

**State Certification Requirements
for Teachers of
Exceptional Children**

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OF TEACHERS OF EXCEPTIONAL CHILDREN"**

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So many people have contributed to the preparation of this bulletin that it is truly a cooperative venture. The State directors and supervisors of special education have without exception been very helpful. At the beginning they submitted materials describing the standards of their States for teachers of exceptional children. Later, they checked tables incorporating this information. To these people especially, appreciation is due.

These acknowledgments would not be complete without an expression of appreciation to the following members of the project staff who assisted in collecting the data and putting them in form for publication: Ann K. G. Conroy, Patricia Haynie, Richard M. McCoy, Kathryn W. Murphy, and R. Phyllis Soffen.

Foreword

FOR SOME TIME, leaders in special education have expressed the desire for a national overview of State certification requirements for teachers of exceptional children who, because of their limitations and their particular needs require special help from our schools. This bulletin, prepared as a part of an Office of Education Study, "Qualification and Preparation of Teachers of Exceptional Children," is an attempt to supply the necessary information. It reflects some trends in certifying procedures, but, in general, is confined to a reporting of status information. The last section of the bulletin gives the opinions of some special education personnel on certain aspects of State requirements for professional preparation.

The information presented in these pages affords opportunity to make comparisons from State to State and from one area of exceptionality to another. It is hoped that the availability of such information will form a basis not only for such comparisons, but also for improved planning of the professional requirements for the teachers of the Nation's handicapped and gifted children.

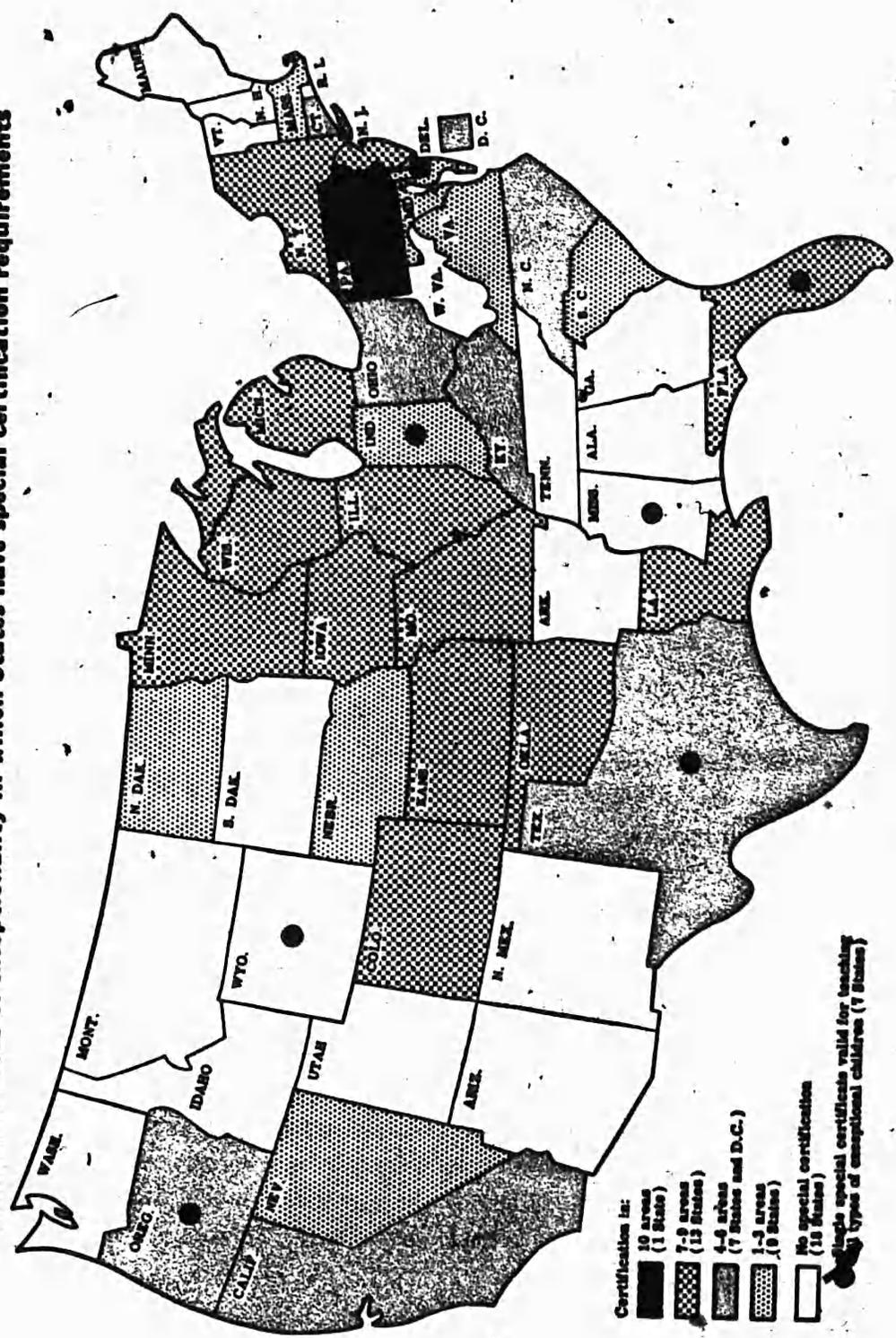
Certification requirements for teachers of exceptional children, like those for so-called normal children, tend to be in terms of courses and semester hours rather than in terms of experiences and competencies. More and more, it is being recognized that the knowledge, skills, and abilities required by a teacher for a particular task should be carefully delineated. Later publications coming out of the Office of Education study, "Qualification and Preparation of Teachers of Exceptional Children," will attempt to go beyond a status report and will present information on the competencies needed not only by teachers of the various types of exceptional children, but also by directors and supervisors of special education in State and local school systems, as well as by instructors in colleges and universities preparing teachers of exceptional children.

All of this is designed to serve better the handicapped and gifted children to whom the schools have so great an obligation.

WAYNE O. REED,
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Instruction, Organization,
and Services Branch.*

Number of areas of exceptionality in which States have special certification requirements



THE NEED FOR PROFESSIONAL STANDARDS FOR TEACHERS

THE CITIZENS of this country are almost universally interested in having the Nation's children taught by well-qualified teachers. Since the days of the Colonies, people have been searching for ways to select those teachers to whom they are willing to entrust the instruction of their children. This endeavor now takes on new meaning as local school systems attempt increasingly to provide opportunity for the four or five million exceptional children of school age. They are the boys and girls who, because of marked physical, mental, or emotional deviation, need something different from, or something in addition to, the usual school program if their development is to be as normal for them as possible.

Even with all that has been done, current statistics,¹ both for local school systems and residential schools, indicate that less than one-fourth of the children in need of special services are receiving them. Many factors are responsible for this lag on the part of the schools. Among these are lack of personnel, inadequate housing, transportation problems, and difficulties encountered in screening, diagnosis, and placement. Most serious of all is the lack of *qualified* teachers who are able to bring to the schools the specialized and technical services which these children need.

In the service of the Nation's schools there are perhaps 25,000 special teachers; some have no specialized preparation, others are partially prepared, and a few are thoroughly equipped for professional service in this field. It is estimated that at least 100,000 teachers, or four times the available number, would be needed to staff the special day classes, hospitals, convalescent homes, and residential schools, and to provide the itinerant and consultative services required.

The inadequate supply of teachers is only part of the problem. More basic is the need to select teachers who possess qualities, skills, and understandings which will make them successful in working with exceptional

¹ U. S. Department of Health, Education, and Welfare, Office of Education. *Biennial Survey of Education in the United States, 1952-54. Chapter 5, Statistics of Special Education in Public Elementary and Secondary Day Schools, 1952-53.* Washington, U. S. Government Printing Office, 1954.

children. Many State departments of education now have special certification requirements aimed at achieving this goal; others are in the midst of developing and revising standards.

The purpose of this bulletin is (1) to present a summary of the present status of State certification requirements for teachers of exceptional children and (2) to report opinions expressed by some special education personnel on certain aspects of certification. It is not within the scope of this publication to report the content of courses; this information can best be obtained from individual colleges. Furthermore, no attempt is made in the bulletin to delineate the competencies needed by teachers of children who are handicapped or gifted.

Special Education Grows

The movement now known as "education of exceptional children" or "special education" has been developing in the United States for more than a hundred years. At first, this growth was exceedingly slow and limited mainly to residential schools for deaf, blind, and mentally deficient children.



Child learning breath control in order to improve her speech.

Courtesy, Illinois Normal University

Toward the latter part of the nineteenth century there were some efforts to educate exceptional children in local communities, but most of these were somewhat experimental. Such special educational projects were usually undertaken by, or in cooperation with, private agencies, and encouraged educators to enlarge their concept of the function of the school to include the handicapped. Even in this pioneering period it was recognized by school administrators and parents that the teacher of exceptional children must have skills and abilities over and beyond those of the regular classroom teacher in order to be fully effective.

It was not until the beginning of the present century that public-school systems began to assume responsibility for atypical children in any organized fashion. Even as late as 1920, little was done by local school systems except in a few of the larger cities. These efforts were mainly on behalf of the crippled, the partially seeing, the mentally retarded, and the socially maladjusted. As the values of these day school programs became recognized, special classes and services were added for the hard-of-hearing, the speech handicapped, and for children with cardiac and other special health problems. Some cities inaugurated day school classes for the blind and the deaf, and a few local schools began experimenting with special classes for the gifted. This movement to extend educational services to *all* children has grown, until today, more than 500,000 exceptional children are reported to be enrolled in local school systems.

State Standards for Teachers

State departments of education have become increasingly active in assisting local communities in the initiation, maintenance, and expansion of special education programs. They are providing many services. Today, every State has legislation designed to insure educational opportunity for some or all types of atypical children. States now set aside more and more funds to aid local programs, and 43 States and the District of Columbia have personnel working on a statewide basis to aid exceptional children. In line with these endeavors, it is not surprising that States are taking initiative in the important movement to elevate standards for special education personnel by establishing State certification requirements.

Specialists in the field are trying to discover what distinctive skills and knowledge the teachers need. In attempting to solve this problem, personnel in State departments of education are not alone in giving leadership. They are cooperating with State certifying officers, representatives from colleges, private agencies, local school systems, and parents.

As educators and lay leaders search for adequate standards for teachers of children with physical, mental, and social handicaps, they join in asking such questions as these:

STATE CERTIFICATION REQUIREMENTS

"Is it common practice for State departments of education to issue special certificates for teachers of exceptional children?" "Is there much variation in standards from State to State and from one area of exceptionality to another?" "Do the States tend to have separate certificates for each of the ten areas of exceptionality?" "Do States require more specialized preparation in certain areas than in others; for example, are teachers of the blind required to have more course work than teachers of the partially seeing?" "How many States have special certification requirements for teachers of the gifted?" "Which of the State departments of education require speech correctionists to hold a regular teaching certificate?" "Is there a relationship between the States which have special standards and those which have extensive programs for exceptional children?" "Are teachers satisfied with existing certifying standards in their State?" "What group should participate in the establishment of these standards?" "Should State standards be based on a study of distinctive competencies needed by teachers of the various types of exceptional children? If so, what is being done to identify these special skills and understandings?"

These are but a few of the many inquiries which reflect a searching for a basis upon which to evaluate candidates to teach exceptional children. True, there are elements of uncertainty in this searching, but they are probably healthy in a field as new as special education.

What This Bulletin Includes

The information collected and reported in this bulletin throws some light on the foregoing and similar questions. It includes a summary of current certification requirements for teachers in each of the 10 areas of exceptionality for the 48 States and the District of Columbia. It also combines a report of opinions expressed by some special education personnel on certain certifying practices and procedures.

It is not the intent of this bulletin to say what the standards should be; rather, it is to present a picture of certifying procedures throughout the Nation, so that the reader may get a general impression of practices. He will also be able to make comparisons from State to State and from one area of exceptionality to another.

State standards for teachers of exceptional children are similar to those for regular classroom teachers in that they are stated in terms of courses and semester hours. Little is said in the regulations² about needed skills, understandings, and experiences, or about that important but always elusive qualification of any good teacher—her personality.

² Professional standards for teachers are usually established by regulation rather than by law.

A National Picture of State Certification



In the past quarter of a century the number of States granting special certificates for teachers of exceptional children has increased rapidly. Today, 32 States and the District of Columbia have special certification requirements for teachers of one or more types of exceptional children. Counting the District of Columbia, the number of governmental units with special standards has tripled since 1931, when only 11 State departments of education reported such requirements.³ This increase is evidence of the extension of special education services on a statewide basis.

The widespread effort to set State standards is graphically shown by the map on page VIII. Here the reader may see the number of areas of exceptionality in which each State has special certification requirements. In order to make comparison, States are categorized according to those having requirements in: All 10 areas of exceptionality; 7 to 9 areas; 4 to 6 areas; 1 to 3 areas.

Examination of the map reflects marked differences in the number of areas in which the States have special certification requirements. Twenty-one States and the District of Columbia, or nearly half of the governmental units, have standards in 4 to 10 areas. Of the remaining States, 9 have standards in 1 to 3 areas, while 18 have no special certification according to special areas.

Seven States have a single credential which appears to be valid for teachers of any or all types of exceptional children. As the map shows, 5 of these 7 States (Delaware, Florida, Indiana, Oregon, and Texas) also have special certification requirements in some areas of exceptionality. In the other 2 States (Mississippi⁴ and Wyoming) this special certificate is the only method by which special teachers are certified.

Pennsylvania differs from all other States in issuing special certificates in all 10 areas of exceptionality, including the gifted.

³ Schleier, Louis M. *Problems in the Training of Certain Special Class Teachers*. Doctor's dissertation. New York, N. Y., Teachers College, Columbia University, 1931. 138 p. (Contributions to Education, No. 475.)

⁴ Mississippi reports that this certificate is validated only for the areas in which the teacher has special preparation.

STATE CERTIFICATION REQUIREMENTS

There is a geographical concentration of States with special certificates in 7 or more areas. These tend to be in the region around and near the Great Lakes. This is probably not accidental. Much of the pioneering in special education was in this section—so much so that the region has sometimes been referred to as "The Cradle of Special Education." Early and continuous leadership in many aspects of special education has persisted in this locality.

The States with special certification in 4 to 6 areas of exceptionality are not geographically centralized, but are scattered across the Nation. Nevertheless they do have something in common. Most of them are States with extensive programs for the education of exceptional children.

With some striking exceptions, States with no special certification or certification for teachers of only 1 to 3 types of exceptional children are located in three regions: In the Rocky Mountain area, the Southeast, and the Northwest.

The States which have done the most in certification tend to be those which have extensive programs of special classes and services in local school systems. In general, they are States with full-time special education personnel in their departments of education. Conversely, States with the fewest number of special certificates tend to be those with less well-developed State programs for exceptional children. For example, of the 16 States which do not have special certification, 7 do not have a full-time State director or supervisor of special education.



In a soundproof room the child's hearing is studied.

Courtesy, University of Illinois

States with the largest number of special certificates tend to be those in which there are colleges and universities offering sequences of preparation for teachers of exceptional children. The close relationship between the extent of special certification and number of teacher-education institutions and public-school programs is striking.

Areas of Exceptionality In Which States Have Special Certification Requirements

A general picture of State certification, is reflected in the map on page VIII. More detailed information on State certification is given in table 1 on page 8. In the latter the reader will find the areas of exceptionality for which each State requires special certification and some information on the type of certificate which is issued.

More standards have been set for teachers of the physically and the mentally handicapped than for the teachers of the gifted or the socially maladjusted. Speech correction is the area in which the largest number of States have special requirements with a total of 29 States and the District of Columbia requiring special preparation. Next is the hard-of-hearing with 27 States. The areas of the mentally retarded and crippled rank third. Twenty States issue special certificates for teachers of these children. Only 9 States, in contrast, certify teachers especially for working with the socially maladjusted.

As previously mentioned, only 1 State, Pennsylvania, has a special credential for teachers of gifted children. The establishment of this credential is of special interest to many people, not only because it is unique, but also because it presupposes special programs for gifted children. This is noteworthy in a field where there are many differences of opinion as to what makes an ideal education program. Many provisions for gifted children are not identified as such. This condition is especially true in secondary schools where teachers may have been certified under highly selective standards, but are not labeled as teachers of the gifted.

Certifying Procedures

The fact that States have special certification requirements in a number of areas of exceptionality does not necessarily mean that distinct and separate certificates are issued in each of these. Many States which have special standards do not issue special certificates. Instead, they validate the regular teaching credential.

The certifying procedure in Ohio will illustrate this. That State (as table 1 shows) has special standards for teachers of the partially seeing, crippled, deaf, hard-of-hearing, and mentally retarded, as well as for speech and hearing specialists. Whenever a teacher meets any special set of

STATE CERTIFICATION REQUIREMENTS

Table 1.—Areas of Exceptionality in Which States Have Special Certification Requirements for Teachers of Exceptional Children

[States which are not listed reported no special certification for teachers of exceptional children]

State	Blind	Partially seeing	Crippled	Special health problems ¹	Deaf	Hard-of-hearing	Speech handicapped	Socially maladjusted	Mentally retarded	Gifted	Single special credential for teaching all types of exceptional children
1	2	3	4	5	6	7	8	9	10	11	12
California	X	X			X	X	X		X		
Colorado	X	X	X		X	X	X		X		
Connecticut		X	X			X	X	X	X		
Delaware						X	X		X		
Florida	X	X	X	X		X	X		X		X
Illinois	X	X	X	X	X		X	X	X		
Indiana						X	X		X		
Iowa	X	X	X	X	X	X	X	X	X		X
Kansas		X	X	X		X	X	X	X		
Kentucky		X			X	X	X		X		
Louisiana	X	X	X	X	X	X	X	X	X		
Maryland						X	X		X		
Massachusetts			X						X		
Michigan	X	X	X	X	X	X	X	X	X		
Minnesota	X	X	X		X	X	X		X		
Mississippi											X
Missouri	X	X	X		X	X	X		X		
Nebraska					X	X	X		X		
Nevada							X				
New Jersey	X	X	X	X	X	X	X	X	X		
New York	X	X	X	X	X	X	X		X		
North Carolina		X	X			X	X		X		
North Dakota							X	X	X		
Ohio		X	X		X	X	X	X	X		
Oklahoma		X	X	X	X	X	X		X		
Oregon			X	X	X	X	X				X
Pennsylvania	X	X	X	X	X	X	X	X	X	X	X
South Carolina						X	X		X		
Texas		X	X		X	X	X		X		X
Virginia						X	X				
Wisconsin	X	X	X		X	X	X		X		
Wyoming											X
District of Columbia		X	X	X		X	X		X		
Total	13	21	22	12	18	27	30	9	22	1	7

¹ Special health problems include cardiac conditions, epilepsy, tuberculosis, and other below par conditions.

² Combined certification for teachers of the blind and partially seeing.

³ Combined certification for teachers of the deaf and hard-of-hearing.

⁴ Combined certification for teachers of the speech handicapped and hard-of-hearing.

⁵ Certification covers teachers of the handicapped only, thus excluding teachers of the gifted.

⁶ Combined certification for teachers of the crippled and children with special health problems.

⁷ Persons are expected to meet American Speech and Hearing Association standards.

⁸ Ohio has special certification for special class teachers of the hard-of-hearing, as well as certification for speech and hearing specialists.

⁹ Mississippi validates this certificate only for those areas of exceptionality in which the teacher has had specialized preparation.

¹⁰ Speech and hearing specialists are not covered by this certification procedure.

standards, this fact is recorded on the regular certificate. The philosophy behind this procedure is the belief that teachers of exceptional children should first of all be prepared to teach the usual child.

Thus, some States place the emphasis on regular certification with validation through special preparation to teach in an area of special education. Other States require teachers of exceptional children to hold only a special certificate. Both groups require special preparation.

Joint Certification

Many States have joint or combined certification under which teachers may certify in two somewhat related areas. For example, there is the certificate for teachers of the visually handicapped. From an examination of State rules and regulations it would appear that persons holding it are entitled to teach either the blind or the partially seeing. Similarly, teachers certified to work with the acoustically handicapped may, under certain circumstances, teach either the hard-of-hearing or the deaf, or both. A third illustration is a special credential to teach the hospitalized child. Teachers having this license frequently teach children with both crippling and special health conditions. A glance at table 1 will show that many States have such certification plans.

In order to discuss the regulations it was necessary to give this certifying procedure a name. The term *joint certification* was therefore adopted. A number of educators believe there are too many separate certificates for teachers, so there may be merit to this tendency toward joint certification. On the other hand, many specialists will be critical of these combinations on the basis that distinctly different competencies are needed by teachers who are thus jointly certified. Combinations which might be questioned are the blind and partially seeing and the deaf and hard-of-hearing. It is, of course, not the function of this bulletin to take a position on the desirability or undesirability of this certifying procedure; evaluation must be left to States and local communities.

Effort To Secure Qualified Teachers

The information presented in table 1 shows only general trends in the certification of teachers of exceptional children by State departments of education. It does not reflect all the efforts being put forth to secure qualified teachers for handicapped and gifted children. A number of States which do not issue special credentials require local school systems to employ teachers with specialized preparation satisfactory to the State department of education before special assistance is granted. In other States, where no formal certificates are issued, responsibility to raise

standards seems to rest with State and local directors and supervisors of special education and general school administrators. Many local school systems require even higher standards than those set by the States.

Private agencies have also done their share to elevate standards. One of the important functions of these organizations is to see that children are protected by having well-qualified teachers. There is a trend for these agencies, along with local school systems and teacher-education institutions, to cooperate with State education departments in developing requirements. The State departments, in turn, serve as official certifying agents.

Overview of Current Certification Requirements



The unparalleled interest of State departments of education in the development of professional standards for special education personnel is reflected by the information presented in preceding pages. This section will give an overview of some specifics in the requirements which comprise these standards.

The elements which State departments of education have incorporated into their special certification requirements show both common tendencies and marked deviations. Some States, widely separated geographically, have almost identical regulations. This might suggest the adoption of the standards of one State by another without due regard to unique needs and problems within the State. Within a set of regulations for any State, there are often striking similarities from one area of exceptionality to another. For example, the number of course hours required is frequently uniform for all certificates issued, suggesting that not enough attention has been given to the actual competencies required by teachers in each of the areas.

A sharp contrast to this uniformity in standards is provided by the many variations and disparities which exist from State to State and from area to area. Neighboring States may have standards which are very dissimilar, probably reflecting differences in basic philosophy. One State may list a course as required; in another it may be optional; while in a third it may not be listed. The number of hours of specialized preparation may vary from a few hours in one area of exceptionality to a large number in another. In some instances, teacher candidates are required to take a considerable proportion of their work in experiences specific to the education of a particular type of child. In others, almost all requirements can be met by taking related courses, such as mental hygiene, arts and crafts, child growth and development, or remedial reading. At first, this variability seems to show uncertainty and confusion. As has been indicated before, however, it probably reflects healthy experimentation and a genuine searching for those requirements which will insure selection of teachers equipped with the essential competencies.

Kind of Information Presented

The State rules and regulations contain a wide range of specifications and conditions for certification. In general, these may be grouped into three main categories: (1) Personal characteristics of the teacher; (2) general requirements and prerequisites; (3) specialized requirements and related course work. Most of these specifications will be presented in tables 2 through 15. Because of the nature of the information on personal characteristics, it will be reported in narrative form rather than in the tables.

Personal Characteristics of the Teacher

Whenever educators come together to talk about the elements which compose standards for teachers, invariably someone mentions the importance of the personal qualities of the teacher. Many of the characteristics which make one teacher more successful than another are known. However, some important qualities continue to defy description. In the field of special education, the identification of suitable teacher characteristics is even more difficult since it is recognized that children cannot take full advantage of educational opportunities unless the teacher has unusual personal attributes. Many States have not attempted to define these elusive elements. Instead, they rely on the discretion of local



Courtesy, Detroit, Michigan, Public Schools

Important to the sick child at home is her teacher's coming.

administrators in the selection of candidates. A few have established general guidelines. Both Oklahoma and Oregon have general requirements which apply to several fields of exceptionality. Oklahoma specifies that the teacher must have good physical and mental health, a pleasant disposition and appearance, resourcefulness, and ingenuity. Oregon has the general requirement of: "Good moral character, mental and physical health." Two States, Illinois and Michigan, attempt to guide the selection of teachers of the mentally retarded through the identification of certain characteristics. Illinois expects the following of their special class personnel: "Teachers . . . should have good physical health and good mental health. They should have a wholesome emotional life of their own and should not be . . . irritable or 'fussy.' Teachers of handicapped children should have great flexibility of mind, should be objective in their thinking . . . should possess a sense of humour."

Michigan states: "It is recognized that teachers of the mentally retarded need more than evidence of a college major in special education. There are other qualifications more important than the academic preparation which the employing official will take into consideration."

Kansas enumerates certain personal qualifications considered necessary for teachers working with emotionally or socially maladjusted children. Its requirements say, "[The teacher] should have reached mental, social, and emotional maturity. He should have a sincere liking for exceptional children so that he may accept aggressive and negative behavior. He should be patient and have a high tolerance for frustrating situations and be able to see things from a child's point of view. . . . He should have a well-developed philosophy and have confidence in his ability so as to feel at home in his field of work."

These are a few examples which illustrate the attempt of the States to insure not only good technical preparation but also certain personal characteristics in those persons who will teach the exceptional child. More attempts should be made to delineate those personality characteristics which make teachers of exceptional children effective in interpersonal relationships.

Professional Requirements

The remainder of this section will be devoted to a discussion of the general and specialized requirements for teachers in the various areas of exceptionality. Detailed information on requirements in all areas except the gifted appears in tables 2 through 15. This information was collected from and checked by staff members in State departments of education.⁴

⁴ Method of collecting and checking information: The first step was to obtain from all State departments of education the printed material on certification of teachers of the handicapped and gifted. This was analyzed and put into preliminary tables crudely resembling those which appear in this bulletin. These tables were mailed to the directors or supervisors of special education in the 43 States and the District of Columbia which had such personnel. In the other States, the tables were sent to the State certification officer for verification and correction.

Since these tables occupy a large part of the publication, some explanation will be made of their general plan.

Examination of this series of tables will show that a uniform plan of presentation was used throughout, although because of the great variety of regulations, much difficulty was encountered in fitting the specifications into a uniform format. Persons wishing detailed information on the standards of any individual State would need to make a full examination of the rules and regulations of that State. The tables in this publication are designed to give a general picture and to afford certain comparisons.

Each of the tables contains 9 columns. States are listed in the first column. The other 8 columns can be divided into 3 main groupings. General requirements and prerequisites are given in column 2. Semester hours of specialized and related course work are included in columns 3, 4, 5, and 6. Components of the specialized preparation are described in columns 7, 8, and 9 as "required," "optional," or "not listed." The pages which follow present some of the highlights of these requirements.

General Requirements and Prerequisites

Examination of column 2 throughout the series of tables reveals that specifications for general requirements and prerequisites have been given much attention by State departments of education. General requirements tend to be higher than those for the regular classroom teacher. The elements most emphasized are: (1) The possession of a bachelor's degree; (2) preparation in general teacher education; (3) regular classroom teaching experience.

Possession of Bachelor's Degree

Of all these requirements, the possession of a bachelor's degree tops the list. Twenty-eight of the 32 States having special certification demand the bachelor's degree in at least one of the areas of exceptionality, and most of the 28 states require it in all areas. A comparison with the requirements for the regular classroom teacher, listed in appendix B, shows that nearly half (11 States) of the 28 specifying a bachelor's degree for the special certificate do not require it for the regular classroom teacher. This may be an expression of the belief that the teacher of the exceptional child must have additional qualifications which extend beyond those of the regular teacher, and that many of these can be gained through college preparation.

General Teacher Education

Emphasis is also placed on general teacher education. In almost every area of exceptionality, the 32 States and the District of Columbia require

some basic education courses.⁵ If such preparation is not expressed, it is implied either by obliging the candidate to hold a regular teaching certificate or to have regular teaching experience, which presupposes training in general teacher education.

Regular Classroom Teaching Experience

"Should the special class teacher have had experience in regular classroom teaching?" This is a very common question. Apparently many States believe it to be necessary, since they list it as a prerequisite. The amount of experience ranges from 1 to 3 years. Specific requirements are included in tables 2 through 15.

Specialized and Related Preparation

Among the important elements in State regulations are those which set down the course requirements either directly or closely related to the education of exceptional children. These are tabularized in columns 3, 4, 5, and 6 in tables 2 through 15. Column 3 gives the total semester hours of specialized and related course work required for certification. These semester hours are broken down in columns 4, 5, and 6, dealing respectively, with (1) Introductory and survey courses on exceptional children, (2) courses specific to the field, and (3) related course work.

Inspection of column 3 in the series of tables will indicate that many States require the same total amount of specific and related course work for all areas of exceptionality. If one believes that more preparation is needed in some of the areas than in others, this current practice would be questioned.

There appears to be much leeway in meeting requirements in most States. As a rule, candidates may select from a wide range of courses in order to certify. A few States list the total semester hours of work required, but make no attempt to break them down in terms of courses and experiences. Other States spell out in considerable detail the actual courses which must be taken and the number of semester hours of credit to be obtained in each. Thus, it is difficult to determine from an examination of the rules and regulations exactly how the weight of the various constituents of the preparation must be distributed. In general, approximately one-half of the total requirements tend to be specific to the area of exceptionality in which the candidate wishes to teach. It can be roughly estimated that the remaining hours may be chosen from a variety of related courses. Even such a broad generalization as this must be qualified, for there are many exceptions to the pattern. For example, the

⁵ The only exceptions to this pattern are as follows: In the joint certification of teachers of the hard-of-hearing and speech handicapped, neither Louisiana nor Maryland requires regular teacher education courses; in the certification of teachers of the mentally retarded, Massachusetts has no requirement; and in the area of the speech handicapped, Nevada does not specify teacher education.

District of Columbia, which requires only 4 semester hours of preparation, stipulates that all of this must be specific to the area in which the candidate plans to teach. On the other hand, Michigan requires 28 semester hours in the area of special health problems, but states that only 8 of these must be specific to the area, and allows the candidate to select the other 20 hours from the orientation course and related course work.

In certain areas of exceptionality the requirements tend to be more specific than in others. Examples are the areas of the speech handicapped and the deaf, where a relatively high proportion of the work must come from courses in the specialized area. This may have marked significance for future planning, since it may point to the need for more specialized preparation for some teachers than for others.

Orientation to Special Education

A course which includes many laboratory and practical experiences is the orientation or introduction to exceptional children. This phase of specialized preparation, reported in column 4 of tables 2 through 15, is gaining in popularity. It is listed in State regulations under such titles as "Education of Exceptional Children," "The Exceptional Child," "Psychology of Exceptional Children," "Introduction or Orientation to the Education of Exceptional Children." Some leaders in education feel



Courtesy, Detroit, Michigan, Public Schools

With the aid of Braille this blind girl can read books as other children do.

that this course might well be required for teachers in regular as well as special education.

Specialized Preparation

Experience and courses in the specific area of exceptionality in which the teacher is to work would seem to be the very heart of professional preparation. Examination of State regulations reveals that even where the total number of hours seems specific, the designation of the component parts is frequently very indefinite. This may be somewhat surprising since special certification itself is predicated on the assumption that there are distinct knowledges, skills, and understandings which the teachers should have.

The tendency of State departments of education to be rather indefinite in specifying the exact nature of courses may be due to: Uncertainty about the competencies needed by the teachers, especially in some areas; the experimental status of many of the State certifying procedures; and the limited opportunities in many of the colleges and universities preparing teachers of exceptional children. This tendency toward indefiniteness is seen in such quotations as: "an introduction to exceptional children may be taken . . .," "courses are required but amounts not specified . . .," or "3 of the 12 semester hours . . . must be in directed observation and teaching handicapped children," "student teaching, observation and clinical practice, amounts *unspecified*, must be taken to meet the total requirements."

The fact that the specialized courses vary from area to area, further complicates the presentation of these data. Three components, however, appear to be offered or listed most frequently in the requirements specific to the area (see cols. 7, 8, and 9). They are: Student teaching and observation in the area of specialization; courses in specialized methods and curriculum; and courses in the physical, psychological, or social characteristics of the particular type of child. An illustration may be drawn from the area of the blind. Here, a teacher candidate may be required to have (1) student teaching with blind children, (2) methods and curriculum in teaching the blind (including Braille), and (3) anatomy and physiology of the eye.

Related Course Work

The electives which may be chosen to make up the requirement in related course work vary widely from State to State (see col. 6). Among the most frequently mentioned courses are: Remedial reading, child growth and development, mental hygiene, abnormal psychology, arts and crafts, tests and measurement, guidance, and elementary methods. Electives taken from another area of exceptionality are frequently

included. For example, a course in speech correction could be related course work for a teacher of crippled children. Methods of teaching the mentally retarded could be a related course in any area of the handicapped.

Requirement Status of Specialized Courses

When this Study was undertaken it was hoped that the general description of courses and the number of semester hours of professional requirement could be reported. After these data were collected it became evident that some of the State regulations were so general and flexible that they could not always be categorized and reported by course hours. The total specialized requirement was usually given; when this was the case the information was reported in column 5 in tables 2 through 15.

It was much more difficult, however, to get a breakdown of this total specialized requirement. In general it included "student teaching," "methods and curriculum," and "characteristics of children." Even when these aspects of preparation were mentioned, teachers were frequently allowed to offer varying amounts of academic credit. Since these courses, because of variability, could not be presented in specific course hours; they are reported as "R" (required), "O" (optional), or "N" (not listed) in columns 7, 8, and 9 of the tables.

School administrators frequently want to know how much student teaching in the specialized area a candidate should have. This is not given in the tables. An examination of the regulations showed wide variations from State to State and from area to area. A few figures will illustrate this: The number of semester hours of specialized teaching ranges from 1 to 10; 4 semester hours appears most often (especially in the areas of the blind, deaf, and partially seeing); and the number of semester hours required in the area of the mentally retarded ranges from 1 to 6, with 6 reported more often than any other. Requirements in the specialized areas will be treated more fully in the next section of this bulletin.

Some Specifics in State Requirements



Previous sections of the bulletin have highlighted the *general* aspects of State standards for teachers of exceptional children; to these some specific information is now added.

Before the information was collected from the States, it was assumed that the areas of certification would be the same as the 10⁶ used in the broad study, "Qualification and Preparation of Teachers of Exceptional Children." Standards are set in all of these areas, but, in addition, certain States have the joint certificates which have been discussed earlier. In order to simplify the reporting of the requirements for teachers in each area of exceptionality and to reflect State procedures most accurately, certain groupings were made. Standards for teachers of the blind, and for teachers of the partially seeing, are discussed in the first section; those for teachers of children with crippling conditions or special health problems are given in a second section; certification requirements for teachers of the deaf, hard-of-hearing, or speech handicapped appear in a third section. For the remaining three areas of exceptionality there are no joint certification plans; in view of this, special standards for teaching the socially maladjusted, mentally retarded, and gifted are presented singly. The discussion is largely based on certification requirements as summarized in tables 2 through 15. Not all of the information given in the tables is discussed in the text; some data from the regulations not included in the tables are also presented.

Certification of Teachers of the Visually Handicapped: Blind; Partially Seeing

States which issue special certificates for teachers of the visually handicapped do so under three plans. The first is a distinct and separate set of standards for teachers of the blind; the second, a distinct and

Blind, partially seeing, crippled, special health problems, deaf, hard-of-hearing, speech handicapped, socially maladjusted, mentally retarded, and gifted.

separate set of standards for teachers of the partially seeing; the third, the issuance of a less specific joint certificate for teachers of the visually handicapped.

Eight States have separate certification of teachers of the blind, as reported in table 2. Fifteen States and the District of Columbia certify teachers of the partially seeing (see table 3). Five have a joint credential under which teachers of both the blind and partially seeing may qualify (see table 4). Counting the possibilities for certification under all three plans, 13 States have requirements for teachers of the blind, and 20, plus the District of Columbia, for teachers of the partially seeing.

Teachers of the partially seeing are certified by almost twice as many State departments of education as are teachers of the blind. This is not surprising, for although blindness is a very serious handicap to the individual, it is, numerically, the smallest problem in special education. There are about ten times as many partially seeing children of school age as there are blind children. Furthermore, children with partial vision are usually educated in local school systems, while as many as 75 percent

Table 2.—Minimum Requirements of the 8 States Which Have Special Certification of Teachers of Blind Children

[States which are not listed reported no special certificate of this type]

State	General requirements and prerequisites	Requirements in specialized area (semester hours)					The following are: Required (R), optional (O), not listed (N)		
		Total	Introductory course to exceptional children	Required courses specific to education of blind	Related courses	Student teaching with blind	Curriculum and methods teaching blind	Anatomy and hygiene of the eye	
1	2	3	4	5	6	7	8	9	
California...	Bachelor's degree, regular teaching certificate. ¹	18		10	8	R	R	N	
Illinois	Bachelor's degree, including 10 semester hours ² of general teacher education.	28	(³)	12-14	14-16	R	R	R	
Louisiana	Bachelor's degree, 2 years' regular teaching experience.	18	(³)	6	12	N	R	N	
Michigan	Bachelor's degree, regular teaching certificate.	28	2	12	14	R	O	O	
Missouri	do	20	(³)	(³)	(³)	O	R	R	
New Jersey	do	12	(³)	(³)	(³)	R	R	R	
New York	do	12	(³)	6-8	4-8	R	R	N	
Pennsylvania	do	24	(³)	9	15	N	R	R	

¹ Persons with 2 years of experience in the education of the blind are not required to hold a regular teaching certificate.

² An introduction to exceptional children may be taken as a portion of this requirement.

³ Courses are required; amounts not specified.

⁴ Plus 120 clock hours of student teaching or 1 year of teaching experience with the blind.

⁵ An introduction to exceptional children must be taken as a portion of this requirement.

of the blind children are currently enrolled in residential schools. Two conditions are causing certification of teachers of the blind to be more important to State departments of education.⁷ First, the number of blind children being educated through special provisions in local school systems has almost doubled in the last 5 years; and second, more residential schools are coming under the jurisdiction of State departments of education, at least for supervision of instruction.



Courtesy, Detroit, Michigan, Public Schools.

Even with partial vision this child can read because she has a larger type book.

The general requirements and prerequisites for teaching blind and partially seeing children, as the reader will see by examination of tables 2, 3, and 4, are quite high. All States except one require a bachelor's degree for the special certificate. General teacher preparation is also emphasized. In States not listing general education courses, the possession of a regular teaching certificate or experience in regular classroom instruction presupposes such preparation.

There is no indication that any of the States which have special certificates require the candidate to have normal vision. Even though State

⁷ In 1931 only 4 States had formulated standards; 13 States now have such standards

regulations do not specify this, many local school systems have health standards which require normal vision. No State specifies whether course work must be taken at the graduate or undergraduate level. No State differentiates in its requirements for teachers who intend to teach at the secondary as compared with the elementary level.

Certification Solely of Teachers of the Blind

The minimum requirements in each of the eight States issuing a special certificate for teachers of the blind are reported in table 2. In all 8 States teachers of the blind are not only required to hold a bachelor's degree, but must also have a background in general teacher education. All but one State requires a regular teaching credential, and one requires applicants to have regular teaching experience. The importance placed on a background of general teacher education supports the belief held by many in the field that teachers of exceptional children must, first of all, have the competencies of a regular classroom teacher.

The total amount of course work required by the various States ranges from 12 semester hours in New Jersey and New York to 28 in Illinois and Michigan. The average is about 20 semester hours. Seven of the eight States which issue certificates for teachers of the blind either require or list as optional a course in the introduction to exceptional children. This is probably due to a recognition that many blind children have secondary disabilities. In view of this, it becomes necessary for a teacher of the blind to have some understanding of the various handicapping conditions, so that she may deal more successfully with a blind child who has multiple defects. The States differ one from another in the proportion of specialized or related course work which is prescribed. In Pennsylvania, for instance, only 9 of the 24 semester hours need be taken in courses specific to the field, while in California more than one-half of the courses must be in the education of the blind. On the average, half of the total requirements may be taken in related course work.

In developing their certification standards, States have tried to insure that teachers of the blind have experienced all aspects of specialized preparation. To illustrate: 5 of the 8 States require student teaching with the blind; 7 require courses in methods, with Braille usually included; half demand a course in anatomy and hygiene of the eye.

A little more information may be supplied from data not appearing in the table. The number of hours required in methods, materials, and curriculum in the field of the blind seems to be fairly high. Six hours is the most frequently specified number when a course requirement is listed. Less information is available on the number of hours set down for student teaching in this field.

State standards are not, in general, as high as those advocated by the

Table 3.—Minimum Requirements of the 16 States Which Have Special Certification of Teachers of Partially Seeing Children

[States which are not listed reported no special certificate of this type]

State	General requirements and prerequisites	Requirements in specialized area (semester hours)				The following are: Required (R), optional (O), not listed (N)		
		Total	Introductory course to exceptional children	Required courses specific to education of partially seeing	Related courses	Student teaching with partially seeing	Curriculum and methods of teaching partially seeing	Anatomy and hygiene of the eye
1	2	3	4	5	6	7	8	9
California	Bachelor's degree, regular teaching certificate. ¹	12		12		R	R	R
Connecticut	Bachelor's degree, regular teaching certificate, 3 years' regular teaching experience. ¹	12				N	N	N
Illinois	Bachelor's degree, including 10 semester hours ¹ of general teacher education.	30	(1)	9	21	R	R	R
Kansas	Bachelor's degree, regular teaching certificate, 3 years regular teaching experience.	6				N	N	N
Kentucky	Bachelor's degree, including 9 semester hours of general teacher education.	15	(1)			R	O	O
Louisiana	Bachelor's degree, 2 years' regular teaching experience.	18	(1)	6	12	N	O	O
Michigan	Bachelor's degree, regular teaching certificate.	28	2	12	14	R	O	O
Missouri	do	20	(1)	(1)	(1)	O	R	R
New Jersey	do	6	(1)	(1)		R	R	R
New York	do	12	(1)	6	8	4	R	R
North Carolina	do	24	(1)	9	15	N	R	R
Ohio	Bachelor's degree, regular teaching certificate, 3 years' regular teaching experience.	6		6		N	R	R
Oklahoma	Bachelor's degree, including 21 semester hours of general teacher education.	24				N	N	N
Pennsylvania	Bachelor's degree, regular teaching certificate.	24	(1)	9	15	N	R	R
Texas	do	30	(1)	12	18	N	R	O
District of Columbia	Bachelor's degree, including 40 semester hours of general teacher education.	4		4		N	N	N

¹ Persons with a bachelor's degree and 2 years' experience in the education of the partially seeing are not required to hold a regular teaching certificate.

² Persons with a bachelor's degree in teacher education, including 1 year of specialized preparation in the education of the partially seeing also qualify for the special certificate.

³ An introduction to exceptional children may be taken as a portion of this requirement.

⁴ An introduction to exceptional children must be taken as a portion of this requirement.

⁵ Courses are required; amounts not specified.

⁶ Plus 120 clock hours of student teaching or 1 year of teaching experience with the partially seeing.

American Foundation for the Blind, Inc. In a recent publication entitled *Training Facilities for the Preparation of Teachers of Blind Children in the United States*,⁶ the American Foundation stressed the importance of teachers having an orientation to all types of atypical children and the need for a knowledge of eye conditions and hygiene, and recommended that student teaching plus observation in clinics for the blind be a part of every teacher's preparation. They extended their recommendations to include regular teaching experience as a prerequisite to successful instruction of the blind.

Certification Solely of Teachers of the Partially Seeing

There are estimated to be approximately 60,000 school-age children in the United States who are partially seeing! School systems now provide for the partially seeing child in a number of ways, depending upon the child's needs and the philosophy and resources of the school community. These children are enrolled in both special classes and regular classes (with part time spent in a sight-saving classroom) or are served by itinerant teachers. Regardless of the plan, the service of a well-qualified teacher is essential. Experiments and research projects are presently being conducted to try to determine the knowledges and skills such teachers need.

Sixteen States issue a distinct and separate credential for teachers of the partially seeing. The total amount of professional preparation, as can be seen by referring to table 3, ranges from the 4 semester hours required by the District of Columbia to the Illinois and Texas requirement of 30 semester hours. The average requirement for the 16 States is 17 semester hours of specific and related course work. This average is not markedly different from the 20 hours required for certification in the area of the blind. This fact is noteworthy because some experts believe that teachers of the blind require much more specialized preparation than do teachers of the partially seeing.

In general, candidates for the certificate to teach partially seeing children seem to have a great deal of leeway in their choice of courses. In most States, they are allowed to select from one-third to one-half of the total requirement from related courses. The principal deviation from this flexible pattern is that 10 of the 16 States stress the orientation to exceptional children; 5 make it mandatory,⁷ and 5 list it as optional.

The amount of course work specific to the education of the partially seeing varies from 4 semester hours in the District of Columbia to 12 semester hours in California, Michigan, and Texas, and the average is approximately 8 semester hours. Obviously, these may be acquired in some States by attending a college or university for 1 or 2 summer sessions.

⁶ American Foundation for the Blind. *Training Facilities for the Preparation of Teachers of Blind Children in the United States*. (Educational Series No. 4) 1953. 38 p.

The picture of related course work is similar to that described for teachers of the blind. Some States do not require any related course work, while others require up to two-thirds of the total semester hours of professional preparation in this general category. Types of courses most frequently mentioned are: mental hygiene, remedial reading, and speech correction.

The status of student teaching requirements is rather unusual. Only 6 States require it, and 1 lists it as optional. The seeming deemphasis of this experience may be related to the fact that many of the States require either a regular teaching certificate or regular teaching experience, which in most cases would insure student teaching of so-called normal children as a prerequisite.

Certain courses specific to education of the partially seeing (as reference to table 3 will show) are frequently demanded. Nine of the 16 States require credit in curriculum and methods of teaching the partially seeing, and 7 require anatomy and hygiene of the eye or a similar offering in physical characteristics of the partially seeing child.

The preparation of teachers of the partially seeing is a matter that has been of special interest, not only to State departments of education but also to the National Society for the Prevention of Blindness. In a recent report,⁹ the Society emphasized that teachers of partially seeing children should first be educated as regular teachers and have a minimum of 3 years of successful experience in teaching so-called normal children. The study included a recommendation for 2 semester hours in the organization and administration of school programs for these children, 2 in special class methods and materials, 2 in student teaching and observation, and 2 in courses on the anatomy, physiology, and hygiene of the eye.

Joint Certification of Teachers of the Blind and Partially Seeing

Examination of the reasoning behind the joint certificate to teach both types of visually handicapped children is needed. Does it fully recognize that the education of the blind child is a different process from that of the partially seeing child? The blind child must be educated through senses other than vision, while the partially seeing child may prepare himself through the sense of sight for a seeing world. On the one hand, it would seem that teachers of the blind would need competencies in Braille writing and reading, in the use of special apparatus, such as the Braille writer, the talking book, the arithmetic type frame. On the other hand, teachers of partially seeing children need skill in the preparation of easy-vision materials, in the use of large-type materials, in light

⁹ Young, Marjorie A. C. Certification of Teachers of Partially Seeing Children. *Exceptional Children*, 19; 207-215, April 1952.

STATE CERTIFICATION REQUIREMENTS

Table 4.—Minimum Requirements of the 5 States Which Have Joint Special Certification of Teachers of Blind Children and Partially Seeing Children

[States which are not listed reported no special certificate of this type]

State	General requirements and prerequisites	Requirements in specialized area (semester hours)				The following are: Required (R), optional (O), not listed (N)		
		Total	Introductory courses to exceptional children	Required courses specific to education of visually handicapped	Related courses	Student teaching with visually handicapped	Courses in—	
							Curriculum and methods of teaching visually handicapped	Anatomy and hygiene of the eye
1	2	3	4	5	6	7	8	9
Colorado	Bachelor's degree, regular teaching certificate, 1 year regular teaching experience (or 4 semester hours of student teaching).	20	(1)	8	12	R	R	R
Florida	Bachelor's degree, regular teaching certificate.	18	3	6	9	N	R	N
Iowa	do	30				R	R	N
Minnesota	2 years of college preparation, regular teaching certificate, 1 year of regular teaching experience. ¹	13		6	7	N	O	O
Wisconsin	Bachelor's degree, regular teaching certificate.	12	3	6	3	R	R	N

¹ An introduction to exceptional children must be taken as a portion of this requirement.

² An introductory course in speech correction is required.

³ Graduates of a 4-year college program with a major in the education of the visually handicapped and a regular teaching certificate also qualify for the special certificate.

measurement and control, and in making curriculum adjustments for children who will usually spend all or part of the day in the regular classes.

Perhaps the explanation for this joint certification, usually entitled "for teachers of the visually handicapped," lies in how State directors of special education interpret it. In practice, it seems to be a certificate primarily designed for teachers of the partially seeing, since relatively few day school classes for the blind are in operation. This is perhaps just one example of the need of further examination of the policy of issuing joint certificates.

The minimum requirements of the five States which have joint or combined standards are reported in table 4. A detailed discussion of the contents of this table does not seem to be warranted, since it parallels so closely tables 2 and 3. For example, all States except Minnesota require a bachelor's degree, and all States require a regular teaching certificate. The average number of semester hours of preparation required for this certificate is not greatly different from those for the single special credentials to teach the blind or the partially seeing. This is rather surprising,

teachers with this credential are allowed to teach in both areas. One would undoubtedly expect standards to be much higher, but such is not the case.

Certification of Teachers of Children With Crippling and Special Health Conditions

Examination of State regulations for certification of teachers in these two areas reveals a diversity of procedures and requirements. There are several reasons for this: (1) The terminology used in defining services has never been standardized; (2) special educational provisions for these children in local school systems are relatively new; (3) a variety of physical conditions affect the children; (4) the children are educated under many different types of organizations.

There is a somewhat more common understanding of what is meant by "crippling conditions" than of what is meant by "special health conditions." Teachers of the crippled may be responsible for the education of children with cerebral palsy, infantile paralysis, congenital anomalies, and miscellaneous orthopedic conditions. Furthermore, the children have various degrees of these disabilities; deviations manifest themselves in literally hundreds of different ways. Children classified as having special health problems are usually those with cardiac conditions, epilepsy, diabetes, chronic illness, and other below par ailments. In some school systems, these children are grouped with crippled children; in others it is believed that their problems are not the same as those of the orthopedi-



Courtesy, Connecticut State Department of Education

In the hospital ward children's beds are drawn together for group experience.

STATE CERTIFICATION REQUIREMENTS

Table 5.—Minimum Requirements of the 14 States Which Have Special Certification of Teachers of Crippled Children

[States which are not listed reported no special certificate of this type]

State	General Requirements and prerequisites	Requirements in specialized area (semester hours)				The following are: Required (R), optional (O), not listed (N)		
		Total	Introductory course to exceptional children	Required courses specific to education of crippled	Related courses	Student teaching with crippled	Courses in—	
							Curriculum and methods of teaching crippled	Physical or psychological characteristics of crippled
1	2	3	4	5	6	7	8	9
Colorado.....	Bachelor's degree, regular teaching certificate, 1 year of regular teaching experience (or 4 semester hours of student teaching).	20	(1)	8	12	R	R	R
Connecticut.....	Bachelor's degree, regular teaching certificate, 3 years' regular teaching experience. ²	12				N	N	N
Kentucky.....	Bachelor's degree, including 9 semester hours of general teacher education.	15	(4)			R	O	O
Massachusetts.....	Regular teaching certificate, 3 years' regular teaching experience.					N	N	N
Michigan.....	Bachelor's degree, regular teaching certificate.	28	2	10	16	R	O	O
Minnesota.....	2 years of college preparation, regular teaching certificate, 1 year of regular teaching experience.	13		5	8	N	N	N
Missouri.....	Bachelor's degree, regular teaching certificate.	20	(4)	(4)	(2)	N	R	N
New Jersey.....	do.....	12	(4)	(4)		R	O	O
New York.....	do.....	12	(4)	6-8	4-8	R	R	R
North Carolina.....	do.....	24	(4)	8-12	8-15	R	R	R
Ohio.....	Bachelor's degree, regular teaching certificate, 3 years' regular teaching experience.	6				N	N	N
Pennsylvania.....	Bachelor's degree, regular teaching certificate.	24	(1)	9	15	R	R	R
Texas.....	do.....	30	(1)	12	18	N	R	O
Wisconsin.....	do.....	18	3	9	6	R	R	R

¹ An introduction to exceptional children must be taken as a portion of this requirement.
² An introductory course in speech correction is required.
³ Persons with a bachelor's degree and 1 year of specialized preparation in the education of the crippled also qualify for the special certificate.
⁴ Courses are required; amounts not specified.
⁵ Plus 120 clock hours of student teaching or 1 year of teaching experience with the orthopedically handicapped.
⁶ An introduction to exceptional children may be taken as a portion of this requirement.
⁷ Teachers providing home instruction to the physically handicapped require regular teaching certificate only.

ally handicapped. The latter school systems make separate provisions for these children with special health problems and set different certifying requirements for their teachers.

Special classes for both groups of children may be found in day schools, hospitals, convalescent homes, and sanatoria; some children are taught in their own homes. In certain situations, especially in hospital and home instruction, teachers work individually with children who have orthopedic and special health problems. A teacher of the homebound, for instance, may visit a child with cerebral palsy, one with osteomyelitis, one with tuberculosis of the bone, one with a severe heart condition, and still another who is frail or weak from malnutrition or some other pathological or environmental cause. It is not surprising that certification requirements for teachers in these areas show great diversity. Review of State practices shows certificates issued not only for teachers of the crippled but also for teachers of the homebound or hospitalized children. These procedures do not fit neatly into the pattern of presentation used in the area of the visually handicapped, so some groupings had to be made. The State standards, therefore, were analyzed and presented (regardless of where the children are educated) as certificates for teachers



Courtesy, New York City Board of Education

Child with cerebral palsy learning to write.

of the crippled (table 5), for teachers of children with special health problems (table 6), and jointly for teachers of both types of children (table 7).

General requirements in both areas emphasize the bachelor's degree. All but three of the States that certify teachers of children with crippling and special health conditions require it. In other general educational requirements there is some variation between the two areas. Of the 14 States issuing a credential for teachers of crippled children, 13 require a regular teaching certificate, while the remaining State, Kentucky, specifies 9 semester hours of general teacher education. It is noteworthy that 5 States expect the candidate to have regular teaching experience. In contrast, although all of the four States certifying teachers of children with special health problems demand a regular credential, none specifies teaching experience with normal children. All of the 8 States with joint certification of teachers of children who are crippled or are special health cases require some background in regular education. Three call for a regular teaching certificate, four specify teacher-education courses, and the remaining State makes teaching experience mandatory.

Table 6.—Minimum Requirements of the 4 States Which Have Special Certification of Teachers of Children With Special Health Problems

[States which are not listed reported no special certificate of this type]

State	General requirements and prerequisites	Requirements in specialized area (semester hours)				The following are: Required (R), optional (O), not listed (N)		
		Total	Introductory course to exceptional children	Required courses specific to education of children with special health problems	Related courses	Student teaching of children with special health problems	Curriculum and methods of teaching children with special health problems	Physical or psychological characteristics of children with special health problems
1	2	3	4	5	6	7	8	9
Michigan ¹	Bachelor's degree, regular teaching certificate.	28	2	8	18	R	O	O
New Jersey.....	do.....	116	(3)	(1)	R	R	R
New York.....	do.....	12	(7)	6-8	4-8	R	O	O
Pennsylvania.....	do.....	24	(6)	9	15	R	N	R

¹ Michigan issues separate credentials for teachers of epileptic children and of children with lowered vitality. Requirements are similar.
² Plus 120 clock hours of student teaching or 1 year of teaching experience with children of low vitality.
³ An introduction to exceptional children may be taken as a portion of this requirement.
⁴ Courses are required; amounts not specified.
⁵ An introduction to exceptional children must be taken as a portion of this requirement.

Certification Solely of Teachers of the Crippled

In this area, there is a marked emphasis on the importance not only of the teacher's academic preparation but also on her practical experience.

The total requirement ranges from 6 to 30 semester hours and includes courses specific to the education of the crippled, such as adjustments in the curriculum, student teaching, and physical characteristics, as well as the general orientation to exceptional children and related courses. The introduction to exceptional children is specified as mandatory in several States and is optional in others. The importance of the survey course in the teacher's preparation is probably recognized in this area because so many crippled children have other handicaps. This is especially true of the cerebral palsied child. Data not included in the table indicate that of the 7 States requiring adjustments in curriculum

Table 7.—Minimum Requirements of the 8 States Which Have Joint Special Certification of Teachers of Crippled Children and Children With Special Health Problems

[States which are not listed reported no special certificate of this type]

State	General requirements and prerequisites	Requirements in specialized area (semester hours)				The following are: Required (R), optional (O), not listed (N)		
		Total	Introductory course to exceptional children	Required courses specific to education in specialized areas	Related courses	Student teaching in specialized areas	Courses in—	
							Curriculum and methods in specialized areas	Special physical characteristics
		3	4	5	6	7	8	9
Florida	Bachelor's degree, regular teaching certificate.	18	3	6	19	N	R	N
Illinois	Bachelor's degree including 10 semester hours ¹ of general teacher education.	30	(2)	10	20	R	R	R
Iowa	Bachelor's degree, regular teaching certificate.	30		6	24	R	R	N
Kansas	do	40	4	18	18	O	O	O
Louisiana	Bachelor's degree, 2 years' regular teaching experience.	18	(1)	6	12	N	N	O
Oklahoma	Bachelor's degree, 21 semester hours of general teacher education.	24				N	N	N
Oregon	1 year of college preparation, including 4 semester hours of general teacher education.	24	4	20		R	O	O
District of Columbia	Bachelor's degree, including 40 semester hours of general teacher education.	4		4		N	R	N

¹ An introductory course in speech correction is required.

² An introduction to exceptional children may be taken as a portion of this requirement.

³ Of the 40 semester hours, 25 must be graduate work.

and methods of teaching, 2 require 3 semester hours, one 4, 2 require 6 hours, 1 between 3 and 6, and the other 10 semester hours. Where student teaching is mandatory, the most commonly named amount is 4 semester hours. Eight States have made some reference in specialized preparation to the physical characteristics of crippled children. A typical course to meet this requirement is a survey of orthopedic conditions, usually taught by medical personnel.

Certification Solely of Teachers of Children with Special Health Conditions

Until recently, the term "special health problems" was not in general use and it does not appear in any of the State certifying standards. The States use the terms "Children with lowered vitality" (Michigan and New Jersey), "Cardiopathic" (New York), and "Convalescent, Tubercular, or Physically Delicate" (Pennsylvania).

The total number of hours for certification in this area ranges from 6 to 28. All 4 States specify the course, "Orientation to Exceptional Children," either as optional or mandatory.

The requirements in the special area are low. In general they leave the candidate opportunity to elect as much as two-thirds of the college preparation from "related" courses.

There is, however, emphasis in practical preparation, for all 4 States require student teaching with children having special health problems, even though only 1 of the 4 prescribes work in curriculum and methods of teaching such children. One requests credit in physical characteristics of these children, 2 other States recognize the advantage in the teacher's having such knowledge by making it "optional."

Joint Certification of Teachers of Children with Crippling and Special Health Conditions

States which have a joint certification for teachers of children with crippling and special health conditions also stress academic and general teacher preparation (see table 7). Seven of the 8 require the bachelor's degree, and all require the regular teaching credential, courses in general teacher education, or regular teaching experience.

Total specialized requirements are high—the average number of semester hours being approximately 24. An average of 9 hours is specific to the education of children with crippling and special health conditions, and an average of 15 hours may generally be taken from introductory or related courses.

There is little restriction as to distribution of hours in the specialized courses. Three States require student teaching; 4, curriculum and methods; and only 1 requires courses in special physical characteristics.

Under the joint plan few States require specialized student teaching, methods courses in the specialized areas, or a study of the physical characteristics of children with crippling and special health conditions. This may be due to a lack of understanding of the teaching competencies needed by those who are to work with pupils having widely differing physical handicaps. A further difficulty in this area is that the children may be educated in hospitals, convalescent homes, and their own home as well as in day classes.



Courtesy, Illinois State Department of Public Instruction

The young deaf child's language develops as he plays with toys.

Certification of Teachers of the Deaf, Hard-of-Hearing, and Speech Handicapped

Certification procedures in the areas of the deaf, hard-of-hearing, and speech handicapped are difficult to analyze. In some States, there are distinct and separate certificates for each of the three areas of exceptionality. In others, teachers are certified under the combinations of "deaf and hard-of-hearing" and "speech handicapped and hard-of-hearing."

The educational needs of children with deafness, partial hearing, and speech handicaps differ, as do organizational plans for educating these children. To illustrate these variations, a few comparisons will be made.

The deaf child is one who has not learned speech in the usual casual way and, therefore, must be taught a means of communication. The hard-of-hearing child, on the contrary, usually has some speech patterns,

although he will need help in developing and maintaining good speech and also in learning to use acoustic aids. Deaf children are usually taught in special classes in residential or day schools for at least a period of their schooling. Both hard-of-hearing and speech defective children are usually taught by itinerant teachers and are, for the most part, enrolled in regular classes in local school systems. The major exception is in the case of the severely hard-of-hearing child who may be taught in a special class. All these factors have significance in setting standards for teachers in these areas of exceptionality.

Current State certification procedures in licensing teachers for deaf and hard-of-hearing children are reported in tables 8, 9, and 10, and procedures for certifying teachers of speech handicapped children and speech and hearing specialists are found in tables 11 and 12.

Examination of these tables shows that 9 States have distinct and separate credentials for teachers of the deaf; 9 have certificates solely for teachers of the hard-of-hearing; and 9 have a joint or combined certification plan for teachers of the deaf and hard-of-hearing. Twenty States issue certificates in the area of the speech handicapped; and 10 have joint standards for those who wish to teach the hard-of-hearing and speech defective.¹⁰

General requirements, as will be seen in the tables, are similar in emphasis on a 4-year college program, but vary somewhat from area to area in other general qualifications. The bachelor's degree is required in all but 3 States for those who wish to qualify for one of the three credentials for teaching acoustically handicapped children. Sixteen of the 20 States having separate certification for teachers of the speech handicapped also require it, and all but 1 State issuing certificates for teachers of speech handicapped and hard-of-hearing children under the joint plan specify 4 years of college preparation. General teacher-education courses are required by all but 2 of the States which license teachers to work solely with the deaf; one-third require teaching certificates; but not 1 of the 9 specifies teaching with normal children as a prerequisite.

There is a strong emphasis on specialized preparation in the education of the deaf which the reader will readily observe by looking at columns 3, 4, and 5 of table 8.

General education requirements and prerequisites for teachers of the hard-of-hearing include emphasis on preparation in general education and one, California, specifies 2 years of regular teaching experience or a certain amount of student teaching with normal children. All other States certifying teachers of the hard-of-hearing require either a regular

¹⁰ Combining the distinct and separate credentials with the joint certificates there are 18 States with official State standards for teachers of the deaf; 27 with standards for teachers of the hard-of-hearing; and 30 in speech correction. (See table 1.)

teaching certificate or some background in general teacher education.

In the area of speech correction where teachers are certified under either a separate certificate (see table 11) or under a joint certificate (see table 12) the general requirements are approximately the same.

Certification Solely of Teachers of the Deaf

Education of the deaf is one of the oldest aspects of special education, dating back to the early nineteenth century; even so, only 9 States reported requirements solely for teaching the deaf. There are perhaps 2

Table 8.—Minimum Requirements of the 9 States Which Have Special Certification of Teachers of Deaf Children

[States which are not listed reported no special certificate of this type]

State	General requirements and prerequisites	Requirements in specialized area (semester hours)				The following are: Required (R), optional (O), not listed (N)		
		Total	Introductory course to exceptional children	Required courses specific to education of deaf	Related courses	Student teaching with deaf	Courses in—	
							Curriculum and methods of teaching deaf	Anatomy, and pathology of speech and hearing mechanisms
1	2	3	4	5	6	7	8	9
California	Bachelor's degree	(1)				O	N	N
Illinois	Bachelor's degree, including 10 semester hours ² of general teacher education.	36	(1)	36		R	R	R
Kentucky	Bachelor's degree, including 9 semester hours of general teacher education.	15	(2)	15 ³		R	O	O
Louisiana	2 years college preparation, including 4 semester hours of general teacher education.	(4)				N	N	N
Missouri	Bachelor's degree, regular teaching certificate.	(1)				N	N	N
New Jersey	do	12	(2)	(7)		R	R	O
Ohio	do	(1)				N	N	N
Oklahoma	Bachelor's degree, including 21 semester hours of general teacher education.	24				N	N	N
Oregon	Bachelor's degree	(1)				N	N	N

¹ 1 year of preparation at an accredited training center for teachers of the deaf, plus 1 of the following: (1) 2 years' experience teaching the deaf; (2) 2 years' regular teaching experience; (3) regular teaching certificate; (4) 4 semester hours' student teaching with the deaf.

² An introduction to exceptional children may be taken as a portion of this requirement.

³ An introduction to exceptional children must be taken as a portion of this requirement.

⁴ 1-year course in the education of the deaf at a teacher-preparation center approved by the Conference of Executives of American Schools for the Deaf, plus 3 years' supervised teaching of the deaf.

⁵ 1 year of preparation in the education of the deaf.

⁶ Plus 120 clock hours of student teaching or 1 year of teaching experience with the deaf.

⁷ Courses are required; amounts not specified.

⁸ Either 2 years of specialized preparation, or 1 year and sufficient experience teaching the deaf to satisfy the division of special education.

⁹ Hold or be eligible for certificate A issued by the Conference of Executives of American Schools for the Deaf.

reasons for this: One is that the actual number of profoundly deaf children, while larger than the blind, is not large in relation to the total school population; the other is that so many deaf children are enrolled in residential schools, a number of which are not under the jurisdiction of the State departments of education.¹¹ In recent years, increasing numbers of deaf children are being educated in day schools, although the largest number are in residential schools. As the day school movement has grown, State departments of education have begun to set standards for teachers of the deaf.

The total number of hours required for a credential to teach the deaf ranges from 12 to 36 hours and these courses are almost entirely specific to the area. Three of the 9 States specify the introduction to exceptional children; 1 makes it mandatory; and the other 2 list it as an optional course. In the separate certificate to teach the deaf, no emphasis is placed on related courses, such as mental hygiene, teaching of remedial reading, or guidance and counseling. In no other area of exceptionality are the requirements so specific to the field.

Two private organizations have recently been active in elevating standards for teachers of the deaf. In 1951, the Volta Speech Association for the Deaf officially approved an outline of minimum basic requirements. In the same year the Conference of Executives of the American Schools for the Deaf presented a similar set of minimum requirements. The only major difference between these is the orientation to exceptional children which is included in the Volta Association plan.¹²

Certification Solely of Teachers of the Hard-of-Hearing

As was indicated on page 34, more emphasis is placed on general teacher education and regular teaching experience than in the area of the deaf. The total number of course hours required of a candidate preparing to teach the hard-of-hearing is a little higher than in the area of the deaf. The range is from 4 to 46. Seven of the 9 States recognize the importance of an introduction to exceptional children and 5 make this a "must."

¹¹ It was reported in 1948 that three-quarters of the public residential schools for the deaf in the United States exercise complete autonomy with respect to the deciding upon the qualifications of their teaching staff. Fusfeld, Irving S., *A Study of Teacher Certification Requirements Among Public Residential Schools for the Deaf*. Washington, D. C., Gallaudet College, 1948. 47 p.

¹² The courses which these organizations considered necessary were: The teaching of speech to the deaf; teaching of language to the deaf; methods of teaching elementary school subjects to the deaf; methods of teaching speech reading to the deaf and hard-of-hearing; education and guidance of the deaf; auditory and speech mechanisms; audiometry, hearing aids and auditory training; and observation and student teaching. See Brill, Richard G. "The Educational Preparation of Oral Teachers of the Deaf," *American Annals of the Deaf*, 97:313-327, May 1952.

See Volta Bureau, "Preparation of Teachers of the Deaf. A training program representing minimum requirements adopted by the Volta Speech Association for the Deaf," *Volta Review*, 53:302, 322, and 324, July 1951.

There appears to be a good deal of leeway in the choice of courses pertaining specifically to education of the hard-of-hearing, and electives may come from related courses. For instance, in the State of Kansas, which has the highest requirements in course hours, 30 of these must be in the education of the hard-of-hearing, while 12 may come from related courses, and 4 from an introductory course in the education of exceptional children. High priority is given to "student teaching with the hard-of-hearing," "curriculum and methods of teaching the hard-of-hearing," and on "anatomy and pathology of the speech and hearing mechanisms."

Table 9.—Minimum Requirements of the 9 States Which Have Special Certification of Teachers of Hard-of-Hearing Children

[States which are not listed reported no special certificate of this type]

State	General requirements and prerequisites	Requirements in specialized area (semester hours)				The following are: Required (R), optional (O), not listed (N)		
		Total	Introductory courses to exceptional children	Required courses specific to education of hard-of-hearing	Related courses	Student teaching with hard-of-hearing	Courses in—	
							Curriculum and methods of teaching hard-of-hearing	Anatomy and pathology of speech and hearing mechanisms
1	2	3	4	5	6	7	8	9
California	Bachelor's degree, regular teaching certificate, 2 years' regular teaching experience (or 8 semester hours of student teaching, 4 of which must be in speech reading).	16		(1)	(1)	R	O	N
Indiana	Bachelor's degree, regular teaching certificate.	30	2-3	15-21	8-12	R	R	R
Kansas	do	46	4	30	12	R	O	O
Kentucky	Bachelor's degree, including 9 semester hours of general teacher education.	15	(1)	15		R	O	O
Missouri	Bachelor's degree, regular teaching certificate.	24	(1)	(1)	(1)	R	R	N
New Jersey	do	12	(1)	(1)	(1)	R	R	O
North Carolina	do	24	(1)	8-12	8-15	N	R	O
Oregon	1 year of college preparation, including 4 semester hours of general teacher education.	24	4	20		R	O	O
District of Columbia	Bachelor's degree, including 40 semester hours of general teacher education.	4		4		N	N	N

1 Courses are required, amounts not specified (except that 4 semester hours of student teaching are required).
 2 Plus 200 clock hours of clinical practice.
 3 An introduction to exceptional children must be taken as a portion of this requirement.
 4 Courses are required; amounts not specified.
 5 Plus 120 clock hours of student teaching or 1 year of teaching experience with the hard-of-hearing.
 6 An introduction to exceptional children may be taken as a portion of this requirement.

Joint Certification of Teachers of the Deaf and Hard-of-Hearing

A summary of the requirements for the nine States which have joint or combined standards for teachers of the deaf and hard-of-hearing is given in table 10. As in other areas, the reasoning behind this certifying procedure would seem to be that teachers require similar competencies to work with both types of children. Many educators question this procedure since the hard-of-hearing are at least partially educated through hearing, while the profoundly deaf must be educated through the use of other senses. Nevertheless, there are common elements in the professional preparation of teachers of both types of children.

Table 10.—Minimum Requirements of the 9 States Which Have Joint Special Certification of Teachers of Deaf Children and Hard-of-Hearing Children

[States which are not listed reported no special certificate of this type]

State	General requirements and prerequisites	Requirements in specialized area (semester hours)				The following are: Required (R), optional (O), not listed (N)		
		Total	Introductory course to exceptional children	Required courses specific to education of acoustically handicapped	Related courses	Student teaching with acoustically handicapped	Curriculum and methods of teaching acoustically handicapped	Anatomy and pathology of speech and hearing mechanisms
1	2	3	4	5	6	7	8	9
Colorado	Bachelor's degree, regular teaching certificate, 1 year of regular teaching (or 4 semester hours student teaching).	32	(1)	20	(1)	N	N	N
Iowa	Bachelor's degree, regular teaching certificate.	30				R	R	N
Michigan	do.	28	2	16	10	R	O	O
Minnesota	2 years' college preparation, regular teaching certificate, 1 year of regular teaching experience.	15		(1)	(4)	O	O	O
Nebraska	Graduation from a school for teachers of the deaf.	(1)				N	N	N
New York	Bachelor's degree, regular teaching certificate.	12	(4)	6-8	4-8	R	R	R
Pennsylvania	do.	24	(1)	15	19	R	R	R
Texas	do.	30	(1)	12	18	N	O	O
Wisconsin	do.	30	3	24	3	R	R	R

¹ An introduction to exceptional children must be taken as a portion of this requirement.

² An introductory course in speech correction is required.

³ Graduates of a 4-year college program, with a major in the education of the deaf or hard-of-hearing, and regular teaching certificate, also qualify for the regular certificate.

⁴ Courses are required; amounts not specified.

⁵ Amount not specified.

⁶ An introduction to exceptional children may be taken as a portion of this requirement.

Certification Solely of Teachers of the Speech Handicapped

According to the most recent statistics,¹³ approximately 307,000 speech handicapped children are receiving special educational service in their local school systems. This is by far the largest group of exceptional children being helped by the public schools. There are, in fact, more than twice as many children with speech defects being served as there are any other type of handicapped child. The next largest group reported was the mentally retarded, with 113,565 of these children enrolled in special classes.

As is to be expected more States have set standards for teachers of speech handicapped children than for any other group. Some difference of opinion exists as to how much general teacher education and experience a speech correctionist should have. Each of the 20 States having distinct and separate certification in this area requires that speech correctionists have some familiarity with general education. (See table II, page 40.) The majority, 14 States, demand that they hold a regular teaching credential; the remainder call for teacher education courses.

The American Speech and Hearing Association¹⁴ has put forth much effort to improve the State standards in speech correction. The influence of this organization may be seen in many of the State regulations.

The total State requirements range from 4 to 46 semester hours, as table II indicates. Eleven of the States mention an introduction or orientation to exceptional children. An examination of the semester hours specific to the speech handicapped indicates that an average of a third of the course work may be taken in related fields. The data also show that very high priority is given to student teaching (or clinical practice) with speech handicapped children; less emphasis is placed on curriculum and methods of teaching these children. The course, anatomy and pathology of the speech and hearing mechanisms, is also recognized as important, for it is either required or optional in all but two of the States.

Joint Certification of Teachers of the Speech Handicapped and Hard-of-Hearing

Joint certification of teachers of the speech handicapped and hard-of-hearing seems to be looked upon with increasing favor. In many communities an itinerant speech and hearing specialist works with children with impaired hearing and speech handicaps. This is especially true in smaller school systems where it would be impractical to have more than

¹³ U. S. Department of Health, Education, and Welfare, Office of Education. "Biennial Survey of Education in the United States, 1952-1954," Chapter 5, *Statistics of Special Education in Public Elementary and Secondary Day Schools, 1952-53*, Washington, U. S. Government Printing Office, 1954.

¹⁴ American Speech and Hearing Association. *Clinical Certification Requirements of the American Speech and Hearing Association. Journal of Speech and Hearing Disorders*, 17:249-254, June 1952.

STATE CERTIFICATION REQUIREMENTS

Table 11.—Minimum Requirements of the 20 States Which Have Special Certification of Teachers of Speech Handicapped Children

[States which are not listed reported no special certificate of this type]

State	General requirements and prerequisites	Requirements in specialized area (semester hours)				The following are: Required (R), optional (O), not listed (N)		
		Total	Introductory course to exceptional children	Required courses specific to education speech handicapped	Related courses	Student teaching with speech handicapped	Courses in—	
							Curriculum and methods of teaching speech handicapped	Anatomy and pathology of speech and hearing mechanisms
1	2	3	4	5	6	7	8	9
California.....	Bachelor's degree, regular teaching certificate, 2 years' regular teaching experience (or 4 semester hours of student teaching).	12				R	R	O
Colorado.....	Bachelor's degree, regular teaching certificate, 1 year regular teaching experience (or 4 semester hours of student teaching).	30	(¹)	22	8	R	R	R
Illinois.....	Bachelor's degree, including 10 semester hours ² of general teacher education.	35	(³)	29	6	R	O	O
Indiana.....	Bachelor's degree, regular teaching certificate.		2-3	15-21	8-12	R	N	R
Iowa.....	do.....	30		20	10	R	R	R
Kansas.....	do.....	46	4	30	12	R	R	R
Kentucky.....	Bachelor's degree, including 9 semester hours of general teacher education.	15	(⁴)	15		R	O	O
Michigan.....	Bachelor's degree, regular teaching certificate.	28	2	16	10	R	O	O
Minnesota.....	2 years of college preparation, regular teaching certificate. ⁵	13		13	2	O	O	O
Missouri.....	Bachelor's degree, regular teaching certificate.	20		12½	7½	R	O	O
Nebraska.....	18 semester hours of general teacher education.	18				R	N	N
Nevada.....	Bachelor's degree.	20		10	10	N	N	N
New Jersey.....	Bachelor's degree, regular teaching certificate.	12	(⁶)	(¹)		R	R	R
New York.....	Bachelor's degree, including 6 semester hours of speech science and phonetics, regular teaching certificate.	12		6-8	4-8	O	O	R
North Carolina.....	Bachelor's degree, regular teaching certificate.	24	(⁷)	12-18	8-15	N	R	R
North Dakota.....	1 year of college preparation, regular teaching certificate.	20		12	8	R	O	O
Oregon.....	1 year of college preparation, including 4 semester hours of general teacher education.	24	4	20		R	O	O
Pennsylvania.....	Bachelor's degree, regular teaching certificate.	24	(⁸)	12	12	R	R	R
Wisconsin.....	do.....	30	3	24	3	R	R	R
District of Columbia.....	Bachelor's degree including 40 semester hours of general teacher education.	4		4		N	N	N

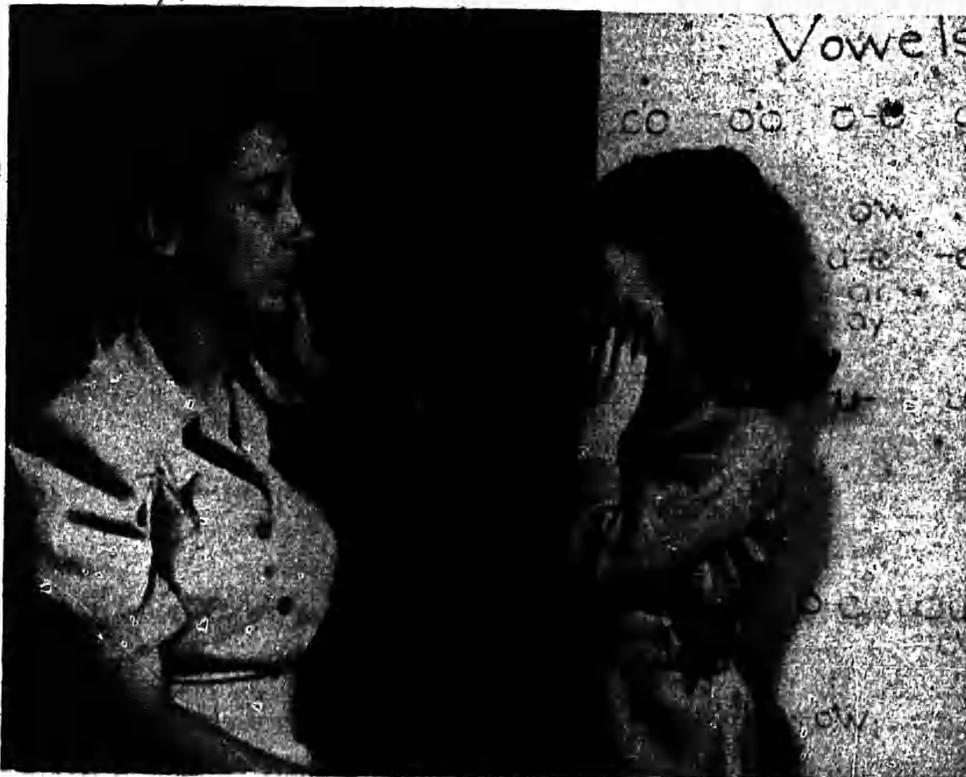
¹ Courses are required, amounts not specified.² An introduction to exceptional children may be taken as a portion of this requirement.³ 6 semester hours of which must be in courses related to the hard-of-hearing.⁴ Plus 200 clock hours of clinical practice.⁵ An introduction to exceptional children must be taken as a portion of this requirement. ^R⁶ Graduates of a 4-year college program, with a major in speech pathology, also qualify for the special certificate.⁷ Plus 100 clock hours of student teaching in speech correction.⁸ As prescribed by the American Speech and Hearing Association.⁹ Plus 120 clock hours of student teaching or 1 year of experience with the speech handicapped.

one specialist. Teacher education institutions as well as departments of education seem to be moving toward this standard for dual preparation. Ten States have joint certification requirements for speech and hearing specialists (see table 12, page 42). Here again the American Speech and Hearing Association has had considerable influence.

As has been previously mentioned, the general educational requirements are high; every State but one specifies the bachelor's degree and all but three require either a regular teaching credential or teacher-education courses. Total course requirements for the special certificate are also high. They range from 12 to 45 semester hours, with an approximate average of 28 hours.

In the certification standards of four States, no breakdown is given as to how the hours are to be distributed, but in the other six, the majority must be in courses specific to the education of speech handicapped and hard-of-hearing children.

The introductory course in exceptional children is required only in Delaware and Texas. In Ohio it is listed as an elective. Half of the 10 States require student teaching; 3 make a course in curriculum and teaching methods mandatory; and 2 demand courses in the anatomy and pathology of the speech and hearing mechanisms.



Courtesy, Erie, Pennsylvania, Public Schools

Child with impaired hearing and teacher work together to improve communication

STATE CERTIFICATION REQUIREMENTS

Table 12.—Minimum Requirements of the 10 States Which Have Joint Special Certification of Teachers of Speech-Handicapped Children and Hard-of-Hearing Children

[States which are not listed reported no special certificate of this type]

State	General requirements and prerequisites	Requirements in specialized area (semester hours)				The following are: Required (R), optional (O), not listed (N)		
		Total	Introductory courses to exceptional children ²	Required courses specific to education of speech handicapped and hard-of-hearing	Related courses	Student teaching with speech handicapped and hard-of-hearing	Courses in—	
							Curriculum and methods of teaching speech handicapped and hard-of-hearing	Anatomy and pathology of speech and hearing mechanisms
1	2	3	4	5	6	7	8	9
Connecticut.....	Bachelor's degree, regular teaching certificate, 3 years' regular teaching experience. ¹	12				N	N	N
Delaware.....	Bachelor's degree, including 18 semester hours of general teacher education.	30	(4)	18	12	R	O	O
Florida.....	Bachelor's degree, regular teaching certificate.	30		18	12	N	N	N
Louisiana.....	Bachelor's degree.....	30		18	12	R	O	O
Maryland.....	Bachelor's degree with major in speech.	(4)				O	O	O
Ohio ³	Bachelor's degree, including 9 semester hours of general teacher education.	45	(4)	30	15	R	R	R
Oklahoma.....	Bachelor's degree, including 21 semester hours of general teacher education.	24				N	N	N
South Carolina.....	American Speech and Hearing Association requirements only.					N	N	N
Texas.....	Bachelor's degree, regular teaching certificate.	27	(2)	15	12	R	R	O
Virginia.....	do.....	24		24		R	R	R

- ¹ Persons with a bachelor's degree in teacher education, including 1 year of specialized preparation in the education of the speech handicapped and hard-of-hearing, also qualify for the special certificate.
² An introduction to exceptional children must be taken as a portion of this requirement.
³ Plus 200 clock hours basic clinical training, 1 year internship or employment experience.
⁴ One year of graduate work, with emphasis on speech and hearing therapy.
⁵ Ohio issues a special certificate for special class teachers of the hard-of-hearing, as well as a certificate for speech and hearing specialists.
⁶ An introduction to exceptional children may be taken as a portion of this requirement.
⁷ Plus 200 clock hours of clinical practice.

Certification of Teachers of the Socially Maladjusted or Emotionally Disturbed

The schools serve socially maladjusted and emotionally disturbed children in a variety of ways. Caution must therefore be observed in interpreting the data presented in this section. Relatively few of the children, even including those with serious social and emotional problems,

are in special classes; the majority are probably not regarded by State and local school systems as a part of the special education program. This means that only a small proportion of the teachers working with them are licensed separately or have special qualifications for teaching these children.

Socially maladjusted and emotionally disturbed children are aided by visiting counselors, visiting teachers, guidance personnel, clinical specialists, and other school authorities having similar duties. Many of these people would not be considered a part of special education. Whether they are or are not depends on the philosophy and practice of the individual State departments of education.

The certificates which are issued have various titles, such as "visiting social counselor," "school visiting social counselor," "teacher of delin-

Table 13.—Minimum Requirements of the 9 States Which Have Special Certification of Teachers of Socially Maladjusted Children

[States which are not listed reported no special certificate of this type]

State	General requirements and prerequisites	Requirements in specialized area (semester hours)				The following are: Required (R), optional (O), not listed (N)		
		Total	Introductory course to exceptional children	Required courses specific to education of socially maladjusted	Related courses	Student teaching with socially maladjusted	Curriculum and methods of teaching socially maladjusted	Psychological needs of the socially maladjusted
1	2	3	4	5	6	7	8	9
Connecticut	Bachelor's degree, regular teaching certificate, 2 years' regular teaching experience. ¹	(¹)				R	N	N
Illinois	Bachelor's degree, regular teaching certificate. ¹	30			(²)	N	N	O
Iowa	Bachelor's degree, regular teaching certificate.	30				R	R	N
Kansas	Bachelor's degree, regular teaching certificate, 1 year of regular teaching experience. ¹	30				O	O	N
Louisiana	Bachelor's degree, 2 years' regular teaching experience.	18	(³)	6	12	N	N	O
Michigan ⁷	Bachelor's degree, regular teaching certificate.	28	2	12	14	R	O	O
New Jersey	do	116	(⁴)	(⁵)		R	O	O
North Dakota	1 year of college preparation, regular teaching certificate. ¹	124	(⁶)			O	O	N
Pennsylvania	Bachelor's degree, regular teaching certificate.	24	(⁶)	9	15	O	R	R

¹ Credential is for visiting counselor.

² 1 year of courses in a school for social work, plus 9 months' experience in practical case work.

³ Courses are required; amounts not specified.

⁴ An introduction to exceptional children may be taken as a portion of this requirement.

⁵ Plus 120 clock hours of student teaching or 1 year of teaching experience with the socially maladjusted.

⁶ An introduction to exceptional children must be taken as a portion of this requirement.

⁷ Michigan has a separate set of requirements for visiting teachers, as contrasted with those for classroom teachers of children with behavior problems.

quent and neglected children," "teacher of socially and emotionally maladjusted children," and "visiting counselor."

Nine States report some special certification plans for teachers working with the socially maladjusted. Examination of State standards reveals two pronounced trends: One is the disparity in philosophy concerning the care and education of such children; the other is the variety of procedures used in setting standards for teachers.

In the nine States having standards, the general requirements tend to be high both as to academic preparation and practical experience. Eight demand the bachelor's degree. All stress regular teaching competencies as well as certain special course requirements. All make a regular teaching certificate mandatory, and three stipulate from 1 to 2 years of regular classroom or other teaching experience. The specialized academic requirements tend to be courses in mental hygiene, child growth and development, guidance, and counseling. These same courses, as has been previously indicated, are favorite electives as related courses in many of the other areas of exceptionality.

Because of the difficulties in reporting these requirements in the same format as that used for the other areas, a brief description of the rules and regulations for each of the States issuing the credential will be given in the following paragraphs.

Connecticut issues a special certificate for a visiting teacher of the socially maladjusted. Prerequisites include a regular teaching credential and 2 years of teaching with so-called normal children. In addition, the candidate must complete at least 1 year of training in an accredited school for social work. The courses taken at this school must include mental hygiene, child psychology, mental tests and measurements, and social case work. This State's regulations also specify 9 months of experience in practical case work with children at an accredited social agency. This requirement may be taken concurrently with the year of specialized preparation.

In *Illinois* certification is for a "visiting social counselor." The regulations specify that the prime requirement for this person is skill in case work. Other requirements include: (1) A bachelor's degree, (2) a regular teaching credential, (3) 30 semester hours of graduate credit in social casework.

Specialized preparation, it is further stipulated, must be taken in a school accredited by the American Association of Schools of Social Work. Exact courses are not enumerated, but the following are suggested: Courses leading to an understanding of the individual; community provisions for children and adults in social research; and field work in an agency offering casework services.

The regulations state that "in addition to education and experience, it is important because of the exacting nature of the work to make an

evaluation of the personality characteristics of visiting counselors. Consideration should be given to tolerance of other people's attitudes, beliefs, and feelings, and to age and health of applicants. When possible a personal interview and letters of reference might be helpful in evaluation of personal characteristics desirable for the 'visiting counselor'."

In *Iowa* the certificate is issued to "teachers of children who are maladjusted," meaning those who have personality disturbances. Thirty semester hours of specialized preparation are required, 6 of which are to be in methods of teaching the emotionally disturbed child. The other 24 hours must be taken in specialized and related course work and must include clinical experience. No further details as to course requirements are set down. The rules and regulations state, "specific designations of the courses in the various areas in the field of education of exceptional children . . . have not been adopted by the Board of Educational Examiners."

Kansas has a special certificate for a "school visiting social counselor." Such a person is required to hold a regular teaching credential based on 120 semester hours of college work and must have 1 year of teaching experience, preferably in elementary schools. Thirty semester hours of college work in the fields of psychology, guidance, and social work are required. These may be taken at either the undergraduate or graduate level. Suggested courses are: Survey of exceptional children; mental hygiene; tests and measurements; psychometrics; child psychology; child growth and development; abnormal psychology; clinical methods (in education or psychology); social case study; guidance in the elementary school; principles and techniques of guidance; a study of agencies' resources and legislation serving children and adults; remedial techniques; field work; personality development; and supervised practice with emotionally and socially maladjusted children. *Kansas* also recognizes importance of the teacher's personal qualities. Recommendations were quoted earlier in the bulletin.

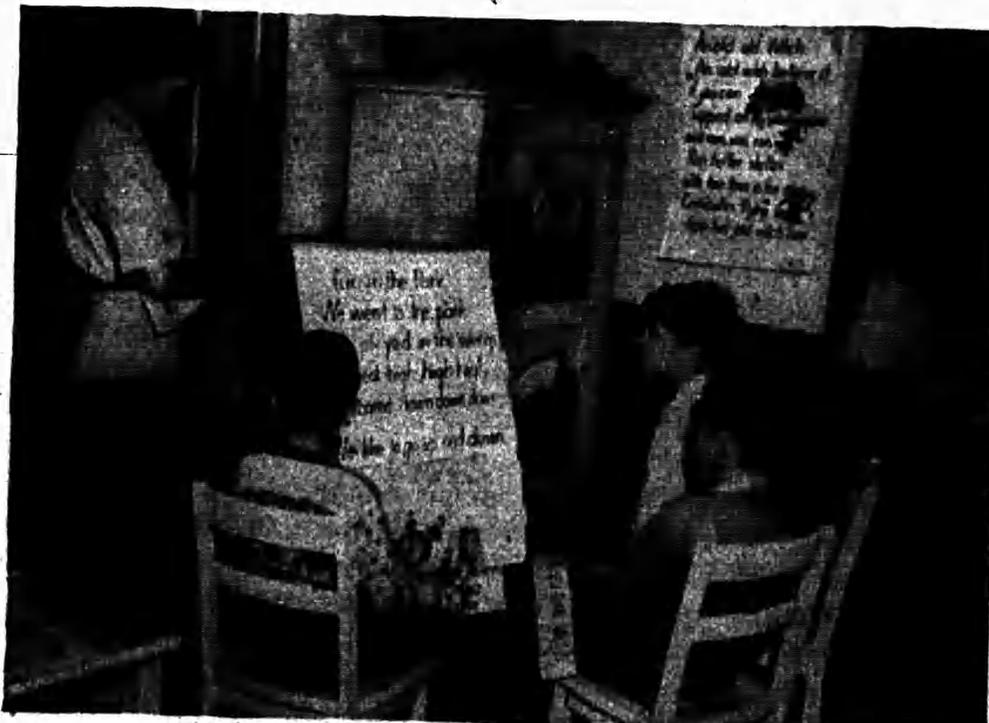
In *Louisiana* the certificate is for "special teachers of delinquent and neglected children." In addition to the general requirements, a teacher must have 18 semester hours of specialized and related course work. Six of these must be specific to the field and should be chosen from college offerings in juvenile delinquency, community organization, behavior problems, and therapeutics of the group situation. The remaining 12 semester hours may be elected from related courses in child psychology, child welfare problems, mental hygiene, arts and crafts, mental tests and measurements, and introductory and general courses in educational problems relating to exceptional children.

Michigan makes provision for "teachers of socially maladjusted children." To qualify, one must hold a bachelor's degree and a regular teaching credential. In addition to meeting general requirements, the

teacher must take 28 semester hours of work in related and specific courses. Twelve of these hours must be specific to the area. The candidate must complete 4 semester hours of student teaching and 6 hours from the following courses or their equivalents: Problems of instruction with maladjusted children, psychology of behavior problems, or juvenile delinquency. Required also is a 2-hour introductory course to exceptional children. The remaining 14 semester hours may be taken from a long list of courses, including mental testing, guidance, speech correction, mental efficiency, abnormal psychology, social psychology, child welfare, or equivalents.

In *New Jersey* the special certificate is for "teachers of socially and emotionally maladjusted children in elementary or secondary schools." Six semester hours of specialized and related course work must be taken plus 120 clock hours of student teaching or one year of teaching experience with socially and emotionally maladjusted children. Three of the following courses are required: Psychology of behavior disorders, clinical case study, advanced mental hygiene, and family relationships.

North Dakota has a special certificate for "visiting counselors." Candidates must hold a valid regular teaching credential and in addition have 24 semester hours of specialized and related work, including education of exceptional children, mental hygiene, abnormal psychology, the sociological backgrounds of education, guidance, and social case work.



Courtesy, Charlotte, North Carolina, Public School

Adjustments are made in the curriculum for children with mental limitations.

Pennsylvania issues a special certificate for "teachers of classes with the emotionally and socially maladjusted child." The teacher must have 24 hours of specialized and related course work, 9 of which relate definitely to the teaching of the emotionally and socially maladjusted. Courses in mental hygiene, abnormal psychology, and sociological backgrounds of education are required to make up this quota. The remaining 15 semester hours must include an introductory course to exceptional children, and mental hygiene. The remaining requirements may be taken from the following: Clinical psychology, tests and measurements, guidance, individual mental testing, sociology, social case work, parent education, or other related courses.

Certification of Teachers of the Mentally Retarded

The movement to provide special classes for mentally retarded children in local school systems is reflected in the efforts of the States to set standards for teachers of such classes. Twenty-one States and the District of Columbia now have such requirements, thus recognizing the need for these teachers to possess unique competencies. Both diversity and agreement among the various States' regulations are shown in table 14.

Most of the States have high general requirements. Twenty-one of the 22 require a bachelor's degree. Minnesota, which is the exception, has other qualifying conditions which stress practical experience and may also imply equal academic preparation. Sixteen States require a regular teaching credential, and another implies this requirement by specifying that 2 years of regular teaching experience are necessary. All but 1 State requires some general teacher education.

The total semester hours of specialized and related course work for certification varies markedly from State to State. The District of Columbia sets down the lowest figure, namely, 4 semester hours, while Kansas tops the list, with 40 semester hours. The average for the 22 States approximates 20 semester hours.

As in certain other areas of exceptionality the amount of *specialized* course work tends to be somewhat less than that in related areas. The average is about 10 semester hours. The remainder may be taken from such fields as mental hygiene and child development, as well as the introductory course in exceptional children, which has a high priority. Twelve States require the latter and 3 make it optional.

Eleven of the 22 States make student teaching of the mentally retarded mandatory, and 3 list it as optional. Twelve States require the methods and materials course, and 5 make this optional. A course in characteristics and needs of mentally retarded children is a "must" in only 4 States and is an elective in 5 others.

STATE CERTIFICATION REQUIREMENTS

Table 14.—Minimum Requirements of the 22 States Which Have Special Certification of Teachers of Mentally Retarded Children
[States which are not listed reported no special certificate of this type]

State	General requirements and prerequisites	Requirements in specialized area (semester hours)				The following are: Required (R), optional (O), not listed (N)			
		Total	Introductory course to exceptional children	Required courses specific to education of mentally retarded	Related courses	Student teaching of mentally retarded	Courses in—		
							Curriculum and methods of teaching mentally retarded	Characteristics and needs of mentally retarded	
1	2	3	4	5	6	7	8	9	
California	Bachelor's degree, regular teaching certificate.	18	(?)	(?)	(?)				
Colorado	Bachelor's degree, regular teaching certificate, 1 year of regular teaching experience (or 4 semester hours of student teaching).	20	(?)	8	12	R	R	N	
Connecticut	Bachelor's degree, regular teaching certificate, 3 years' regular teaching experience. ¹	12				N	N	N	
Florida	Bachelor's degree, regular teaching certificate.	18	3	6	9	N	R	N	
Illinois	Bachelor's degree including 10 semester hours ² of general teacher education.	30	(?)	13	17	R	R	R	
Iowa	Bachelor's degree, regular teaching certificate.	30				R	R	N	
Kansas	do	40	4	18	18	O	O	N	
Kentucky	Bachelor's degree, including 9 semester hours of general teacher education.	15	(?)			R	O	O	
Louisiana	Bachelor's degree, 2 years' regular teaching experience.	18	(?)	6	12	N	N	O	
Massachusetts	Bachelor's degree ³	30		18	12	R	R	O	
Michigan	Bachelor's degree, regular teaching certificate.	28	2	12	14	R	R	O	
Minnesota	2 years' college preparation, regular teaching certificate, 2 years' regular teaching experience. ⁴	13	(?)	(?)	(?)	O	O	N	
Missouri	Bachelor's degree, regular teaching certificate.	24	(?)	(?)	(?)	O	R	N	
New Jersey	do	16	(?)	(?)		R	R	O	
New York	do	12		8	4	R	R	O	
North Carolina	do	24	(?)	8-12	8-15	R	R	O	
Ohio	do	15		6-9	6-9	R	R	N	
Oklahoma	Bachelor's degree, including 21 semester hours of general teacher education.	24				N	N	N	
Pennsylvania	Bachelor's degree, regular teaching certificate.	24	(?)	9	15	R	R	N	
Texas	do	30	(?)	12	18	N	R	N	
Wisconsin	do	18	3	6	9	R	R	N	
District of Col.	Bachelor's degree, including 40 semester hours of general teacher education.	4		4		N	N	N	

¹ 3 years' teaching experience with the mentally retarded may be substituted for 12 of the 18 hours.
² Courses are required; amounts not specified.
³ An introduction to exceptional children must be taken as a portion of this requirement.
⁴ An introductory course in speech correction is required.
⁵ Persons with a bachelor's degree, including 1 year of preparation in the education of the mentally retarded, also qualify for the special certificate.
⁶ An introduction to exceptional children may be taken as a portion of this requirement.
⁷ Persons with 3 years' regular teaching experience, plus 12 semester hours of specialized preparation also qualify for the special certificate.
⁸ Graduates of a 4-year college program, with a major or minor in the education of the mentally retarded, and a regular teaching certificate, also qualify for the special certificate.
⁹ Plus 120 clock hours of student teaching or 1 year of teaching experience with the mentally retarded.

Certification of Teachers of the Gifted

Only one State, Pennsylvania, has a special certificate for teachers of the gifted, although several other States have classes for these children and attempt to select teachers who are considered to be qualified to teach them.

There are two reasons for the lack of widespread special certification in the area of the mentally gifted: First, there are relatively few classes for such children; second, there is a lack of agreement concerning the distinctive competencies needed by teachers of the gifted. What are the skills and understandings which a teacher of the gifted must possess? Do they differ from those required for a teacher of so-called normal children? Can any one teacher have all the competencies needed to teach a group of gifted children? These are examples of questions which must be answered before standards can be formulated.

An examination of colleges and universities offering a sequence of preparation in this area is also significant. Only two teacher-education institutions in the United States offer such a sequence. The number of colleges and universities offering specialized preparation for teachers is closely correlated with supply and demand. It would appear that there are few requests for teachers in this area.

Another indication of the present status of special services for gifted children is reflected in the responsibilities held by State department of education personnel in special education. In no State is there a full-time person on a department of education staff who gives all her time to education of gifted children.

The general requirements for Pennsylvania's certificate for teachers of the gifted are a bachelor's degree and a regular teaching credential. In addition, the candidate must have completed 24 semester hours of specialized and related course work. Six of these must be in courses specific to the education of gifted children, and are broken down as follows: Three semester hours in arts and crafts, 1 of student teaching, and 2 of special methods for teaching the gifted. The remaining 18 hours of preparation are to be taken in related course work and must include an introductory course in the education of exceptional children. Other courses from which the candidate may select are: Mental hygiene, diagnostic methods, clinical psychology, tests and measurements, individual mental testing, speech correction, guidance, sociology, and other graduate work.

On the basis of the data received, it would appear that this is one field in which considerable study and research is needed into the types of services which would best facilitate the total growth and development of the gifted child. Furthermore, it is indicated that programs for the training of personnel assuming direct responsibility for the education of the gifted are worthy of thorough examination.

Special Certification Valid for Any or All Areas of Exceptionality

As was mentioned in preceding sections of this bulletin, seven States issue a special certificate entitling holders to teach any or all types of exceptional children. These sets of standards are summarized in table 15.

Of all types of certificates, this is the most difficult to analyze, and yet it may have many potential values. More study should be made both of the philosophy underlying this plan for certification and of the way it is used in actual practice. It seems to be a certificate which has more than one purpose. In two of the States (Mississippi and Wyoming), this certificate is used as the only plan for licensing teachers of exceptional

Table 15.—Minimum Requirements of the 7 States Which Have General Special Certification of Teachers of all Types of Exceptional Children
[States which are not listed reported no special certificate of this type]

State	General requirements and prerequisites	Requirements in specialized area (semester hours)				The following are: Required (R), optional (O), not listed (N)		
		Total	Introductory courses to exceptional children	Required courses specific to education of exceptional children	Related courses	Student teaching of exceptional children	Courses in—	
							Curriculum and methods of teaching exceptional children	Psychological needs of exceptional children
1	2	3	4	5	6	7	8	9
Delaware ¹	Bachelor's degree, regular teaching certificate, 2 years' regular teaching experience.	18	4	2	12	R	N	N
Florida ¹	Bachelor's degree, regular teaching certificate.	36				N	N	N
Indiana.....	Bachelor's degree with major in education.	15	3	3	9	R	R	N
Mississippi ¹	Bachelor's degree, including 18 semester hours of general teacher education.	18				N	N	N
Oregon ¹	1 year college preparation, including 4 semester hours of general teacher education.	24	4	20		R	O	O
Texas ¹	Bachelor's degree, regular teaching certificate.	30	(1)	27	3	O	O	O
Wyoming.....	do.....	20	(1)	(1)	(1)	R	R	R

¹ Certificate covers teachers of the handicapped only thus excluding teachers of the gifted.

² Courses unspecified except that candidate must complete 12 semester hours in 1 of the following areas: Acoustically handicapped, visually handicapped, crippled or special health problems, mentally retarded, socially maladjusted, or speech handicapped. In addition, credit must be received in at least 2 more of the aforementioned areas.

³ An introduction to exceptional children must be taken as a portion of this requirement.

⁴ Must include 3 semester hours in each of the following areas: Crippled, partially seeing, hard-of-hearing, and mentally retarded.

⁵ An introduction to exceptional children may be taken as a portion of this requirement.

⁶ Courses are required; amounts not specified.

⁷ Mississippi validates this certificate only for those areas of exceptionality in which the teacher has had specialized preparation.

⁸ Speech and hearing specialists are not covered by this certification procedure.

children. In the other 5 States where this certificate is in use, teachers may also be certified in certain individual areas of exceptionality. Still another variation exists in the application of the certificate. In Oregon it is used primarily to certify supervisors of educational programs for exceptional children.

Examination of table 15 will show that a bachelor's degree is required in 6 of the 7 States, and some general teacher preparation is required in all 7 of the States. Specialized and related course work varies from a minimum of 15 semester hours in Indiana to a maximum of 36 in Florida. The average is 21 semester hours.

Some Opinions Concerning State Standards



The status information which has been presented in preceding pages will, it is hoped, serve as a point of reference for future planning of State and local certifying standards for teachers of exceptional children. Such factual data do not suffice as the sole measure of evaluation, however. The opinions of qualified persons in the field of special education should also be considered. Some information of this nature was collected in the broad study, "Qualification and Preparation of Teachers of Exceptional Children."¹ It will be presented in these last pages of the bulletin.

Approximately 2,000 special education personnel have participated in the study by completing inquiry forms. Because of their professional preparation and experience, they are capable of evaluating current certification requirements and of having opinions concerning them. In answering the questions in the inquiry forms, these educators indicated the type of certification they prefer. They named the groups they consider best qualified to participate in developing State certifying standards. They listed the procedure they believed these groups should follow. Lastly, they gave their opinions on the best method of formulating the standards.

The persons who gave their views represent four groups—each concerned with a different aspect of special education. They are: (1) Directors and supervisors of special education in State departments of education; (2) directors and supervisors of education in local school systems; (3) staff members in colleges and universities offering a sequence of preparation for teachers of exceptional children; (4) teachers in each of the 10 areas of exceptionality.

What Certification Procedure Is Desirable?

All of these educators were requested to express their opinions on the desirability of four types of certification. They were asked to select

¹ See appendix A.

from the following plans the one they considered most likely to insure the selection of well-qualified teachers:

(1) A regular teaching certificate plus a special credential valid for teaching *one* type of exceptional child (or validation of regular certificate by specialized preparation); (2) a special certificate valid for teaching *one* type of exceptional child, and no regular certificate; (3) a single special certificate valid for teaching *all* types of exceptional children and no regular certificate; (4) a regular teaching certificate only and no special certificate. A summary of their preferences is given in table 16.

There was close agreement within each group for each of the 10 areas of exceptionality, with slight variation in the field of the speech handicapped. The data for all areas except this one were, therefore, combined. Furthermore, the views of the 102 State directors and supervisors so resembled those of the 157 local directors and supervisors that they are reported together. The majority (ranging from 88 to 66 percent) of all groups considers a regular teaching certificate plus a special credential valid for teaching one type of exceptional child most desirable for all special teachers. These opinions support the belief that teachers of exceptional children should first possess the competencies needed by teachers of so-called normal children.

Table 16.—Evaluation by Special Education Personnel: Desirability of 4 Types of Certificates for Teachers of Exceptional Children

Type of certification procedure	Percent of State and local directors and supervisors ¹ who rate type of certificate (listed in first column) as most desirable for—		Percent of college staff members who rate type of certificate (listed in first column) as most desirable for—		Percent of special teachers who rate type of certificate (listed in first column) as most desirable for—	
	Teachers of all types of exceptional children ²	Speech correctionists	Teachers of all types of exceptional children ²	Speech correctionists	Teachers of all types of exceptional children ²	Speech correctionists
	1	2	4	5	6	7
A regular teaching certificate plus special credential for teaching one type of exceptional child (or validation of regular certificate by specialized preparation)	88	84	83	71	66	71
A special certificate valid for teaching one type of exceptional child and no regular certificate	6	12	10	24	30	29
A single special certificate valid for teaching all types of exceptional children and no regular certificate	2	3	4	4	2
Regular teaching certificate only and no special certificate	4	1	3	1	2
Total percent	100	100	100	100	100	100

¹ The opinions of State and local directors and supervisors were so similar that they were combined for tabulation.

² Except speech correctionists.

The ideas expressed by the college instructors parallel those of the State and local directors, although a slightly higher proportion of the college staff members prefer a special certificate valid for teaching one type of exceptional child, and no regular certificate, particularly in the area of speech correction.

More than 1,000 teachers of exceptional children rated the certification plans. Their choices differ somewhat from those of the other groups. For example, 30 percent prefer a special certificate for teaching one type of exceptional child and no regular certificate. Even so, the overall emphasis tends to be the same.

There is obviously a rather unified viewpoint among special education personnel regarding certification. The plans they prefer have already been discussed. The small number of persons selecting a regular certificate only, or a single special certificate valid for teaching all types of exceptional children, would indicate their disfavor of these types of certification.

Who Should Participate in Developing State Requirements?

Educators have become increasingly conscious in recent years that groups other than State personnel could render much assistance in the development of standards for teachers of exceptional children. Colleges and universities, because they also bear responsibility for preparing teachers, need to understand certification standards fully and should be helpful in preparing them. Directors and supervisors of special education in local school systems are in an excellent position to observe what knowledge, skills, and abilities teachers should have. The special teachers, from their daily experiences, are able to judge State requirements and to define how much they contribute to good professional preparation and efficiency. Private agencies concerned with the general welfare of many types of exceptional children are also leaders in evaluating the professional preparation of the special teacher. Parents are concerned with standards for teachers; they want their children to have the best possible instruction. Related professions are also interested in the problem. All these groups play a role in the growth and development of the exceptional child—all are concerned with standards.

State personnel in special education were asked their opinion on such questions regarding the development of standards as: "What groups should participate?" "What group approach should be followed?" "What method is most desirable?" They were given opportunity to select as many groups as they wished from a list of 13. The average number of selections was 6, manifesting their belief that a wide range of

persons should have responsibility for revision and formulation of standards.

While, as table 17 shows, State personnel in special education consider themselves best qualified for this task, they place almost equal importance on the participation of teacher-education institutions in discussion of standards. In their opinion, State certifying departments, local supervisors and administrators of special education, and classroom teachers working in the field should also be represented, and, to a lesser degree, persons in general education and in related professions and agencies should be involved.

What Procedure Should Be Followed in Developing Requirements?

On the question of the most desirable group approach to be followed (see table 18), 36 percent believe that requirements should be developed by all representatives participating equally in one or more full-scale conferences. Almost as large a percentage (34 percent) think it most desirable for State department personnel to develop tentative standards, and then to submit these to a conference of representatives for review and suggestion. Only slightly less (30 percent) favor a third procedure, whereby State department personnel would develop the tentative standards and then meet in individual conferences with representatives from the various other groups. These three percentages are very close, denoting that no one approach should be completely rejected.

The State personnel expressed a decided preference for *one method* of developing State standards, as table 19 illustrates. Seventy percent think

Table 17.—Evaluation by State Department Personnel: Groups Best Qualified to Participate in Developing State Certifying Standards for Teachers of Exceptional Children

Representatives of—	Rating by State directors and supervisors	
	Number checking group listed in first column	Rank order
State personnel in special education	97	1
Teacher-education institutions	96	2
State certifying departments	89	3
Local supervisors in special education	86	4
Classroom teachers in the specialized areas	76	5
Local school administrators in general education	57	6
State school administrators in general education	44	7
The medical profession	20	8
Health departments	19	9
Specialized welfare agencies	18	10
Parent groups	15	11
State commissions in special education	1	12.5
Guidance personnel	1	12.5

Note: Each of the 40 directors and 62 specialists checked as many of the items as they wished.

that standards should be based on a systematic analysis of competencies needed by special education personnel. A much smaller percentage, specifically 18, consider it desirable that standards of other States be analyzed and modified. Still a lesser percentage (9 percent) advise tailoring State standards to the courses offered at teacher-education institutions throughout the State. Very few are in favor of having standards based on the supply and demand for teachers, or of adopting the standards of other States.

Table 18.—Evaluation by State Department Personnel: The Most Desirable Group Approach for Developing State Certifying Standards for Teachers of Exceptional Children

Procedure	Rating by State directors and supervisors	
	Percent checking procedure listed in first column	Rank order
Standards developed by full-scale conference of all representatives, each having equal participation	36	1
Tentative standards developed by State education department personnel and submitted to a conference of representatives for review and suggestions	34	2
Standards developed by State education department personnel meeting with representatives from all groups in individual conferences	30	3

Table 19.—Evaluation by State Department Personnel: The Most Desirable Method of Developing State Certifying Standards for Teachers of Exceptional Children

Method of developing standards	Evaluation by State directors and supervisors	
	Percent checking method listed in first column	Rank order
Systematic analysis of competencies needed by special education personnel	70	1
Analysis and modification of standards of other States	18	2
On the basis of courses offered at teacher-education institutions throughout the State	9	3
On the basis of supply and demand of teachers	2	4
Adoption of standards set by other States	1	5

Appendix A

The Office of Education Study

“Qualification and Preparation of Teachers of Exceptional Children”

THE OFFICE OF EDUCATION has long been aware of the need for intensive analysis on a nationwide scale of State standards and preparation of teachers of exceptional children. State directors of education have been asking for information which would give them greater insight into professional backgrounds needed by their staff in special education. Local school systems have expressed their need for more objective guides for the selection of teachers of exceptional children. College and university personnel have asked for an objective basis for developing curricula for teacher preparation.

The Association for the Aid of Crippled Children, Inc., of New York City, recognizing the values to be gained from a nationwide study of the qualifications and preparation of special education personnel, provided \$80,500 in order that the Office of Education might serve as facilitating agent for such a project. This grant enabled the office to initiate the study in January 1952. It is anticipated that the project will terminate in 1955.

The director of the study is being counseled by two committees. One is an Office of Education Policy Committee. It is the function of this committee to assist the director in management and personnel aspects of the Study. The other is a National Committee of leaders in special education from various parts of the United States. It is the function of this committee to help identify the problems, to assist in the development of the design of the Study, and to work otherwise with the director in carrying the project forward.

The Study also has the advice of a number of consultants who review written material and make suggestions as to personnel and procedures. A complete list of these committee members and consultants appears on page II.

Two techniques are being used to study the qualifications and preparation needed by special education personnel:

First, a number of outstanding specialists are seeking, through committee work, to describe the distinctive competencies needed by teachers of the blind, crippled, deaf, gifted, hard-of-hearing, mentally retarded,

partially seeing, socially maladjusted, special health cases, and speech handicapped. This approach is also being applied to the competencies of State and local directors and supervisors of special education, and to personnel of colleges and universities engaged in teacher-preparation programs in special education. The specialists are serving on thirteen "Competency Committees." Each committee is preparing a statement of the skills, understandings, and knowledge needed by personnel in its area of specialization.

Second, through the medium of a series of inquiry forms, special education personnel in each of the areas described above have had the opportunity to express their views on the distinctive skills and competencies they consider basic for a teacher of exceptional children in their specialized area. Through these inquiry forms information has also been gathered on standards of State and local school systems for special education personnel, and on existing college and university programs for the preparation of teachers of exceptional children.

The design of the Study includes a series of conferences, one of which will be a final workshop to be held after the Competency Committees have submitted their statements, and after all of the data from the questionnaires have been collated. It is anticipated that this meeting of experts will be the highlight of the Study. The occasion will provide opportunity for review and interpretation of data, for a free exchange of views, and for the development of suggestions and recommendations. The guidelines, coming from such a body and representing the point of view of no single individual or agency, should do much to elevate the profession, and thus make possible better services to exceptional children. The Study has developed in such a way as to provide opportunity for educators at all levels and in all States to work together on a problem basic to educating exceptional children. More than 2,000 persons have supplied information through the series of inquiry forms. One hundred fifty outstanding special educators are serving on Competency Committees. Taking part, too, are numerous public and private agencies concerned with exceptional children who have given generously in constructive suggestions, and otherwise supported the project. In all, it is estimated that more than 2,500 persons are contributing, many at considerable personal sacrifice.

Appendix B

Minimum Requirements, by States, for Regular Elementary Teaching Certificates

State	Degree or number of semester hours required	Professional education required, semester hours	Directed teaching required, semester hours	U. S. citizenship	Oath of allegiance or loyalty	General health certificate required	Recommendation (college or employing officer)
1	2	3	4	5	6	7	8
Alabama.....	98	20	2	No.	No.	No.	Yes.
Alaska.....	90	16	C	Yes.	Yes.	Yes.	Yes.
Arizona.....	B	24	8	Yes.	Yes.	No.	No.
Arkansas.....	30	6	0	No.	No.	No.	No.
California.....	B	8	B	Yes.	Yes.	Yes.	No.
Colorado.....	60	20	4	No.	Yes.	No.	Yes.
Connecticut.....	B	AC	AC	Yes.	No.	Yes.	Yes.
Delaware.....	B	30	6	No.	Yes.	Yes.	Yes.
District of Columbia.....	B	40	6	Yes.	Yes.	Yes.	Yes.
Florida.....	B	20	6	Yes.	Yes.	Yes.	Yes.
Georgia.....	B	18	6	No.	No.	No.	Yes.
Hawaii.....	B	18	C	Yes.	Yes.	Yes.	Yes.
Idaho.....	117	18	6	Yes.	No.	Yes.	Yes.
Illinois.....	B	16	5	Yes.	No.	Yes.	Yes.
Indiana.....	B	60	6	No.	Yes.	Yes.	Yes.
Iowa.....	63	22	5	No.	No.	No.	Yes.
Kansas.....	60	6	0	No.	Yes.	No.	Yes.
Kentucky.....	B	28	8	No.	No.	No.	Yes.
Louisiana.....	B	24	4	No.	Yes.	No.	Yes.
Maine.....	96	AC	AC	No.	No.	No.	Yes.
Maryland.....	B	32	6	Yes.	Yes.	Yes.	No.
Massachusetts.....	B	12		Yes.	Yes.	Yes.	Yes.
Michigan.....	30	12	3	Yes.	Yes.	No.	Yes.
Minnesota.....	70	NS	NS	No.	No.	Yes.	Yes.
Mississippi.....	6	0	0	Yes.	No.	Yes.	Yes.
Missouri.....	32	5	0	No.	No.	Yes.	No.
Montana.....	64	30	10	Yes.	Yes.	Yes.	Yes.
Nebraska.....	0	0	0	Yes.	Yes.	Yes.	Yes.
Nevada.....	62	30	4	Yes.	Yes.	Yes.	No.
New Hampshire.....	B	AC	6	No.	Yes.	No.	Yes.
New Jersey.....	B	30	6	Yes.	Yes.	Yes.	Yes.
New Mexico.....	60	16	2	Yes.	No.	No.	No.
New York.....	B	36	12	Yes.	Yes.	No.	Yes.
North Carolina.....	B	18	3	No.	No.	Yes.	No.
North Dakota.....	32	16	3	Yes.	Yes.	No.	Yes.
Ohio.....	B	28	6	No.	No.	No.	Yes.
Oklahoma.....	94	12	C	No.	Yes.	Yes.	Yes.
Oregon.....	96	20	4	Yes.	Yes.	No.	No.
Pennsylvania.....	B	30	6	Yes.	No.	Yes.	Yes.
Puerto Rico.....	67	30	6	Yes.	Yes.	Yes.	No.
Rhode Island.....	B	30	6	Yes.	Yes.	Yes.	Yes.
South Carolina.....	B	21	6	Yes.	No.	Yes.	Yes.
South Dakota.....	30	5	2	Yes.	Yes.	No.	Yes.
Tennessee.....	B	24	4	No.	No.	No.	Yes.
Texas.....	30	6	0	Yes.	Yes.	No.	No.
Utah.....	B	30	8	No.	No.	No.	Yes.
Vermont.....	B	30	6	No.	Yes.	No.	Yes.
Virginia.....	B	24	107 CH	No.	No.	No.	Yes.
Washington.....	B	27	10	Yes.	Yes.	No.	Yes.
West Virginia.....	64	6	0	No.	Yes.	No.	Yes.
Wisconsin.....	64	28	8	No.	No.	No.	Yes.
Wyoming.....	60	20	4	Yes.	No.	No.	Yes.

NOTE.—Adapted, with permission, from *A Manual of Certification Requirements for School Personnel in the United States*, 1953 edition, by W. Earl Armstrong and T. M. Stannett, published by National Council on Teacher Education, N. E. A., Washington 6, D. C. \$2.

Legend: B means bachelor's degree of specified preparation, S means bachelor's degree plus a fifth year of appropriate preparation, not necessarily completion of master's degree; AC means approved curriculum; C means a course; NS means not specified; CH means clock hours.

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¹ Minimum requirement for out-of-state applicants is 90 semester hours.

² Effective Sept. 1, 1953.

³ Until 1954, completion of bachelor's degree or graduation from approved normal school.

⁴ Requirement increases to 80 in 1954. Minnesota has 8 high school normal training departments which offer a 1-year course, following high school graduation, qualifying students to teach in unaccredited elementary schools.

⁵ Requirement for teaching in rural schools; for teaching in graded schools, 64 semester hours is minimum requirement.

⁶ Requirement for teaching in rural schools. For town schools, minimum requirement is 60 semester hours.

⁷ Provisional certificate only. 5 years required for standard certification. Fifth year must be completed within 4 years after provisional certificate is issued.

⁸ Must be a citizen or take out first papers.