on training and experience in the trade in which the certificate is sought and the grade on the combined practice and theory examination in that trade. College credit is not an initial requirement but is a requirement for teaching after the first year and for advancement of the certificate.

#### Renewal and Advancement (All Certificates)

Probationary certificates are issued for two years. Intermediate professional certificates require two years of experience and 6 additional hours. Advanced professional certificates require seven years of experience and 6 hours in addition to the 6 required for the intermediate professional. Permanent professional certificates require 14 years of experience and 6 hours in addition to the 12 required for the advanced professional. Class II certificates require 18 hours of graduate credit, 6 in residence; grade A or B on NTE. Class I certificates require a master's degree in education, or a master's degree with 6 hours in professional education at the graduate level; grade A or B on NTE.

## South Dakota

**State Certification Officer.** Lloyd T. Uecker, Director, Division of Teacher Education and Certification, State Department of Public Instruction, Pierre, South Dakota 57501.

**General Requirements.** Minimum age, 18. Fees for certificates, original and renewal: one-year validity, \$5; three-year, \$6; five-year, \$10; life (Advanced Professional), \$10. Certificates are required (a) in all public school districts for nursery schools, kindergartens, elementary, junior high, senior high, regular high, and post-high schools, and in adult education programs except for noncredit classes; (b) in federal schools operated by the Bureau of Indian Affairs which have a contract with a public school district which expends public funds or makes charges to parents for the education of their children; (c) in private and parochial schools which operate in lieu of public education as indicated in (a). Certificates must be registered before the opening of each school year in the office of the county superintendent.

**Credentials to Accompany Application.** For original certificate—recommendation from approved institution, official transcript, evidence of legal age and U.S. citizenship, and oath of allegiance. For renewal—recommendation from last school employer, transcript of credits earned since original certificate or last renewal.

### CERTIFICATES AND REQUIREMENTS

Only one basic certificate form is used and this is endorsed to show the following information:

**Academic Preparation.** Code 01 less than two-year course; 02 approved two-year course; 03 \_\_\_\_\_; 04 bachelor's degree; 05 \_\_\_\_\_; 06 master's degree; 07 \_\_\_\_\_; 08 doctor's degree; 09 \_\_\_\_\_.

**Certificate Endorsement.** Code 20 irregular; 21 two-year elementary (K-9); 22 four-year elementary (K-9); 23 secondary (7-12); 24 general (K-12); 25 advanced professional; 26 elementary principal; 27 secondary apprentice principal; 28 secondary principal; 29 superintendent; 30 county superintendent; 31 business administrator; 32 school nurse; 33 teacher counselor; 34 counselor; 35 special education teacher; 36 speech and hear-

ing therapist; 37 school psychologist; 38 psychological examiner.

**Areas of Teaching Qualifications.** Code 40 elementary common school only (K-8); 41 elementary general (K-9); 50 secondary education; 51 agriculture; 52 business education; 53 distributive education; 54 foreign language; 55 homemaking; 56 industrial arts; 57 language arts; 58 mathematics; 59 science; 60 social science; 61 trades and industries; 62 art (K-12); 63 health and physical education (K-12); 64 library (K-12); 65 music (K-12).

### Requirements for Certificate Endorsements

1. **CODE 20 IRREGULAR.** Issued to (a) teachers engaged exclusively in instruction in printing, music, and other highly specialized subjects; (b) college instructors with at least a master's degree who are teaching part-time in affiliated high schools; (c) aliens who meet all qualifications for certification except citizenship; (d) city elementary and rural school teachers who meet special requirements set up by the State Board of Education for irregular situations. If advisable, the state superintendent may issue an Irregular Certificate Endorsement for up to a five-year term; renewable for one year on current renewal requirements.

2. **CODE 21 TWO-YEAR ELEMENTARY (K-9).** Valid in grades K-8 in all school systems and grade 9 in junior high school. Requirements: Approved two year course for elementary teachers, including general education, 45, and professional education, 15 (student teaching, educational psychology, and methods specifically designated).

Effective July 1, 1968, the requirement for teaching elementary grades of a K-12 school system will be a certificate backed by a bachelor's degree.

3. **CODE 22 FOUR-YEAR ELEMENTARY (K-9).** Requirement: Bachelor's degree with an elementary major, including student teaching, 6, and the major, 24.

4. **CODE 23 SECONDARY (7-12).** Requirements: Bachelor's degree with a major in an academic or special field, including professional education, 20 (6 in secondary student teaching); specialization,



24 in a major or 18 in a minor (required for certification in any given field).

5. **CODE 24 GENERAL (K-12).** No longer issued but renewed for those who qualify.

6. **CODE 25 ADVANCED PROFESSIONAL.** Permanent certificate endorsement. Requirements: Five years of experience in South Dakota on a bachelor's degree teaching certificate; master's degree or 30 hours of graduate credit, the majority in professional education or the teaching field and at least 6 of the total earned within five years preceding the date of application for this certificate endorsement. (The latter requirement does not apply to applicants who have earned a master's degree within ten years of the date of application.)

7. **CODE 26 ELEMENTARY SCHOOL PRINCIPAL.** Requirements: Master's degree, including credits in elementary administration, supervision, curriculum, and guidance; Code 22 endorsement; two years of teaching experience in grades K-9.

8. **CODE 27 SECONDARY APPRENTICESHIP PRINCIPAL.** Short-term emergency validity only.

9. **CODE 28 HIGH SCHOOL PRINCIPAL.** Requirements: Master's degree, including credits in secondary administration, supervision, curriculum, and guidance; valid Code 23 endorsement; two years of successful teaching experience in junior or senior high school.

10. **CODE 29 SUPERINTENDENT.** Requirements: Master's degree, including 18 hours of graduate credit in administration, supervision, guidance, and curriculum, with at least 6 elementary and 6 secondary; eligibility for Code 23 endorsement; three years of teaching experience in elementary or secondary schools.

11. **CODE 30 COUNTY SUPERINTENDENT.** Requirements: Code 22 endorsement or endorse-

ment of equal or higher grade; two years of teaching experience in grades K-12.

12. **CODE 31 BUSINESS ADMINISTRATOR.** Requirements: Master's degree, including graduate credits in school accounting, finance, business administration, insurance management, buildings and grounds, and law; valid South Dakota teaching certificate; two years of experience.

13. **CODE 32 SCHOOL NURSE.** Requirements: Graduation from an approved school of nursing; registered professional nurse in South Dakota; bachelor's degree.

14. **CODE 33 TEACHER COUNSELOR.** Requirements: Code 22 or 23 endorsement; approval of the Division of Pupil Personnel Services.

15. **CODE 34 COUNSELOR.** Requirements: Master's degree; Code 22 or 23 endorsement; approval of the Division of Pupil Personnel Services.

16. **CODE 35 SPECIAL EDUCATION TEACHER.** Requirements: Code 22 or 23 endorsement; approval of the Division of Pupil Personnel Services.

17. **CODE 36 SPEECH AND HEARING THERAPIST.** Requirements: Code 22 or 23 endorsement; approval of the Division of Pupil Personnel Services.

18. **CODE 37 SCHOOL PSYCHOLOGIST.** Requirements: Master's degree with concentration essentially psychological in nature; approval of the Division of Pupil Personnel Services.

19. **CODE 38 PSYCHOLOGICAL EXAMINER.** Requirements: Master's degree with concentration psychological in nature; approval of the Division of Pupil Personnel Services.

**NOTE:** Requirements for code endorsement of areas of teaching qualifications are determined on institutional recommendation and inspection of official transcript. Usually the major fields and often the heavy minor fields of concentration are indicated.

## Tennessee

*State Certification Officer.* A. B. Cooper, Director of Teacher Education and Certification, State Department of Education, Nashville, Tennessee.

*General Requirements.* Minimum age, 18. Initial fee, \$2; no fee for renewal. Certificates are required of superintendents, supervisors, and teachers in public schools, grades 1-12, and must be recorded with the employing board of educa-

tion. Only two types of certificates are issued: the teacher's professional certificate based on four years of college preparation, issued for ten years and renewable on five years of experience and an additional 6 hours of credit if issued on only the bachelor's degree; and the teacher's temporary certificate based on two years of college work with a minimum of 60 hours, including 30

in general education. The temporary certificate is valid for two years and renewable for two-year periods with 8 hours of credit, 6 in residence. If the temporary certificate is issued on the bachelor's degree, 4 hours are required for renewal.

*Credentials to Accompany Application.* In-state graduates are certificated upon completion of an approved program and recommendation by the institution. Out-of-state graduates are certificated on the basis of state approval of the institution and completion of a program equivalent to this state's program. A transcript of credits is required of all applicants.

## CERTIFICATES AND REQUIREMENTS

### Administrators

1. SUPERINTENDENT (ENDORSEMENT). Requirements: Endorsed only on teacher's professional certificate which has already been endorsed for principal or supervisor of instruction; master's degree with a major in educational administration, including areas such as school administration, supervision, curriculum development, school finance, housing and transportation, and community relationships; five years of experience in teaching and administration.

2. PRINCIPAL (ENDORSEMENT). Requirements: Endorsed only on teacher's professional certificate which has already been endorsed for grades 1-9, 7-12, or 1-12; master's degree with 10 hours in educational administration and supervision, including areas such as school administration, supervision, curriculum development, and community relationships.

3. SUPERVISOR OF INSTRUCTION (ENDORSEMENT). Requirements: Endorsed only on teacher's professional certificate already endorsed for grades 1-9 or grades 7-12; master's degree with 8 hours in supervision, administration, and curriculum development; three years of experience within the last five years.

4. SUPERVISOR OF ATTENDANCE (ENDORSEMENT). Requirements: Endorsed on teacher's professional certificate; bachelor's degree with 8 hours in such areas as counseling and guidance, community relationships, social case work, and laws relating to school attendance; five years of teaching experience.

### Teachers: Elementary and Secondary

5. ELEMENTARY (ENDORSEMENT GRADES 1-9). Requirements: Bachelor's degree; general education, 40 (communication, 6; health and physical education, 6; humanities, 10; natural sciences, 8; social studies, 8; mathematics, 2); professional education, 24 (core professional, including psychological foundations of education and historical, philosophical, and sociological foundations of American education; specialized professional, including materials and methods and student teaching, 4); specialized content, 26, including additional specified amounts in suggested areas in each of the areas listed in general education.

6. ELEMENTARY (ENDORSEMENT K-3). Requirements: Eligibility for certificate 5; included or additional professional education (kindergarten methods and materials; child growth and development, ages 5-10; student teaching, K-3).

7. SECONDARY (ENDORSEMENT GRADES 7-12). Requirements: Bachelor's degree; general and professional education as in certificate 5. Field of concentration—aeronautics, 12; general agriculture, 24; industrial arts, 30; fine and industrial arts, 36 (at least 14 in each); Bible, 12; business, 18 (endorsement for specific subject—bookkeeping, 10; typewriting, 6; shorthand, 6; business law, 6; economics, 12; salesmanship, 6; secretarial practice, 2; business machines, 2; business English, 2; business arithmetic 6; clerical practice, 2; consumer education, 2); English, 24; foreign language, 18 and 2 high school units, or 24; health, 16; home economics, 24; mathematics, 18; science, 32 (including three of the areas of biological science, chemistry, physics, and geology, with endorsement to teach areas with 8; endorsement in single areas, 16); social studies, 36 (endorsement for history, 18; for other single areas, 12); speech, 14; core curriculum, 30 in either language arts or social studies and 24 in the other, and 24 in science; vocational agriculture, vocational home economics, or distributive education, completion of a four-year approved curriculum; trade shop, completion of the state plan for vocational trade shop teachers.

8. GRADES 1-12 (ENDORSEMENT). Requirements: Bachelor's degree; general and professional education as in certificates 5 and 6. Field of concentration—art, 24; health and physical edu-



cation, 24; teacher-librarian, 12 in books for children, reference, organization of materials, and library administration, and endorsement in another area; librarian, 18, including above 12 and books for adults, audiovisual materials, and librarianship, and endorsement in another area; music, 36; instrumental music, 42; special education, 12-30, depending on specialty.

#### Special School Service Personnel

9. GUIDANCE COUNSELOR (GRADES 7-12). Requirements: Eligibility for certificate 7; professional education in guidance, 18 (distributed among philosophy and principles of guidance services, personality organization and development, diagnostic tools, informational services, counseling techniques, statistics and/or research methodology, group methods in guidance, supervised practice, administration and organization of guidance services), or 14 hours in the first seven areas and one year of guidance counseling service prior to July 1, 1963; three years of teaching experience.

10. SCHOOL PSYCHOLOGICAL SERVICES WORKER. Requirements: Master's degree in psychology, including basic courses in psychology, 8; foundations of education, 6; statistics and research, 4; measurement and evaluation, 10; personality dynamics and counseling, 6; group dynamics and human relations, 2; internship, one-half year in a setting approved by the State Board of Education and the training institution.

11. SCHOOL PSYCHOLOGIST. Requirements: Doctor's degree in psychology, including all requirements for certificate 9 and additional credits as follows: basic courses in psychology, 4; foundations of education, 2; statistics and research, 4; measurement and evaluation, 2; personality dynamics and counseling, 6; group dynamics and human relations, 2, including those for certificate 9; internship, one year, including that required for certificate 9, in a setting approved by the State Board of Education and the training institution. As much as 13½ hours in psychology and education courses taken at the undergraduate level may be approved for certification purposes. A temporary certificate may be issued upon completion of 58½ hours of graduate courses in psychology and one-half year of internship; renewable for two years upon completion of 6 hours applicable to full certification. An applicant employed as a school psychologist for three years since September 1, 1957, may be certified.

#### Other Certificates Issued

12. TEACHER'S TEMPORARY CERTIFICATE. Endorsed for grades 1-9 or for grades 7-12 in areas where subject requirements are met. Requirements: Two years of college work with 60 hours; general education, 30; professional education, 4, including psychology.

## Texas

*State Certification Officer.* Milo E. Kearney, Director, Division of Teacher Education and Certification, Texas Education Agency, Austin, Texas 78711.

*General Requirements.* Minimum age, 18. Fee, \$2 for provisional certificates; \$3 for professional certificates; \$2 for one-year permits issued on college credentials by the Texas Education Agency; \$1 for emergency teaching permits when requested by the employing superintendent. Credit in a Texas college or university in a course or courses in Constitutions of the United States and of Texas and 6 hours in U.S. history are required for all certificates. Certificates are required of superintendents, principals, supervisors, counselors, li-

brarians, nurses, and teachers in public elementary and secondary schools, and in special state schools such as those for the blind and the deaf. Certificates must be recorded in the county superintendent's office.

*Credentials to Accompany Application.* In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on the basis of state, regional, or NCATE accreditation or other evidence of quality of preparation, having completed a program bearing on the certificate requested. Also required: transcript of credits, evidence of legal age, U.S. citizenship, and oath of allegiance.

## CERTIFICATES AND REQUIREMENTS

### Administrators

1. SUPERINTENDENTS AND PRINCIPALS, PROFESSIONAL. Valid for superintendents and principals of school districts; permanent. Requirements: Professional certificate with a teaching specialization; master's degree; three years of teaching experience; 60-hour graduate program approved for administrators.

2. SUPERVISOR OF INSTRUCTION, PROFESSIONAL. Valid for grades 1-12; permanent. Requirements: Provisional certificate with a teaching specialization designation; three years of teaching experience in the assigned area; 30-hour graduate program approved for supervisors.

### Teachers: Elementary and Secondary

3. ELEMENTARY. Valid for life for grades K-8 and grade 9 in junior high school. A professional certificate is available on 30 hours above the bachelor's degree in an approved program. Requirements: Bachelor's degree; general education, 60 (specification left to the preparing institution); professional education, 18 (elementary education, 12; student teaching, 6); content courses for teaching in elementary grades, 12; academic minor, 18; combination area of courses appropriate to elementary curriculum, 12-18.

4. GENERAL SECONDARY. Valid for life for grades 7-12. A professional certificate is available as in certificate 3. Requirements: Bachelor's degree; general education, 60 (same as certificate 3); professional education, 18 (secondary education, 12; student teaching, 6); field of concentration, 48, or 24 in each of two fields.

5. SECONDARY VOCATIONAL SUBJECTS. Valid for life. A professional certificate is available as in certificate 3. Requirements: Bachelor's degree; general education, approximately 60; professional education, 18 (same as certificate 4). Field of concentration—*agriculture*, 54; *home economics*, 45; *distributive education*, three years of recent occupational experience in distributive business.

a. TRADES AND INDUSTRIAL EDUCATION. Valid for life. A professional certificate is available as in certificate 3. Requirements: High school graduation; two years of post-high school training; seven years of experience in the trade; 12 hours of specified teacher education courses. (An emer-

gency permit may be issued to the employing superintendent when an applicant meets all requirements except the 12 hours in teacher education.)

6. SPECIAL SUBJECTS, ALL GRADES. (Art, health and physical education, music, speech-drama.) Valid for life for service as designated in grades 1-12. A professional certificate is available as in certificate 3. Requirements: Bachelor's degree; general education, 60 (same as certificate 3); professional education, 18 (professional, 6; elementary education, 3; secondary education, 3; elementary and secondary student teaching, 6); art, 48 (to provide the teacher with knowledge and skills required by a 12-grade curriculum); music, 48 (same as above); health and physical education, 24 (same as above and another teaching field of at least 24 hours); speech-drama, 48 (same as above).

7. TEACHERS OF EXCEPTIONAL CHILDREN. (Physically handicapped, retarded, deficient vision, deaf-deficient hearing, speech disorders.) Valid for life for teaching in the area(s) designated on the certificate. A professional certificate is available as in certificate 3. Requirements: Bachelor's degree; general education, 60 (same as in certificate 3); professional education, 18 (elementary education, 12; student teaching, 6). Student teaching for physically handicapped, mentally retarded, and deficient vision should be in both the special area and regular classroom teaching; for speech and hearing therapy and deaf or severely hard-of-hearing, in the special area. Field of concentration:

a. PHYSICALLY HANDICAPPED AND MENTALLY RETARDED. Survey course in education for exceptional children, 3; courses directly related to teaching physically handicapped or mentally retarded, as applicable, 9; completion of requirements in content courses for teachers in elementary schools or secondary schools, whichever is applicable.

b. DEFICIENT VISION. Survey course in education for exceptional children, 3; courses directly related to teaching children who are partially sighted or blind, 12 (ability to read and write Braille and to teach the reading and writing of Braille must be included); completion of content course requirements for the elementary or secondary schools, whichever is applicable.

c. DEAF OR SEVERELY HARD-OF-HEARING. Survey course in education for exceptional children,



3; courses directly related to teaching deaf children, 18 (including 3 in techniques and interpretation of hearing tests, 6 in speech development for the deaf, 6 in language development for the deaf); content courses required for elementary schools, 9; professional education, 12.

d. **SPEECH AND HEARING THERAPY.** Survey course in education for exceptional children, 3; professional education, 12; speech and hearing, 27 (including 200 clock hours of clinical practice).

#### **Special School Service Personnel**

8. **COUNSELOR, PROFESSIONAL.** Valid in a designated area; permanent. Requirements: Same as for certificate 2; three years of teaching experience on the level to be served; 30-hour graduate program approved for counselors.

9. **LIBRARIAN.** Valid for life for service as a librarian in grades 1-12. A professional certificate is available as in certificate 3. Requirements: Bachelor's degree; certificate 3 or 4; 18 hours in library science, including 3 in school practice.

10. **SCHOOL NURSE.** Valid on all levels; validity depends upon current registration as a registered nurse. A professional certificate is available as in certificate 3. Requirements: The license of a reg-

istered nurse in Texas may be substituted for a bachelor's degree.

11. **SCHOOL PHYSICIAN.** Requirements: Doctor of medicine degree and a valid license to practice in Texas.

12. **VISITING TEACHER.** Requirements: Bachelor's degree; eligibility for certificate 3 or 4.

13. **DRIVER EDUCATION.** Requirements: Meet requirements for certificate 4, plus 6 hours in safety and driver education, including an approved course for teachers of driver education.

#### **Other Certificates Issued**

14. **ONE-YEAR PERMIT.** Issued to applicants who meet requirements for a valid certificate except the required course in Texas and U.S. Constitutions.

15. **EMERGENCY TEACHING PERMIT.** Issued upon the request of an employing superintendent who certifies to an emergency situation within his school district. Valid for one year only in the school system through which the request is made; renewable upon completing 6 hours of a plan for removing deficiencies for a valid certificate. Requirements: Bachelor's degree, or 90 hours and two years of teaching experience.

## **Utah**

*State Certification Officer.* N. Blaine Winters, Administrator, Division of Teacher Personnel, State Department of Education, University Club Building, Salt Lake City, Utah 84111.

*General Requirements.* No minimum age specified. Fee, \$5. Certificates are required of administrators, supervisors, and teachers in all public schools, kindergarten through grade 12, and of nonteaching professional special service personnel. Certificates are issued for five years unless otherwise specified and are renewable for five years on 6 hours of approved graduate study.

*Credentials to Accompany Application.* In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested. Out-of-state graduates are certificated on the basis of regional and NCATE accreditation of the preparing institution,

required transcript of credits, and recommendation of superintendents under whom they have previously taught.

#### **CERTIFICATES AND REQUIREMENTS**

##### **Administrators**

i. **SCHOOL ADMINISTRATOR.** Valid for five years. This certificate may be endorsed for the following assignments:

a. **SUPERINTENDENT.** Requirements: Hold or be eligible for certificate 3 or 4; bachelor's degree; completion of a planned two-year graduate program for administrators, preferably including the master's degree, and institutional recommendation; three years of acceptable experience as verified and endorsed by the local school districts on State Board of Education forms; one year of administrative experience or internship.

b. **ELEMENTARY PRINCIPAL.** Requirements: Hold or be eligible for certificate 3 issued upon completion of a four- or five-year preparation program; bachelor's degree; planned two-year graduate program for administrators, preferably including the master's degree, and institutional recommendation; three years of acceptable experience as verified and endorsed by the local school districts on State Board of Education forms, including one year of elementary administrative experience or internship.

c. **SECONDARY PRINCIPAL.** Requirements: Hold or be eligible for certificate 4 issued upon completion of a four- or five-year preparation program; bachelor's degree; planned two-year graduate program for administrators, preferably including the master's degree, and institutional recommendation; three years of acceptable experience as verified and endorsed by the local school districts on State Board of Education forms, including one year of secondary administrative experience or internship.

2. **COUNSELOR.** Requirements: Certificate 3 or 4; two years of experience as a public school teacher; master's degree; 24 hours as outlined by the State Board of Education in counseling, understanding and studying the individual, information services, counseling services, administrative and community relationships (some related work accepted as part of the 24 hours).

#### Teachers: Elementary and Secondary

3. **ELEMENTARY SCHOOL TEACHER, BASIC PROFESSIONAL.** Valid in grades 1-6 and in kindergarten where standards have been met for kindergarten-efficiency endorsements; also valid in junior high school grades provided the applicant has a major and minor or a composite major in an assigned subject. This certificate does not cover professional services for which special certificates are required. Requirements: Bachelor's degree with 30% of total credits in a teaching field and 20% in professional education, including student teaching and psychology of learning. A statement

of kindergarten efficiency will be added where requirements include 8 hours of kindergarten-primary student teaching (at least half kindergarten). Otherwise, kindergarten teachers are required to pass a special examination relating to kindergarten principles and practices.

4. **SECONDARY SCHOOL TEACHER, BASIC PROFESSIONAL.** Valid in grades 7-12. This certificate does not cover professional services for which special certificates are required. Requirements: Bachelor's degree with 34% of total credits in a teaching major and minor or composite major in subjects taught in Utah secondary schools and 17% in professional education, including student teaching and psychology of learning.

5. **ELEMENTARY AND SECONDARY, PROFESSIONAL.** Requirements: Hold or be eligible for certificate 3 or 4 and three years of experience verified on State Board forms; completion of a fifth year of approved planned preparation (may include master's degree or 36½ hours; must include 24% or 8 hours each in subject matter and professional education areas). The term of this certificate will be determined by the unexpired period in the life of the basic professional certificate when the experience requirement is met.

6. **SECONDARY VOCATIONAL SUBJECTS.** Requirements: Bachelor's degree; 22 hours in professional education (same as certificate 4); concentration in agriculture, distributive education, home economics, or industrial arts, 40.

#### Special School Service Personnel

7. **LIBRARIAN.** Requirements: Bachelor's degree; certificate 3 or 4; professional education same as for certificate 3 or 4; 6 hours in the field of concentration in cataloging, classification, library methods, book selection for secondary schools, or children's literature for elementary schools.

#### Other Certificates Issued

8. **TEACHERS OF EXCEPTIONAL CHILDREN.**

9. **SCHOOL SERVICE PERSONNEL.**

## Vermont

*State Certification Officer.* Robert B. Vail, Director of Professional Services, State Department of Education, Montpelier, Vermont 05602.

*General Requirements.* Minimum age, 19; maximum age, less than 70 at the beginning of the school year. No fee. Certificates are required of



administrators, supervisors, and teachers in public elementary and secondary schools, and of special school service personnel. Initial teaching certificates are called professional probationary, are issued for one year, are renewable upon recommendation of the employing administrator and convertible on two years of successful experience to three-year professional standard certificates. The professional standard is renewable for five years on 6 hours of college credit (applies also to five-year administrative or supervisory certificates).

*Credentials to Accompany Application.* In-state graduates, graduates of institutions accredited by NCATE, and graduates of institutions with state and regional accreditation located in the area covered by the Northeast Reciprocity Compact are eligible for certification on the basis of a statement from the preparing institution of satisfactory completion of a program bearing on the certificate requested. A transcript of credits, character and professional references, and assurance of a position for nonresidents are also required.

## CERTIFICATES AND REQUIREMENTS

### Administrators

1. SUPERINTENDENT OF SCHOOLS. Requirements: Standard teaching certificate; master's degree; five years of administrative or teaching experience within the last seven years, including both the elementary and secondary levels; 24 hours of professional education, including educational psychology, history of education, school administration, philosophy or principles of education, methods of teaching in elementary and secondary subjects, and others such as the psychology of the common school branches, curriculum construction, supervision of elementary instruction, rural education, rural-urban sociology, methods of research and statistics; credentials covering personal qualities, character, and success in instruction and administration.

2. HIGH SCHOOL PRINCIPAL. Requirements: High school professional standard certificate; 30 hours of graduate credit with 18 in professional education, including high school organization and administration, supervision of secondary education, curriculum construction and evaluation, guidance, tests and measurements, and either educational psychology or mental hygiene or philosophy

of education unless taken as part of the undergraduate program.

3. JUNIOR HIGH SCHOOL PRINCIPAL. Requirements: Junior high school professional standard certificate; graduate work similar in quantity and scope to that for certificate 2, except that courses in the elementary or secondary field are applicable.

4. ELEMENTARY SUPERVISOR. Requirements: Elementary professional standard certificate; 24 hours of graduate work, including supervision of elementary education, child growth and development, curriculum development and evaluation, teaching reading or language arts, group or individual tests.

5. ELEMENTARY SUPERVISING PRINCIPAL. Requirements: Elementary professional standard certificate; 18 hours of graduate work in administration, curriculum, guidance, supervision, and group or individual tests, all in elementary education.

6. ELEMENTARY TEACHING PRINCIPAL. Requirements: Elementary professional standard certificate; 6 hours of graduate work, including elementary administration.

### Teachers: Elementary and Secondary

7. KINDERGARTEN. Requirements: Bachelor's degree in a program for kindergarten teachers in an institution approved by the State Board of Education; or completion of a similarly approved program for the preparation of elementary teachers, plus 9 hours in theory, curriculum, content, methods and materials, and student teaching on the kindergarten level.

8. ELEMENTARY. Valid for teachers of all subjects in grades 1-8. Requirements: Bachelor's degree in a program for elementary teachers in an institution approved by the State Board of Education.

9. JUNIOR HIGH. Valid for teachers of all general subjects in grades 6-9. Requirements: Bachelor's degree; general education, 48 (English, 15; life and physical science, 12; mathematics, 6; social sciences, 15); professional education, 24, including child and adolescent development, reading, and student teaching; specialization, major for high school teaching, or two of the following: English, 24; math, 18, starting with analytics or calculus; sciences, 36; social sciences, 36.

10. HIGH SCHOOL. Valid for teachers of all general subjects in grades 9-12. Requirements: Bach-

elor's degree in a program for high school teachers in an institution approved by the State Board of Education. Approved programs include a major of 24-30 hours (48 if the major is a combination of social studies or sciences) in a high school teaching field, and 18 hours of professional education including methods, observation and student teaching, and work in three areas selected from overview of education, history and philosophy of education, psychology of education or learning, and understanding the individual.

11. VOCATIONAL AND SUBJECT CERTIFICATES. Valid for teachers of endorsed subjects. Requirements: Bachelor's degree; professional education same as for certificate 10. Field of concentration—art, 36; health and physical education instructor, 18, director, 36; music, 36; librarianship, 30; teacher-librarian, 12; vocational agriculture, 36; homemaking, 36; distributive education, 24 (professional education, 12; concentration, 12); industrial arts, 48 (professional education, 12; vocational-industrial education, 12; shop, 24), and one-half year of experience in industry; trade and industrial education, two years of experience beyond apprenticeship and 12 hours in teacher train-

ing. (Teachers of trade and industrial related subjects in day-school classes need a degree in engineering or industrial arts education, one year of trade or industrial experience, and 6 hours of teacher training.)

#### Special School Service Personnel

12. DENTAL HYGIENIST. Requirements: Registered hygienist in Vermont.

13. GUIDANCE COUNSELOR OR DIRECTOR. Requirements: Professional standard certificate; two years of teaching experience; 15 hours of graduate work in guidance, including principles or introduction to guidance, counseling, and group or individual tests. *Guidance directors* need an additional 15 graduate hours.

#### Other Certificates Issued

14. ELEMENTARY PROFESSIONAL THREE-YEAR and ELEMENTARY PROFESSIONAL TWO-YEAR. Valid in grades 1-8; issued to elementary teachers with two or three years of approved preparation and with teaching experience between 1940 and 1952. Two-year certificates will not be valid after July 1, 1970.

## Virginia

*State Certification Officers.* A. Gordon Brooks, Director, Division of Teacher Education; Mrs. Nannie Mae Williams, Supervisor of Teacher Education, State Board of Education, Richmond, Virginia 23216.

*General Requirements.* Minimum age, 18. U.S. citizenship. No fee. Virginia law provides that no teacher can be regularly employed or paid from public funds unless he holds a certificate in full force in accordance with State Board of Education certification regulations. Virginia issues only two regular renewable certificates, the collegiate professional and the postgraduate professional; and one provisional, nonrenewable certificate, the collegiate. Each of these authorizes teaching or other service only in fields endorsed on the certificate, the endorsements being determined by the applicant's transcripts.

*Credentials to Accompany Application.* Personal data form; recommendation of preparing institution or last employing officer; official transcript to be sent directly by the institution.

#### CERTIFICATES AND REQUIREMENTS

A. COLLEGIATE PROFESSIONAL. Valid for ten years. Requirements: *High school teachers*—bachelor's degree; general education, 48 (English, 12; social science, 12, to include U.S. history; health and physical education, 6; science, 6; mathematics, 6; music, foreign language, and/or art, 6); professional education, 15. *Elementary teachers*—bachelor's degree; general education, 59 (English, 18, to include children's literature and language arts; social science, 15, to include U.S. history and a course in geography; health and physical education, 6; science, 8; mathematics, 6; art, 3; music, 3); professional education, 18.

B. POSTGRADUATE PROFESSIONAL. Valid for ten years. Requirements: Certificate A; three years of successful teaching or supervisory experience at the elementary or secondary level; recommendation of the division superintendent of schools; master's or doctor's degree.



**C. COLLEGIATE.** Valid for four years for high school teaching. Requirements: Bachelor's degree with sufficient credit for endorsement in one or more academic fields. The applicant must meet requirements in professional education for certificate A within four years.

#### **Administrators**

**1. DIVISION SUPERINTENDENT.** (Not applicable to superintendents in office in Virginia continuously since prior to the effective date of these requirements, November 1, 1963.) Requirements: Master's degree; graduate work, 27 (history or philosophy of education, 3; supervision and curriculum development, 9; administration, 3; finance, 3; school law, 3; school plant, 3; school-community relations, 3); evidence of good character, outstanding ability, and leadership qualities; five years of full-time public school administrative or supervisory experience, including two in a principalship; evidence that a portion of the required professional training or experience has been within the four years preceding application.

**2. HIGH SCHOOL PRINCIPAL.** Requirements: Certificate B and three years of experience as a teacher, administrator, or supervisor; graduate credit in administration, supervision, and curriculum.

**3. ELEMENTARY SCHOOL PRINCIPAL.** Requirements: Certificate B; professional education should include graduate study in supervision, administration, and curriculum; three years of successful experience as a teacher, administrator, or supervisor, some at the elementary school level; leadership qualities and personal characteristics necessary for working with teachers, parents, and children.

**4. SUPERVISOR.** Requirements: Certificate B; 12 hours of graduate study in supervision and related fields, such as curriculum development, school organization and administration, instructional procedures and materials, research techniques, interpretation and use of tests, evaluation of instruction, and child growth and development; leadership qualities and personal characteristics necessary for working effectively with teachers, principals, and other adults; five years of recent and successful school experience at the level(s) of assignment.

**5. VISITING TEACHER.** Requirements: Certificate A; 18 hours of graduate study in four areas selected from psychology, mental health, child welfare, case work, problems of the visiting teacher, and guidance; three years of successful classroom teaching experience or a combination of teaching and social work experience; personal qualities needed to command respect and exercise leadership.

**6. GUIDANCE COUNSELOR.** For assignment for three or more periods a day in one or more schools in counseling and related guidance services. Requirements: Certificate A; one or more years of successful teaching experience; 15 hours (preferably graduate) in counseling, tests and measurements, and two other areas selected from principles and practices of guidance, occupational educational information (including curricular offerings), and understanding the individual (in relation to his educational needs); personal qualities which merit the confidence and respect of pupils, parents, teachers, and school administrators. A coordinator of guidance services within a school should have completed a graduate course in organization and administration of a guidance program. A coordinator of guidance services within a school division should have completed a graduate course in methods of educational research.

#### **Teachers: Elementary and Secondary**

**7. ELEMENTARY.** Requirements for *grades 4-7*: Certificate A or B with student teaching in one or more of grades 1-7. Requirements for *grades 1-3*: Certificate A or B with student teaching in one or more of grades 1-3.

**8. KINDERGARTEN OR NURSERY SCHOOL.** Requirements: Same as for endorsement in elementary education except 3 hours of student teaching in nursery school or kindergarten and 24 hours of special work dealing with health, educational, and developmental needs of children from 3 to 6 years of age.

**9. HIGH SCHOOL.** Endorsement to teach a subject in high school may be placed on certificate A or B, and except where otherwise indicated, on certificate C. Requirements for endorsements: Vocational agriculture—two years of farm experience, bachelor's degree from approved college,

and student teaching in agriculture; art—24; business education—45; dramatics—12; driver education—specific preparation in the field; English—24; health and physical education—30; vocational home economics—45, bachelor's degree from approved college, and student teaching in home economics; industrial arts—30; journalism—12; mathematics—18 (3 in calculus); mechanical drawing—6; music—30; psychology—24; public speaking—12; single science—16; general science

—24; history and social science—30; single social science subject—12; distributive education—technical education, 12, and work experience; library science, 18, and 3 hours of school library practice.

10. SPECIAL EDUCATION. Requirements: Certificate A and specific endorsement requirements as follows: blind, 24; deaf, 30; emotionally maladjusted, 24; mentally retarded, 27; partially sighted, 24; physically handicapped, 24; speech correction, 27.

## Washington

*State Certification Officer.* Wendell C. Allen, Assistant Superintendent for Teacher Education and Certification; Boydie E. Rich, Supervisor of Certification, State Office of Public Instruction, Old Capitol Building, Olympia, Washington 98501.

*General Requirements.* Minimum age, 18. Fee, \$1. Certificates are required of administrators, supervisors, and teachers in all public schools, kindergarten through junior college, and in private and parochial schools, and must be registered in the office of the county superintendent. The initial teaching certificate is issued for three years and is renewable for three years unless otherwise specified; may be converted to a standard certificate, valid for continuous service and for five years thereafter, upon completion of a fifth year of college study and two years of successful experience.

*Credentials to Accompany Application.* In-state graduates are certificated on the basis of a statement from the preparing institution of satisfactory completion of an approved program bearing on the certificate requested and a transcript of the college record. Out-of-state graduates are certificated on the basis of records from an institution accredited by its state board of education showing that requirements for certification have been satisfied. Also required: Evidence of U.S. citizenship or declaration of intention, health certificate, and evidence of employment in the case of out-of-state applicants.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. ELEMENTARY SCHOOL PRINCIPAL. Requirements: Standard general or elementary teaching

certificate; for the *provisional* credential, three years of successful teaching experience, including two elementary, and 16 hours beyond the bachelor's degree in an approved program in school administration, curriculum, and supervision, 6 of them earned after completion of the fifth college year; for the *standard* credential, three years of successful experience as a principal, including two in an elementary school with six or more teachers, 8 additional hours in an approved program, and a master's degree.

2. SECONDARY SCHOOL PRINCIPAL. Requirements: Standard general or secondary teaching certificate; for the *provisional* credential, three years of successful teaching experience, including two years in a junior, senior, or four-year high school, and 16 hours beyond the bachelor's degree in an approved program in school administration, curriculum, and supervision, 6 of them earned after completion of the fifth college year; for the *standard* credential, 8 additional hours in an approved program and three years of successful experience as a secondary principal, including two in an accredited junior, senior, or four-year high school, and a master's degree.

3. GENERAL PRINCIPAL. Requirements: Standard teaching certificate; for the *provisional* credential, three years of successful teaching experience, including one elementary and one secondary, and 16 hours beyond the bachelor's degree in an approved program in school administration, curriculum, and supervision, 6 of them earned after completion of the fifth college year; for the *standard* credential, three years of successful experience as a principal, including one in an elementary school of six or more teachers and one in an ac-



credited junior, senior, or four-year high school, 8 additional hours in an approved program, and a master's degree.

4. SUPERINTENDENT. Requirements: Standard teaching, standard elementary, or standard secondary certificate; three years of successful teaching and four years of successful administrative experience; 8 hours in an approved program in school administration, curriculum, and supervision in addition to courses required for the standard principal's credential; for the *standard* credential, three years of successful experience as a superintendent and 8 additional hours in approved courses.

#### Teachers: Elementary and Secondary

5. PROVISIONAL TEACHING CERTIFICATE. Valid for grades K-12. Requirements: An approved program of teacher preparation. State guidelines recommend 35% general education, 35% subject specialization, 20% professional, and 10% electives. Fifty percent of the fifth-year study should be for graduate credit, and no more than 8 hours of credit should be through extension or correspondence study.

6. SECONDARY, PROVISIONAL. Valid for grades 7-12. Requirements: Bachelor's degree from an accredited out-of-state institution; valid secondary certificate for another state.

7. ELEMENTARY, PROVISIONAL. Valid for grades K-9. Requirements: Bachelor's degree from an accredited out-of-state teacher education institution; valid elementary certificate for another state.

8. SECONDARY, VOCATIONAL SUBJECTS. Requirements: Teachers of vocational education courses must qualify for vocational certificates. Vocational education teachers who are assigned to teach subjects in a regular secondary school program must hold secondary certificates also. Teachers of vocational home economics must hold secondary certificates and must be graduates of and/or be recommended for vocational homemaking certificates by an approved institution. Teachers of vocational agriculture must be graduates of approved institutions and must have completed 52 college hours of technical agriculture subjects and 16 of professional education, including practice teaching.

9. JUNIOR COLLEGE. Three-year certificate; may be renewed on successful experience. Requirements: Washington standard general or secondary certificate; master's degree, three-year or five-year vocational certificate, or bachelor's degree (or equivalent) and one year of experience in the business, industry, trade, or profession to be taught.

#### Special School Service Personnel

10. SCHOOL PSYCHOLOGIST, PROVISIONAL. Convertible to a standard certificate on a master's degree with a major in psychology and two years of experience as a school psychologist, one of which must be supervised. Requirements: Master's degree with a major in psychology, or completion of all course work toward a master's except the thesis, and 10 hours of professional education courses, including practice teaching or directed laboratory experience in a school situation.

11. SCHOOL SOCIAL WORKER, PROVISIONAL. Convertible to a standard certificate on a master's degree from an accredited school of social work and two years of successful experience as a school social worker. Requirements: Bachelor's degree from an approved institution; one full year of post-graduate study in an accredited school of social work, one full year of directed field placement in an agency approved by the school of social work, and two years of successful experience under qualified supervision in an approved family or children's agency, or two years of successful teaching experience and 10 semester hours of professional education courses, including practice teaching or directed laboratory experiences in a school situation.

12. SCHOOL NURSE, PROVISIONAL. Convertible to a standard certificate on a master's degree with a major in school nursing or equivalent in public health nursing and two years of successful experience in school nursing. Requirements: Registered nurse's license in Washington, bachelor's degree in a program accredited or approved for first-level position in public health nursing, or a certificate in public health nursing or equivalent with three years of successful supervised experience in a public health program which includes experience in school nursing, and completion of 10 hours of professional education courses, including practice teaching or directed laboratory experiences in a school situation.

## West Virginia

*State Certification Officer.* Genevieve Starcher, Director, Division of Teacher Preparation and Professional Standards, State Department of Education, Charleston, West Virginia 25305.

*General Requirements.* Minimum age, 18. Initial fee, \$1; each renewal, \$1. Certificates are required of administrators, supervisors, and teachers in all public schools, primary through grade 12, and must be recorded in the office of the county superintendent. Initial certificates are issued provisionally for a three-year period to run concurrently with the probationary contract and may be converted to five-year certificates with 6 hours of approved graduate work. Professional certificates are issued provisionally for a three-year period to persons who have completed three-fourths of the professional and teaching-field requirements.

*Credentials to Accompany Application.* In-state and out-of-state graduates must make application on approved forms which provide for college recommendation and other information essential to the granting of a certificate in West Virginia.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. PROFESSIONAL ADMINISTRATIVE CERTIFICATE. Valid and endorsed for county superintendent,

elementary or junior high school principal, secondary school principal, supervisor of instruction, or counselor. Requirements: Master's degree; appropriate graduate program for the endorsement desired; three years of teaching experience consistent with the desired endorsement. The certificate becomes permanent on five years of experience.

#### Teachers: Elementary and Secondary

2. PROFESSIONAL CERTIFICATE. Valid for teaching in grades 1-9, 7-12, or 1-12 in keeping with curricula completed by the applicant. Requirements: Bachelor's degree; general education, 40 (English, to include composition, grammar, speech, literature; social studies, to include social and economic problems and development of social institutions of Western civilization; biological or physical science; art and music appreciation; health and physical education); professional education, 20-28 (including human development basic to all endorsements and methods and student teaching appropriate to grade levels for which endorsement is desired). The certificate becomes permanent with a master's degree and five years of teaching experience.

## Wisconsin

*State Certification Officers.* Allen T. Slagle, Assistant Superintendent, Teacher Education; H. I. Peterson, Director of Certification, State Department of Public Instruction, State Capitol, Madison, Wisconsin 53702.

*General Requirements.* No minimum age specified. Fee, \$5. Certificates are required of administrators, supervisors, and teachers in public elementary and secondary schools, county colleges, and in special state schools (schools for the blind, deaf, and handicapped, schools of correction), and of special school service personnel for whom certification standards have been established. Initial certificates for teachers are issued for three

years and are renewable. Those based on a degree may become permanent on three years of experience in Wisconsin public schools. Those based on less than a degree become five-year, nonrenewable certificates on two years of experience and 6 additional credit hours; a degree must be secured within seven years. Initial certificates for supervisors and administrators are issued for three years; those based on a master's degree may become permanent on three years of experience and two additional graduate courses. Counselors' certificates are issued for three years and are renewable.



*Credentials to Accompany Application.* The transcript of credits should be submitted directly by the out-of-state preparing institution. Wisconsin colleges present a statement and recommendation.

## CERTIFICATES AND REQUIREMENTS

### Administrators

1. SUPERVISORS OR COORDINATORS. Requirements: Master's degree with graduate courses in curriculum, supervision, measurements, guidance, and child and/or adolescent development.

2. ADMINISTRATORS. Requirements: Master's degree with courses in specified areas.

### Teachers: Elementary and Secondary

3. KINDERGARTEN. Requirements: Bachelor's degree in kindergarten education, including practice teaching in kindergarten.

4. ELEMENTARY. Valid for grades 1-8. Requirements: Bachelor's degree in elementary education, including a good general education background; 26 hours of professional education, including methods, child development, and 8 hours of student teaching.

5. GENERAL SECONDARY. Valid in endorsed subjects for grades 7-12. Requirements: Bachelor's degree; professional education, 18 (educational psychology, 3; specific methods, 2; student teaching, 5; electives, 8); specialization, a 34-hour major and a 22-hour minor, or a 54-hour approved broad-field major. (Social studies, economics, and agriculture teachers are required to have a course in cooperative marketing and consumer cooperatives; science and social studies teachers should have a course in conservation of natural resources.)

6. SPECIAL. (Agriculture, art, commercial, home economics, industrial arts, music, physical education.) Valid for teachers in grades 1-12. Requirements: Bachelor's degree; professional education as in certificate 5; a 34-hour major in an endorsed field and a 22-hour minor. (Agriculture teachers must have a course in cooperative marketing and consumer cooperatives.)

### Special School Service Personnel

#### 7. SCHOOL SOCIAL WORKER.

a. JUNIOR. Requirements: Professional education, 18; one year satisfactorily completed in an approved graduate school of social work.

b. SENIOR. Requirements: Professional education, 18; master's degree in social work; three years of experience.

8. SCHOOL PSYCHOMETRIST. Requirements: Professional education, 18; bachelor's degree plus 24 hours of graduate work, including child or adolescent psychology, psychology of learning, tests and measurements, individual mental testing, supervised clinical practice, and curriculum (courses taken for the bachelor's degree are not to be repeated); 3 hours of supervised teaching or internship.

9. SCHOOL PSYCHOLOGIST. Requirements: Master's degree in psychology or education; 48 hours of graduate work in the fields of psychology and education; psychology, 30, at least 24 graduate; professional education, 18; 3 hours of acceptable supervised laboratory or clinical experience; completion of all courses required of school psychometrist; four years of experience.

10. NURSERY SCHOOL TEACHER. Requirements: Completion of a four-year course in a school accredited for providing a professional major in the teaching of nursery school children.

11. TEACHERS OF HANDICAPPED CHILDREN. Requirements: Completion of a four-year course in a school accredited for providing a professional major in the specific field.

#### 12. SCHOOL COUNSELOR.

a. GRADE B. Requirements: Valid Wisconsin teaching license; bachelor's degree; specified graduate work in education and guidance, 18; two years of teaching experience.

b. GRADE A. Requirements: Valid Wisconsin teaching license; master's degree; graduate work in education and guidance, 24, including administration and organization of guidance programs; two years of teaching experience; two years of experience as a counselor; one year of accumulated work experience after high school in fields other than education.

13. SCHOOL BUSINESS ADMINISTRATOR. (Not required.) Requirements: Three years of experience in education or in business and superinten-

dent's license or specified graduate work in education and business subjects.

#### Other Certificates Issued

14. **SPECIAL LICENSE.** Issued for one year or fraction thereof only upon request of the employing official to permit employment of a legally qualified teacher for a position other than one for which he is qualified. Renewable only on completion of at least 6 hours toward removal of deficiencies.

15. **PERMIT.** Issued for one year or fraction thereof only upon request of the employing official to permit employment of a person who does not

meet legal requirements for teaching. Limited to a specific position and renewable only if there is a continued shortage and on completion of at least 6 hours toward removal of deficiencies.

16. **TWO-YEAR LICENSE.** (For elementary teachers only.) Granted to recommended graduates of approved two- or three-year education courses in accredited state or county colleges. No out-of-state persons are accepted in this category.

17. **FIVE-YEAR, NONRENEWABLE CERTIFICATE.** (For elementary teachers only.) May be issued to graduates of recognized two- and three-year elementary education courses upon proof of two years of successful teaching and 6 additional credits toward the three-year diploma or degree.

## Wyoming

*State Certification Officer.* Elmer L. Burkhard, Director, Certification and Placement, State Department of Education, Cheyenne, Wyoming 82001.

*General Requirements.* No minimum age specified. No fee. Applicants are required to pass examinations on the Constitutions of the United States and Wyoming or to present college credit in same. Certificates are required of administrators, supervisors, and teachers in public elementary and secondary schools, and of pupil personnel workers, and must be registered annually with the county superintendent. Standard certificates are valid for five years and renewable indefinitely for five-year periods on 5 hours of approved credit. Professional certificates are valid for ten years, subject to rules of the State Board, and renewable after lapse on 5 hours of approved credit.

*Credentials to Accompany Application.* Applicants who were prepared at the University of Wyoming are certificated on the basis of a statement of satisfactory completion of a program bearing on the certificate requested. Programs of other applicants are evaluated individually. Application may be initiated directly through the State Department of Education or the county superintendent. An official transcript of credits is required.

### CERTIFICATES AND REQUIREMENTS

#### Administrators

1. **STANDARD ADMINISTRATIVE CERTIFICATE.** Valid and endorsed for superintendent, secondary principal, elementary principal, or supervisor, according to the area of specialization. Requirements: Eligibility for certificate 3; three years of public school teaching experience; master's degree, including 24 hours in educational foundations, psychological foundations, school organization and management, and curriculum development and supervision.

2. **PROFESSIONAL ADMINISTRATIVE CERTIFICATE.** Endorsed as certificate 1. Requirements: Eligibility for certificate 1; five years of public school administrative experience in Wyoming; 30 hours in appropriate courses beyond the master's degree.

#### Teachers: Elementary and Secondary

3. **STANDARD TEACHING CERTIFICATE.** Valid for all public school teachers as endorsed. Requirements: Bachelor's degree; general education, 40; professional education, 20 (educational foundations; psychological foundations; curriculum and methodology; directed teaching; at least one



course in each area); specialization, 24-53, depending on the area.

4. PROFESSIONAL TEACHING CERTIFICATE. Endorsed as certificate 3. Requirements: Eligibility to hold certificate 3; five years of public school experience in Wyoming; master's degree.

#### Special School Service Personnel

5. STANDARD PUPIL PERSONNEL CERTIFICATE. Valid and endorsed for secondary counselor, elementary counselor, psychometrist, or guidance coordinator, according to the area of specialization. Requirements: Eligibility for certificate 3; three years of public school teaching experience; master's degree, including 24 hours in foundations of guidance, understanding the individual, counseling techniques, and educational and occupational information.

6. PROFESSIONAL PUPIL PERSONNEL CERTIFI-

CATE. Endorsed as certificate 5. Requirements: Eligibility for certificate 5; five years of public school counseling experience in Wyoming; 30 hours in appropriate courses beyond the master's degree.

#### Other Certificates Issued

7. PROVISIONAL CERTIFICATE. Valid for one year; issued to persons with minor deficiencies; nonrenewable; the holder must qualify for a standard certificate before expiration of the provisional. Provisional elementary certificates, valid for one year, are available to teachers within the state who have completed 110 hours of acceptable college work and are renewable on the bachelor's degree.

8. SUBSTITUTE CERTIFICATE. Valid for not more than 90 days of teaching per year. Sixty hours required.

## GUIDES TO SECURING TEACHING POSITIONS IN THE UNITED STATES AND ABROAD

With the sustained and continuing teacher shortages, there would seem to be little need for suggestions to fully qualified teachers on how to get a teaching position. And the shortages have been enhanced by federal legislation in 1965 and 1966 to aid elementary and secondary schools, higher education, and some schools abroad. In fact, those who constantly research the field were surprised by the extent of the shortage as schools opened in the fall of 1966. Based on steadily rising college enrollments and consequent increases in the number of first-degree graduates (about one-third of whom consistently are graduates prepared for teaching), the assumption was that the country was well on the way to closing the gap between teacher supply and demand.

For example, in the spring of 1966, about 201,000 new teachers were graduated and some 150,000 actually took teaching jobs the following fall. Under normal circumstances, this would have been enough to satisfy the demands. But overlooked or underestimated was the extent of the demand for teachers created by federal financing of new programs. It is estimated that the Elementary and Secondary Education Act of 1965 created 60,000 extra teaching jobs. The Peace Corps, the Job Corps, and the HeadStart programs added another estimated 20,000 or more teaching jobs. The increasing appeal of graduate study with widespread proliferation of stipends for graduate students is another significant factor. Of course, the war in Vietnam and the military draft have taken their toll of the prospective teachers. Added to these is probably the most serious cause of teacher defection—the competition of booming industry for college graduates.

This mobility of teachers, position-wise, is the major reason for including these suggestions in this *Manual*. Many qualified and experienced teachers quite naturally seek promotions and more

challenging jobs. Even though there is no difficulty in finding positions, the problem is to locate and know how to go about getting the most satisfying one, which requires a discussion of the opportunities.

For a fuller description of teaching opportunities in schools and colleges in the United States and abroad, consult the following publications:

1. American Association of School Administrators. *The Mission Called O/OS—A Firsthand Look at American-Sponsored Schools in Other Lands*. Washington, D.C.: the Association, 1966. 56 pp.
2. Barker, H. Kenneth, editor. *AACTE Handbook of International Education Programs*. Washington, D.C.: American Association of Colleges for Teacher Education, 1963. 72 pp.
3. Frederick, Lee M. *Teaching Opportunities: A Directory of Placement Information*. U.S. Department of Health, Education, and Welfare, Office of Education, Circular No. 737. Washington, D.C.: Government Printing Office, 1964. 26 pp.
4. U.S. Department of Health, Education, and Welfare, Office of Education. *Overseas Projects in Education*. Pamphlet series. Washington, D.C.: Government Printing Office. Titles: "Research or Study Abroad"; "Summer Seminars"; "Foreign Curriculum Specialists."
5. U.S. Department of Health, Education, and Welfare, Office of Education. *Teacher Exchange Opportunities Under the International Educational Exchange Program (Summer Seminars—Teaching—Research—Study for American Elementary, Secondary, and College Teachers)*. Washington, D.C.: Government Printing Office. 36 pp. Annual.



## PART I. POSITIONS IN THE UNITED STATES<sup>1</sup>

The number of positions in the public schools in the United States has been growing drastically since the close of World War II. For example, in 1948-49, there were 887,175 teachers in the public schools; in 1965-66, this total had grown to 1,716,285.<sup>2</sup> Of the 1948-49 total, 64.5 per cent were elementary school teachers; in 1965-66, the percentage was only 56.4. Another estimate is that in the school year 1966-67, there was a total instructional staff of 1,939,619 in the public schools, of which 1,759,236 were classroom teachers—996,031 elementary and 763,205 secondary. By all estimates, the number of classroom teachers needed for the public schools, because of increased enrollments alone, will increase by at least 30,000 a year for perhaps the next decade. The number of new teachers estimated to have been needed for the school year 1966-67, under ideal conditions, was 364,500, while the total of new teachers graduated in the spring of 1966 reached a record number of about 201,000.<sup>3</sup> Yet the shortage of teachers continues.

Teachers seeking new positions should keep in mind that the shortages are not evenly distributed over the country as a whole or among school districts in a given state.

Many who are searching for suitable teaching posts are often puzzled because, although the press is constantly mentioning serious teacher shortages, they cannot locate vacancies or find jobs. There are several logical explanations. First, the personal characteristics of a given teacher, which enter into consideration of every applicant however well qualified he may be otherwise, may result in his failure to find immediate employment. The usual answer is "no vacancy," because it is only human for employing officers to avoid conveying the unpleasant news that the applicant is not judged suitable.

Second, there are serious shortages of teachers; there can be no doubt about that. But the shortages are unevenly distributed between elementary schools (where the shortage is most pronounced) and high schools (where there is a near balance of supply and demand, quantitatively speaking). Nor are they evenly distributed among high school teaching fields or subjects and special school service areas; actually there are adequate supplies or even surpluses in a few fields.

To illustrate the uneven distribution of the teacher shortage, the following statement in a letter from Ward M. Nichols, personnel coordinator of the San Francisco Unified School District, is to the point:

I think it unfortunate that so many writers, in discussing the teacher shortage in California, have failed to note the fact that this shortage is not evenly distributed throughout the school systems of the state. Obviously, teachers will tend to submit applications to the preferred locations before considering other opportunities, and as a result, some districts are in much greater need of teachers than others. Furthermore, such writers frequently fail to note the more than adequate supply of teachers in some subject fields at the secondary school level while pointing out the shortages which exist for all school districts in other subject fields. A great good could be done many young people if, early in their college careers, they could be given realistic information concerning the probable employment market.

Third, there may be no vacancies in particular schools in the fields or at the levels for which the applicant is qualified. Every school system does not have vacancies, of course, nor is the shortage of teachers pronounced everywhere. But there is a serious shortage. It is estimated that for the 1966-67 school year a total of 148,393 new teachers were needed to meet the two basic, irreducible needs (a) of replacing teachers leaving the profession (retirement, death, quitting the profession for other vocations and for other reasons), and (b) of staffing new classes required by increased enrollments. If all other needs were to be met (relief of overcrowding, replacement of unprepared teachers, and provision for additional curricular offerings), some 200,000 additional new teachers would be required. Thus, if all needs are considered, about 364,000 new teachers were needed in the school year 1966-67. Toward meeting these demands, the colleges and

<sup>1</sup> Portions of this section have been adapted from National Education Association, Research Division. "How To Get a Teaching Position in the Public Schools." Research Memo 1964-8. Washington, D.C.: the Association, 1964. 11 pp. (Out of print.)

<sup>2</sup> National Education Association, Research Division. *Teacher Supply and Demand in Public Schools, 1966*. Research Report 1966-R16. Washington, D.C.: the Association, 1966. p. 37.

<sup>3</sup> *Ibid.*, pp. 23, 30.

universities in the United States graduated in the spring of 1966 about 201,000 new teachers, of which (judging from the records of previous years) only about 160,000 actually will take teaching jobs.

So the extent of the shortage is apparent. What are the clues to where shortages are likely to exist? There is no invariably accurate guide, but there are some good indications. Although the population as a whole is expanding rapidly, in some regions it is either static or increasing with relative slowness. The rapidly growing areas, frequently found in suburbs of large cities, have an insatiable demand for teachers. Some states—Alaska, California, and Nevada, for example—have had more than a doubling of public school enrollment in the last decade, while in some other states enrollments have shown only minor increases or even decreases. Also, varying growth rates within states must be considered. These facts do not necessarily rule out the static population states or the small communities for prospective job seekers, but they do indicate where shortages are likely to be most acute.

Nor is the teacher shortage evenly divided according to positions, as mentioned before. The greatest shortage (and one likely to continue for a decade) is in the elementary schools. In the high schools, where it is unevenly distributed among fields and subjects, the shortage seems to be most pronounced in girls' physical education, mathematics, science, foreign languages, English, home economics, library science, and industrial arts.

There are shortages, too, in the special fields—of teachers for the handicapped, remedial teachers, librarians, and counselors.<sup>4</sup>

*Some Other Hints.* The teacher applying for a job should be certain that he meets the certification requirements of the particular state in which he is seeking employment. For types of positions and the requirements, consult this *Manual* or Woellner and Wood.<sup>5</sup>

Although some states have legislation specifying the minimum age at which a teacher can be employed (see Table 13, Ch. I), few specify the maximum age other than in the teacher retirement system laws. Many school districts, however, tend to limit employment of older teachers to

those between the ages of 40 and 45 years. Teachers in this age group should ascertain the school district policy. Beyond age 50, it becomes increasingly hard to find employment.

Check into salary provisions, which vary widely among states and cities. Not only do beginning salaries vary, but so do those which are paid after 10-20 years of service. Most good-sized school districts have printed salary schedules which may be obtained upon request. The NEA Research Division makes annual studies of salary schedules, which show minimums and maximums for a number of localities.

School district personnel policies, including tenure provisions and non-wage-benefit practices (retirement, leaves, insurance), are also important. Usually such provisions in printed form can be obtained from the school districts or from the NEA Research Division which issues reports on such practices among states and urban school districts.

#### Suggested Steps in Finding A Teaching Job

1. File credentials with your college placement bureau and make known your desire for a teaching job. (This is especially important if you are nearing graduation or have been teaching a few years.) This is by far the best source of placement.

2. If you have a definite idea of a specific district (or a few districts) in which you would like to teach, write or telephone the district superintendent (or director of personnel). The names and addresses of these officers can be found in *Education Directory, Part 2, "Public School Systems,"* published by the Office of Education, U.S. Department of Health, Education, and Welfare, and obtainable from the Government Printing Office, Washington, D.C. 20402. (1964-65 Edition, \$1.25.)

3. Certain state departments of education and state education associations maintain either posi-

<sup>4</sup> *Ibid.*, pp. 42-51.

<sup>5</sup> Woellner, E. H., and Wood, M. A. *Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary Schools, Secondary Schools, Junior Colleges.* Thirty-first edition 1966-67. Chicago: University of Chicago Press, 1966. (Annual)



tion listings or placement offices, or both, and these are excellent sources for finding teaching positions. Some charge no fee, others charge a nominal fee, and some charge a percentage of the first year's salary. A listing of these agencies follows.

#### **State Department of Education Placement Services**

*Alabama:* Teacher Placement Service, State Department of Education, Montgomery, 36104.

*Alaska:* Commissioner of Education, State Department of Education, Juneau, 99801.

*Georgia:* State Department of Education, 247 State Office Building, Atlanta, 30334.

*Idaho:* Department of Employment, Boise, 83701.

*Louisiana:* Teacher Education and Certification, State Department of Education, Baton Rouge, 70804.

*Maine:* Teacher Registration Bureau, State Department of Education, Augusta, 04330.

*Massachusetts:* Division of Teacher Certification and Placement, State Department of Education, Boston, 02102.

*Minnesota:* Division of Teacher Personnel, State Department of Education, St. Paul, 55101.

*Mississippi:* Teacher Education, Certification, and Placement, State Department of Education, Jackson, 39201.

*New Hampshire:* Director, Placement Bureau, State Department of Education, Concord, 03301.

*New Jersey:* Educational Placement Unit, Professional Placement Center, New Jersey State Employment Service, 2 Central Avenue, Newark, 07102.

*New Mexico:* Director, Teacher Education, Certification, and Teacher Placement, State Department of Education, Santa Fe, 87501.

*North Dakota:* Teacher Placement Division, State Employment Service, Bismarck, 58501.

*Oklahoma:* Oklahoma Employment Security Commission, Will Rogers Memorial Office Building, State Capitol Complex, Oklahoma City, 73105.

*Pennsylvania:* Bureau of Employment Security, Department of Labor and Industry Building, Harrisburg, 17120.

*Utah:* Director of Teacher Personnel, State De-

partment of Public Instruction, Salt Lake City, 84110.

*Vermont:* Teacher Placement Service, State Department of Education, Montpelier, 05602.

*Wyoming:* Teacher Placement Bureau, State Department of Education, Cheyenne, 82001.

#### **State Education Association Placement And Listing Services**

*California Teachers Association:* 1705 Murchison Drive, Burlingame, 94010. *Southern Section:* 1125 West Sixth Street, Los Angeles, 90021.

*Colorado Education Association:* 5200 South Quebec Street, Englewood, 80110.

*Illinois Education Association:* 100 East Edwards Street, Springfield, 62704.

*Iowa State Education Association:* 4025 Tona-wanda Drive, Des Moines, 50312.

*Kentucky Education Association:* 101 West Walnut Street, Louisville, 40202.

*New Hampshire Education Association:* 103 North State Street, Concord, 03301.

*North Carolina Teachers Association:* 125 East Hargett Street, Raleigh, 27601.

*South Carolina Education Association:* P.O. Box 1461, Columbia, 29202.

*Texas State Teachers Association:* 316 West 12th Street, Austin, 78701.

*Vermont Education Association:* Box 567, 5 Baldwin Street, Montpelier, 05602.

*Washington Education Association:* 910 Fifth Avenue, Seattle, 98134.

*West Virginia Education Association:* 1558 Quarrier Street, Charleston, 25311.

4. The U.S. Employment Service, and many of its local and state offices, also helps to place teachers, at no charge. The service maintains a clearinghouse which enables it to list vacancies in almost every state. The addresses of local offices may be found in the telephone directory.

5. There are many reputable commercial teachers agencies. These agencies usually charge a small registration fee and a placement fee of 5 percent of the first year's salary. Local agencies may be found in the telephone directory, or a complete listing may be obtained from the National Association of Teachers Agencies, Room 400, 64 East Jackson Boulevard, Chicago, Illinois 60604.

6. **NEA\*SEARCH.** The National Education Association established in January 1967 a central computerized education staffing service for all elementary and secondary teachers and counselors. NEA\*SEARCH is a new nationwide clearinghouse to bring together teachers looking for jobs and superintendents desiring to fill vacancies. It also serves English-language vacancies abroad.

NEA\*SEARCH has three basic elements: candidates, who register their qualifications and job preferences by means of a standardized form; employers, who indicate their needs through a standardized vacancy description; and a computer-linkage, an electronic file which seeks to match candidates with appropriate vacancies.

Candidates pay a small fee to register their qualifications and preferences—the subject or grade they want to teach, minimum acceptable salary, geographic preference, and other choices.

Employers pay a minimum search fee for the names of teachers they receive. Besides describing the vacancy they seek to fill, they, too, can specify certain preferences as to educational attainment or the number of years of experience they want the candidates to have. The computer will furnish the names in descending rank order according to how closely they conform to the requirements laid down by the employer.

Upon receiving the results of the search, employers make the next move of getting in touch with the candidates. NEA\*SEARCH does not evaluate; it is a locator service, not a placement service, relying on educational placement officers and others to do the counseling and assessing of candidates. Final decisions, of course, remain in the hands of the two parties, who may or may not wish to sign a teaching contract.

Teachers planning to use the system should request Form T from NEA\*SEARCH, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Employers should request Form V.

8. The Association for School, College and University Staffing (ASCUS) has established a National Communication and Services Center. This is a coordinated and centralized national staffing service through computer operation. The address is ASCUS Communication and Services Center, Inc., Box 166, Hershey, Pennsylvania 17033.

#### **Suggestions for Retired Military Personnel**

Thousands of military men retiring from the service each year are interested in becoming teachers. In order to make accurate up-to-date information available to them, the Department of Defense, in cooperation with the American Council on Education and the National Education Association, issued in 1961 a bulletin entitled *Teaching: A Second Career*. It is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for 30 cents. It contains information (for positions in colleges, universities, elementary and secondary schools) regarding preparation and certification requirements, the demand for teachers, salaries, how to prepare for teaching, non-wage benefits, sources of information, and how to find a teaching job.

#### **PART II: TEACHING OPPORTUNITIES ABROAD**

The opportunity for American teachers to secure temporary or long-term posts in foreign countries has expanded enormously since the end of World War II. The passage by Congress of the International Education Act of 1966 further expanded the opportunities for teaching assignments abroad. The maintenance of U.S. military bases in many foreign countries has compelled the Government of the United States to establish schools for the children of military personnel. In 1966 there were 291 such schools (called overseas dependents schools) in twenty-nine foreign lands employing about 8,000 educational personnel and enrolling an estimated 160,000 children. In addition, the staffing of territorial schools, embassy schools, and certain private schools provides opportunities for American teachers to spend one or more years teaching outside the continental limits of the United States.

Three items of information, where available, are given below with reference to each type or location of school position. They are (a) general information and requirements for teaching, (b) amount and kind of preparation required, and (c) how to make application.



#### OVERSEAS DEPENDENTS SCHOOLS

*General Information.* Schools for the minor dependents of U.S. Government military and civilian personnel are located in 29 foreign lands. These schools are administered by the Department of Defense. U.S. citizenship is required, the minimum age is 21, and the bachelor's degree starting salary is \$5505 for teachers.

*Preparation.* Bachelor's degree, 18 semester hours in education, and two years of experience.

*Application.* Address applications to the Director, Dependents Schools Division, The Pentagon, Washington, D.C. 20301.

#### CANAL ZONE SCHOOLS

*General Information.* Married women are not usually eligible. Bachelor and family quarters are available. Salaries range from \$6152 to \$11,557, depending upon preparation and experience. Applicants must be 21 years of age or over and preferably under 47.

*Preparation.* Kindergarten, elementary, and junior high school teachers: bachelor's degree, including 15 semester hours in education. Junior high school teachers: bachelor's degree, with 15 hours in education and 18 in the subject field for which application is made. Senior high school teachers: master's degree with 15 hours in education and 18 in the subject field for which application is made. College teachers: master's degree with 18 hours in education; 30 hours in the subject field for which application is made, including one course in teaching the major; and three years of teaching experience at the secondary level.

*Application.* Address the Personnel Director, Panama Canal Company, Balboa Heights, Canal Zone.

#### SCHOOLS IN U.S. TERRITORIES

##### American Samoa

*General Information.* No age limit, but married couples, 25-45, both qualified to teach, are preferred. Government quarters are available at reasonable rates. A two-year employment agreement is required. Travel for the employee and dependents and shipment of household goods to post of duty and return are provided. Salaries:

elementary and secondary teachers, \$5375 per annum, plus additional compensation for experience and advanced degrees; television instructor, \$9000; research teacher, \$8000. The salary is subject to a Samoan territorial income tax which is at the same rate as U.S. income tax. Payment of the territorial income tax can be taken as a direct credit on the federal income tax form. No post differential or cost-of-living allowance is granted.

*Preparation.* Bachelor's degree and a valid state certificate; persons with experience are preferred.

*Application.* Address Director of Personnel, Pago Pago, American Samoa 96920.

##### Guam

*General Information.* Only legal heads of household may be recruited on off-island contracts; wives are hired on a local hire basis only. There is no limitation on marital status for local employment. Transportation is furnished to Guam and return on a two-year contract. Housing, excluding utilities, is furnished at a reasonable rate. Starting salaries per annum: bachelor's degree and less than three years of teaching experience, \$4888; bachelor's degree with three but less than five years of experience, \$5096; bachelor's degree with five years or master's degree and less than two years of experience, \$5512; master's degree with seven years of experience, \$5772.

*Preparation.* Bachelor's degree, with 18 semester hours in professional education, including student teaching, and a major teaching area.

*Application.* Address Assistant Superintendent-Personnel, Department of Education, Government of Guam, Agana, Guam 96910.

##### Trust Territory of the Pacific Islands

*General Information.* Assignments are in the Marshall, Caroline, and Mariana Islands (except Guam). The islands of Micronesia are foreign territory, but the United States is responsible for development of the people toward self-government under a United Nations Security Council trusteeship agreement. Isolation on assignment varies from extreme to moderate, with special consideration being given in assignments to single women, families with children, and older teach-

ers. Many languages are now spoken in the territory, but English is the language of instruction. Qualified teachers may be single or married, male or female, with or without dependents. Teaching couples are welcomed, and teachers with experience are preferred. Many positions are available for elementary teachers, a smaller number for secondary teachers, a limited number for elementary supervisors and secondary principals, a few for adult education specialists, and occasionally positions are open for other education specialists and administrators. Employment is based on a twelve-month work year. Entry pay for teachers ranges from \$5523 to \$6891, depending on length of experience and education above the B.A. level, plus a 20 percent overseas differential and a housing allowance. Salaries for supervisory, administrative, and other special personnel are higher and require suitable training and experience. The salary schedule provides periodic increases for satisfactory service in the territory. Transportation is provided on the basis of a two-year agreement, and furnished housing is provided at moderate rentals, with much of the latter being covered by the housing allowance.

*Preparation.* All teachers must have a college degree. Included in or in addition to this, teachers must have a minimum of 18 semester hours in education or training for and successful completion of a Peace Corps or equivalent teaching program; or 12 semester or 18 quarter hours of courses in the teaching of English as a second language and/or linguistics; or two years of experience teaching English as a second language or other suitable teaching experience. Higher positions require additional training and experience related to the assignment to be undertaken.

*Application.* Send to the Personnel Officer, Trust Territory of the Pacific Islands, Saipan, Mariana Islands, a letter of application specifying the position or positions in which interested and including a resumé of training and experience. Based on this, further information about the Trust Territory and specific instructions for making formal application will be forwarded. Use U.S. airmail.

#### Virgin Islands

*General Information.* Age limit, 18 years or older; persons approaching retirement age are

not usually selected for employment. There are no restrictions on employment of married women. Teacher recruitment is continuous. U.S. citizenship is required. Salaries: two years of college, \$3800; three years of college, \$4400; bachelor's degree, \$5400 minimum; master's degree, \$6300 minimum. An additional \$100 is given for every 9 semester credits beyond the minimum requirements within each range. Additional salary increments may be obtained for over three but not more than five years of full-time teaching experience.

*Preparation.* Preference is given to applicants with a bachelor's or master's degree and credits in education. Regular elementary school teachers and substitutes: completion of 60 hours of college work acceptable to the Department of Education. Secondary school teachers: bachelor's or master's degree.

*Application.* Address Miss Jane E. Tuitt, Commissioner of Education, Charlotte Amalie, St. Thomas, Virgin Islands 00801.

#### SCHOOLS AND COLLEGES SPONSORED BY PRIVATE COMPANIES, INTERNATIONAL FRIENDSHIP GROUPS, FOREIGN GOVERNMENTS, CHURCH-SUPPORTED MISSIONS, OVERSEAS PRIVATE SCHOOLS

#### Teacher Education in East Africa

Teachers College, Columbia University, recruits on a continuing basis American teachers for East African teacher-training colleges.

Established by Teachers College under contract with the U.S. Department of State's Agency for International Development, the TEEA program is designed to provide assistance in all aspects of teacher education to the Governments of Kenya, Tanzania, and Uganda. Under TEEA, specialists have been provided to their national Institutes of Education and experienced teachers to their teacher-training colleges.

Minimum prerequisites for application for positions in East African teacher-training colleges include a master's degree and five years of teaching experience.

Total earnings average about \$9500 per year, with additional increments for those having more than the minimum years of experience.

For further information, write to C. Scott Kelly, Coordinator, Teacher Education in East Africa,



Teachers College, Columbia University, New York, New York 10027.

#### Great Britain

For advice to teachers on procedures in the United Kingdom, inquiries should be addressed to the Education Officer, British Embassy, Washington, D.C. 20008, or to British Information Services, 845 Third Avenue, New York, New York 10022.

#### LATIN AMERICA

##### Central America

There are opportunities for single, female, elementary teachers (grades 1-8) for English language schools in Central America. Apply before March to the Personnel Manager, United Fruit Company, Prudential Center, Boston, Massachusetts 02199.

##### Chile

There are positions for single men and women teachers for a company-owned elementary school (K-8). The school term is March to December. Apply to the Manager, Overseas Employees Department, Anaconda Company, 25 Broadway, New York, New York 10004.

##### Peru

Teachers with one or more years of accredited teaching experience are hired for positions in English-language elementary schools maintained by the Cerro de Pasco Corporation at smelting, refining, and mining centers located in the Central Peruvian Andes. Contact the Employment Division, Cerro de Pasco Corporation, 300 Park Avenue, New York, New York 10022.

##### Pan American Union

Teachers who are interested in general opportunities to teach in Latin American countries should write to the Department of Educational Affairs, Pan American Union, Washington, D.C. 20006, for the free bulletin, "Teaching Opportunities in Latin America for U.S. Citizens."

#### Venezuela, Aruba

There are opportunities for teachers in the Creole Petroleum Corporation's elementary schools in Venezuela (K-8) and in the elementary schools in Aruba operated by the Lago Oil and Transport Company, Ltd. Candidates must have a college degree (preferably in education) and at least three years of experience. Apply to the Employment Placement Office, International Division, 30 Rockefeller Plaza, New York, New York 10020.

#### MIDDLE EAST AND NORTH AFRICA

Information and referral service for available positions in established government and private institutions in the Middle East are administered through seven Middle Eastern and North African offices in the United Arab Republic, Jordan, Syria, Iran, and Tunisia. Write to American Friends of the Middle East, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

#### NEAR EAST

##### Iran

The Colleges of Arts and Sciences, Engineering, Agriculture, and Medicine of Pahlavi University are interested in employing a number of Americans on the various faculties. Positions are for eleven months, and the academic year begins in September. Persons who are interested should send their resumé to Campus Coordinator, Pahlavi University Development Project, 110 College Hall, University of Pennsylvania, Philadelphia, Pennsylvania 19104.

##### Israel

Inquiries should be addressed to the Ministry of Education and Culture, Shivitei Israel Street, Jerusalem, Israel.

##### Near East College Association

There are openings in elementary, secondary, and college education for experienced teachers of English, mathematics, general science, chemistry, physics, biology, nursing, engineering, music, and other fields at American-sponsored colleges in

Greece and Lebanon. Address Personnel Services, Near East College Association, Inc., 548 Fifth Avenue, New York, New York 10036.

#### **The American Colleges in Istanbul**

There are vacancies at the secondary and college levels in English, mathematics, chemistry, and other fields at Robert College, Robert Academy, and the American College for Girls, Istanbul, Turkey. Send resumé to Recruitment Secretary, Robert College, 548 Fifth Avenue, New York, New York 10036.

#### **AFRICA, ASIA, NEAR EAST, FAR EAST**

Well-qualified teachers who are members of Protestant churches are needed for junior and senior high schools and colleges in Japan, India, Africa, and the Near East. Write to Personnel Department, United Church Board for World Ministries, 16th Floor, 475 Riverside Drive, New York, New York 10027.

Each year about thirty teachers are sent on three-year assignments for elementary school, junior high school, high school, and college classes in Egypt, Sudan, Ethiopia, Lebanon, Iran, India, Thailand, Hong Kong, and Korea. Experienced teachers with at least five years in the same school system are appointed for a two-year term if they secure leaves of absence from their present employers. Write to the Office of Personnel, United Presbyterian Church in the U.S.A., Commission on Ecumenical Mission and Relations, Room 035, 475 Riverside Drive, New York, New York 10027.

#### **WORLD WIDE**

##### **International Schools Service**

This is an independent, nonprofit agency providing professional educational services to approximately two hundred schools in Asia, Africa, Europe, and Latin America. A majority of these schools are sponsored by parent groups or international communities; others are sponsored by international industry and by church organizations. They enroll 26,000 U.S. children most of whose parents serve international programs of diplomacy, technical aid, and industry, and 23,000 students of many other nationalities.

ISS programs include securing teachers and administrators; assisting in selection of texts, library books, and other publications and materials; providing counsel and materials to help resolve administrative and curricular problems; planning and conducting overseas school conferences; giving consultant services through visits in the schools by staff members; developing interrelationships among the overseas schools and informing the interested and concerned public in the United States of the schools' existence, nature, and needs.

Applications for these positions may be obtained from International Schools Service, 554 Fifth Avenue, New York, New York 10036; or 2000 P Street, N.W., Washington, D.C. 20036.

##### **Peace Corps**

Teaching opportunities on the preschool, elementary, secondary, and university levels are available in 49 host countries throughout Latin America, Africa, Asia, and Micronesia.

In excess of 5,000 openings per year are now available. The greatest needs are for teachers of mathematics, science, social science, English, home economics, and physical and vocational education. Requirements: bachelor's degree, U.S. citizenship, and good health. Make application at any time through your local post office or by writing for information to Teachers, Peace Corps, Office of Public Affairs, Washington, D.C. 20525.

##### **UNESCO**

For information regarding employment opportunities with UNESCO in the education field, inquiries should be sent to Director, Office of International Organization Recruitment, Department of State, Washington, D.C. 20520.

For information regarding UNESCO's "Teaching Abroad" services, whereby particulars of university professors seeking assignments abroad can be brought to the notice of institutions having staff vacancies, inquiries should be sent to the International Exchange Service, UNESCO, Place de Fontenay, Paris 7, France.

##### **Foreign Policy Association**

The Foreign Policy Association has published a guide to job opportunities in the world affairs



field which includes a section on "Teaching Opportunities Abroad." The guide is a special feature of INTERCOM, titled *Careers in World Affairs*, and may be secured from Foreign Policy Association, 345 East 46th Street, New York, New York 10017, for \$1.

#### **Other Overseas Schools Operated By Industrial Concerns**

Teachers who know of a school operated by industrial organizations for the children of overseas employees stationed in foreign areas and who desire a position there should write directly to the U.S. office of the operating organization. Possible sources of information are as follows:

Arabian American Oil Company  
505 Park Avenue  
New York, New York 10022

The Firestone Plantations Division  
1200 Firestone Parkway  
Akron, Ohio 44306

Gulf Oil Corporation  
2900 Gulf Building  
Pittsburgh, Pennsylvania 15219

Orinoco Mining Company  
525 William Penn Place  
Pittsburgh, Pennsylvania 15230

Esso Standard Eastern, Inc.  
15 West 51st Street  
New York, New York 10019

#### **REQUIREMENTS FOR TEACHING AND STUDY ABROAD THROUGH FEDERAL PROGRAMS**

There are two basic governmental programs that provide opportunities for teachers to study or teach abroad. They are (a) the teacher exchange program, and (b) grants for study abroad.

#### **Teaching Abroad and Summer Seminars Abroad**

The international education exchange program, authorized by the Fulbright-Hays Act, offers opportunities for American elementary and secondary school teachers and college instructors and assistant professors to teach abroad for a year

and to attend summer seminars abroad in foreign languages or in social studies. Some teaching positions involve an interchange of positions between American and foreign teachers, while others are one-way assignments.

**Eligibility Requirements.** U.S. citizenship; bachelor's degree; three years of experience for teaching abroad; two years of experience for summer seminars.

Application should be made between September 1 and November 1 for the following school year. Address Teacher Exchange Section, U.S. Office of Education, Washington, D.C. 20202.

English-teaching assistantships are open to graduating seniors and recent graduates in India (colleges and universities), France (secondary schools), and Italy (secondary schools). Fellowships are available to applicants with a master's degree for teaching English language and literature and American studies at universities in Italy, the Philippines, and Sweden. Further information and application forms may be obtained from the Counseling Division, Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Deadline: November 1. Applications are not distributed after October 15.

#### **UNESCO**

For service in advisory or supervisory capacity on the college or university level in regard to research, teacher education, scientific and engineering education, industrial and agricultural education, fundamental, adult, primary, or secondary education in developing countries in Latin America, Africa, Near East-South Asia, and the Far East, apply to Division of Foreign Studies, Bureau of Higher Education, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.

#### **U.S. Information Services**

There are openings for teachers of English in binational cultural centers in Latin America, the Near East, the Far East, and Europe; also positions for administrators and directors of courses in cultural centers. Write to the Chief, Source Development Staff, U.S. Information Agency, Washington, D.C. 20547.

## Teacher Exchange

**General Information.** Under the Fulbright-Hays Act of 1961, elementary school, secondary school, and junior college teachers may apply for one-year positions in national and American-sponsored schools in about fifty countries. Some involve interchange of positions; others are direct assignments with no interchange. Financial conditions of awards vary from country to country.

**Preparation.** Bachelor's degree, preferably master's; three years of experience; U.S. citizenship; and in some instances, fluency in the language of the host country.

**Application.** Apply between September 1 and November 1 to the Teacher Exchange Section, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.

## Research and Study Abroad

Section 102(b)(6) of the Fulbright-Hays Act provides opportunities for American secondary school teachers, university faculty, and graduate students to improve their competence in area studies and modern foreign languages by studying or conducting research abroad. Financial provisions include international transportation and, in some instances, maintenance allowances, tuition fees, and educational materials allowances.

**Eligibility Requirements.** 1. *Summer seminars* for secondary school teachers and college instructors or assistant professors: at least a bachelor's degree and two years of teaching experience in area studies (history, world civilization, etc.).

2. *One-year study/research grants* for secondary school teachers or supervisors and college instructors or assistant professors: five years of teaching experience in area studies or modern foreign languages, and evidence of leadership in curriculum development. Application must be

sponsored by the school system or college where the candidate is employed.

3. *Study/research grants* for faculty members at language and area centers supported by the National Defense Education Act: Ph.D. or equivalent, two years of experience in the language or area study on which their centers focus, language competence, and recommendation of the center director.

4. *Study/research grants* for graduate students: at least two years of graduate study in the United States, demonstrated competence in language or world area with which their studies are concerned, and intention to teach the subject in a U.S. college or university. Programs must be approved and supervised by the home institution.

Applications for all programs must be initiated between September and November for the following summer and academic year. For further information, write Overseas Projects Section, Division of Foreign Studies, Bureau of Higher Education, U.S. Office of Education, Washington, D.C. 20202.

## Grants for Graduate Study

The Institute of International Education administers grants for graduate study abroad provided by the U.S. Government and by various foreign governments and universities. Grants available under the Fulbright-Hays Act provide round-trip transportation, tuition, and maintenance for one academic year. Other IIE-administered awards provide tuition and partial maintenance. Further information and application forms may be obtained from the Counseling Division, Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Deadline: November 1. Applications are not distributed after October 15.



## TEACHER EDUCATION INSTITUTIONS AND APPROVED PROGRAMS

State boards of education are, in most states, responsible for deciding which colleges and universities within their state borders will be approved for the preparation of teachers. These boards generally depend upon the professional staffs of the state departments of education to recommend the institutions which should be approved.

Although there appears to be a growing trend toward state use of the standards suggested in USOE Circular 351,<sup>1</sup> at present there are no accepted standards or procedures which are followed by all state departments of education in the selection of institutions to be recommended for approval by their respective state boards of education. The requirements for listing, therefore, differ from state to state. The significance of being on a list also differs from state to state. The meaning of a state list usually falls under one of the following three categories:

1. *All colleges and universities approved as institutions of higher learning.* If an institution is approved for anything, it may prepare teachers provided it offers the courses required for certification.

2. *All colleges and universities approved for teacher education.* A listed institution may prepare persons for any teaching position for which a certificate is issued provided it offers the courses required for those certificates. Here, as in category 1, the state is approving the institution instead of its programs.

3. *Colleges and universities approved for specific programs for teacher education.* Each institution listed must have separate approval for each program it offers for such positions as elementary school teacher, general secondary school teacher, teacher in the field of home economics, or school administrator. Here the state is approving the program or programs as well as the institutions that offer those programs.

No effort is made in the list which follows to show the category in which each state list belongs.

It may be said, however, that state lists showing few institutions with programs other than those for the preparation of elementary and high school teachers generally belong in categories 1 and 2. If a state list shows a wide variety in the kinds of positions for which institutions are authorized to offer programs, that generally means the state list belongs in category 3.

Many of the state lists are tentative, while others are fairly stable. The list which follows was valid as of January 1, 1967, each state list having been verified by the respective state approval agency.

Accreditation by the respective state departments of education is not indicated for several states (Alaska, District of Columbia, Massachusetts, Missouri, Nevada, and Puerto Rico). In some instances this is due to the absence of any specific statutory authorization to accredit or to laws which either vest accrediting authority in some other state agency or institution or specify the institutions authorized to prepare teachers. For example, no state approval agency has been authorized in Massachusetts. The Board of Collegiate Authority grants the right to certain institutions to confer degrees and to use the words "college," "junior college," or "university," as part of the names of the institutions. Yet, the Board of Collegiate Authority is not an accrediting agency. Also, some state departments of education recognize accrediting by other agencies, associations, or institutions and do not maintain accrediting procedures. In effect, whatever the procedure followed, all institutions whose credentials are accepted for teacher certification are legally recognized or approved by the

<sup>1</sup> Perkins, Mary Ellen, chairman, Accrediting Standards Revision Committee. *Proposed Standards for State Approval of Teacher Education.* (A project of the National Association of State Directors of Teacher Education and Certification, assisted by the Office of Education.) Circular 351 revised. Washington, D.C.: Office of Education, U.S. Department of Health, Education, and Welfare, 1967. 43 pp.

state education agency. The institutions listed herein, therefore, are recognized for teacher certification purposes, even though actual accrediting by the state legal authority may not be indicated.

Also, it should be noted that in some states approval is given for teacher education rather than for specific programs. In such cases the programs offered by institutions are not shown in the listings in this chapter, but this should not be interpreted to mean that these institutions do not offer specific programs.

The listings of approved programs of institutions are based upon state approval for which a given state issues a certificate or endorses the authorization to teach the field or subject. The listed programs of a given institution, therefore, may not include all programs which the institution offers. For example, many institutions report that they offer programs for the preparation of junior high school teachers, but since their states do not certify or endorse this field apart from the high school category, the institutions are not listed as approved for separate junior high school programs. This is true also of certain of the special fields.

Three types of institutional accreditation appear in the following list: *state*, indicating approval by the state department of education; *regional*, indicating accreditation by the regional association (e.g., North Central Association of Colleges and Secondary Schools); *national*, indicating accreditation by the National Council for Accreditation of Teacher Education.

The multiple-page table in this chapter, containing the listings of "Approved Teacher Education Institutions . . .," does not lend itself to a full explanation of the meaning of NCATE accreditation for the institutions accredited by that body. In terms of programs, the NCATE accredits in-

stitutions for the preparation of elementary or secondary school teachers or school service personnel (including guidance, school administration, and the like) or any one or more of these categories. Institutions are also accredited in terms of the highest collegiate degree which they are authorized to offer for any of the categories for which they are accredited. Details with reference to any given institution may be found in the *Annual List* published by NCATE, which may be secured from the Council, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20036.

With respect to the classification of institutions in Table 1, the criteria used in categorizing the 1,200 institutions (listed in this chapter) which are approved by the respective states for teacher education should be described. As the basic source for determining the classifications of institutions, the annual publication of the U.S. Office of Education, *Education Directory, 1965-1966* (Part 3, "Higher Education"), was used. The classification of teachers colleges was derived from the following definition checked against the listings in the above-named directory: separate, single-purpose teacher education institutions which have "teachers college" in their names, state colleges of education existing as separate institutions, and degree-granting normal colleges. Normal schools offering less than the degree program were classed as junior colleges. This definition would not, therefore, include schools, colleges, and departments of education operating as integral parts of a university or college. It is realized that these classifications are not precise, that some institutions not operating under the name are really teachers colleges, and that some teachers colleges are actually multiple-purpose institutions. Also, some institutions with "university" in their names are classified as liberal arts colleges.



TABLE 1.—CLASSIFICATION OF APPROVED TEACHER EDUCATION INSTITUTIONS  
ACCORDING TO FUNCTION AND CONTROL

State	Teachers Colleges		Universities		Public General Colleges	Private Liberal Arts Colleges	Technical Schools	Junior Colleges <sup>a</sup>	Unclassified	Totals
	Public	Private	Public	Private						
1	2	3	4	5	6	7	8	9	10	11
Alabama			2	1	7	11				21
Alaska			1 <sup>b</sup>							1
Arizona			3			1				4
Arkansas			1	3	7	5		4		20
California			5 <sup>c</sup>	8	15	21				49
Colorado			2	1	5	4				12
Connecticut			1	5	4	7				17
Delaware			1		1					2
District of Col.	1 <sup>b</sup>		1	3		3				8
Florida			6	4		6	1			17
Georgia			1	3	9	14				27
Hawaii			1			2				3
Idaho			2 <sup>d</sup>			2		3	1	8
Illinois	2	3	6 <sup>d</sup>	8		32	6	2 <sup>c</sup>		57
Indiana			4	5		22		2		33
Iowa			2	3	1	22				28
Kansas	1		3	5	2	13		2 <sup>f</sup>		24
Kentucky			6		1	17				24
Louisiana			4 <sup>g</sup>	4	7	4				19
Maine			1		5	9	1			16
Maryland			1	2	7	10	2			22
Massachusetts		1	1	7	9	36	3			57
Michigan			7	1	1	16				25
Minnesota			2	2	5	14				23
Mississippi			3		5	8				16
Missouri	2		4	2	4	22				34
Montana			2		3	3				8
Nebraska		1	2 <sup>h</sup>	2	4	7		4		20
Nevada			2 <sup>h</sup>							2
New Hamps.			1		2	6				9
New Jersey			1	2	6	8	1			18
New Mexico			5	1		3		1		10
New York		3	3	15	14	49	4			88 <sup>i</sup>
North Carolina	1		4	3	10	22				40
North Dakota			3		4	2				9
Ohio			10	11		30				51
Oklahoma			3	4	8	2				17
Oregon	1		2	3	3	6				15
Pennsylvania			1	11 <sup>j</sup>	14	46	5			77
Puerto Rico			1 <sup>b</sup>	2		1		1		5
Rhode Island		1	1	1	1	5	1			10
South Carolina			2	3	2	14	1			22
South Dakota			2	1	4	5		4		16
Tennessee		1	6	5	1	19				32
Texas			9	12	13	19				53
Utah			2	1	2	1				6
Vermont		1	1	1	3	3				9
Virginia			1	3	8	16	5			33
Washington			2	4	3	6				15
West Virginia			2		7	6	1			16
Wisconsin			11 <sup>k</sup>	2		18		20		51
Wyoming			1							1
TOTALS	8	11	151	154	207	598	31	39	1	1200

4

TABLE 2.—NUMBER OF APPROVED TEACHER EDUCATION INSTITUTIONS  
WITH TYPES OF ACCREDITATION

State	Total Number of Approved Institutions	Types of Accreditation		
		State Department	Regional Association	National (NCATE)
1	2	3	4	5
Alabama	21	21	19	8
Alaska	1	1 <sup>a</sup>	1	--
Arizona	4	4	3	3
Arkansas	20	20	17	10
California	49 <sup>b</sup>	49 <sup>b</sup>	49	16
Colorado	12	12	12	7
Connecticut	17	17	15	7
Delaware	2	2	2	--
District of Col.	8	8 <sup>a</sup>	8	3
Florida	17	17	14	5
Georgia	27	27	27	7
Hawaii	3	3	3	--
Idaho	8	8	8	2
Illinois	57	57	46	21
Indiana	33	33	27	16
Iowa	28	28	27	13
Kansas	24	24	23	13
Kentucky	24	24	23	9
Louisiana	19 <sup>c</sup>	19 <sup>c</sup>	18 <sup>c</sup>	8
Maine	16	16	8	3
Maryland	22	22	20	6
Massachusetts	57	57	45	15
Michigan	25	25	25	11
Minnesota	23	23	23	18
Mississippi	16	16	13	6
Missouri	34	34 <sup>a</sup>	33	13
Montana	8	8	8	5
Nebraska	20	20	16	13
Nevada	2 <sup>d</sup>	2 <sup>a</sup>	2	1
New Hampshire	9	9	7	3
New Jersey	18	18	17	7
New Mexico	10	10	7	4
New York	88 <sup>e</sup>	88 <sup>e</sup>	79	24
North Carolina	40	40	33	13
North Dakota	9	9	6	5
Ohio	51	51	45	18
Oklahoma	17	17	17	14
Oregon	15	15	15	8
Pennsylvania	77	77	76	22
Puerto Rico	5	5 <sup>a</sup>	5	1
Rhode Island	10	10	8	1
South Carolina	22	22	18	1
South Dakota	16	16	12	7
Tennessee	32	32	29	9
Texas	53 <sup>f</sup>	53 <sup>f</sup>	47 <sup>f</sup>	21
Utah	6	6	6	5
Vermont	9	9	8	1
Virginia	33 <sup>g</sup>	33 <sup>g</sup>	31 <sup>g</sup>	5
Washington	15	15	15	10
West Virginia	16	16	16	10
Wisconsin	51 <sup>h</sup>	51 <sup>h</sup>	29 <sup>h</sup>	20 <sup>h</sup>
Wyoming	1	1	1	1
<b>TOTALS</b>	<b>1200</b>	<b>1200</b>	<b>1062</b>	<b>449</b>



#### TABLE 1 FOOTNOTES

- <sup>a</sup> Institutions offering at least two but less than four years of college preparation.
- <sup>b</sup> Supported in part or wholly by federal funds.
- <sup>c</sup> Five campuses of the University of California: Berkeley, Davis, Los Angeles, Santa Barbara, and Riverside.
- <sup>d</sup> Includes two universities that have two campuses each: Southern Illinois University, Carbondale and Edwardsville, and the University of Illinois, Urbana and Chicago Circle.
- <sup>e</sup> There are 51 institutions, including 40 junior colleges, approved only for teaching courses.
- <sup>f</sup> Kansas has 16 public and 5 private junior colleges in which teachers may take the first two years of four years' work.
- <sup>g</sup> Includes two branches of Louisiana State University: Baton Rouge and New Orleans.
- <sup>h</sup> The two branches of the University of Nevada—the main campus at Reno and Nevada Southern at Las Vegas—have coordinate status within the university system.
- <sup>i</sup> The total does not include five junior colleges approved for preparing dental hygienists.
- <sup>j</sup> Five of the "private" universities are state-aided: Pennsylvania State University, University of Pennsylvania, Temple University, Lincoln University, and University of Pittsburgh.
- <sup>k</sup> Includes two campuses of the University of Wisconsin: Madison and Milwaukee.

#### TABLE 2 FOOTNOTES

- <sup>a</sup> Either no legal authority or no formal process for accreditation.
- <sup>b</sup> Includes the five campuses of the University of California: Berkeley, Davis, Los Angeles, Santa Barbara, and Riverside.
- <sup>c</sup> Includes two branches of Louisiana State University: Baton Rouge and New Orleans.
- <sup>d</sup> The two branches of the University of Nevada—the main campus at Reno and Nevada Southern at Las Vegas—have coordinate status within the university system.
- <sup>e</sup> The total does not include five junior colleges approved for preparing dental hygienists.
- <sup>f</sup> The total includes two units of Texas Agricultural and Mechanical University System: Texas Agricultural and Mechanical University and Prairie View Agricultural and Mechanical College.
- <sup>g</sup> Includes the University of Richmond, plus two of its units—Richmond College and Westhampton College—and the University of Virginia, plus one of its units—Mary Washington College.
- <sup>h</sup> Includes two campuses of the University of Wisconsin: Madison and Milwaukee.











**APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION,  
AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED**

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED																								
	STATE	REGIONAL	NATIONAL	GENERAL (ALL LEVELS)	PRESCHOOL AND ELEMENTARY				SECONDARY SCHOOLS			SPECIAL FIELDS																
					ADMINISTRATION & SUPERVISION	NURSERY-KINDERGARTEN	NURSERY-KINDER-ELEM.	KINDER-PRIMARY	ELEMENTARY	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	JUNIOR COLLEGE	AGRICULTURE (GEN.)	AGRICULTURE (VOC.)	ART	BUSINESS EDUCATION	EXCEPTIONAL CHILDREN	HEALTH AND PHYS. ED.	HOME ECONOMICS (VOC.)	INDUS. ARTS & TRADE	MUSIC	SPEECH ARTS	COUNSELING	LIBRARIAN	NURSE	PSYCHOLOGIST	WELFARE & ATTEND.	
<b>COLORADO</b>																												
Adams State College, Alamosa	x	x	x																									
Colorado College, Colorado Springs	x	x																										
Colorado State College, Greeley	x	x	x	x	x	x	x	x	x	x	x	x																
Colorado State University, Fort Collins	x	x	x																									
Colorado Woman's College, Denver	x	x																										
Fort Lewis College, Durango	x	x																										
Loretto Heights College, Loretto	x	x	x																									
Regis College, Denver	x	x																										
Southern Colorado State College, Pueblo	x	x																										
University of Colorado, Boulder	x	x	x	x	x																							
University of Denver, Denver	x	x	x	x	x																							
Western State College of Colorado, Gunnison	x	x	x																									
<b>CONNECTICUT</b>																												
Albertus Magnus College, New Haven	x	x																										
Annhurst College, Woodstock	x	x																										
Central Connecticut State College, New Britain	x	x	x																									
Connecticut College, New London	x	x																										
Danbury State College, Danbury	x	x	x																									
Diocesan Sisters College, Bloomfield	x <sup>2</sup>																											
Fairfield University, Fairfield	x	x		x																								x <sup>3</sup>
St. Joseph College, West Hartford	x	x																										
Seat of Wisdom College, Litchfield	x <sup>2</sup>																											
Southern Connecticut State College, New Haven	x	x	x																									x <sup>3</sup>
Trinity College, Hartford	x	x																										
University of Bridgeport, Bridgeport	x	x	x																									
University of Connecticut, Storrs	x	x	x																									x <sup>3</sup>
University of Hartford, West Hartford	x	x	x																									x <sup>3</sup>
Wesleyan University, Middletown	x	x																										
Willimantic State College, Willimantic	x	x	x																									
Yale University, New Haven	x	x																										
<b>DELAWARE</b>																												
Delaware State College, Dover	x	x																										
University of Delaware, Newark	x	x		x																								



**APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION,  
AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED**

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED																											
	STATE	REGIONAL	NATIONAL	GENERAL (ALL LEVELS)	PRESCHOOL AND ELEMENTARY					SECONDARY SCHOOLS			SPECIAL FIELDS																		
					ADMINISTRATION & SUPERVISION	NURSERY-KINDERGARTEN	NURSERY-KINDER-ELEM.	KINDER-PRIMARY	ELEMENTARY	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	JUNIOR COLLEGE	AGRICULTURE (GEN.)	AGRICULTURE (VOC.)	ART	BUSINESS EDUCATION	EXCEPTIONAL CHILDREN	HEALTH AND PHYS. ED.	HOME ECONOMICS (VOC.)	INDUS. ARTS & TRADE	MUSIC	SPEECH ARTS	COUNSELING	LIBRARIAN	NURSE	PSYCHOLOGIST	WELFARE & ATTEND.				
<b>DISTRICT OF COLUMBIA<sup>6</sup></b>																															
American University	X		X																												
Catholic University of America	X																														
District of Columbia Teachers College	X																														
Dumbarton College of Holy Cross	X																														
Gallaudet College	X	X	X	X																											
George Washington University	X	X	X	X	X				X	X	X			X	X															X	
Howard University	X																														
Trinity College	X																														
<b>FLORIDA</b>																															
Barry College, Miami	X	X			X			X	X	X	X	X			X	X	X	X													
Bethune-Cookman College, Daytona Beach	X	X							X	X	X				X	X															
Brevard Engineering College, Melbourne	X	X								X	X	X																			
Florida Agricultural & Mechanical University, Tallahassee	X	X	X		X			X	X	X	X	X	X	X	X	X	X	X													
Florida Atlantic University, Boca Raton	X				X				X	X	X	X			X																X
Florida Memorial College, St. Augustine	X	X							X	X	X																				
Florida Presbyterian College, St. Petersburg	X									X	X																				
Florida Southern College, Lakeland	X	X						X	X	X	X				X	X															
Florida State University, Tallahassee	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Jacksonville University, Jacksonville	X	X							X	X	X	X																			
Rollins College, Winter Park	X	X			X				X	X	X	X			X	X															
Stetson University, Deland	X	X	X		X			X	X	X	X	X			X	X															
University of Florida, Gainesville	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Miami, Coral Gables	X	X	X		X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of South Florida, Tampa	X	X			X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Tampa, Tampa	X	X							X	X	X				X	X															
University of West Florida, Pensacola	X					X	X	X	X	X	X				X	X															
<b>GEORGIA</b>																															
Agnes Scott College, Decatur	X	X							X	X	X																				
Albany State College, Albany	X	X							X	X	X																				
Atlanta University, Atlanta	X	X			X				X	X	X																				
Berry College, Mt. Berry	X	X							X	X	X																				
Brenau College, Gainesville	X	X							X	X	X																				
Clark College, Atlanta	X	X							X	X	X																				
Emory University, Atlanta	X	X	X						X	X	X																				
Fort Valley State College, Fort Valley	X	X							X	X	X				X	X															
Georgia Southern College, Statesboro	X	X	X						X	X	X				X	X															



**APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION,  
AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED**

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED																																	
	STATE	REGIONAL	NATIONAL	GENERAL (ALL LEVELS)	PRESCHOOL AND ELEMENTARY				SECONDARY SCHOOLS			SPECIAL FIELDS																									
					ADMINISTRATION & SUPERVISION	NURSERY-KINDERGARTEN	NURSERY-KINDER-ELEM.	KINDER-PRIMARY	ELEMENTARY	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	JUNIOR COLLEGE	AGRICULTURE (GEN.)	AGRICULTURE (VOC.)	ART	BUSINESS EDUCATION	EXCEPTIONAL CHILDREN	HEALTH AND PHYS. ED.	HOME ECONOMICS (VOC.)	INDUS. ARTS & TRADE	MUSIC	SPEECH ARTS	COUNSELING	LIBRARIAN	NURSE	PSYCHOLOGIST	WELFARE & ATTEND.										
<b>GEORGIA (Continued)</b>																																					
Georgia State College, Atlanta	X	X							X		X			X	X																						
La Grange College, La Grange	X	X							X		X																										
Mercer University, Macon	X	X	X																																		
Morehouse College, Atlanta	X	X																																			
Morris Brown College, Atlanta	X	X																																			
North Georgia College, Dahlonega	X	X								X																											
Oglethorpe College, Atlanta	X	X																																			
Paine College, Augusta	X	X																																			
Piedmont College, Demorest	X	X																																			
Savannah State College, Savannah	X	X												X	X																						
Shorter College, Rome	X	X												X	X																						
Spelman College, Atlanta	X	X												X	X																						
Tift College, Forsyth	X	X																																			
University of Georgia, Athens	X	X	X		X						X			X	X	X	X	X	X	X	X				X	X									X		
Valdosta State College, Valdosta	X	X	X								X																										
Wesleyan College, Macon	X	X	X																																		
West Georgia College, Carrollton	X	X	X																																		
Woman's College of Georgia, Milledgeville	X	X	X											X	X																						
<b>HAWAII</b>																																					
Chaminade College, Honolulu	X	X		X						X																											
Church College of Hawaii, Laie, Oahu	X	X		X						X																											
University of Hawaii, Honolulu	X	X		X	X					X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>IDAHO</b>																																					
Boise College, Boise	X	X		10						X																											
College of Idaho, Caldwell	X	X			X					X																											
Idaho State University, Pocatello	X	X	X		X					X																											
Lewis Clark Normal School, Lewiston	X	X																																			
North Idaho Junior College, Couer d'Alene	X	X		10																																	
Northwest Nazarene College, Nampa	X	X																																			
Ricks College, Rexburg	X	X		10																																	
University of Idaho, Moscow	X	X	X		X									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
<b>ILLINOIS</b>																																					
American Conservatory of Music, Chicago	X																																				
Augustana College, Rock Island	X	X	X																																		
Aurora College, Aurora	X	X																																			
Barat College of the Sacred Heart, Lake Forest	X	X																																			
Blackburn College, Carlinville	X	X																																			
Bradley University, Peoria	X	X	X		X																																
Chicago Conservatory College, Chicago	X																																				
College of St. Francis, Joliet	X	X																																			
Columbia College, <sup>11</sup> Chicago	X																																				
Concordia Teachers College, River Forest	X	X	X																																		







**APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION,  
AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED**

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED																										
	STATE	REGIONAL	NATIONAL	GENERAL (ALL LEVELS)	ADMINISTRATION & SUPERVISION	PRESCHOOL AND ELEMENTARY				SECONDARY SCHOOLS			SPECIAL FIELDS																	
						NURSERY-KINDERGARTEN	NURSERY-KINDER-ELEM.	KINDER-PRIMARY	ELEMENTARY	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	JUNIOR COLLEGE	AGRICULTURE (GEN.)	AGRICULTURE (VOC.)	ART	BUSINESS EDUCATION	EXCEPTIONAL CHILDREN	HEALTH AND PHYS. ED.	HOME ECONOMICS (VOC.)	INDUS. ARTS & TRADE	MUSIC	SPEECH ARTS	COUNSELING	LIBRARIAN	NURSE	PSYCHOLOGIST	WELFARE & ATTEND.			
<b>ILLINOIS (Continued)</b>																														
Tolentine College, Olympia Fields	X																													
Trinity College, Deerfield	X					X	X	X	X																					
University of Chicago, Chicago	X	X	X	X	X	X	X	X	X	X	X			X											X	X			X	
University of Illinois, Urbana, and University of Illinois at Chicago Circle, Chicago	X	X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
VanderCook College of Music, Chicago	X																													
Western Illinois University, Macomb	X	X	X		X			X	X	X	X						X													
Wheaton College, Wheaton	X	X	X					X	X	X	X			X				X	X											
<b>INDIANA</b>																														
Ancilla Domini College, Donaldson	X																													
Anderson College, Anderson	X	X	X	X					X	X	X									X										
Ball State University, Muncie	X	X	X	X	X				X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Bethel College, Mishawaka	X								X	X	X																			
Butler University, Indianapolis	X	X	X	X	X				X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
DePauw University, Greencastle	X	X	X	X	X				X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Earlham College, Richmond	X	X	X	X					X	X	X																			
Evansville College, Evansville	X	X	X	X					X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Fort Wayne Bible College, Fort Wayne	X									X	X	X																		
Franklin College of Indiana, Franklin	X	X	X	X					X	X	X			X																
Goshen College, Goshen	X	X	X	X					X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Grace Theological Seminary and Grace College, Winona Lake	X									X	X	X																		
Hanover College, Hanover	X	X		X						X	X	X			X															
Huntington College, Huntington	X	X		X						X	X	X			X															
Indiana Central College, Indianapolis	X	X	X	X						X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Indiana State University, Terre Haute	X	X	X	X	X				X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Indiana University, Bloomington	X	X	X	X	X				X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Manchester College, North Manchester	X	X	X	X						X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Marian College, Indianapolis	X	X		X					X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Marion College, Marion	X	X		X						X	X	X			X															
Oakland City College, Oakland City	X			X						X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Purdue University, Lafayette	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
St. Benedict College, Ferdinand	X			X						X	X	X																		
St. Francis College, Fort Wayne	X	X		X						X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
St. Joseph's College, Rensselaer	X	X		X						X	X	X			X															
St. Mary-of-the-Woods College, St. Mary-of-the-Woods	X	X		X						X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
St. Mary's College, Notre Dame	X	X	X	X						X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
St. Meinrad Seminary, St. Meinrad	X	X		X						X	X	X																		
Taylor University, Upland	X	X	X	X						X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
University of Notre Dame, Notre Dame	X	X		X						X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	





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AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED**

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	STATE	REGIONAL	NATIONAL	GENERAL (ALL LEVELS)	PRESCHOOL AND ELEMENTARY				SECONDARY SCHOOLS			SPECIAL FIELDS																	
					NURSERY-KINDERGARTEN	NURSERY-KINDER-SLEM.	KINDER-PRIMARY	ELEMENTARY	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	JUNIOR COLLEGE	AGRICULTURE (GEN.)	AGRICULTURE (VOC.)	ART	BUSINESS EDUCATION	EXCEPTIONAL CHILDREN	HEALTH AND PHYS. ED.	HOME ECONOMICS (VOC.)	INDUS. ARTS & TRADE	MUSIC	SPEECH ARTS	COUNSELING	LIBRARIAN	NURSE	PSYCHOLOGIST	WELFARE & ATTEND.			
																											ADMINISTRATION & SUPERVISION		
<b>KANSAS (Continued)</b>																													
Kansas State University of Agriculture and Applied Science, Manhattan	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Kansas Wesleyan University, Salina	x	x		x				x																					
McPherson College, McPherson	x	x		x					x				x																
Marymount College, Salina	x	x	x	x					x																				
Mount St. Scholastica College, Atchison	x	x	x	x					x																				
Ottawa University, Ottawa	x	x		x					x																				
Sacred Heart College, Wichita	x	x							x																				
St. Benedict's College, Atchison	x	x							x				x																
St. Mary College, Xavier	x	x	x	x	x				x																				
St. Mary of the Plains College, Dodge City	x	x							x																				
Southwestern College, Winfield	x	x		x				x																					
Sterling College, Sterling	x	x		x					x																				
Tabor College, Hillsboro	x	x							x																				
University of Kansas, Lawrence	x	x	x	x	x				x																				
Washburn University of Topeka, Topeka	x	x	x	x					x																				
Wichita State University, Wichita	x	x	x	x	x				x																				
<b>KENTUCKY</b>																													
Asbury College, Wilmore	x	x	x																										
Bellarmino College, Louisville	x	x																											
Berea College, Berea	x	x	x																										
Brescia College, Owensboro	x	x																											
Campbellsville College, Campbellsville	x	x																											
Catherine Spalding College, Louisville	x	x																											
Centre College of Kentucky, Danville	x	x																											
Cumberland College, Williamsburg	x	x																											
Eastern Kentucky University, Richmond	x	x	x	x	x																								
Georgetown College, Georgetown	x	x																											
Kentucky Southern College, Louisville	x	x																											
Kentucky State College, Frankfort	x	x	x																										
Kentucky Wesleyan College, Owensboro	x	x																											
Morehead State University, Morehead	x	x	x	x	x																								
Murray State University, Murrey	x	x	x	x	x																								
Nazareth College of Kentucky, Nazareth	x	x																											
Pikeville College, Pikeville	x	x																											
Transylvania College, Lexington	x	x																											
Union College, Barbourville	x	x																											
University of Kentucky, Lexington	x	x	x	x	x																								
University of Louisville, Louisville	x	x	x	x	x																								



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	STATE	REGIONAL	NATIONAL	GENERAL (ALL LEVELS)	PRESCHOOL AND ELEMENTARY		SECONDARY SCHOOLS				SPECIAL FIELDS																								
					NURSERY-KINDERGARTEN	NURSERY-KINDER-ELEM.	KINDER-PRIMARY	ELEMENTARY	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	JUNIOR COLLEGE	AGRICULTURE (GEN.)	AGRICULTURE (VOC.)	ART	BUSINESS EDUCATION	EXCEPTIONAL CHILDREN	HEALTH AND PHY. ED.	HOME ECONOMICS (VOC.)	INDUS. ARTS & TRADE	MUSIC	SPEECH ARTS	COUNSELING	LIBRARIAN	NURSE	PSYCHOLOGIST	WELFARE & ATTEND.									
																											ADMINISTRATION & SUPERVISION								
<b>KENTUCKY (Continued)</b>																																			
Ursuline College, Louisville	X	X						X	X	X				X	X	X																			
Villa Madonna College, Covington	X	X						X	X	X				X	X	X																			
Western Kentucky University, Bowling Green	X	X	X	X	X			X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
<b>LOUISIANA</b>																																			
Centenary College, Shreveport	X	X		X				X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Dillard University, New Orleans	X	X		X			X	X	X	X																									
Francis T. Nicholls State College, Thibodaux	X	X		X				X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Grambling College, Grambling	X	X	X	X				X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Louisiana College, Pineville	X	X		X				X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Louisiana Polytechnic Institute, Ruston	X	X	X	X	X	X		X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Louisiana State University and Agricultural and Mechanical College System, Baton Rouge	X	X	X	X	X			X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Louisiana State University, New Orleans	X	X		X				X	X	X																									
Loyola University, New Orleans	X	X	X	X	X			X	X	X																									
McNeese State College, Lake Charles	X	X		X				X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Northeast Louisiana State College, Monroe	X	X	X	X	X			X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Northwestern State College of Louisiana, Natchitoches	X	X	X	X	X	X		X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Our Lady of Holy Cross College, New Orleans	X			X				X	X	X																									
St. Mary's Dominican College, New Orleans	X	X		X				X	X	X																									
Southeastern Louisiana College, Hammond	X	X	X	X	X			X	X	X																									
Southern University and Agricultural and Mechanical College, Baton Rouge	X	X		X	X	X		X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Tulane University of Louisiana, New Orleans	X	X		X	X	X		X	X	X				X																					
University of Southwestern Louisiana, Lafayette	X	X	X	X	X			X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Xavier University, New Orleans	X	X		X	X			X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
<b>MAINE</b>																																			
Aroostook State College, Presque Isle	X							X	X																										
Bates College, Lewiston	X	X																																	
Bowdoin College, Brunswick	X	X																																	
Colby College, Waterville	X	X																																	
Farmington State College, Farmington	X	X	X					X	X	X	X																								
Fort Kent State College, Fort Kent	X							X	X	X	X																								
Gorham State College, Gorham	X	X	X					X	X	X	X																								
Husson College, Bangor	X																																		



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	STATE	REGIONAL	NATIONAL	GENERAL (ALL LEVELS)	ADMINISTRATION & SUPERVISION	PRESCHOOL AND ELEMENTARY				SECONDARY SCHOOLS			SPECIAL FIELDS															
						NURSERY-KINDERGARTEN	NURSERY-KINDER-TELEM.	KINDER-PRIMARY	ELEMENTARY	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	JUNIOR COLLEGE	AGRICULTURE (GEN.)	AGRICULTURE (VOC.)	ART	BUSINESS EDUCATION	EXCEPTIONAL CHILDREN	HEALTH AND PHYS. ED.	HOME ECONOMICS (VOC.)	INDUS. ARTS & TRADE	MUSIC	SPEECH ARTS	COUNSELING	LIBRARIAN	NURSE	PSYCHOLOGIST	WELFARE & ATTEND.	
<b>MAINE (Continued)</b>																												
Nasson College, Springvale	X	X									X																	
Northern Conservatory of Music, Bangor	X																											
Ricker College, Houlton	X										X																	
St. Francis College, Biddeford	X										X																	
St. Joseph's College, North Windham	X	X							X		X																	
Thomas College, Waterville	X								X	X	X																	
University of Maine, Orono	X	X	X		X				X	X	X	X	X	X	X													
Washington State College, Machias	X								X	X																		
<b>MARYLAND</b>																												
Bowie State College, Bowie	X	X	X						X	X	X																	
College of Notre Dame of Maryland, Baltimore	X	X							X		X				X													
Columbia Union College, Takoma Park	X	X							X		X																	
Coppin State College, Baltimore	X	X	X						X	X	X																	
Frostburg State College, Frostburg	X	X	X						X	X	X				X													
Goucher College, Baltimore	X	X							X		X																	
Hood College, Frederick	X	X							X		X																	
Johns Hopkins University, Baltimore	X	X									X																	
Loyola College, Baltimore	X	X							X		X																	
Maryland Institute, College of Art, Baltimore	X														X													
Maryland State College, Princess Anne	X	X									X				X	X	X											
Morgan State College, Baltimore	X	X							X		X				X	X	X											
Mount St. Agnes College, Baltimore	X	X							X		X																	
Mount St. Mary's College, Emmitsburg	X	X									X																	
Peabody Institute of the City of Baltimore, Baltimore	X	X																										
St. Joseph College, Emmitsburg	X	X									X	X																
Salisbury State College, Salisbury	X	X	X						X	X	X																	
Towson State College, Towson	X	X	X						X	X	X				X													
University of Baltimore, Baltimore	X										X																	
University of Maryland, College Park	X	X	X	X	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Washington College, Chestertown	X	X									X																	
Western Maryland College, Westminster	X	X									X																	
<b>MASSACHUSETTS<sup>20</sup></b>																												
American International College, Springfield	X								X		X	X																
Amherst College, Amherst	X										X	X	X															





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	STATE	REGIONAL	NATIONAL	PRESCHOOL AND ELEMENTARY				SECONDARY SCHOOLS			SPECIAL FIELDS																		
				GENERAL (ALL LEVELS)	ADMINISTRATION & SUPERVISION	NURSERY-KINDERGARTEN	NURSERY-KINDER-ELEM.	KINDER-PRIMARY	ELEMENTARY	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	JUNIOR COLLEGE	AGRICULTURE (GEN.)	AGRICULTURE (VOC.)	ART	BUSINESS EDUCATION	EXCEPTIONAL CHILDREN	HEALTH AND PHYS. ED.	HOME ECONOMICS (VOC.)	INDUS. ARTS & TRADE	MUSIC	SPEECH ARTS	COUNSELING	LIBRARIAN	NURSE	PSYCHOLOGIST	WELFARE & ATTEND.		
<b>MASSACHUSETTS (Continued)</b>																													
Smith College, Northampton		X						X	X	X																			
Springfield College, Springfield		X	X				X	X	X	X	X	X							X	X				X	X	X			
State College at Boston		X					X	X	X	X	X	X											X	X	X				
State College at Bridgewater		X	X				X	X	X	X	X	X											X	X	X				
State College at Fitchburg		X	X				X	X	X	X	X	X												X	X	X			
State College at Framingham		X	X				X	X	X	X	X	X												X	X	X			
State College at Lowell		X	X				X	X	X	X	X	X												X	X	X			
State College at North Adams		X	X				X	X	X	X	X	X												X	X	X			
State College at Salem		X	X				X	X	X	X	X	X												X	X	X			
State College at Westfield		X	X				X	X	X	X	X	X												X	X	X			
State College at Worcester		X	X				X	X	X	X	X	X												X	X	X			
Stonehill College, North Easton		X																					X	X	X				
Suffolk University, Boston		X					X	X	X	X	X	X											X	X	X				
Tufts University, Medford		X					X	X	X	X	X	X												X	X	X			
University of Massachusetts, Amherst		X	X				X	X	X	X	X	X		X									X	X	X		X	X	
Wellesley College, Wellesley		X																					X	X	X				
Wheaton College, Norton		X																					X	X	X				
Wheelock College, Boston		X	X																				X	X	X				
<b>MICHIGAN</b>																													
Adrian College, Adrian	X	X		X		21	21	21	21	X	X	X									X	X	X		X	X			
Albion College, Albion	X	X	X	X						X	X	X	X		X							X	X	X		X	X		
Alma College, Alma	X	X	X	X						X	X	X										X	X	X		X	X		
Andrews University, Berrien Springs	X	X		X						X	X	X										X	X	X		X	X		
Aquinas College, Grand Rapids	X	X		X						X	X	X										X	X	X		X	X		
Calvin College, Grand Rapids	X	X	X	X						X	X	X										X	X	X		X	X		
Central Michigan University, Mt. Pleasant	X	X	X	X						X	X	X	X		X							X	X	X		X	X		
Eastern Michigan University, Ypsilanti	X	X	X	X						X	X	X	X		X							X	X	X		X	X		
Ferris State College, Big Rapids	X	X		X						X	X	X										X	X	X		X	X		
Hillsdale College, Hillsdale	X	X		X			X			X	X	X										X	X	X		X	X		
Hope College, Holland	X	X	X	X						X	X	X										X	X	X		X	X		
Kalamazoo College, Kalamazoo	X	X		X						X	X	X										X	X	X		X	X		
Madonna College, Livonia	X	X		X						X	X	X										X	X	X		X	X		
Marygrove College, Detroit	X	X		X			X			X	X	X										X	X	X		X	X		
Mercy College of Detroit, Detroit	X	X		X						X	X	X										X	X	X		X	X		
Michigan State University, East Lansing	X	X	X	X			X			X	X	X	X		X	X						X	X	X		X	X		
Nazareth College, Kalamazoo	X	X		X						X	X	X										X	X	X		X	X		
Northern Michigan University, Marquette	X	X	X	X						X	X	X	X		X							X	X	X		X	X		
Olivet College, Olivet	X	X		X						X	X	X										X	X	X		X	X		
Siena Heights College, Adrian	X	X		X						X	X	X										X	X	X		X	X		
Spring Arbor College, Spring Arbor	X	X		X						X	X	X										X	X	X		X	X		
University of Detroit, Detroit	X	X		X						X	X	X	X									X	X	X		X	X		
University of Michigan, Ann Arbor	X	X	X	X			X			X	X	X	X		X							X	X	X		X	X		
Wayne State University, Detroit	X	X	X	X			X			X	X	X	X		X							X	X	X		X	X		
Western Michigan University, Kalamazoo	X	X	X	X			X			X	X	X	X		X							X	X	X		X	X		



**APPROVED TEACHER EDUCATION INSTITUTIONS, TYPES OF ACCREDITATION,  
AND TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH APPROVED**

APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED																						
	STATE	REGIONAL	NATIONAL	GENERAL (ALL LEVELS)	ADMINISTRATION & SUPERVISION	PRESCHOOL AND ELEMENTARY				SECONDARY SCHOOLS			SPECIAL FIELDS													
						NURSERY-KINDERGARTEN	NURSERY-KINDER-ELEM.	KINDER-PRIMARY	ELEMENTARY	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	JUNIOR COLLEGE	AGRICULTURE (GEN.)	AGRICULTURE (VOC.)	ART	BUSINESS EDUCATION	EXCEPTIONAL CHILDREN	HEALTH AND PHYS. ED.	HOME ECONOMICS (VOC.)	INDUS. ARTS & TRADE	MUSIC	SPEECH ARTS	COUNSELING	LIBRARIAN	NURSE	PSYCHOLOGIST
<b>MINNESOTA</b>																										
Augsburg College, Minneapolis	x	x	x						x	x	x	x						x	x							
Bemidji State College, Bemidji	x	x	x	x <sup>22</sup>				x	x	x	x							x	x							
Bethel College and Seminary, St. Paul	x	x							x	x	x															
Carleton College, Northfield	x	x	x							x	x															
College of St. Benedict, St. Joseph	x	x	x							x	x	x														
College of St. Catherine, St. Paul	x	x	x						x	x	x	x														
College of St. Scholastica, Duluth	x	x								x	x	x														
College of St. Teresa, Winona	x	x	x							x	x	x														
College of St. Thomas, St. Paul	x	x	x	x <sup>23</sup>						x	x	x														
Concordia College, Moorhead	x	x	x							x	x	x														
Gustavus Adolphus College, St. Peter	x	x	x							x	x	x														
Hamline University, St. Paul	x	x	x							x	x	x														
Macalester College, St. Paul	x	x	x							x	x	x														
Mankato State College, Mankato	x	x	x	x <sup>24</sup>						x	x	x														
Moorhead State College, Moorhead	x	x	x	x <sup>24</sup>						x	x	x														
St. Cloud State College, St. Cloud	x	x	x	x <sup>22</sup>						x	x	x														
St. John's University, Collegeville	x	x									x	x														
St. Mary's College, Winona	x	x									x	x														
St. Olaf College, Northfield	x	x	x								x	x														
St. Paul Seminary, St. Paul	x	x									x	x														
University of Minnesota, Minneapolis	x	x	x							x	x	x													x	x
University of Minnesota, Duluth Branch, Duluth	x	x	x							x	x	x														
Winona State College, Winona	x	x	x	x <sup>22</sup>						x	x	x														
<b>MISSISSIPPI</b>																										
Alcorn Agricultural and Mechanical College, Lorman	x	x									x	x	x													
Belhaven College, Jackson	x	x										x	x													
Blue Mountain College, Blue Mountain	x	x										x	x	x												
Delta State College, Cleveland	x	x	x									x	x	x												
Jackson State College, Jackson	x	x										x	x	x												
Millsaps College, Jackson	x	x										x	x	x												
Mississippi College, Clinton	x	x	x	x	x							x	x	x												
Mississippi Industrial College, Holly Springs	x												x	x												
Mississippi State College for Women, Columbus	x	x	x									x	x	x												
Mississippi State University, State College	x	x	x	x	x							x	x	x												
Mississippi Valley State College, Itta Bena	x											x	x	x												
Rust College, Holly Springs	x											x	x	x												
Tougaloo College, Tougaloo	x	x										x	x	x												





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APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED																									
	STATE	REGIONAL	NATIONAL	GENERAL (ALL LEVELS)	PRESCHOOL AND ELEMENTARY				SECONDARY SCHOOLS			SPECIAL FIELDS																	
					ADMINISTRATION & SUPERVISION	NURSERY-KINDERGARTEN	NURSERY-KINDER-ELEM.	KINDER-PRIMARY	ELEMENTARY	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	JUNIOR COLLEGE	AGRICULTURE (GEN.)	AGRICULTURE (VOC.)	ART	BUSINESS EDUCATION	EXCEPTIONAL CHILDREN	HEALTH AND PHYS. ED.	HOLE ECONOMICS (VOC.)	INDUS. ARTS & TRADE	MUSIC	SPEECH ARTS	COUNSELING	LIBRARIAN	NURSE	PSYCHOLOGIST	WELFARE & ATTEND.		
<b>MISSOURI (Continued)</b>																													
Washington University, St. Louis	x	x		x																									
Webster College, Webster Groves	x	x																											
Westminster College, Fulton	x																												
William Jewell College, Liberty	x																												
<b>MONTANA</b>																													
Carroll College, Helena	x	x																											
College of Great Falls, Great Falls	x	x																											
Eastern Montana College, Billings	x	x	x		x	x	x	x	x	x	x	x																	
Montana State University, Bozeman	x	x	x	x																									
Northern Montana College, Havre	x	x	x																										
Rocky Mountain College, Billings	x	x																											
University of Montana, Missoula	x	x	x	x																									
Western Montana College, Dillon	x	x	x																										
<b>NEBRASKA</b>																													
Chadron State College, Chadron	x	x	x	x <sup>27</sup>																									
College of St. Mary, Omaha	x	x																											
Concordia Teachers College, Seward	x	x	x																										
Creighton University, Omaha	x	x	x	x <sup>28</sup>																									
Dana College, Blair	x	x	x																										
Doane College, Crete	x	x																											
Duchesne College of the Sacred Heart, Omaha	x	x																											
Fairbury College, Fairbury	x																												
Hastings College, Hastings	x	x	x																										
Kearney State College, Kearney	x	x	x	x <sup>29</sup>																									
McCook College, McCook	x																												
Midland Lutheran College, Fremont	x	x	x																										
Municipal University of Omaha, Omaha	x	x	x	x <sup>30</sup>																									
Nebraska Wesleyan University, Lincoln	x	x	x		x																								
Norfolk Junior College, Norfolk	x																												
Peru State College, Peru	x	x	x																										
Scottsbluff College, Scottsbluff	x																												
Union College, Lincoln	x	x	x																										
University of Nebraska, Lincoln	x	x	x	x																									
Wayne State College, Wayne	x	x	x																										
<b>NEVADA</b>																													
Nevada Southern, Las Vegas	*																												
University of Nevada, Reno	x	x		x																									



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APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED																								
	STATE	REGIONAL	NATIONAL	GENERAL (ALL LEVELS)	PRESCHOOL AND ELEMENTARY				SECONDARY SCHOOLS			SPECIAL FIELDS																
					ADMINISTRATION & SUPERVISION	NURSERY-KINDERGARTEN	NURSERY-KINDER-ELEM.	KINDER-PRIMARY	ELEMENTARY	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	JUNIOR COLLEGE	AGRICULTURE (GEN.)	AGRICULTURE (VOC.)	ART	BUSINESS EDUCATION	EXCEPTIONAL CHILDREN	HEALTH AND PHYS. ED.	HOME ECONOMICS (VOC.)	INDUS. ARTS & TRADE	MUSIC	SPEECH ARTS	COUNSELING	LIBRARIAN	NURSE	PSYCHOLOGIST	WELFARE & ATTEND.	
<b>NEW HAMPSHIRE</b>																												
Dartmouth College, Hanover	x	x									x	x																
Keene State College, Keene	x	x	x		x																							
Mount St. Mary College, Hooksett	x	x																										
New England College, Henniker	x																											
Notre Dame College, Manchester	x																											
Plymouth State College, Plymouth	x	x	x		x <sup>31</sup>																							
Rivier College, Nashua	x	x																										
St. Anselm's College, Manchester	x	x																										
University of New Hampshire, Durham	x	x	x		x <sup>31</sup>																							
<b>NEW JERSEY</b>																												
Bloomfield College, Bloomfield	x	x																										
Caldwell College for Women, Caldwell	x	x																										
College of St. Elizabeth, Convent Station	x	x																										
Fairleigh Dickinson University, Rutherford	x	x																										
Georgian Court College, Lakewood	x	x																										
Glassboro State College, Glassboro	x	x	x																									
Jersey City State College, Jersey City	x	x	x																									
Monmouth College, West Long Branch	x	x																										
Montclair State College, Upper Montclair	x	x	x																									
Newark State College, Union	x	x	x																									
Paterson State College, Wayne	x	x	x																									
Rider College, Trenton	x	x																										
Rutgers, The State University, New Brunswick	x	x	x																									
St. Peter's College, Jersey City	x	x																										
Seton Hall University, South Orange	x	x																										
Trenton State College, Trenton	x	x	x																									
Upsala College, East Orange	x	x																										
Westminster Choir College, Princeton	x																											
<b>NEW MEXICO</b>																												
College of Artesia, Artesia	x																											
College of Santa Fe, Santa Fe	x	x																										
College of the Southwest, Hobbs	x																											
Eastern New Mexico University, Portales	x	x	x																									
New Mexico Highlands University, Las Vegas	x	x																										
New Mexico Junior College, Hobbs	x																											
New Mexico State University, Las Cruces	x	x	x																									
University of Albuquerque, Albuquerque	x	x																										











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	STATE	REGIONAL	NATIONAL	GENERAL (ALL LEVELS)	PRESCHOOL AND ELEMENTARY				SECONDARY SCHOOLS		SPECIAL FIELDS																		
					ADMINISTRATION & SUPERVISION	NURSERY-KINDERGARTEN	NURSERY-KINDER-ELEM.	KINDER-PRIMARY	ELEMENTARY	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	JUNIOR COLLEGE	AGRICULTURE (GEN.)	AGRICULTURE (VOC.)	ART	BUSINESS EDUCATION	EXCEPTIONAL CHILDREN	HEALTH AND PHYS. ED.	HOME ECONOMICS (VOC.)	INDUS. ARTS & TRADE	MUSIC	SPEECH ARTS	COUNSELING	LIBRARIAN	NURSE	PSYCHOLOGIST	WELFARE & ATTEND.		
<b>NORTH CAROLINA (Continued)</b>																													
North Carolina Wesleyan College, <sup>44</sup> Rocky Mount	X																												
Pembroke State College, Pembroke	X	X						X	X	X	X			X	X			X	X										
Pfeiffer College, Misenheimer	X	X						X	X	X	X			X															
Queens College, Charlotte	X	X						X	X	X	X																		
St. Andrews Presbyterian College, Laurinburg	X	X						X	X	X	X																		
St. Augustine's College, Raleigh	X	X						X	X	X	X			X															
Salem College, Winston-Salem	X	X	X					X	X	X	X																		
Shaw University, Raleigh	X	X						X	X	X	X																		
University of North Carolina, Chapel Hill	X	X	X		X			X	X	X	X			X	X	X	X	X	X										
University of North Carolina, Charlotte <sup>44</sup>	X																												
University of North Carolina, Greensboro	X	X	X		X			X	X	X	X			X	X	X	X	X	X										
Wake Forest College, Winston-Salem	X	X								X	X							X	X										
Western Carolina College, Cullowhee	X	X	X		X			X	X	X	X			X	X	X	X	X	X										
Wilmington College, <sup>44</sup> Wilmington	X																												
Winston-Salem State College, Winston-Salem	X	X	X					X	X	X	X																		
<b>NORTH DAKOTA</b>																													
Dickinson State College, Dickinson	X	X	X					X	X	X	X			X	X			X	X										
Jamestown College, Jamestown	X	X							X	X	X							X	X										
Mary College, Bismarck	X							X	X	X	X			X				X	X										
Mayville State College, Mayville	X		X					X	X	X	X			X				X	X										
Minot State College, Minot	X	X	X					X	X	X	X			X				X	X										
North Dakota State University, Fargo	X	X											X					X	X										
University of North Dakota, Grand Forks	X	X	X		X									X	X	X	X	X	X										
University of North Dakota-Ellendale Center, Ellendale	X								X	X	X							X											
Valley City State College, Valley City	X	X	X					X	X	X	X			X				X											
<b>OHIO</b>																													
Antioch College, Yellow Springs	X	X								X	X							X	X										
Ashland College, Ashland	X	X						X	X	X	X							X	X										
Athens of Ohio, Cincinnati	X	X																X	X										
Baldwin-Wallace College, Berea	X	X							X	X	X							X	X										
Bluffton College, Bluffton	X	X												X	X			X	X										
Bowling Green State University, Bowling Green	X	X	X		X			X	X	X	X			X	X			X	X						X	X		X	X
Capital University, Columbus	X	X	X					X	X	X	X			X	X			X	X										
Cedarville College, Cedarville	X																												
Central State University, Wilberforce	X	X	X					X	X	X	X			X				X	X										
Cleveland State University, Cleveland	X	X																											































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APPROVED INSTITUTIONS	TYPES OF ACCREDITATION OF INSTITUTION			TYPES OF TEACHER EDUCATION PROGRAMS FOR WHICH INSTITUTION IS APPROVED																	
	STATE	REGIONAL	NATIONAL	GENERAL (ALL LEVELS)	ADMINISTRATION & SUPERVISION	PRESCHOOL AND ELEMENTARY			SECONDARY SCHOOLS		SPECIAL FIELDS										
						NURSERY-KINDERGARTEN	NURSERY-KINDER-ELEM.	KINDER-PRIMARY	ELEMENTARY	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	JUNIOR COLLEGE	AGRICULTURE (GEN.)	AGRICULTURE (VOC.)	ART	BUSINESS EDUCATION	EXCEPTIONAL CHILDREN	HEALTH AND PHYS. ED.	HOME ECONOMICS (VOC.)	INDUS. ARTS & TRADE	MUSIC
<b>VIRGINIA (Continued)</b>																					
St. Paul's College, Lawrenceville	x	x							x	x	x						x				
Shenandoah Conservatory of Music, Winchester	x																x				
Sweet Briar College, Sweet Briar	x	x								x	x										
University of Richmond, Richmond	x	x																			
Richmond College, Richmond	x	x			x																
Westhampton College, Richmond	x	x																			
University of Virginia, Charlottesville	x	x	x	x	x																
Mary Washington College, Fredericksburg	x	x																			
Virginia Military Institute, Lexington	x	x																			
Virginia Polytechnic Institute, Blacksburg	x	x																			
Virginia State College, Petersburg	x	x	x	x	x																
Norfolk Division, Norfolk	x	x																			
Virginia Union University, Richmond	x	x																			
Washington and Lee University, Lexington	x	x																			
<b>WASHINGTON</b>																					
Central Washington State College, Ellensburg	x	x	x	x	x																
Eastern Washington State College, Cheney	x	x	x	x	x																
Fort Wright College of the Holy Names, Spokane	x	x	x	x																	
Gonzaga University, Spokane	x	x																			
Pacific Lutheran University, Parkland, Tacoma	x	x	x	x	x																
St. Martin's College, Olympia	x	x																			
Seattle Pacific College, Seattle	x	x	x	x	x																
Seattle University, Seattle	x	x	x	x	x																
University of Puget Sound, Tacoma	x	x	x	x	x																
University of Washington, Seattle	x	x	x	x	x																
Walla Walla College, College Place	x	x																			
Washington State University, Pullman	x	x	x	x	x																
Western Washington State College, Bellingham	x	x	x	x	x																
Whitman College, Walla Walla	x	x																			
Whitworth College, Spokane	x	x																			
<b>WEST VIRGINIA</b>																					
Alderson-Broadus College, Philippi	x	x																			
Bethany College, Bethany	x	x																			







**FOOTNOTES**  
**APPROVED TEACHER EDUCATION INSTITUTIONS**

- \* Either no legal authority or no formal process for state accreditation.
- <sup>1</sup> Accredited for two years of work toward a teaching certificate.
- <sup>2</sup> For women of religious orders only.
- <sup>3</sup> Psychological examiner. No Connecticut institutions are approved for school psychology.
- <sup>4</sup> Graduate level only.
- <sup>5</sup> Graduate level only.
- <sup>6</sup> No official list is issued, but graduates of these institutions who qualify may take examinations for a license.
- <sup>7</sup> Speech correction and deaf and hard-of-hearing at the graduate level only.
- <sup>8</sup> Graduate level only.
- <sup>9</sup> A four-year college accredited by the regional association as a junior college.
- <sup>10</sup> Approved for two years of work toward a teaching certificate.
- <sup>11</sup> Dramatic arts.
- <sup>12</sup> Junior college.
- <sup>13</sup> The categories of approval extended to Iowa teacher education institutions include programs for the preparation of elementary school teachers, secondary school teachers, elementary-secondary teachers in special service areas, and administrators and supervisors. Persons holding certificates endorsed for elementary school teaching are eligible to teach from kindergarten through junior high school. Those whose certificates are endorsed for secondary school teaching are legally eligible to teach in junior high school, senior high school, and junior college. However, approval standards of the Department of Public Instruction determine the subject matter assignments which may be taken by teachers in grades 9 through 12 and in junior college. Certificates for elementary-secondary teachers in special subjects or special service areas are valid for use in kindergarten and grades 1 through 14.
- <sup>14</sup> Iowa does not issue specific certificates in these fields; teacher assignment is controlled by approval standards. When the letter *x* appears opposite the name of a college for one of these categories, it should be interpreted as meaning that the institution is regarded as approved to recommend that secondary school teachers prepared by it in these fields be approved to accept assignments to work in such fields.
- <sup>15</sup> Iowa does not issue a special certificate covering both industrial arts and trades and industries. It does issue a certificate for industrial arts which is valid for grades K-12.
- <sup>16</sup> These institutions offer programs in health and physical education, but the programs do not lead to a certificate in the area.
- <sup>17</sup> Speech therapy.
- <sup>18</sup> Guidance-counseling at the graduate level.
- <sup>19</sup> Louisiana does not certificate specifically for junior high school but for grades 7-12.
- <sup>20</sup> There is no statutory authority in Massachusetts for state accreditation. All institutions listed here grant bachelor's and in some instances higher degrees, and all offer teacher education programs acceptable for certification in Massachusetts.
- <sup>21</sup> Michigan does not issue a specific certificate for administration or supervision or for kindergarten-nursery, etc.
- <sup>22</sup> For elementary school principals only.
- <sup>23</sup> For secondary school principals only.
- <sup>24</sup> For elementary and secondary principals.
- <sup>25</sup> Provisional accreditation by Missouri University. Life teaching certificate must be validated by 5 s.h. of acceptable graduate credit beyond the baccalaureate degree.
- <sup>26</sup> Minor only.
- <sup>27</sup> State approved; NCATE visit scheduled for March 1967 (master's degree level).
- <sup>28</sup> State approved.
- <sup>29</sup> NCATE approval anticipated as of January 1, 1967.
- <sup>30</sup> NCATE approved for master's degree level.
- <sup>31</sup> For elementary and secondary school principals only.
- <sup>32</sup> Women only. UNH does not have a similar program for men except as a teacher-coach or a minor in physical education.
- <sup>33</sup> Mentally retarded.
- <sup>34</sup> Physically limited, mentally retarded, deaf and hard-of-hearing, socially and emotionally maladjusted.
- <sup>35</sup> Health education and nursing only; no physical education.
- <sup>36</sup> Speech correction.
- <sup>37</sup> Deaf and hard-of-hearing, mentally retarded, speech correction, socially and emotionally maladjusted.
- <sup>38</sup> Women only.
- <sup>39</sup> Speech correction.
- <sup>40</sup> Mentally retarded, speech correction.
- <sup>41</sup> Mentally handicapped, deaf and hard-of-hearing, speech correction.
- <sup>42</sup> Graduate only in administration and supervision, counseling, librarian, and psychologist. Other courses are four years in length.
- <sup>43</sup> The following institutions are approved for the training of dental technicians: Eastman Dental Dispensary and School for Dental Hygiene, Erie County Technical Institute, Agricultural and Technical Institute at Farmingdale, New York City Community College of Applied Arts and Sciences, and Broome Technical Community College.
- <sup>44</sup> New institutions authorized to grant degrees and have graduates certificated, but their programs are not evaluated.



<sup>45</sup> Nonvocational.

<sup>46</sup> This institution is primarily for nuns of the Roman Catholic Diocese of Providence who will teach in the parochial schools.

<sup>47</sup> Provisionally accredited.

<sup>48</sup> Principals only.

<sup>49</sup> Elementary includes K-8.

<sup>50</sup> Texas has no approved program for junior high school certificates. Secondary certificates are for grades 7-12.

<sup>51</sup> Art, health and physical education, music, and speech-drama are all-level programs for grades 1-12 in the specific subject only.

<sup>52</sup> Speech correction.

<sup>53</sup> Mentally retarded, physically handicapped, and speech correction.

<sup>54</sup> Mentally retarded and speech correction.

<sup>55</sup> Mentally retarded.

<sup>56</sup> Supervisors only.

<sup>57</sup> Physically handicapped and speech correction.

<sup>58</sup> Administrators only.

<sup>59</sup> Deaf, mentally retarded, physically handicapped, and speech correction.

<sup>60</sup> Deaf.

<sup>61</sup> Graduate level only.

<sup>62</sup> General (all levels) includes administration and supervision, subject to specific approval of offerings, except superintendents' preparation which is limited to the University of Washington and Washington State University.

<sup>63</sup> No separate programs for junior and senior high school.

<sup>64</sup> Nonvocational.

<sup>65</sup> Does not include typing and shorthand.

<sup>66</sup> Approved for biology, mathematics, history, and English.

<sup>67</sup> Approved for English, history, social studies, biology, and mathematics.

<sup>68</sup> Speech correction.

## APPENDIXES



## LIST OF SEPARATE-NAME CERTIFICATES ISSUED BY THE STATES

SUMMARY OF SEPARATE-NAME CERTIFICATES ISSUED BY STATES  
ACCORDING TO REQUIRED MINIMUM LEVELS OF PREPARATION

State	Minimum Preparation Levels							Totals
	Below Bachelor's	Bachelor's	Bach. + But Less Than 5 Yrs.	Master's or 5 Yrs.	Mast. + But Less Than 6 Yrs.	6 Yrs.	Doctor's	
1	2	3	4	5	6	7	8	9
Alabama		5		5		5		15
Alaska	1	5		2				8
Arizona		8	1	3		2		14
Arkansas		2		3		1		6
California	6	2		4		3		15
Colorado	1	2		2				5
Connecticut		1		1				2
Delaware	4	18		9		1		32
District		6		6				12
Florida		3		2			1	6
Georgia		2	4	7		6		19
Hawaii		1		1				2
Idaho	2	2		4				8
Illinois		9		4		1		14
Indiana	1	5		6		5	2	19
Iowa	2 <sup>a</sup>	2		1				5
Kansas		2		2				4
Kentucky	1 <sup>b</sup>	6		8		2		17
Louisiana	2 <sup>c</sup>	3						5
Maine	1	2		1				4
Maryland		1		2				3
Massachusetts		13						13
Michigan	3	1	1					5
Minnesota	1	3	3	3				10
Mississippi	1	4	1	5			1	12 <sup>d</sup>
Missouri		7		3				10
Montana	1 <sup>b</sup>	2		2				5
Nebraska	3	2	2	2		1		10
Nevada	6	11		3	1			21
New Hampshire	2	3			1			6
New Jersey	5	45		6		1		57
New Mexico	2	14	1	29		1		47
New York		2		1				3
North Carolina		5		8		1		14
North Dakota	1	1						2
Ohio		5		5		1		11
Oklahoma	1	5			1			7
Oregon		1		2	2			6
Pennsylvania		2	1		3	3		9
Puerto Rico	4	8 <sup>c</sup>	1	8				21
Rhode Island		1		1				2
South Carolina		1	1	1			1	4
South Dakota <sup>f</sup>								1
Tennessee	1	1						2
Texas	1	2		1				4
Utah		2		2		1		5
Vermont	3	2						5
Virginia		2		1				3
Washington	1	1	1	9	3	1		16
West Virginia		2		1				3
Wisconsin	3	3	2	4	2			14
Wyoming	1	3		1	1	1		7
<b>TOTALS</b>	<b>61</b>	<b>243</b>	<b>19</b>	<b>169</b>	<b>14</b>	<b>38</b>	<b>5</b>	<b>550<sup>g</sup></b>

<sup>a</sup> With the exception of teachers of trade and industrial classes, Iowa has no regular certificate valid for a term of more than one year available to persons with preparation below the bachelor's degree.

<sup>b</sup> Trades and industries certificates.

<sup>c</sup> Temporary and trade certificates.

<sup>d</sup> All certification is recorded on the same certificate form with appropriate endorsement and class.

<sup>e</sup> Does not include the particular fields endorsed on the secondary school certificate.

<sup>f</sup> One basic certificate—South Dakota Teacher Certificate—is coded for academic preparation, certificate endorsement, and teaching qualifications.

<sup>g</sup> Total of Columns 2 through 8 is 549; total of 550 certificates includes one for South Dakota entered only in Column 9.

### CERTIFICATES ISSUED BY ALABAMA

Name	Minimum Requirement (Degree with Semester Hours)	Term (Years)
1. Elementary AA	M + 30	Life
2. Elementary A	M	10
3. Elementary B	B	8
4. Secondary AA	M + 30	Life
5. Secondary A	M	10
6. Secondary B	B	8
7. Elementary-Secondary AA	M + 30	Life
8. Elementary-Secondary A	M	10
9. Elementary-Secondary B	B	8
10. Superintendent-Principal AA	M + 30	Life
11. Superintendent-Principal A	M	10
12. Superintendent-Principal B	B	8
13. Supervisor AA	M + 30	Life
14. Supervisor A	M	10
15. Supervisor B	B	8

### CERTIFICATES ISSUED BY ALASKA

1. Administrative	M	5
2. Principal	M	5
3. High School	B	5
4. Five-Year Elementary	B	5
5. Provisional High School	B	1
6. Provisional Elementary	B	1
7. Emergency	90	1
8. Special Education	B	5

### CERTIFICATES ISSUED BY ARIZONA

1. General Administrative	M	Term of basic teach cert.
2. Secondary-Temporary	B	Nonrenewable
3. Secondary	M or 30	Original - 5 Renewal - 5
4. Elementary-Temporary	B	Nonrenewable
5. Elementary	B + 30	Original - 5 Renewal - 5
6. Vocational Home Economics	B	Original - 4 Renewal - 4
7. Vocational Agriculture	B	Original - 4 Renewal - 4
8. Special Home Economics	B	Original - 4 Renewal - 6
9. Vocational Business and Distributive Education	B + 1 Yr. Exp.	Original - 4 Renewal - 4
10. Vocational Trades and Industry	B + 1 Yr. Exp.	Original - 4 Renewal - 4
11. Special Vocational Certificate for short unit adult classes only	B + 1 Yr. Exp.	1
12. Special Education-Temporary	B + 18 in special education	Original - 5 Nonrenewable
13. Special Education-Standard	B + 30 in special education	Original - 5 Renewal - 5
14. School Social Worker	M.S.W. or equivalent	Original - 5 Renewal - 5



## CERTIFICATES ISSUED BY ARKANSAS

Name	Minimum Requirement (Degree with Semester Hours)	Term (Years)
1. Administrator	6 yrs.	6
2. Superintendent	M	6
3. Secondary Principal	M	6
4. Elementary Principal	M	6
5. High School	B or M	6
6. Elementary School	B or M	6

## CERTIFICATES ISSUED BY CALIFORNIA

1. Standard Teaching Credential with a Specialization in Elementary Teaching	B + 30	Life
2. Standard Teaching Credential with a Specialization in Secondary Teaching	B + 30	Life
3. Standard Teaching Credential with a Specialization in Junior College Teaching	M or D	Life
4. Standard Designated Subjects Teaching Credential in Aviation Flight Instruction	Valid F.A.A. instructor's certificate	Life
5. Standard Designated Subjects Teaching Credential in Basic Military Drill	Recomm. of Calif. Adj. General	Life
6. Standard Designated Subjects Teaching Credential in Business Education	*	Life
7. Standard Designated Subjects Teaching Credential in a Modern Foreign Language (the language to be designated by name)	B including 30 in the language or pass exam	Life
8. Standard Designated Subjects Teaching Credential in Public Safety and Accident Prevention, Including Driver Education and Driver Training	B	Life
9. Standard Designated Subjects Teaching Credential Specialization in Vocational Trade and Technical Teaching	*	Life
10. Standard Designated Subjects Teaching Credential Limited to Classes Organized Primarily for Adults	*	Life
11. Standard Designated Subjects Teaching Credential Issued to a Person of Outstanding Eminence	Outstanding eminence	Life
12. Standard Designated Services Credential with a Specialization in Pupil Personnel Services	B + 60	Life
13. Standard Designated Services Credential with a Specialization in Health Nurse Other Health Services	B + 30 (P.H.N.) B + 30 and appropriate license	Life Life
14. Standard Supervision Credential	B + 60 including M	Life
15. Standard Administration Credential	B + 60 including M	Life

\* Credential is granted on less than a degree with the appropriate combination of education and experience.

## CERTIFICATES ISSUED BY COLORADO

1. Type A, Teacher Certificate	B	5
2. Type B, Professional Teacher Certificate	B + fifth year	10
3. Type C, Vocational Teacher Certificate	5 years' training and experience in a trade	5
4. Type D, School Administrator Certificate	M or more; sixth year for superintendent	10
5. Type E, Special Services Certificate	B or above depending on endorsement	5

## CERTIFICATES ISSUED BY CONNECTICUT

Name	Minimum Requirement (Degree with Semester Hours)	Term (Years)
1. Provisional	B	5
2. Standard		
Elementary	B + 30	*
Secondary	B + 30	*

\* Duration of teaching service if not interrupted for five consecutive years.

NOTE: This does not take into account certificates for teaching in vocational-technical schools, most of which do not require a de-

gree; nor certificates for administrative and special service positions, most of which require work beyond the master's degree for the provisional certificate, and the master's plus 15-30 hours for the standard certificate.

## CERTIFICATES ISSUED BY DELAWARE

1. Elementary	B	3
2. Kindergarten-Primary	B	3
3. Reading Consultant	M	3
4. Reading Specialist	B or M	3
5. High School Academic	B	3
6. High School Agriculture	B	3
7. High School Home Economics	B	3
8. Industrial Arts	B	3
9. Business Education	B	3
10. Distributive Education	B	3
11. Industrial Education	—	3
12. Driver Education	B	3
13. Art Education	B	3
14. Music Education	B	3
15. Health and Physical Education	B	3
16. Teacher of Exceptional Children	B	3
17. Teacher of Gifted Children	M	3
18. School Librarian	B	3
19. Guidance Counselor	M or B + 30	3
20. School Psychologist	M	3
21. Psychological Examiner	B	3
22. Speech and Hearing Therapist	B	3
23. School Nursing	RN in Del. + 18	3
24. Supervisor	M	3
25. Elementary School Principal	M	3
26. High School Principal	M	3
27. Chief School Officer	M + 30	3
28. Administrative Assistant	M	3
29. Certified Senior School Secretary	—	3
30. School Social Worker	M	3
31. Adult Education	B	3
32. School Business Manager	—	3

NOTE: All certificates are convertible from "standard" to "professional status," after three years of experience.

## CERTIFICATES ISSUED BY DISTRICT OF COLUMBIA

1. Elementary School (General K-6)	B	*
2. Elementary School (Special Subjects)	B	*
3. Junior High School (Academic Subjects)	B	*
4. Junior High School (Special Subjects)	B	*
5. Junior High School (Shop Subjects)	B	*
6. Senior High School (Academic Subjects)	M	*
7. Senior High School (Special Subjects)	M	*
8. Senior High School, Vocational High School, Junior High School, Elementary School (Librarian)	M	*
9. Vocational High School (Academic Subjects)	M	*
10. Vocational High School (Special Subjects)	M	*
11. Vocational High School (Trade and Related Subjects)	B or equivalent	*



DISTRICT OF COLUMBIA (continued)

Name	Minimum Requirement (Degree with Semester Hours)	Term (Years)
12. Senior High School, Vocational High School, Junior High School, Elementary School (Counselor)	M	*

\* The District of Columbia Public Schools do not certificate teachers in the same manner as do the states. By examinations (in addition to prescribed preparation requirements) eligible lists are established from which probationary appointments are made for two years by District School Board order (instead of a certificate). Permanent appointments valid for life may be made at the end of two years of service. This is also done by District School Board order instead of a certificate.  
Temporary appointments (for one year) do not require prescribed preparation or examination.

CERTIFICATES ISSUED BY FLORIDA

1. Advanced Postgraduate	D	10
2. Postgraduate	M	10
3. Provisional Postgraduate	M	3
4. Graduate (basic)	B	5
5. Provisional Graduate (substandard)	B	3
6. Temporary	B	1

CERTIFICATES ISSUED BY GEORGIA

1. Teacher's Professional	B	5 or Life
2. Teacher's Provisional	B	1
3. Teacher's Professional	M	7 or Life
4. Teacher's Provisional	M	3
5. Teacher Specialist's	M + 30	7 or Life
6. Administrator's Professional	M	7 or Life
7. Administrator's Life Six-Year	M + 30	Life
8. Administrator's Provisional	B + 9	1
9. Visiting Teacher's Professional	M	7 or Life
10. Visiting Teacher's Six-Year	M + 30	7 or Life
11. Visiting Teacher's Provisional	B + 9	1
12. Curriculum Director's Professional	M	7 or Life
13. Curriculum Director's Six-Year	M + 30	7 or Life
14. Curriculum Director's Provisional	B + 9	1
15. School Counselor's Professional	M	7 or Life
16. School Counselor's Six-Year	M + 30	7 or Life
17. School Counselor's Provisional	B + 9	1
18. School Psychologist	M + 30	7 or Life
19. School Lunch Director	M	5 years

CERTIFICATES ISSUED BY HAWAII

1. Professional *	M	During tenure
2. Provisional *	B	During tenure

\* These are the two basic certificates covering all fields. However, separate certificates are issued for specialized fields for which additional requirements are prescribed (for example, administrator's professional certificate and specialist's profes-

sional certificate, of which there are several categories). The exact total of separate-name certificates, where all subdivisions of the above two basic categories are taken into account, was not reported.

CERTIFICATES ISSUED BY IDAHO

1. Administrator	M	5
2. Pupil Personnel Services (Guidance, Psychological Examiner)	M	5
3. Advanced Secondary	M	5
4. Advanced Elementary	M	5
5. Standard Secondary	B	5
6. Standard Elementary	B	5
7. Provisional Secondary	96	3
8. Provisional Elementary	64	3

CERTIFICATES ISSUED BY ILLINOIS

1. Elementary	B	4
2. High School	B	4

ILLINOIS (continued)

Name	Minimum Requirement (Degree with Semester Hours)	Term (Years)
3. Administrative		
a. General Supervisory Endorsement	M	4
b. General Administrative Endorsement	M	4
c. Superintendent Endorsement	M + 30	4
4. All-grade Supervisory (until 1968)	M	4
5. Special	B	4
6. General	B	—
7. Junior College (grades 13 and 14 only)	M	—
8. Provisional Vocational	B	—
9. Special (grades 11 and 12 only)	B	—
10. Temporary Mentally Trainable	B	1
11. Provisional Foreign Language	B	4
12. Substitute	B	4

NOTE: Provisional elementary, high school, and special certificates may be issued to applicants with the bachelor's degree.

CERTIFICATES ISSUED BY INDIANA

1. Psychologist	D	Permanent
2. Psychometrist	M + 30	10
3. Superintendent	Ed. S.	10
4. Secondary School Principal	M + 30	5
5. Elementary Principal	M + 30	5
6. Guidance	Ed. S.	5
7. Audiovisual Supervisor	M	5
8. Supervisor of School Libraries and Teaching Materials	M	5
9. School Librarian	M	5
10. Director of Health and Safety	M	5
11. Director of Physical Education	M	5
12. Director of Recreation	M	5
13. Secondary	B	5
14. Elementary	B	5
15. Speech Correction and Hearing Therapy	B	5
16. School Physician	MD	Life
17. Health and Hygiene (Public School Nurse)	RN + B.S.	5
18. Driver Education	B	5
19. Vocational Trade and Industry	Below degree	5

CERTIFICATES ISSUED BY IOWA

1. Permanent Professional	M*	Life
2. Professional	B	10
3. Preprofessional (available originally only for teachers of trade and industrial classes)	**	6
4. Substitute	Previous certification	6
5. Temporary	Except as specifically authorized, available only to previously certificated teacher, but not available to high school teacher without bachelor's degree	1

\* Master's degree in an approved program of preparation.  
 \*\* Issued on recommendation of the Division of Vocational Education in Iowa Department of Public Instruction.

CERTIFICATES ISSUED BY KANSAS

1. Secondary	B	3
2. Elementary	B	3
3. Administrator	M	3
4. Elementary Principal	M	3



## CERTIFICATES ISSUED BY KENTUCKY

Name	Minimum Requirement (Degree with Semester Hours)	Term (Years)
1. Standard for School Leadership *	M +	Continuous
2. Standard for Guidance Counselors	M +	Continuous
3. Standard for School Librarians	M	10**
4. Standard for Director of Pupil Personnel	M	Continuous
5. Standard High School	M	10**
6. Standard Elementary	M	10**
7. Standard Special Education	M	10**
8. Standard for School Business Administrators	M	Continuous
9. Provisional for Principals	M	4
10. Provisional for Supervisors	M	4
11. Provisional for School Business Administrators	B	4
12. Provisional High School	B	10
13. Provisional Elementary	B	10
14. Trades and Industrial Education	Special training	1 & 4
15. Provisional Special Education	B	10
16. Provisional High School Certificate with a Professional Commitment	B	1
17. Provisional Elementary Certificate with a Professional Commitment	B	1

\* Valid for superintendency, principalship, and supervision.

\*\* Subject to life extension upon three years of successful teaching experience.

## CERTIFICATES ISSUED BY LOUISIANA

1. Type A	B*	Life**
2. Type B	B*	Life***
3. Type C	B	3
4. Temporary	Varies	1
5. Trade	High school graduate and 6 years of trade experience	1 or 2

\* For authorization in administration or supervision, a master's degree plus certain courses are required.

\*\* Valid for life for continuous service after holder has completed

five years of experience in the field.

\*\*\* Valid for life for continuous service after holder has completed three years of experience in the field.

## CERTIFICATES ISSUED BY MAINE

1. Provisional-Elementary	B	5
2. Provisional-Secondary	B	5
3. Professional-Elementary and Secondary	B + 30	10
4. Conditional-Elementary and Secondary	96	1

NOTE: Certificates listed are issued currently. Various other names "grandfather" from earlier regulations. List does not include administrative and special-field certificates.

## CERTIFICATES ISSUED BY MARYLAND

1. Standard Professional Certificate*	B	3
2. Advanced Professional Certificate*	M	3
3. Certificate in Administration and Supervision*	M (+ 30 for supts.)	3

\* Fields or subject specialization (both academic and special) for classroom teachers are endorsed on certificate 1 or 2; administrative and supervisory areas of specialization are endorsed

on certificate 2; certificate 3 for superintendents and assistant superintendents only.

## CERTIFICATES ISSUED BY MASSACHUSETTS

1. Superintendent or Assistant Superintendent of Schools	B*	Life
2. Secondary School Principal—Junior High School Principal	B*	Life
3. Elementary School Principal	B*	Life
4. General Supervisor	B*	Life
5. Special Subject Supervisor	B*	Life

MASSACHUSETTS (continued)

Name	Minimum Requirement (Degree with Semester Hours)	Term (Years)
6. Guidance Director or Supervisor Counselor	B*	Life
7. Elementary School Teacher (K-8)	B**	Life
8. Secondary School Teacher—Junior High School Teacher	B**	Life
9. Teacher of Special Schools and Classes	B**	Life
10. Special Subject Teacher in the Elementary and Secondary Grades, including Junior High School	B**	Life
11. Teacher of Speech and Hearing Handicapped	B*	Life
12. School Librarian	B**	Life
13. School Psychologist	B*	Life

\* Bachelor's degree, plus teaching certificate and appropriate specified professional preparation.

\*\* Bachelor's degree, including specified professional preparation.

CERTIFICATES ISSUED BY MICHIGAN

1. Secondary or Elementary Permanent	B + 10	Continuing
2. Secondary or Elementary Provisional	B	5
3. State Limited Renewal	60	1-3
4. County Limited Renewal	30	1
5. Special Certificate (minor deficiency for regular certificate)	120	1

CERTIFICATES ISSUED BY MINNESOTA

1. Elementary A Series (Regular)	B	2
2. Secondary A Series (Regular)	B	2
3. Elementary Principal—Any School	M	2
4. Elementary Principal—Any School (Provisional)	B + 10	2
5. Elementary Principal—15 Teachers or Less	B	2
6. Elementary Principal—15 Teachers or Less (Provisional)	Less than B	2
7. Secondary Principal—Any School	M	2
8. Secondary Principal—20 Teachers or Less	B + 12	2
9. Secondary Principal—10 Teachers or Less	B + 6	2
10. Superintendent—Any School (Standard)	M	2

CERTIFICATES ISSUED BY MISSISSIPPI

1. Class AAA—Administrator	D	Life
2. Class AA—Administrator	M	10
3. Class AA—Supervisor (Elementary Principal, Secondary Principal, Special Subject Supervisor, Secondary Counselor)	M	10
4. Class A—Supervisor (Elementary and Secondary Principal)	B + 12	1
5. Class AA—Special Subject (Art, Exceptional Children, Health and Physical Education, Librarian, Music)	M	10
6. Class A—Special Subject (Art, Exceptional Children, Health and Physical Education, Librarian, Music)	B	5
7. Class AA—Secondary	M	10
8. Class A—Secondary	B	5
9. Class AA—Elementary	M	10
10. Class A—Elementary	B	5
11. Permit	B	1
12. Vocational Trade Shop	60	5

NOTE: All certificates listed above are renewable upon completion of 6 semester hours of additional credit.

CERTIFICATES ISSUED BY MISSOURI

1. Two-Year Elementary	B	2
2. Life Elementary	B	Life
3. Life Elementary Extended	B	Life
4. Two-Year Secondary	B	2
5. Life Secondary	B	Life
6. Life Secondary Extended	B	Life



MISSOURI (continued)

Name	Minimum Requirement (Degree with Semester Hours)	Term (Years)
7. Life Elementary Principal	M	Life
8. Life Secondary Principal	M	Life
9. Life Superintendent	M	Life
10. Special Education	B	2 or Life

CERTIFICATES ISSUED BY MONTANA

1. Professional	B + 30	5
2. Standard	B	5
3. Administrative	M	5
4. Provisional	B	2
5. Special—Vocational	Special training and experience	5

CERTIFICATES ISSUED BY NEBRASKA

<i>Administrative and Supervisory</i>		
1. Professional	6 years	Continuous
2. Standard	M	10
3. Provisional	B+	1-3
4. Emergency	B+	1
<i>Teaching</i>		
5. Professional	M	Continuous
6. Standard	B	10
7. Pre-Standard	B	5
8. Provisional	60	1-3
9. Substitute	Varies	5
10. Emergency	Varies	1

CERTIFICATES ISSUED BY NEVADA

1. Administrative Professional	M	6
2. Administrative Temporary	B	3
3. Administrative Vocational Technical Education	M + 12 in vocational education	6
4. High School Professional	B	5*
5. Elementary Professional	B**	5
6. Elementary Professional	B***	3
7. Elementary Professional	M**	6
8. Elementary Temporary	62	2
<i>Special</i>		
9. High School Professional	M	6
10. Librarian	B	5
11. Speech Correction	B	5
12. Driver Education	Special course	5
13. Handicapped Children	B	5
14. Public School Nurse	R. N. in Nevada	2****
15. Vocational Home Economics	B	5*
16. Vocational Agriculture	B	5*
17. Vocational Trades and Industrial Education	30 + trade experience	5
18. Vocational Distributive Education	B	5*
19. High School Substitute	B	4
20. Elementary Substitute	62	4
21. Vocational Technical Education	Special training and experience	5

\* Valid for six years with a master's degree.

\*\* Including 30 hours in professional courses.

\*\*\* Including 18 hours in professional courses.

\*\*\*\* Five years, bachelor's degree; six years, master's.

CERTIFICATES ISSUED BY NEW HAMPSHIRE

1. Professional Certificate	M	—
2. Standard Certificate	B	5

NEW HAMPSHIRE (continued)

Name	Minimum Requirement (Degree with Semester Hours)	Term (Years)
3. Standard License	B	3
4. Provisional Standard License	B	Varies
5. Provisional License*	60	1
6. Permits	Varies	1

\* Must have been a normal school graduate with successful teaching experience prior to 1948. Must have a degree program set up and acquire a minimum of 3 hours each year in the program.

CERTIFICATES ISSUED BY NEW JERSEY

1. School Administrator	M	Life
2. School Business Administrator	B	Life
3. Assistant Superintendent in Charge of Business	B	Life
4. Secondary School Principal	M	Life
5. Elementary School Principal	M	Life
6. Secondary School Vice-Principal	B	Life
7. Supervisor	M	Life
8. Junior College	M	Life
9. Secondary	B	Life
10. Junior High School	B	Life
11. Provisional Secondary	B	1
12. Elementary	B	Life
13. Provisional Elementary	B	1
14. Emergency Elementary	90	1
15. Elementary Endorsement on Specific Fields or Secondary Cert.	B	Life
16. Nursery School	B	Life
17. Nursery School Endorsement on Elementary Cert.	B	Life
18. Art	B	Life
19. Business Education	B	Life
20. Driver Education	B	Life
21. Health Education	B	Life
22. Industrial Arts (Academic Background)	B	Life
23. Industrial Arts (Experience Background)	B	Life
24. Professional Librarian	B	Life
25. School Librarian	B	Life
26. Teacher-Librarian	B	Life
27. Provisional Teacher-Librarian	B	1
28. Emergency School Librarian	B	1
29. Music	B	Life
30. Music (instrumental)	32	Life
31. Physical Education	B	Life
32. Recreation	B	Life
33. Recreation Endorsement	B	Life
34. School Physical Therapist	B	Life
35. School Occupational Therapist	B	Life
36. Mentally Retarded	B	Life
37. Physically Handicapped	B	Life
38. Deaf or Hard-of-Hearing	B	Life
39. Blind or Partially Sighted	B	Life
40. Speech Defective	B	Life
41. Socially and Emotionally Maladjusted	B	Life
42. Vocational-Technical: Administrator	M	Life
43. Vocational-Technical: Director-Principal	B	Life
44. Vocational-Technical: Coordinator: Cooperative Industrial Education	B	Life
45. Vocational-Technical: Distributive Occupations	B	Life
46. Vocational-Technical: Agriculture	B	Life
47. Home Economics	B	Life
48. Vocational-Technical: Subject Teacher	36 credits	Life
49. Vocational-Technical: Related Subjects Teacher	B	Life
50. Vocational-Technical: Part-time teacher	Trade experience	Life
51. School Nurse	30	Life





NEW JERSEY (continued)

Name	Minimum Requirement (Degree with Semester Hours)	Term (Years)
52. School Nurse-Supervisor	B	Life
53. School Social Worker	B	Life
54. School Psychologist	B + 60	Life
55. Student Personnel Services	B	Life
56. Provisional Student Personnel Services	B	1
57. Director of Student Personnel Services	B	Life

NOTE: All certificates are valid for life except provisional and emergency, which are renewable annually on 4 hours of credit.

CERTIFICATES ISSUED BY NEW MEXICO

1. Four-Year Provisional Secondary	B	4
2. Five-Year Secondary	B	5
3. Continuing Five-Year Secondary	B + 30	5
4. Ten-Year Professional Secondary	M	10
5. Professional Secondary	M	Permanent*
6. Four-Year Provisional Elementary	B	4
7. Five-Year Elementary	B	5
8. Continuing Five-Year Elementary	B + 30	5
9. Ten-Year Professional Elementary	M	10
10. Professional Elementary	M	Permanent*
11. Four-Year Provisional (Art, Foreign Language, Physical Education, Industrial Arts, Music)	B	4
12. Five-Year (Art, Foreign Language, Physical Education, Industrial Arts, Music)	B	5
13. Continuing Five-Year (Art, Foreign Language, Physical Education, Industrial Arts, Music)	B + 30	5
14. Ten-Year Professional (Art, Foreign Language, Physical Education, Industrial Arts, Music)	M	10
15. Professional (Art, Foreign Language, Physical Education, Industrial Arts, Music)	M	Permanent*
16. Four-Year School Counselor	B	4
17. Five-Year School Counselor	B + 15	5
18. Ten-Year Professional School Counselor	M	10
19. Professional School Counselor	M	Permanent*
20. Four-Year Vocational Agriculture	B	4
21. Five-Year Vocational Agriculture	B	5
22. Continuing Five-Year Vocational Agriculture	B + 30	5
23. Ten-Year Professional Vocational Agriculture	M	10
24. Professional Vocational Agriculture	M	Permanent*
25. Four-Year Vocational Home Economics	B	4
26. Five-Year Vocational Home Economics	B	5
27. Continuing Five-Year Vocational Home Economics	B + 30	5
28. Ten-Year Professional Vocational Home Economics	M	10
29. Professional Vocational Home Economics	M	Permanent*
30. Four-Year Vocational Distributive Education	B	4
31. Five-Year Vocational Distributive Education	B	5
32. Continuing Five-Year Vocational Distributive Education	B + 30	5
33. Ten-Year Professional Vocational Distributive Education	M	10
34. Professional Vocational Distributive Education	M	Permanent*
35. One-Year School Social Worker	5	1
36. Four-Year School Social Worker	M	4
37. Professional School Social Worker	M	Permanent*
38. One-Year School Nurse	Nursing diploma + 6	1
39. Five-Year School Nurse	Nursing diploma + 30 or B	5
40. Ten-Year Professional School Nurse	M	10
41. Five-Year Administrative	M	5
42. Ten-Year Professional Administrative	M + 30	10
43. Vocational Trade and Industrial	Recommendation based on experience	1-5
44. Four-Year Pathology Provisional Certificate	M	4
45. Professional Pathology Licensure	M	Permanent*

NEW MEXICO (continued)

Name	Minimum Requirement (Degree with Semester Hours)	Term (Years)
46. Four-Year Audiology Provisional Certificate	M	4
47. Professional Audiology Licensure	M	Permanent*

\* If the holder leaves the profession for four or more consecutive years, the certificate will be inactive.

NOTE: Endorsements are listed on certificates for driver education, special education, and library science.

CERTIFICATES ISSUED BY NEW YORK

1. Permanent	B or 5 years	Life
2. Provisional	B or 5 years	5 or 10
3. Superintendent	5 years	Life

NOTE: All teaching positions are covered by the above certificates. Requirements vary among positions.

CERTIFICATES ISSUED BY NORTH CAROLINA

1. Primary, Class A	B	5
2. Grammar Grade, Class A	B	5
3. Secondary, Class A	B	5
4. Special Subject, Class A	B	5
5. Special Vocational, Class A	B	5
6. Graduate Elementary	M	5
7. Graduate Secondary	M	5
8. Superintendent	M	5
9. Principal	M	5
10. Supervisor	M	5
11. Counselor	M	5
12. Supervisor of Student Teachers	M	5
13. Audiovisual Director	M	5
14. School Psychologist	M + 30	5

CERTIFICATES ISSUED BY NORTH DAKOTA

1. First-Grade Professional	B	3
2. Second-Grade Professional*	64	3

\* To be discontinued July 1, 1969.

CERTIFICATES ISSUED BY OHIO

1. Kindergarten-Primary (K-3)	B	4
2. Elementary (1-8)	B	4
3. Secondary (7-12)	B	4
4. Special (1-12)	B	4
5. Vocational (7-12)	B	4
6. Elementary Principal	M	4
7. Secondary Principal	M	4
8. Supervisory (General and Special Fields)	M	4
9. Executive Head (Rural School)	M	4
10. Superintendent	M + 30	4
11. Pupil Personnel Services (School Psychologist, Counselor, Visiting Teacher)	M	4

NOTE: Four grades—provisional, professional, permanent, and temporary—of each of the 11 certificates may be issued, for a total of 44 certificates. Provisional and professional certificates

may be converted to the next grade of certificate upon evidence of satisfactory experience or additional training, or both.

CERTIFICATES ISSUED BY OKLAHOMA

1. Elementary (K-8); Standard-Provisional-Temporary	B	5-3-1
2. Secondary (7-12); Standard-Provisional-Temporary	B	5-3-1
3. Elementary-Secondary Music, Health and Physical Education, and Art (1-12); Standard-Provisional-Temporary	B	5-3-1



OKLAHOMA (continued)

Name	Minimum Requirement (Degree with Semester Hours)	Term (Years)
4. School Service Personnel: Administrators, Counselors, Psychologists, Psychometrists; Standard-Provisional	M+	5-3
5. Public School Librarian; Standard-Provisional-Temporary	B	5-3-1
6. Special Certificate: Special Education, Vocational Areas, Driver and Safety Education; Standard-Provisional-Temporary	B	5-3-1
7. Nonteaching: School Census and Attendance; Standard-Provisional	—	5-3

NOTE: A provisional certificate for a three-year term is issued on slightly less specific requirements than for the standard, but the degree requirement is the same.

CERTIFICATES ISSUED BY OREGON

1. Superintendent	M + 30	5
2. Secondary Principal	M + 22	5
3. Secondary Teacher	B + 30	5
4. Elementary Teacher	B	3
5. Elementary Principal	M + 22	5
6. Vocational	B + 30	5

CERTIFICATES ISSUED BY PENNSYLVANIA

1. Superintendent	D or 70 inc. M	4
2. Assistant Superintendent	D or 70 inc. M	4
3. Supervisory, Principal	D or 70 inc. M	Life
4. Secondary Principal	M + 15	Life
5. Elementary Principal	M + 15	Life
6. Psychologist	M or 36 + 18 graduate	Life*
7. College	B + 24	Life*
8. Interim College	B	1
9. Elementary Temporary Standard	B	1

\* Following six years of experience.

CERTIFICATES ISSUED BY PUERTO RICO

1. Visiting Teacher	B + 30	4
2. Teacher-Adviser	B + 30	4
3. Superintendent	B + 30	4
4. Secondary Principal	B + 30	4
5. English	B	4
6. Home Economics	B	4
7. Commercial Subjects	B	4
8. Physical Education	B	4
9. Industrial Arts	B	4
10. Vocational Agriculture	B	4
11. Elementary Teacher	68	4
12. Elementary Principal	B + 30	4
13. Life	Not Specified + 50 months of satisfactory experience	Life
14. Provisional	H. S. graduate	1
15. Vocational Teacher	H. S. + 30	4
16. Zone Supervisor (Art, English, Public Health)	M.A.	4
17. General Supervisor	M.A.	4
18. Teacher Librarian	B + 18	4
19. Teacher of Art	B	4
20. Teacher of Music	B	4
21. Curriculum Technician	M.A.	4

CERTIFICATES ISSUED BY RHODE ISLAND

1. Professional	B + 36 or M	Life
2. Provisional	B	6

### CERTIFICATES ISSUED BY SOUTH CAROLINA

Name	Minimum Requirement (Degree with Semester Hours)	Term (Years)
1. Class I (Advanced)	D	Varies with experience
2. Class I	M	Varies with experience
3. Class II	B + 18	Varies with experience
4. Class III	B	Varies with experience

### CERTIFICATES ISSUED BY SOUTH DAKOTA

1. Teacher Certificate	Coded for preparation, endorsement, quali- fications	1, 3, or 5 years or Life
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### CERTIFICATES ISSUED BY TENNESSEE

1. Professional	B	10
2. Temporary	60	2

### CERTIFICATES ISSUED BY TEXAS

1. Professional	B + 30	Life
2. Provisional	B	Life
3. One-Year Permit	B	1
4. Emergency Teaching Permit	90	1

### CERTIFICATES ISSUED BY UTAH

1. Basic Professional	B	5
2. Professional	M	5
3. Administrative	M + 30	5
4. Pupil Personnel	M	5
5. Trade, Industrial, and Technical	B	5

### CERTIFICATES ISSUED BY VERMONT

1. Professional Probationary (General and Special Subjects)	B	1
2. Professional Standard (General and Special Subjects)*	B	5
3. Professional Three-Year	90	5
4. Professional Two-Year	60	5
5. Emergency	60	1

\* A master's degree is required for certification in administration, guidance, and supervision.

### CERTIFICATES ISSUED BY VIRGINIA

1. Postgraduate Professional	M	10
2. Collegiate Professional	B	10
3. Collegiate	B	4

### CERTIFICATES ISSUED BY WASHINGTON

1. Standard General	B + 30	*
2. Standard Secondary	B + 30	*
3. Standard Elementary	B + 30	*
<i>Specialized</i>		
4. Standard School Nurse	M	*
5. Standard School Psychologist	M	*
6. Standard Social Worker	M	*
<i>Vocational</i>		
7. Home Economics	B + 30	3
8. Vocational Agriculture	B + 30	3
9. Distributive Education	B	5
10. Trade and Industry	**	5



WASHINGTON (continued)

Name	Minimum Requirement (Degree with Semester Hours)	Term (Years)
<i>Administrative</i>		
11. Elementary Principal	M + 14	*
12. Secondary Principal	M + 14	*
13. General Principal	M + 14	*
14. Superintendent	M + 30	*
<i>Community College</i>		
15. Temporary	B + ***	1
16. Three-Year	M	3

\* Remains in force during service and for five additional years.  
 \*\* Seven years of experience in occupation to be taught and 240 clock hours of teacher training.

\*\*\* M or standard secondary certification, or B + one year of experience in the trade, industry, or profession to be taught.

CERTIFICATES ISSUED BY WEST VIRGINIA

1. Administrative*	M	5**
2. Professional*	B	5***
3. Provisional Professional*	B	3

\* Endorsed in accordance with the program completed.  
 \*\* Becomes permanent with five years of experience.

\*\*\* Becomes permanent when holder completes the master's degree, experience, or specialized knowledge.

CERTIFICATES ISSUED BY WISCONSIN

1. Unlimited (Teachers)	B	Life
2. Supervisory Principal	M	3
3. Elementary (Small School)	B + 2	3
4. Elementary Principal	M	3
5. Secondary Principal	M	3
6. Superintendent	M	3
7. Secondary Teacher	B	3
8. Elementary Teacher	64	2
9. Five-Year (Elementary)	70	5
10. Special License	B	1
11. Permit	48	1
12. School Counselor		
Level B	B + 16	3
Level A	M	3
13. Unlimited (Supervisor)	M + 6	Life
14. Unlimited (Administrator)	M + 6	Life

CERTIFICATES ISSUED BY WYOMING

1. Professional Administrative	M + 30	10
2. Professional Teaching	M	10
3. Standard Administrative	M + 15	10
4. Standard Teaching	B	5
5. Initial Teaching	B	3
6. Limited Service Permit	B	1
7. Substitute	60	1

## ADVISORY COUNCILS ON TEACHER EDUCATION (Or Comparable Agencies in the 52 States)

State	Name of Organization	How Set Up	Number in Membership	Role of Director of Teacher Education and Certification	Is There a State TEPS Commission?
1	2	3	4	5	6
<b>ALABAMA</b>	Council on Teacher Education	Voluntary	8 — representatives from all state colleges and state Department of Education	Chairman	Yes
<b>ALASKA</b>	State Advisory Committee on Certification  (Also has a professional practices commission, created by law.)	Appointed by Commissioner of Education	12 — representatives from State Education Association, PTA, college, and State Department of Education	Chairman	Yes
<b>ARIZONA</b>	Advisory Committee on Teacher Education	Appointed by State Superintendent and approved by State Board	13 — deans of state institutions, members of the profession, and State Department of Public Instruction	Chairman	Yes
<b>ARKANSAS</b>	Council on Teacher Education	Appointed by Commissioner of Education	44 — 16 representatives from colleges, 24 from public schools, 4 from TEPS Committee and State Education Association and State Department	Chairman	Yes
<b>CALIFORNIA</b>	Council on the Education of Teachers  Teachers Professional Standards Commission	By written agreement between State Superintendent and Council  By law	185 (official membership)—representatives of institutions, professional organizations, school boards, and PTA  13 — state superintendent (chairman); 7 certified public school employees, including at least 5 classroom teachers and 1 administrator; 5 faculty representatives of public and private colleges accredited for teacher education, at least 3 of whom are engaged in classroom teaching	Secretary	Yes
<b>COLORADO</b>	State Board of Teacher Certification	By law	11 — Commissioner of Education, 2 laymen, 2 college faculty, 1 superintendent, 5 teachers	Secretary	Yes
<b>CONNECTICUT</b>	Advisory Committee on Certification	Designated by State Board of Education	11—representatives from professional organizations, State Department of Education, and Connecticut Association of Boards of Education	Secretary	Yes
<b>DELAWARE</b>	State Advisory Council on Teacher Education and Professional Standards	Voluntary. Appointed by State Board of Education	33—12 teachers and administrators, 7 from colleges, 7 State Department of Public Instruction staff members, 6 nominated by professional organizations, 1 member at large	Ex officio Executive Secretary	Yes



ADVISORY COUNCILS ON TEACHER EDUCATION (continued)  
(Or Comparable Agencies in the 52 States)

State	Name of Organization	How Set Up	Number in Membership	Role of Director of Teacher Education and Certification	Is There a State TEPS Commission?
1	2	3	4	5	6
DISTRICT OF COLUMBIA	None				Yes
FLORIDA	Teacher Education Advisory Council	By law	49—representatives of State Department of Education, each college and university, and the profession, PTA, school boards, laymen	Executive Secretary	Yes
			(Also has a professional practices commission, created by law.)		
GEORGIA	Council on Teacher Education (five standing committees)	By State Department of Education	57—representatives from State Education Association, PTA, TEPS, classroom teachers, and other professional organizations, and State Department of Education	Ex officio Member of Executive Committee (teacher education coordinator serves as executive secretary)	Yes
HAWAII	Teacher Education Co-ordinating Committee	Appointed by Superintendent of Public Instruction and Dean, College of Education, University of Hawaii	8		Yes
	Committee for training, Certification and Evaluation	Appointed by Superintendent with approval of Board of Education	12	Chairman	
IDAHO	State Advisory Committee on Certification	Appointed by State Board of Education	Varies—representatives from State Education Association, higher institutions, and State Department of Education	Executive Secretary	Yes
ILLINOIS	Statewide Study Committee on Teacher Certification		43—representatives from teacher-administrator organizations, state institutions, classroom teachers, liberal arts colleges, superintendents' organizations, and Certification Board		Yes*
	State Teacher Certification Board	Appointed by State Superintendent on recommendation of teachers organizations. By law	12	Secretary	
INDIANA	Teacher Training and Licensing Commission	One of Commissions of State Board of Education. By law	9—appointed by Governor	Ex officio Member	Yes
IOWA	Advisory Committee on Teacher Education and Certification	By State Board of Public Instruction	28—representing the profession, public senior colleges, private senior colleges, Iowa Association of School Boards, Iowa Congress of Parents and Teachers, and Department of Public Instruction	Secretary and Consultant	Yes

\* Organized by profession and serves both the state education legal and professional groups.

ADVISORY COUNCILS ON TEACHER EDUCATION (continued)  
(Or Comparable Agencies in the 52 States)

State	Name of Organization	How Set Up	Number in Membership	Role of Director of Teacher Education and Certification	Is There a State TEPS Commission?
1	2	3	4	5	6
KANSAS	Advisory Council on Education	Voluntary	45—representatives from all types of colleges and universities, superintendents, principals, school boards association, State Teachers Association (includes all TEPS), State Department of Public Instruction, State Board of Education	Ex officio Secretary	Yes
KENTUCKY	Council on Public Higher Education	By law	15—9 lay members appointed by Governor, 6 nonvoting members who are presidents of the six state colleges and universities		Yes
	Advisory Committee on Teacher Education	Appointed by the Council	17—7 members from state colleges and universities, 3 from private colleges, state TEPS chairman, 5 from profession, 1 from State Department of Education (Also has a professional practices commission, created by law.)	Secretary	
LOUISIANA	Council on Teacher Education and Certification	Appointed by State Superintendent of Public Education	38—representing public colleges, private colleges, teachers associations, vocational association, classroom teachers, State Department of Education, PTA, principals, superintendents, State University, and supervisors	Ex officio Member and Secretary	Yes
MAINE	State Advisory Committee on Certification and Teacher Education	Appointed by State Board of Education	22—representatives from State Teachers Association, State Board of Education, school boards association, Governor's Advisory Committee on Education, representatives of all colleges approved by the state for teacher education, PTA, state legislature	Secretary and Nonvoting Member	Yes
MARYLAND	No council.	State TEPS Committee serves in this capacity			Yes*
MASSACHUSETTS	Professional Standards Advisory Board	Appointed by State Board of Education	13	Ex officio Member	Yes
MICHIGAN	Advisory Committee on Teacher Education and Certification  (Presently inactive; new appointments in process.)	Appointed by State Board of Education	33—representing classroom teachers, principals, superintendents, state universities, state colleges, church-related colleges, liberal arts colleges, Catholic education, and State Department of Public Instruction	Secretary	Yes

\* Organized by profession and serves both the state education legal and professional groups.



**ADVISORY COUNCILS ON TEACHER EDUCATION (continued)**  
 (Or Comparable Agencies in the 52 States)

State	Name of Organization	How Set Up	Number in Membership	Role of Director of Teacher Education and Certification	Is There a State TEPS Commission?
1	2	3	4	5	6
MINNESOTA	State Advisory Committee on Teacher Education	Authorized by State Board of Education; members appointed by college presidents	One representative from each education department of each teacher education institution and from each institution from other disciplines, state PTA, state federation of teachers, state citizens committee, school boards association, superintendents organization, elementary and secondary school principals organizations, State TEPS, State Education Association, and the Commissioner of Education and Director of Teacher Education and Certification	Secretary	Yes
MISSISSIPPI	Advisory Council to State Board of Education	Appointed by Superintendent of Public Instruction	17 — representatives from all levels of education, including professional education, liberal arts, academic deans, college teachers, college presidents, special-subject field supervisors, school administrators, elementary and secondary classroom teachers, State TEPS	Executive Secretary	Yes
MISSOURI	None				Yes
MONTANA	Teacher Supply Committee	Appointed by Superintendent of Public Instruction	Representatives from all levels of education, including professional education, liberal arts, academic deans, college teachers, special-subject field supervisors, school administrators, elementary and secondary classroom teachers; also representatives from State Education Association, PTA, and school boards association	Member	Yes
NEBRASKA	Council on Teacher Education	Extralegal	80 — representing the State Education Association, private and public colleges, the University, PTA, various professional organizations, and State Department of Education	Executive Secretary	Yes
NEVADA	Study Committee on Teacher Certification	Extralegal. Appointed by Superintendent of Public Instruction	9—all levels of education represented, including classroom teachers, superintendents, colleges of education, and State Department of Education	Chairman	Yes
	NSEA Advisory Committee	Appointed by NSEA Executive Secretary			

**ADVISORY COUNCILS ON TEACHER EDUCATION (continued)**  
(Or Comparable Agencies in the 52 States)

State	Name of Organization	How Set Up	Number in Membership	Role of Director of Teacher Education and Certification	Is There a State TEPS Commission?
1	2	3	4	5	6
NEW HAMPSHIRE	Council on Teacher Education	By law.	15—Commissioner of Education, presidents of the two state colleges, head of education department of University of New Hampshire, director of State Education Association, a layman, a superintendent of schools, a school board member, a representative of the independent colleges, 5 academic professors from state and private institutions		Yes
NEW JERSEY	State Board of Examiners	By law. Appointed by State Board of Education	12—Commissioner of Education, Assistant Commissioner of Education, county superintendent, small city superintendent, city superintendent, high school teacher, elementary teacher, two college presidents, high school principal, elementary school principal, and a librarian	Secretary	Yes
NEW MEXICO	Council on Teacher Education	Cooperatively by State Board of Education and colleges	Directors of State Department of Education and one representative from each teacher education institution	Member and Adviser	Yes
NEW YORK	Advisory Board on Teacher Education, Certification, and Practice	Appointed by State Board of Education	12	Adviser (Commissioner appoints chairman from membership; secretary is Associate in Teacher Certification)	Yes
NORTH CAROLINA	Council on Teacher Education	Superintendent of Public Instruction and State Board of Education	61—including college presidents and deans, superintendents, principals, classroom teachers, state school board, PTA, State Education Association, State Department of Public Instruction, colleges	Chairman	Yes
NORTH DAKOTA	Legislative Committee, Council on Education (Also has a professional practices commission, created by law.)		Representatives from all organizations	Member	Yes



**ADVISORY COUNCILS ON TEACHER EDUCATION (continued)**  
(Or Comparable Agencies in the 52 States)

State	Name of Organization	How Set Up	Number in Membership	Role of Director of Teacher Education and Certification	Is There a State TEPS Commission?
1	2	3	4	5	6
OHIO	Council on Teacher Education	By Ohio College Association, Education Association, and State Department of Education	10—five from Ohio colleges and five from Ohio Education Association	Consultant	Yes
OKLAHOMA	Commission on Teacher Education and Certification	By State Department of Public Instruction and State Education Association, in cooperation with institutions of higher education (Also has a professional practices commission, created by law.)	25 members representing the different levels and areas of educational endeavor	Member	Yes
OREGON	Teacher Standards and Practices Commission	By law; appointed by State Board of Education	16	Consultant	Yes
PENNSYLVANIA	Committee on Teacher Education	Appointed by State Superintendent	Members of the State Department of Public Instruction and an Advisory Committee including representatives from colleges, professional organizations, learned societies, classroom teachers, chief school administrators, and lay organizations including citizens groups and PTA	Chairman	Yes
PUERTO RICO	None				No
RHODE ISLAND	Certification Advisory Committee	Commissioner of Education	15—representing different levels and areas of educational endeavor	Secretary	Yes
SOUTH CAROLINA	Council on Teacher Education	Authorized by State Board of Education	36—representatives of public schools and colleges. State Board of Education and supervisory personnel of State Department of Education are ex officio members.	Chairman	Yes
SOUTH DAKOTA	State Advisory Committee on Teacher Education and Certification	Authorized by State Board of Education; members recommended by agencies they represent and appointed by State Board of Education	Representatives of PTA, public and private colleges and universities, State Education Association, State Department of Public Instruction, public schools	Member	Yes
TENNESSEE	Council on Teacher Education	Appointed by State Board of Education	60—representatives of state colleges, private colleges, State Department of Education, State Education Association, school boards, PTA, school administrators, teachers	Secretary	Yes

**ADVISORY COUNCILS ON TEACHER EDUCATION (continued)**  
(Or Comparable Agencies in the 52 States)

State	Name of Organization	How Set Up	Number in Membership	Role of Director of Teacher Education and Certification	Is There a State TEPS Commission?
1	2	3	4	5	6
TEXAS	State Board of Examiners for Teacher Education	By law	14—appointed by Commissioner of Education and State Board of Education, representing approved teacher education institutions, public school administrators, public school instructors, State Education Agency	Ex officio member and liaison official with State Board	Yes
UTAH	Advisory Council to State Department of Public Instruction	One-half of Council is ex officio; other half is recommended by Utah Education Association to be appointed by State Board	43—representatives of institutions, classroom teachers, administrators, PTA, State Department of Public Instruction, and Utah School Boards Association	Chairman	Yes
VERMONT	No council as such. (State TEPS Committee serves this function)	By State Education Association	9—including representatives of classroom teachers, high school principals, elementary principals, superintendents, Student National Education Association, and teacher education institutions	Consultant	Yes
VIRGINIA	Advisory Committee on Teacher Education and Certification	Appointed by State Superintendent of Public Instruction	14—representatives from various college departments and public school positions	Chairman	Yes
WASHINGTON	Advisory Committee on Teacher Education and Certification	Authorized by State Board of Education and appointed by State Superintendent of Public Instruction. Nominated by institutions, agencies, and professional organizations	31—representatives from teacher education institutions, junior colleges, administrators, classroom teachers, school directors, and PTA	Chairman	Yes
WEST VIRGINIA	Advisory Council on Teacher Education	Functions through bylaws created by Advisory Council and approved by the State Board of Education	42—representatives of State Department of Education, professional organizations (superintendents, principals, supervisors, and classroom teachers), and 16 colleges approved for teacher education	Ex officio member and liaison official with State Board	Yes <sup>b</sup>
WISCONSIN	No Council.	State TEPS Commission serves the function.		Member	Yes
WYOMING	No Council.	State TEPS Commission serves the function.		Ex officio Member	Yes

<sup>b</sup> For classroom teachers only; the Advisory Council serves as the statewide TEPS commission.



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