



A SURVEY OF STATE REQUIREMENTS FOR
CERTIFICATION OF SPEECH THERAPISTS,
1955

Thesis for the Degree of M. A.
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This is to certify that the

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By

Nancy Hagle

AN ABSTRACT

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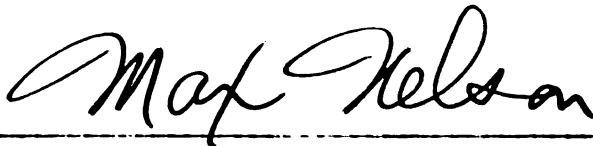
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THESIS

The purpose of this study was to determine the nature of speech therapy requirements throughout the United States, specifically, (1) to provide a readily available summary of present certification requirements for speech therapists in the United States; (2) to clarify the transferability status of the various state certificates; (3) to point out advances made in recent years in establishment of certification requirements in the various states.

This was a survey type study. The questionnaire was composed of three main areas: (1) general information of the state's public school speech correction program; (2) general and academic requirements for certification; (3) transferability of certification.

The questionnaire with an accompanying letter of explanation was sent to the superintendent of public instruction in each of the forty-eight states and the District of Columbia. The results of the questionnaire were as follows: thirty-six completed questionnaires; thirteen partial replies. The total of forty-nine replies comprised 100% return.

In addition to the questionnaire information was obtained through the investigation of four previous studies on certification requirements.

The major findings of this study were:

1. Thirty-one states and the District of Columbia had established, and put into effect in 1955, specific requirements for the certification of the public school speech therapist.
2. The certification standards of the various states were based on the four-year college program with the

bachelor's degree in nearly all cases. In addition the therapist was usually required to hold a teaching certificate.

3. Most of the states replying indicated no reciprocal agreements in effect in regard to transferability of certification. Their procedure, in the main, was to evaluate each applicant individually, in the light of their own requirements.
4. In 1955, twenty-five states reported having all three provisions, legislation, reimbursement and certification, pertaining to speech correction in effect.
5. States specifying definite standards for speech therapists increased steadily during the period from 1946 to 1955. There was a particularly noticeable increase between 1952 and 1955, wherein ten states were added to the list as having such standards or expecting approval of proposed standards before the close of 1955.

It was concluded that:

1. There was a variation of requirements between states, as well as varied interpretation of course content required.
2. There is no transferability, as such, between states in regard to certification of speech therapists.
3. There was a steadily increasing number of states engaged in establishing legislation and certification pertaining to speech correction between 1946 and 1955.

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A Thesis

Presented to

the Faculty of the Department of Speech, Dramatics
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Chapter I

INTRODUCTION

The Problem

The purpose of this study was to determine the nature of speech therapy requirements throughout the United States, specifically, (1) to provide a readily available summary of present certification requirements for speech therapist in the United States; (2) to clarify the transferability status of the various state certificates; (3) to point out advances made in recent years in establishment of certification requirements in the various states.

Importance of the Study

In recent years there have been several studies done on certification standards for speech therapists, one appearing every two or three years. This may be due to the rapid growth of public school speech correction programs in the United States which has provided a continually changing picture of the status and standards of such programs. For instance, in 1945, Ohio listed seven certified therapists employed in the state, and in 1950 listed almost one-hundred.¹ Two of the most

¹Ruth B. Irwin, Speech And Hearing Therapy (New York: Prentice-Hall, 1953), p. 7.

recent reports, based on surveys done in the fall of 1951, listed Colorado, Georgia, North Dakota, South Carolina, and Tennessee as having no specific certification plan for speech therapists.² By April, 1955, these same states had established such plans, with specific academic requirements, and Massachusetts had approved standards to become effective in September of 1956.

With this growth arose a confusing diversity of academic requirements necessary for certification. Dorathy Eckelmann, in reporting on standards, mentioned a variation of 10 semester hours of specialized training in speech correction in one state, to 46 hours of specialized training in another.³ An editorial, by Spencer F. Brown, in an issue of the *Journal of Speech and Hearing Disorders*, regarding this extreme variation of requirements from one state to another, provoked a barrage of letters to the editor, which presented the views of a number of persons active in the field of speech and hearing therapy. Ollie Backus, in her reply, remarked, "We share the feeling that this certification issue constitutes a serious problem demanding eventual solution. This is shown by the strength of feeling expressed

²Dorathy A. Eckelmann, "A Handbook Of Public School Speech Correction" (unpublished Ph. D. thesis, The State University of Iowa, 1952), p. 195; and Ruth B. Irwin, "State Certification In Speech And Hearing Therapy," *The Speech Teacher*, 2:124-128, March, 1953.

³Ibid., Eckelmann, p. 197.

⁴Spencer F. Brown, Editorial, *Journal Of Speech And Hearing Disorders*, 17:260-262, September, 1952.

both by Dr. Brown in written form, and by so many persons orally since."⁵

The need for adequately trained speech therapists, and the present variance of requirements for them, were described by the ASHA Committee On The Midcentury White House Conference in a paper which served as resource material for the Fact Finding Report of the Midcentury White House Conference of Children and Youth, published in the fall of 1951.⁶

Considering the extent of variation of certification plans, it would appear desirable that the speech therapist, the public school administrator, and educators and students in teacher training centers be informed of current standards.

Definition of Terms

State: the forty-eight state departments of public instruction in the United States, plus the District of Columbia

Requirements: Specified academic courses, clinical and teaching practice under supervision, degrees, certificates, and professional e in preparation for work in the area of speech therapy

⁵Ollie Backus, Letters To The Editor, Journal Of Speech And Hearing Disorders, 18:183-203, June, 1953.

⁶ASHA Committee On The Midcentury White House Conference, "Speech Disorders And Speech Correction," Journal Of Speech And Hearing Disorders, 17:129-137, June, 1952.

Certification: the formal approval of the individual, by a recognized or established state agency, to practice speech therapy

Speech therapy: the diagnosis and treatment of speech disorders

Speech therapist: a teacher with specialized academic training in speech correction who is engaged in the diagnosis and treatment of speech disorders

Procedure

The information was gathered through the following methods:

(1) a questionnaire was sent to the superintendent of each of the departments of public instruction in the United States requesting information on their certification requirements for speech therapists, the transferability of their certification, and the nature of the speech correction program existing in their state;

(2) a second letter and duplicate questionnaire were sent to the same office as the above, if a reply was not received following the first letter; a third letter and questionnaire were sent by special delivery in cases where a response had still not been elicited;

(3) investigation of published and unpublished material on the subject, to indicate advances in speech therapy programs throughout the United States.

CHAPTER II

CURRENT CERTIFICATION REQUIREMENTS FOR SPEECH THERAPISTS IN THE UNITED STATES

By April, 1955 thirty-one states, plus the District of Columbia, had adopted a standard for the certification of speech therapists. Three states had established standards which were not yet in effect. Fourteen states had not formed a basis for the certification of speech therapists, and in most of these cases approval of therapists hired was left to the discretion of the local school district.

Certification practices varied considerably among the states which had set such standards. A special certificate for teachers of the speech handicapped was issued in some states, while in other states the area of certification was designated as speech and hearing therapy, or speech therapy and hearing conservation. Another practice was the issuance of a certificate to teachers of exceptional children, with specific requirements in the area of specialization. States which issued only the general teaching certificate endorsed the certificate for the area of specialization in which the teacher was prepared to practice.

The requirements listed by the various state departments of instruction were the minimum requirements of that state. Teacher training institutions within the state frequently impose additional requirements on their students. This situation is true in Michigan,

where clinical practice is not specified by the state department of education. However, it is required by the training institutions in addition to the state requirement of public school practice teaching in speech correction. Also, a state not having specific standards for speech therapists may have well qualified therapists employed in some school systems. This might be due to the presence of colleges in the state which have strong programs in speech correction.

The questionnaire replies, in most cases, were received from an administrator in the particular state's department of special education. Many of these departments sent printed material giving additional information. In some instances, part of the questionnaire was filled out and then reference was made to the additional printed material for the remainder of the information. This was particularly true in regard to the academic requirements under part "B" (see Appendix). In all cases, interpretation of the information received was based on that which was specifically indicated by the state. In several instances the bachelor's degree was not specifically named, therefore, the writer could not state that it was a requirement, though it may be one.

One of the chief difficulties faced in recording the information arose from the varying interpretations by the states of the categories listed under part "B., 1." of the questionnaire. As used in this study they were interpreted as follows:

Speech correction courses, this area to include the subjects

which relate specifically to the speech handicapped person, such as speech pathology, and speech correction methods;

Related subjects, this area to include basic speech courses, unless such courses are indicated to be included with speech correction courses, such as voice science, phonetics, and courses in psychology and mental hygiene;

Special education, this area to include courses specific to the education of the exceptional child, other than those described under speech correction courses and related subjects.

The information was compiled in the following order:

Table I. State Certification Requirements For Speech Therapists In Effect, 1955

Table II. Status Of States Without Certification Requirements In Effect For Speech Therapists, 1955

In Table I, explanatory footnotes, indicated by letters (a) through (h), are used to point out the particular requirements of individual states, as well as to explain the interpretation, by certain states, of the questions asked. Notes (f) and (g) within this group of footnotes are used to designate the content of column 9, Speech Correction Courses; column 10, Related Subjects; and column 11, Special Education Courses, as interpreted by the various states. Note (h) of the footnotes pertains to provisional conditions wherever indicated, otherwise, all requirements given are for the standard certificate. All information from the various states was collected during March and April, 1955. Table I and Table II follow on pages 8, 9, and 10.



TABLE I

STATE CERTIFICATION REQUIREMENTS FOR SPEECH THERAPISTS IN EFFECT, 1955

General requirements							Academic requirements in semester hours ("c" indicates clock hours)						
Bachelor's degree	Teaching certificate		Experience (normal child)	Total no. hours	Speech corr. courses	Related subjects	Spec. educ. courses	Gen. educ. courses	Super. clinical in sp. prac. corr.				
	Major in path.	Reg-ular								Spe-cial	Pro. Super.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
California	x		x		x		(b)	x	x	x	x	x	x
Colorado	x		x			x		15 1/2 *	14 (f)		20	200c	
Connecticut	x (h)	x						21 *	12				6
Delaware	x							18 (g) *		12 (f)	18	100c	
Dist. of Col.	x		x				40(b)	x	x	x	x		x
Florida	x	x		x				13	12	3			6
Georgia	x					x (a)		21 3/8	10		60	200c	x (a)
Illinois	x			x (a)	x (a)			29 (g) *	9	5	2	100c	100c
Indiana	x			x				7 *	10	8		5	
Iowa	x		x	x (c)				11	13	6	15	200c	5
Kansas	x			x		x		20 (g) *	12	4	x	200c	
Kentucky	x					x		9		3			
Louisiana	x							18 (g)	12			200c	1 year
Maryland	x (d)	x					(b)	x *	x				x

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Michigan	x		x					12(g)	6	6			4
Minnesota	x	x ^(a)	x ^(a)					18*	3			9	
Mississippi	x		x			x		12		3	48	200c	
Missouri	x		x					10(g)*	x	x	x		100c
Nebraska	x ^(e)		x					15*	15			200c	
New Jersey			x ^(c)					x	x	x	x	60 ^(a)	120c ^(a)
New York	x	x	x					10-25(g)	4-12	4-8	2-6	4-8	4-8
N. Carolina	x			x				12-13(g)	8-15				
N. Dakota			x					12(g)*		8		200c	
Ohio	x			x				24(g)*		15 ^(f)	17	100c	100c
Oklahoma	x		x		2yrs		20 ^(b)	x*	x	x		x	
Oregon			x	x			28	x	x	x	x	x	4
Pennsylvania	x		x	x				6*	6	6	6	6	
S. Carolina	x ^(e)											200c	
Tennessee	x	x						24*	6	2	x	200c	
Texas			x					15		3			
Virginia	x			x				24(g)	x	x	x		200c
Wisconsin	x	x	x					15	12	15	18	6	3

- *Includes courses in hearing problems
 (a) Allows either requirement
 (b) Indicated areas but no unit values given
 (c) Requires endorsement in special area
 (d) Requires one year of graduate work
 (e) Specified ASHA requirements
 (f) Includes both related subjects and special education courses
 (g) Includes basic speech courses
 (h) Indicates provisional certificate

THE



TABLE II

STATUS OF STATES WITHOUT CERTIFICATION
REQUIREMENTS IN EFFECT FOR SPEECH THERAPISTS, 1955

States reporting no specific certi- fication require- ments for speech therapists	Have establish- ed requirements which are not yet (1) approved; (2) in effect	Interest indicated in requirements, may soon be under consid- eration	Indicated that speech thera- pists are employ- ed in various cities and districts*
1. Alabama	x	x	
2. Arizona			x
3. Arkansas	x(1)		
4. Idaho			
5. Maine			x
6. Massachusetts	x(2)		
7. Montana		x	x
8. Nevada			
9. New Hampshire			
10. New Mexico			x
11. Rhode Island			
12. South Dakota		x	
13. Utah	x(1)		
14. Vermont			
15. Virginia (W.)		x	x
16. Washington			x
17. Wyoming			x

*No certification requirements are in effect, but various cities and districts do employ therapists within their local jurisdictions.

Summary

Forty-eight states and the District of Columbia contributed to the study. The certification standards reported by the various states were based on the four-year college program with the bachelor's degree, with the exception of New Jersey, North Dakota, Oregon, and Texas. Though it was not specified in their reply to this study, two of these states, New Jersey and Texas, were reported as requiring the bachelor's degree by the United States Department of Education.¹

In summary, the following generalizations appear to be warranted:

I Summary of States

- a) Thirty-one states and the District of Columbia had established and put into effect in 1955, specific requirements for the public school speech therapist. These states were: California, Colorado, Connecticut, Delaware, Georgia, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Maryland, Louisiana, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, and Wisconsin.
- b) Of the states heard from, seventeen did not have definite standards for speech therapists in effect in 1955. These states were: Alabama, Arizona, Arkansas, Idaho, Maine, Massachusetts, Montana, Nevada, New Hampshire, New Mexico, Rhode Island, South Dakota, Utah, Vermont, Washington, West Virginia, and Wyoming.
- c) Two states, California and New Jersey, were engaged in the revision of their requirements. Oregon reported a new certification plan effective on July 1, 1956. New York had

¹United States Department of Health, Education, and Welfare, State Certification Requirements For Teachers of Exceptional Children (Bulletin, 1954, No. 1 Washington: United States Government Printing Office, 1954), pp. 38-40.

proposed a new certification plan which had not yet been approved.

- d) Two states, Tennessee and Massachusetts, had established standards effective September, 1955, and September, 1956, respectively. Arkansas was currently outlining certification requirements for which they did not expect final approval before fall, 1955. Utah expected approval of proposed requirements in April, 1955.
- e) Wyoming had a general certification plan for all teachers of special education, with no special requirements for speech therapists. West Virginia's speech therapists held teaching certificates of some kind and had an undergraduate major in speech pathology.
- f) Four states, Alabama, Montana, South Dakota, and West Virginia, indicated interest in the establishment of certification standards.
- g) Two states, Minnesota and Illinois, indicated they had two certification plans under which the speech therapist could qualify.

II Summary of Requirements

- a) Nebraska and South Carolina specified the requirements of the American Speech and Hearing Association (see Appendix). In addition, Nebraska required a regular teaching certificate.
- b) Generally, the speech therapist was considered a teacher, and in addition to the bachelor's degree was required to hold a valid teacher's certificate. However, at least six states did not require a teaching certificate. Those were: Connecticut, Georgia, Maryland, Minnesota (under one plan), South Carolina, and Tennessee. Maryland required one year of graduate study in addition to the bachelor's degree.
- c) Some of the states issued a provisional or limited certificate upon completion of the four-year program which is valid for several years if further training is taken for renewal from time to time. The standard, or professional certificate, is offered upon the equivalent of a five-year program and professional experience, in many cases.
- d) Most of the states required some work to be taken in the area of hearing problems and hearing testing. Courses in lip reading, and sometimes in clinical practice of lip reading, were

1

required by a number of states. Connecticut, Delaware, Maryland, and Ohio issued a speech and hearing certificate.

- e) Some states allow either a certain number of years professional teaching experience of speech defective children or a minimum number of semester hours of practice teaching in speech correction.
- f) The required number of semester hours in speech correction courses ranged from seven in one state to thirty in another.
- g) Nearly all states included 100 to 200 clock hours of clinical practice in speech correction as a requirement. Some states specified that this could be divided between clinical or public school practice teaching or that one of the other was acceptable.
- h) Many states allowed temporary certification for one year if an applicant closely approached the required standards.

CHAPTER III

TRANSFERABILITY OF THE VARIOUS STATE CERTIFICATES IN SPEECH THERAPY

One of the purposes of this study was to investigate the transferability of a speech therapist's certification from one state to another. It was thought that, in some cases, certification by one state might be accepted by another as valid for work there, also. It was thought this might be particularly true in the case of neighboring states.

Part "C" of the questionnaire concerned transferability between states of a speech therapist's certification. Administrators were asked to indicate their answers according to the prescribed form, within which space for comments was allowed (see Appendix). Many officials who filled out parts "A" and "B" of the questionnaire did not give any answers or comments for part "C".

Among states which gave definite replies, there is a reasonably consistent pattern to the effect that there is no transferability as such. Rather, it appeared that the states evaluated each applicant's preparation individually to determine whether or not the applicant met the particular requirements of that state to which he was applying. A response to the question which illustrated this position was given by Florida. They stated that there was no official reciprocity; that many applicants were accepted without additional work, but it was because they met the Florida requirements, not because they held the other

credentials. Kansas and Pennsylvania also indicated that they considered applicants according to individual merits. Other states whose replies expressed this viewpoint were Connecticut, Delaware, Georgia, Indiana, Michigan, Mississippi, Nebraska, New York, North Carolina, Ohio, Tennessee, and Wisconsin.

Thirteen states and the District of Columbia replied only, "None" or "No reciprocal agreements". They were Arizona, California, Idaho, Illinois, Maryland, Minnesota, Montana, New Jersey, New Mexico, Oregon, Virginia, Washington and West Virginia. Colorado replied that they did not have reciprocal agreements with other states, but that they would grant a certificate to an applicant who was a full member, 'in speech,' of the American Speech and Hearing Association. A statement from an official of the ASHA was required to ascertain the membership. Nebraska and Tennessee also mentioned the ASHA requirements as being desirable.

Kentucky, Wyoming, and South Dakota replied that they would accept for certification any fully qualified therapist from another state. Kentucky enclosed a reciprocity regulation which they had adopted. It indicated that if an applicant from another state had completed a four year program of preparation, which qualified him for teaching speech correction in that state, Kentucky would issue a comparable certificate without additional work.¹ North Dakota named

¹Mimeographed sheet, attached to questionnaire return, and giving statement indicated.

eleven states whose certification they would accept, but gave no other comments. The remaining few states which accepted certain states' certifications gave qualifying comments or reasons for the acceptance.

Two states mentioned reciprocity agreements with other states. They were Iowa and Rhode Island. Iowa specified a "Central States Reciprocity Agreement," between Illinois, Kansas, Minnesota, Nebraska, and Wisconsin. However, those states did not indicate such an agreement in their replies. Rhode Island did not name participating states but did state on the questionnaire, "Reciprocity agreement in effect among Northeastern States." Other states in that area made no mention of such a policy, though Connecticut replied that plans were being made for all the New England states, and New York and New Jersey, to accept each others requirements.

In summary, thirty-five states and the District of Columbia gave some kind of reply to part "C" of the questionnaire. These replies ranged from complete statements of the state's policy in regard to reciprocity to just the word, "None". Thirteen of the forty-eight states gave no answer to this part of the survey.

The following generalizations appeared to be warranted:

1. A majority of the states replying indicated no reciprocal agreements in effect.
2. Many of the states indicated that they evaluated each applicant individually, in the light of their own requirements.
3. Two states, Rhode Island and Iowa, mentioned reciprocal agreements with states in their area of the country.

CHAPTER IV

SOME ADVANCES MADE IN RECENT YEARS IN ESTABLISHMENT OF SPEECH THERAPY PROGRAMS IN THE UNITED STATES

Legislation

When Carrell reported on speech correction programs throughout the United States, in 1946, he listed twenty-six states and the District of Columbia as having legislation relating to speech defective children.¹ He stated that in a majority of cases the speech defective was specifically mentioned, though in some instances he was included under laws for handicapped children. According to Carrell, there was considerable variation in the provisions made by these laws. Some did little more than give local school districts permission to employ remedial teachers. In others the instruction was subsidized by the allotment of state funds for each teacher.

In 1955 thirty-two states replied that they had legislation providing for speech correction in the public schools. Fifteen states and the District of Columbia reported no such legislation. One state was not represented (Massachusetts did not answer individual questions on the questionnaire). This was an apparent increase of six states over the

¹James Carrell, "State Certification Of Speech Correctionists," Journal Of Speech And Hearing Disorders, 11:92, June, 1946.

1946 report.² However, when the listing of states included in both surveys was examined (see Table III on the following page) it was seen that six states, and the District of Columbia (which indicated the presence of legislation in 1946), denied having legislation for speech defectives, in 1955. The six states were: Delaware, Louisiana, Maine, Maryland, Minnesota, and West Virginia. Twelve states replied "yes" to having legislation in 1955 which reported an absence of it in 1946. It is possible that some of the negative answers to the 1955 study were due to close interpretation of the phrase, "providing for speech correction in the public schools." In view of this, perhaps an increase of twelve states is a more accurate figure. States which listed the provisions of their legislation indicated that some laws related specifically to the speech defective. Others showed provision for speech correction under general laws for the education of exceptional children. New York, New Jersey, and South Dakota mentioned "physically handicapped children" and specified children with speech defects of organic cause, only, as being provided for under the statutes.

The state laws pertaining to speech correction in the public schools were found to vary widely in extent of provisions. It was difficult to compare the number of states having some kind of legislative provision for speech defective children. This was due to varied interpretations as to what constituted provision for speech defectives and what did not.

²Ibid.

TABLE III

STATUS OF STATES IN REGARD TO LEGISLATIVE PROVISION FOR SPEECH
DEFECTIVE CHILDREN IN THE PUBLIC SCHOOLS, 1946 TO 1955

States	1946	1955	States	1946	1955
Alabama			Nebraska	x	x
Arizona			Nevada		x
Arkansas		x	New Hampshire		
California	x	x	New Jersey	x	x
Colorado		x	New Mexico		
Connecticut	x	x	New York	x	x
Delaware	x		N. Carolina		
Dist. of Col.	x		N. Dakota		x
Florida	x	x	Ohio	x	x
Georgia		x	Oklahoma	x	x
Idaho			Oregon	x	x
Illinois	x	x	Pennsylvania	x	x
Indiana		x	Rhode Island		
Iowa	x	x	S. Carolina		x
Kansas	x	x	S. Dakota		x
Kentucky	x	x	Tennessee		x
Louisiana	x		Texas	x	x
Maine	x		Utah		x
Maryland	x		Vermont		
Massachusetts			Virginia	x	x
Michigan		x	Washington	x	x
Minnesota	x		W. Virginia	x	
Mississippi		x	Wisconsin	x	x
Missouri	x	x	Wyoming	x	x
Montana					
			Total	27	52

NOTE: x indicates affirmative reply

Certification Requirements

Various writers have contributed information of certification requirements in the past few years. Among them were Carrell, in 1946,³ and Spradling, in 1949.⁴ Two surveys on certification standards were conducted in the fall of 1951. One of them, by Eckelmann, was reported on in 1952.⁵ The other study was done by Irwin, whose findings were published in 1953.⁶ In comparing these four reports, the writer again found discrepancies in material presented. It appeared that the individual investigators varied in their interpretation of what constituted definite certification standards. Possibly, one or more of the four persons reporting included, as having specific requirements, any state which had some sort of requirements under which the therapist could qualify.

Despite this situation there appeared to be a steady advance among the states in regard to the establishment of standards. Carrell named fifteen states, plus the District of Columbia, as having special certificates for speech correctionists. [The author's tabulation is

³Ibid., pp. 91-95.

⁴Sister L. Cyprian S. Spradling, "A Survey Of State Requirements For Speech Correctionists," The Quarterly Journal Of Speech, 35:344-351, October, 1949.

⁵Dorothy A. Eckelmann, "A Handbook Of Public School Speech Correction" (unpublished Ph. D. thesis, The State University of Iowa, 1952), pp. 137-138.

⁶Ruth B. Irwin, "State Certification In Speech And Hearing Therapy," The Speech Teacher, 2:124-128, March, 1953.

fourteen states plus the District of Columbia.] He went on to say that three more states had such plans under consideration.⁷ Spradling reported twenty-one states as having specific requirements, and four as requiring the standards of the American Speech and Hearing Association (see Appendix).⁸ This indicated twenty-five states as having specific standards for the speech therapist to meet in 1949. [The author's tabulation was twenty-three states in addition to four with ASHA requirements.] In January of 1952, twenty-five states, plus the District of Columbia had specific requirements, according to Eckelmann.⁹ She added that six more states had some kind of standard for the speech therapist to meet. Irwin's report, which was published in 1953, listed twenty-nine states as having a certification plan; nineteen states as having no plan.¹⁰ She explained that of the states having certification plans, fourteen had special certificates as part of the framework designed for teachers of special education or exceptional children; seven as having a special certificate in speech correction; and five as having a certification framework under which speech correction may operate. The writer found twenty-six states having certification standards in Irwin's report. In 1955, thirty-one states, plus the District of Columbia,

⁷Carrell, op. cit., p. 92.

⁸Spradling, op. cit., p. 344.

⁹Eckelmann, op. cit., p. 194.

¹⁰Irwin, op. cit., p. 124.

indicated definite certification standards.

In the present study the writer attempted to show the pattern of advance in standards by listing the states reported by each investigator as having certification plans. This was done in Table IV, on page 23. Column 4 represents the states having specific certification requirements in effect in 1955. Dates of establishment of requirements, as given by the states, were included here for comparison with the other three reports. Columns 1 through 3 indicate the states listed by Carrell,¹¹ Spradling,¹² and Eckelmann,¹³ respectively. (Irwin's study was not included, primarily because of difficulty of interpretation of "definite requirements".¹⁴)

The states reported by an investigator to have tentative certification plans at a given time were generally reported to have established these plans by the investigator who followed him. Carrell reported three states as having tentative certification plans in 1946, Delaware, New York, and Ohio.¹⁵ These states were reported to have established certification standards in 1949, by Spradling.¹⁶ In 1952, Eckelmann named six states as having some kind of requirements under which speech correctionists could qualify.¹⁷ They were Connecticut,

¹¹Carrell, loc. cit.

¹²Spradling, loc. cit.

¹³Eckelmann, loc. cit.

¹⁴Irwin, loc. cit.

¹⁵Carrell, loc. cit.

¹⁶Spradling, op. cit.

¹⁷Eckelmann, op. cit., p. 195.

TABLE IV
ESTABLISHMENT OF CERTIFICATION REQUIREMENTS AS REPORTED
BETWEEN 1946 AND 1955

States	1946	1949	1952	1955	States	1946	1949	1952	1955
Alabama					Nebraska			x	x
Arizona		x	x		Nevada		x		
Arkansas					N. Hampshire		x		
California	x	x	x	x	N. Jersey	x	x	x	x
Colorado				x(1955)	N. Mexico				
Connecticut	x	x		x(1946)	New York		x	x	x
Delaware		x	x	x(1950)	N. Carolina			x	x(1951)
D. of C.	x	x	x	x(1945)	N. Dakota				x(1951)
Florida	x	x	x	x(1941)	Ohio		x	x	x(1945)
Georgia				x(1951)	Oklahoma	x		x	x(1946)
Idaho					Oregon	x	x	x	x(1956)
Illinois	x	x	x	x(1944)	Pennsylvania	x	x	x	x
Indiana			x	x(1949)	Rhode Island				
Iowa	x	x	x	x	S. Carolina				x
Kansas			x	x(1955)	S. Dakota				
Kentucky			x	x(1951)	Tennessee				x(1955)
Louisiana		x	x	x	Texas	x		x	x
Maine					Utah				
Maryland			x	x	Vermont				
Massachusetts					Virginia	x	x	x	x(1950)
Michigan	x	x	x	x(1944)	Washington		x		
Minnesota	x	x	x	x	W. Virginia				
Mississippi		x		x(1952)	Wisconsin		x	x	x
Missouri	x	x	x	x	Wyoming				
Montana									
Total						15	23	26	52

Mississippi, Montana, Nevada, Rhode Island, and Washington. She further reported that two states were setting up standards for which approval was expected before the close of 1951. They were Connecticut and Tennessee. She also named the states of Arkansas, Massachusetts, and North Dakota as considering certification requirements within a year or two.

In 1955 Connecticut, Mississippi, Tennessee, and North Dakota had established definite certification standards. In addition, Arkansas expected approval for proposed plans before the close of 1955; Massachusetts had approved standards to become effective in 1956; and Utah indicated approval of proposed standards was expected in April, 1955. Three more states, Colorado, South Carolina, and Georgia had definite requirements by 1955.

Arizona was not included in this study as having certification requirements since they gave a negative reply to this question. Other studies have reported a "Special Service Certificate" for speech pathologists who have done graduate work in speech pathology. The certificate allows them to work as consultants in the schools, though not to teach.

Speech Correction Programs, 1955

The replies to part "A" of the questionnaire used in this survey (see Appendix) gave information on the existence of legislation, reimbursement, and certification standards in the various states. An examination of the co-existence of the three provisions proved interesting.

Twenty-five states reported legislation, reimbursement, and certification, and all states which reported legislation had instituted reimbursement, with the exception of South Carolina. Four states reported legislation and reimbursement but no certification standards. They were Arkansas, South Dakota, Washington, and Wyoming. Arkansas and South Dakota had just recently instituted the provisions and indicated that certification requirements would soon be adopted. However, Wyoming indicated they had reimbursement since 1921 for special education teachers but no specific requirements for speech therapists. (Utah was expected to have final approval of proposed certification standards early in 1955 and therefore was not included with the other four states.) Three states, Louisiana, Minnesota, and North Carolina indicated certification and reimbursement but no legislation. This may, or may not, be due to varied interpretation of the legislation in question. Delaware and the District of Columbia reported certification but no reimbursement or legislation. This may have been due to the facts that in Delaware the state hired speech therapists to work in the schools; and the District of Columbia is not a state. Two western states, Idaho and Nevada reported they had reimbursement but no legislation or certification pertaining to speech correction.

In a majority of cases, where the state had both certification and reimbursement they were established at approximately the same time. Seventeen states with both provisions indicated the dates each was established. Of these, thirteen states provided for both within a

year of each other. Where the dates of establishment did not coincide reimbursement preceded certification.

Table V, on the following page, illustrates the preceding material. A checked space indicates the presence of that provision named at the head of the column. Dates of establishment of reimbursement and certification are given if indicated by the particular state.

Information pertaining to the existence of legislation, reimbursement, and certification among the various states was as follows in Table V:

TABLE V

LEGISLATION, REIMBURSEMENT, AND CERTIFICATION IN THE VARIOUS STATES, 1955

States	Legis- lation	Reim- burse- ment	Certi- fica- tion	States	Legis- lation	Reim- burse- ment	Certi- fica- tion
Alabama	—	—	—	Nebraska	x	x(1949)	x
Arizona	—	—	—	Nevada	—	x	—
Arkansas	x	x(1953)	—	N. Hampshire	—	—	—
California	x	x(1927)	x	N. Jersey	x	x	x
Colorado	x	x(1953)	x(1953)	N. Mexico	—	—	—
Connecticut	x	x(1946)	x(1946)	New York	x	x	x
Delaware	—	—	x(1950)	N. Carolina	—	x(1949)	x(1951)
D. of C.	—	—	x(1945)	N. Dakota	x	x(1951)	x(1951)
Florida	x	x(1941)	x(1941)	Ohio	x	x(1945)	x(1945)
Georgia	x	x(1951)	x(1951)	Oklahoma	x	x	x
Idaho	—	x(1947)	—	Oregon	x	x(1946)	x(1946)
Illinois	x	x(1945)	x(1944)	Pennsylvania	x	x(1919)	x(1936)
Indiana	x	x(1948)	x(1949)	Rhode Island	—	—	—
Iowa	x	x(1946)	x	S. Carolina	x	—	x
Kansas	x	x(1953)	x(1953)	S. Dakota	x	x(1953)	—
Kentucky	x	x	x(1951)	Tennessee	x	x(1947)	x(1955)
Louisiana	—	x(1949)	x	Texas	x	x(1945)	x
Maine	—	—	—	Utah	x	x(1954)	—
Maryland	—	—	x	Vermont	—	—	—
Massachusetts	—	—	—	Virginia	x	x(1950)	x(1950)
Michigan	x	x(1944)	x(1944)	Washington	x	x	—
Minnesota	—	x	x	W. Virginia	—	—	—
Mississippi	x	x(1952)	x(1952)	Wisconsin	x	x(1926)	x
Missouri	x	x(1949)	x	Wyoming	x	x(1921)	—
Montana	—	—	—				
Total					31	35	32

Summary

Material from forty-eight states and the District of Columbia was included in this chapter. Partial information only was available from Massachusetts as they did not answer individual questions on the survey.

Investigation of preceding reports on certification requirements revealed varied interpretation of what constituted legislation providing for speech defective children. The definition of specific certification standards also varied according to the particular interpretation. This varied interpretation of laws and requirements pertaining to speech correction made it difficult to compare the provisions and standards in effect at one time with those in effect at another. However, the following generalizations appeared to be warranted:

1. Twenty-six states and the District of Columbia were listed as having legislation relating to speech defective children in 1946.
2. Thirty-two states indicated they had some legislation providing for speech correction in 1955.
3. Six states and the District of Columbia reported the presence of legislation in 1946 which denied having it in 1955. Twelve states reported legislation in 1955 which did not have it in 1946.
4. The state laws pertaining to speech correction were found to vary widely in extent of provisions.
5. States specifying definite standards for speech therapists increased steadily during the period from 1946 to 1955. The number of states having such requirements were reported as: fifteen and

the District of Columbia in 1952; and thirty-one plus the District of Columbia in 1955.

6. Between the 1952 study and the 1955 study ten states were added to the list of those having established definite certification standards, or expecting final approval of proposed standards before the close of 1955.
7. In 1955 twenty-five states reported having all three provisions, legislation, reimbursement and certification, pertaining to speech correction in effect.
8. Twelve states plus the District of Columbia indicated the presence of one or two of the provisions (legislation, reimbursement, and certification) but not all three.
9. In most cases, where certification and reimbursement existed they were instituted within a year of each other, with reimbursement preceding certification.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to determine the nature of speech therapy requirements throughout the United States, specifically, (1) to provide a readily available summary of present certification requirements for speech therapists in the United States; (2) to clarify the transferability status of the various state certificates; (3) to point out advances made in recent years in establishment of certification requirements in the various states.

These purposes were accomplished through the use of a questionnaire, and through investigation of four previous reports of certification requirements among the states. The questionnaire and letter of explanation were sent to the superintendent of public instruction in each of the forty-eight states and the District of Columbia. Forty-nine inquiries were sent out. Thirty-six were returned completed and thirteen were partially answered. That is, they were fairly complete in parts "A" and "B" but did not give information in part "C". This was a total return of 100%.

Each of the chapters dealing with a specific phase of the question was summarized individually. From this the following overall summary would appear to be warranted:

I. Certification Requirements

- a) Thirty-one states and the District of Columbia had established, and put into effect in 1955, specific requirements for the certification of the public school speech therapist.
- b) Seventeen states did not have definite standards in effect for speech therapists in 1955.
- c) Two states expected approval of proposed standards before the close of 1955. One state had established standards which would become effective in 1956.
- d) The certification standards reported by the various states were based on the four-year college program with the bachelor's degree. Four states did not specify the degree.
- e) Generally, the speech therapist was required to hold a "valid" teaching certificate from the state in which he worked. Six states did not specify a teaching certificate.
- f) Most of the states required some work in the field of hearing. Courses in lip reading were also named by a number of states.
- g) Nearly all states included 100 to 200 clock hours of clinical practice in speech correction as a requirement. Many also specified practice teaching in the public schools with speech defective children.

II. Transferability

Twenty-nine of the states replying to the question indicated no reciprocal agreements in effect in regard to transferability of certification. Their procedure in the main was to evaluate each applicant individually, in the light of their own requirements.

III. Advances

- a) Thirty-two states and the District of Columbia were listed as having legislation relating to speech defective children in 1955. This was twelve states more than were listed in 1946. However, there were five states, and the District of Columbia which reported legislation in 1946 and denied such legislation in 1955.

- b) In 1955, twenty-five states reported having all three provisions, legislation, reimbursement, and certification, pertaining to speech correction in effect.
- c) States specifying definite standards for speech therapists increased steadily during the period from 1946 to 1955. There was a particularly noticeable increase between 1952 and 1955 wherein ten states were added to the list as having such standards or expecting final approval of proposed standards before the close of 1955.

Conclusions

These conclusions were drawn as a result of this study:

1. There was a variation of certification requirements between states, including those adjacent. Interpretation of content of courses required also varied.
2. The Great Lakes area and central mid-western area included a greater number of states with certification standards than other areas of the United States.
3. In general, the academic requirements of the states showed influence of the American Speech and Hearing Association standards.
4. There is no transferability, as such, between states in regard to speech therapy certification.
5. The states interpreted the phrase "providing for speech correction in the public schools," in an individual sense. Some of the negative answers given by administrators regarding legislation in 1955 would perhaps have been positive had they been interpreted in a broader sense.
6. There was a steadily increasing number of states engaged in establishing legislation and certification pertaining to speech correction between 1946 and 1955.

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BIBLIOGRAPHY

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APPENDIX

1

March 12 1955

Dear Mr. _____:

Here at Michigan State College we are making a study of the nature of certification requirements for speech therapists in the various states. Studies on this subject have been done before, but due to the year by year growth of speech correction programs in the United States, we feel that a study of requirements existing in 1955 will be of value to students, teachers, and employers in speech therapy.

To assist in accomplishing this end the enclosed questionnaire is being sent to all State Departments of Public Instruction in the United States. Realizing that your time is valuable, we have designed the questionnaire to allow for answering without lengthy discussion.

It would be impossible to make such a study without the cooperation of the various Departments of Public Instruction. Your assistance in this matter, at your earliest convenience, will be appreciated. A summary of the results will be forwarded to you if you wish.

Yours sincerely,

(Miss) Nancy Hagle

April 9, 1955

35

Dear _____:

Some time ago we wrote to you regarding information on certification requirements for speech therapists in your state. Since we have not received a reply to our original letter of March 12, and realizing that the questionnaire may not have reached you, or has been misplaced, we thought it advisable to send another copy.

Our request for information is part of a survey of certification requirements for speech therapists throughout the United States, which is being done here at Michigan State College. Due to the rapid growth of speech correction programs in the United States, we feel that a study of the present requirements will be of value to students, teachers, and employers in speech therapy.

Responses have been gratifying; to date, we have received replies from forty-two states. We hope that we will be able to include all of the states in our final results, and will appreciate receiving information of Washington's program at your earliest convenience. A summary of the results will be forwarded to you if you wish.

Yours sincerely,

(Miss) Nancy Hagle

April 27, 1955

Dear Mr. _____:

We have previously written you, on March 12 and on April 9, requesting information of _____'s public school speech therapy program. To date we have received no reply. In the event the questionnaire has been misplaced, we are enclosing another copy, as we are most interested in including information of _____'s program in our final results. If you have not yet initiated a speech therapy program in the public schools, would you so indicate this on the questionnaire. However, we would be interested to know if plans for such a program are underway.

To date we have received replies from forty-five states regarding their certification requirements for speech therapists. We feel the value of this study will be greater if all of the states are represented. Will you please rush information of _____'s program to us by return mail.

Yours sincerely,

Nancy Hagle



Michigan State College
East Lansing, Michigan
April 7, 1955

Dear Sir:

We would like to thank you for your prompt attention to our recent request for information regarding certification requirements for speech therapists in your state.

Response to our survey has been excellent. We appreciate the assistance you have given us.

Yours sincerely,

Nancy Hagle

A SURVEY OF STATE REQUIREMENTS FOR CERTIFICATION OF SPEECH THERAPISTS, 1955

Name _____ Department of _____

Position _____ State of _____

If you have printed data available I would appreciate receiving it in addition to the answers given on this questionnaire.

A. GENERAL INFORMATION

yes no

- ____ 1. Does your state have legislation providing for speech correction in the public schools?
comments: _____
- ____ 2. Does your state reimburse individual school districts for the hiring of speech correctionists?
a) If yes, when was this reimbursement first given? 19____
b) If not, do speech correction programs operate locally in various cities or districts?
comments: _____
- ____ 3. Is there a coordinating officer or department in your state for public school speech correction programs? Please specify _____
comments: _____
- ____ 4. Does your state require certification* of speech therapists hired by the public schools? (Exclusive of general teacher certification)
a) If yes, by what office? _____
1) When was it first required? 19____
2) Have the overall requirements, for such certification, undergone a major revision since 1950?
comments: _____
- ____ 5. Are speech therapists sometimes hired before meeting all of the state's requirements for certification?
a) If yes, how long may they teach without further meeting of the state's requirements? ____ months; ____ years
comments: _____

B. INDIVIDUAL AND ACADEMIC REQUIREMENTS

Please check requirements which pertain to your speech correction program.

- ____ 1. A specified number of credit hours in
- | | How many hours** |
|--|------------------|
| ____ a) Speech correction courses | ____ S Q C |
| ____ b) Related subjects (Psychology, Mental Hygiene, etc.) | ____ S Q C |
| ____ c) Special education courses | ____ S Q C |
| ____ d) General education courses | ____ S Q C |
| ____ e) Supervised clinical experience in speech correction | ____ S Q C |
| ____ f) Supervised teaching of speech correction (practice teaching) | ____ S Q C |
- comments: _____

* the formal approval of the individual, by a recognized or established state or federal agency, to practice speech therapy.

** hours indicated are semester (S), quarter (Q), clock (C). Please circle one.

___ 2. Teaching certificate to

- ___ a) Elementary
___ b) Secondary
___ c) Either

- ___ d) None
___ e) Other

(specify) _____

___ 3. Degree requirements

- ___ a) B.A. Major _____ Minor _____
___ b) M.A. Major _____ Minor _____
___ c) Other (specify) Major _____ Minor _____

___ 4. Professional teaching experience in

- ___ a) Speech correction Amount: _____ months; _____ years
___ b) Regular classroom Amount: _____ months; _____ years

C. TRANSFERABILITY OF CERTIFICATION

Please indicate states

- a) from which a speech correction certificate will be accepted by you with no added requirements
b) which will accept your certification, generally, to the best of your knowledge

	a	b		a	b
1. Alabama	___	___	26. Nebraska	___	___
2. Arizona	___	___	27. Nevada	___	___
3. Arkansas	___	___	28. New Hampshire	___	___
4. California	___	___	29. New Jersey	___	___
5. Colorado	___	___	30. New Mexico	___	___
6. Connecticut	___	___	31. New York	___	___
7. Delaware	___	___	32. North Carolina	___	___
8. (Dist. of Col.)	___	___	33. North Dakota	___	___
9. Florida	___	___	34. Ohio	___	___
10. Georgia	___	___	35. Oklahoma	___	___
11. Idaho	___	___	36. Oregon	___	___
12. Illinois	___	___	37. Pennsylvania	___	___
13. Indiana	___	___	38. Rhode Island	___	___
14. Iowa	___	___	39. South Carolina	___	___
15. Kansas	___	___	40. South Dakota	___	___
16. Kentucky	___	___	41. Tennessee	___	___
17. Louisiana	___	___	42. Texas	___	___
18. Maine	___	___	43. Utah	___	___
19. Maryland	___	___	44. Vermont	___	___
20. Massachusetts	___	___	45. Virginia	___	___
21. Michigan	___	___	46. Washington	___	___
22. Minnesota	___	___	47. West Virginia	___	___
23. Mississippi	___	___	48. Wisconsin	___	___
24. Missouri	___	___	49. Wyoming	___	___
25. Montana	___	___			

comments: _____

If you would like to receive a summary of the results please check here. ()

Minimum Requirements For Clinical
Certification By The American Speech And Hearing Association

General Requirements

1. A bachelor's degree or higher as certified by transcripts from the awarding institution.
2. Membership in the American Speech and Hearing Association as certified by the Chairman of the Committee on Membership.
3. Subscription to the Code of Ethics of the Association as indicated by the applicant's signature on the application blank.

Requirements For Basic And Advanced Certificates
In Speech

(*Content of these items is required)

	Semester Hours	
	Basic	Advanced
1. Basic areas:	6	9-12
Anatomy and physiology of the ear and vocal mechanism, phonetics, semantics, speech and voice science, psychology of speech, experimental phonetics, and similar areas.		
2. Specialized, professional course content in speech correction and speech pathology:	12	21-24
Course content:		
*At least two courses in speech correction and/or speech pathology.		
Elective:		
Stuttering, voice disorders, articulation disorders, cleft palate, aphasia, cerebral palsy and similar areas.		
Clinical practicum:		
*Basic: at least 200 clock hours; Advanced: additional equivalent of 3 semester hours in advanced practicum. (up to 20 hours of audiology practicum may be applied)		
3. Specialized, professional course content in audiology:	3	6-9
*Hearing problems and the testing of hearing.		
Elective:		
Introduction to audiology, auditory, training, speech reading, speech for the acoustically handicapped, problems of the child with a hearing loss and similar areas.		
4. Other areas:	9	15-18
*Child psychology (or child development)		
*Mental hygiene (or psychology of adjustment)		
*Candidates for the Advanced Certificate must present a total of 12 semester hours in psychology beyond the elementary courses		
Electives in appropriate areas		

Semester Hours
Basic Adv need

5. Professional experience:

- *Basic certificate: one year of preregistered experience following the completion of the above listed academic requirements.
- *Advanced certificate: four years of preregistered experience following the completion of the above listed academic requirements for the basic certificate.

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