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CERTIFICATION

AUTHOR BENJAMIN GUY KREMEN

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**A NATIONAL STUDY
OF
COUNSELOR CERTIFICATION**

**By
Benjamin G. Kremen**

A THESIS

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CHAPTER I

INTRODUCTION

Certification plans for counselors are receiving increasing attention from professional organizations and school systems. Answers are being sought to the question of what should be included in a counselor certification plan.

THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to ascertain the present status of counselor certification in those states which have counselor certification plans in operation; (2) to identify those states which are planning counselor certification programs and to analyze the plans; (3) to identify the trends in counselor certification policies and provisions; (4) to identify possible weaknesses and difficulties encountered under present plans; and (5) to obtain the thinking of State Superintendents of Education, State Supervisors of Guidance Services, Deans of Schools of Education, and Counselor Trainers from all parts of the United States concerning the provisions and requirements which they consider desirable in a state counselor certification plan.

Importance of the problem. The need for arriving at desirable requirements for counselor certification is intensified by the rapid growth and development in the field of guidance and counseling. The number of persons appointed to counseling positions more than doubled in one six year period. According to a report by Froehlich¹ which was based upon results of a questionnaire mailed in 1946, the number of counselors in public secondary schools increased two to three times in the period 1939 to 1946. The number of schools employing counselors also tripled during this period, the report stated.

The increase in college and university offerings in guidance serves as additional evidence of the continuing growth of the guidance movement. The May, 1941 issue of Occupations² listed the colleges in the United States, Hawaii, and Puerto Rico which were offering guidance courses in the summer of 1941. Only fifty-one colleges were listed in all.

This number had increased to several hundred when Bell³ reported on an analysis of the United States Office of

¹ Clifford P. Froehlich, "Counselors and Guidance Officers in Public Secondary Schools," Occupations, 26:522-27, May, 1948.

² "Courses in Vocational Guidance and Allied Subjects, Summer of 1941," Occupations, 19:595-600, May, 1941.

³ Hugh L. Bell, "Analyses of Summer Courses for Counselors," Occupations, 26: 240-44, January, 1948.

Education publications of summer guidance offerings for 1946 and 1947. He wished to determine the number of schools offering graduate degrees in guidance. He found that thirty-nine institutions offered the master's degree in 1946, while in 1947, sixty-four schools were offering this degree. Sixteen institutions offered the doctorate in guidance in 1946 compared with twenty-seven in 1947.

A similar analysis was made by the investigator, of the 1949 summary of guidance offerings.⁴ This summary included offerings of the regular academic year and showed another generous increase in the number of schools offering guidance courses and advanced degrees in guidance. Nine hundred eighty schools at that time were offering courses in guidance. Ninety-one colleges and universities were offering a master's degree in this field and thirty-nine were offering the doctorate.

These figures indicate that in a period of three years the number of schools offering the master's degree increased two and one-third times and the number of schools offering the doctorate increased nearly two and one-half times. In a period of nine years, the number of schools

⁴ Clifford P. Froehlich and Helen E. Spivey, Guidance Workers' Preparation (Washington, D.C.: United States Government Printing Office, July, 1949), 45pp.

offering guidance courses has multiplied nearly twenty times.

The development of state programs of guidance services shows a similarly rapid growth since 1938. It was in this year that the Division of Occupational Information and Guidance was established in the United States Office of Education. According to Smith,⁵ of thirty-five states reporting their year of establishment of a state guidance office, only one gave a founding date earlier than 1938.

His figures follow:⁶

Year Guidance Service was Established	Number of State Offices Established Each Year
1938	2
1939	2
1940	3
1941	2
1942	7
1943	4
1944	2
1945	3
1946	4
1947	6
Total	<u>35</u>

All these developments are a reflection of the tremendous increase in guidance services being offered. They have served to make the states concerned with the question of exerting some controls over who will be appointed to

⁵ Glenn E. Smith, A Study of the Status of State Guidance Programs (Lansing, Michigan: Department of Public Instruction, Office of Vocational Education, 1947), 13 pp.

⁶ Ibid., p. 1.

counseling positions and in keeping up the standards of the counselor's performance on the job. This, in turn, has led to the development of counselor certification programs on the state level, similar to those which have been developed for teachers and for specialized areas of teaching. According to a study made in 1947 by Smith⁷ and another by Benson and Froehlich⁸ in the same year, sixteen states indicated that they had laws or regulations requiring the certification of counselors.

The rapid growth of the field of guidance and counseling has resulted in the desire on the part of many persons for the professionalization of the counselor. Professional organizations have set up committees to study the duties of the counselor and to recommend areas of training for the development of the needed competencies. While the committees are coming closer and closer to basic agreement, the task of translating the recommendations into action programs still remains for the training institutions.

The fact that this task is not always easy was brought out by the comments at the meeting of the Counselor Certification and Training Section of the National Vocational

⁷ Ibid., p.9

⁸ Arthur L. Benson and Clifford P. Froehlich, "Certification of Counselors," School Life, 30:19-22, July, 1948.

Guidance Association in Atlantic City in March, 1950. When the meeting chairman asked how the colleges were utilizing the Association's report on "Counselor Preparation", many college representatives said they were uncertain of how to proceed.

One of the probable difficulties is that schools are still trying to fit requirements into old curriculum patterns. Repetition and gaps are bound to result from such a procedure. Actually, the need is for preparation of new courses which combine the subject matter of a variety of related fields. Many colleges are loathe to embark upon such a venture.

Similarly, while the committee reports refer to the need for state certification of counselors and suggest that their recommendations be utilized in the preparation of certification plans, none of the committees translated their recommendations into the form in which counselor certification programs are usually set up.⁹ For example, nearly every state which has a certification plan provides for two or more levels of certification. Yet, none of the reports of the professional groups, whose interests are and should be in the professionalization of counselors, make any recommendations as to the areas of study or the competencies which might best be

⁹ A Certification Committee of the National Vocational Guidance Association under the chairmanship of Frank G. Davis prepared an informal report on the Certification of School Counselors in July, 1947. This report does contain specific recommendations for a counselor certification program but it was never publicized. See Chapter II of the present study for a summary of this committee's report.

required on each certification level. Nor do they make any suggestions concerning the desirability or undesirability of having various levels of certification.

Translation of these reports into certification plans presents many difficulties because certification: (1) involves legalizing the status of the counselor; (2) must seriously consider the problem of supply and demand; (3) must make provisions for persons already on the job; (4) must consider existing training facilities; and (5) cannot set requirements so high that few persons will be willing to enter upon a training program. Jager¹⁰ pointed out the need for recognition of points two and five when he said, "Certification should recognize fully the scope of the program, the room for more than one degree of preparation, and the importance of supplying the numbers of counselors urgently needed now."

Therefore, while more and more persons are being placed in counseling positions, while more and more colleges are setting up training sequences and awarding advanced degrees in the field, and while more and more states are setting up state guidance programs, state certification planners are moving slowly. Benson and Froehlich¹¹ suggest

¹⁰ Harry A. Jager, "Trends in Counselor Training," Occupations, 21:473-82, May, 1948.

¹¹ Benson and Froehlich, op. cit., p. 20.

that a ". . . wait-and-see policy may be operating in a number of states."

There is a definite need for providing some means of interpolating the most advanced thought regarding the areas of training and experience considered of most value to the counselor into suggestions for state plans of counselor certification. The persons to whom questionnaires were sent are in position to understand problems of certification as well as to have a knowledge of the trends in guidance training. It is hoped that some progress in the task of translating these problems and trends into suggestions for certification plans may be accomplished through their opinions.

METHODOLOGY

The method used in this study is referred to by Good, Barr, and Scates¹² as the "Normative-survey method". This method of research is concerned with ascertaining the prevailing conditions, with securing historical perspective through comparison with similar information secured by earlier studies, and with calling attention to current trends which permit people to evaluate and direct new tendencies which are taking shape.

¹² Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: D. Appleton-Century Company, 1941), 890 pp.

The particular type of normative-survey technique used is the questionnaire inquiry. "A questionnaire is a form which is prepared and distributed for the purpose of securing responses to certain questions. Generally these questions are factual, designed to secure information about conditions or practices of which the recipient is presumed to have knowledge. The questionnaire may, however, ask for opinions, and it may be used to afford an insight into the attitudes of a group."¹³ The questionnaire used in this study includes factual questions as well as questions designed to secure the opinions of the groups contacted.

Preparation of the questionnaire. Two major steps preceded the actual preparation of the questionnaire.

(1) The literature on counselor certification was examined to determine those issues which must be faced in preparing a certification plan. (2) A number of references devoted to the preparation of questionnaires was studied.

The examination of the literature revealed some differences in the attitudes of educators toward any plan of certification for counselors, suggestions of possible difficulties in putting plans in operation, differences in the number of levels of certification recommended, and variations in the academic and general requirements

¹³ Ibid., p. 324.

prescribed. Each of these areas of problems in certification was utilized in the selection of those questions which are asked in the questionnaire.

In order to ascertain the present status of counselor certification in the several states, an additional questionnaire was prepared for completion by state supervisors only. This second questionnaire seeks factual data on the existing plans of certification, revisions which have been made in the past, information concerning future plans for the institution of counselor certification programs, and also requests a copy of past and present certification plans.

A number of references were studied before constructing the questionnaire. The most helpful among these were: Koos,¹⁴ "The Questionnaire in Education", The National Education Association report on the questionnaire,¹⁵ Toops,¹⁶ "The Returns from Follow-Up Letters to Questionnaires", Bixler,¹⁷

¹⁴ Leonard V. Koos, The Questionnaire in Education (New York: The MacMillan Company, 1928), 178 pp.

¹⁵ "The Questionnaire," Research Bulletin of the National Education Association, Vol. 8, No.1, January, 1930, 51 pp.

¹⁶ Herbert A. Toops, "The Returns from Follow-Up Letters to Questionnaires," Journal of Applied Psychology, 10:92-101, March, 1926.

¹⁷ H. H. Bixler, Check-Lists for Educational Research (New York: Teachers College, Columbia University, 1928), pp. 40-45.

"Check Lists for Educational Research", and Shuttleworth,¹⁸
"A Study of Questionnaire Technique".

A first draft of the instrument was prepared and presented to each guidance committee member for criticism and suggestion. A second draft was prepared as a result of their comments. This second draft of the questionnaire was duplicated and personally distributed, at the National Vocational Guidance Association convention in Atlantic City, to five state supervisors of guidance services, five counselor trainers, three deans of schools of education, and one each to the Specialist for Counseling, Pupil Personnel and Work Programs and the Specialist for Training Guidance Personnel of the United States Office of Education. In all cases, they were asked to complete the questionnaire form and to make suggestions for its improvement.

Critical evaluation of the instrument by these fifteen persons again resulted in several changes in the wording of the questions and the format of the questionnaire. Weaknesses which still appeared were worked out after two more revisions and trial runs on graduate students in guidance at Michigan State College. The final trial questionnaire was given to five counselor trainers and eight graduate students with majors in Guidance at Michigan State College. A sample of the question-

¹⁸ F. K. Shuttleworth, "A Study of Questionnaire Technique," Journal of Educational Psychology, 21:652-58, December, 1931.

naire used in this study is included in Appendix A.

Sources of information. Inasmuch as counselor certification is closely tied in with the training of school counselors, and since it is the purpose of this study to sample the opinions of educational leaders concerning certification, it was decided to send the questionnaire to all the state superintendents of whom there are forty-eight, all state supervisors of guidance services of whom there are thirty-eight,¹⁹ and at least one dean of a school of education and one counselor trainer in each of the forty-eight states.

In order to obtain the names of deans of schools of education and counselor trainers, a double postcard requesting this information was sent to the State Supervisor of Guidance Services where the state had one, or to the State Director of Vocational Education, where there was no State Supervisor of Guidance Services. Forty of the forty-eight requests were returned. A sample of the postcard is included in Appendix B.

In the case of the eight states from which no reply was received, names of deans and counselor trainers were secured from the membership list of the American Association

¹⁹ This figure includes two supervisors in Massachusetts and a supervisor in the District of Columbia.

of Colleges for Teacher Education, 1949-1950,²⁰ the Education Directory, Higher Education, Part 3,²¹ and the Occupational Information and Guidance Service of the United States Office of Education.

The questionnaires were mailed on the twenty-ninth of April, 1950. By sending them out at this time, a more complete report of certification plans was probably obtained since most committee work on such reports would be nearing completion for the current year.

Each questionnaire was accompanied by a personal cover letter suggesting the purpose and the need for the study, the reason for the inclusion of the particular individual's name in the mailing list, and a request for his cooperation. See Appendix C for a copy of the typical letter sent to persons in each category sampled. Self-addressed, stamped envelopes were included with the questionnaire to further encourage cooperation.

Since the group was a highly select one and therefore comparatively limited, it was desirable to get as high a percentage of returns as possible. Therefore, the returns

²⁰ American Association of Colleges for Teacher Education, 1949-1950, Unpublished membership list.

²¹ Theresa B. Wilkins, Education Directory, Higher Education, Part 3 (Washington, D.C.: United States Government Printing Office, 1949), 174 pp.

were tabulated against the original mailing list and a follow-up letter was sent to each individual from whom no reply was received. This follow-up letter was mailed thirty days after the original mailing of the questionnaire. Another follow-up letter was sent to each of the four state supervisors who did not respond to either letter since a one hundred per cent return from this group was necessary for the accuracy of the first section of the report on counselor certification. The final returns from each of the four categories of educators sampled were highly satisfactory as indicated by the percentage of returns presented in Table I, page 15, and seemed to warrant the acceptance of the validity of the sample.

DEFINITION OF TERMS

Counselor. Because the term "counselor" is used so loosely and to describe activities in so many fields other than education, it seems pertinent to identify the term as it is used in the field of school guidance services and in the rest of this investigation. Erickson²² defines counseling as, "The entire process of helping a person having problems and needs to achieve more desirable goals". He also points out that the counselor is usually thought of as an individual trained to render the counseling service in a program of

²² Clifford E. Erickson, A Practical Handbook for School Counselors (New York: The Ronald Press Company, 1949), p. 49.

TABLE I
FINAL RETURNS OF QUESTIONNAIRE

State	State supervisor		Counselor trainer		Dean		State superintendent	
	No. sent	No. received	No. sent	No. received	No. sent	No. received	No. sent	No. received
Alabama	1	1	1	1	1		1	1
Arizona	1	1	1	1	1	1	1	
Arkansas	1	1	3	3	1	1	1	
California	1	1	3	3	2	2	1	1
Colorado	1	1	3	3	2	2	1	
Connecticut	1	1	1	1	1		1	1
Delaware	1	1	1		1		1	1
District of Columbia	1	1			1	1	1	1
Florida	1	1	1	1	1	1	1	
Georgia	1	1	2	2	1	1	1	1
Idaho	1	1	1	1	2	2	1	1
Illinois	1	1	2	2	1	1	1	1
Indiana			1	1	1		1	1
Iowa	1	1	1	1	1		1	
Kansas	1	1	2	2	2	2	1	1
Kentucky			1		1	1	1	1
Louisiana	1	1			2	2	1	
Maine	1	1	1	1	1		1	
Maryland	1	1	1	1	1	1	1	1
Massachusetts	2	2	2	2	1		1	1
Michigan	1	1	5	5	1	1	1	1
Minnesota	1	1	1	1	1		1	1
Mississippi	1	1	2	2	1	1	1	1
Missouri	1	1	2	2	1	1	1	1
Montana	1	1			1	1	1	
Nebraska	1	1	1	1	1	1	1	1
Nevada					1	1	1	1
New Hampshire	1	1	1		1	1	1	1
New Jersey	1	1	1	1	1		1	1
New Mexico			1		2	2	1	1
New York	1	1	1	1	2	2	1	1
Ohio	1	1	1	1	3	3	1	1
North Carolina	1	1	1	1	1		1	1
North Dakota	1	1	1	1	1		1	1
Oklahoma			1	1	1	1	1	
Oregon	1	1	1		1	1	1	1
Pennsylvania	1	1	3	3	2	2	1	1
Rhode Island					1	1	1	

TABLE I (continued)

FINAL RETURNS OF QUESTIONNAIRE

State	State supervisor		Counselor trainer		Dean		State superintendent	
	No.	No.	No.	No.	No.	No.	No.	No.
	sent	received	sent	received	sent	received	sent	received
South Carolina			1		1		1	1
South Dakota	1	1	1		1	1	1	1
Tennessee			1	1	1	1	1	1
Texas			1	1	1	1	1	
Utah	1	1	1	1	2	2	1	1
Vermont	1	1	1	1	1		1	
Virginia	1	1	2	2	1	1	1	1
Washington	1	1	1	1	1	1	1	
West Virginia	1	1	1	1	2	2	1	
Wisconsin	1	1	1	1	1		1	1
Wyoming	1	1	2	2	1		1	
Totals ^a	41	41	64	57	61	46	49	34 ^b

^aThere was a 100 per cent return from state supervisors; 89.1 per cent from counselor trainers; 75.4 per cent from deans; and 69.4 per cent from state superintendents. Of the 215 questionnaires sent out, 178 or 82.8 per cent were returned.

^bWhile thirty-four questionnaires were completed and returned, five were completed for the superintendent by state supervisors who had sent in duplicate returns for themselves. These duplicated responses are not used in the analysis of the data. Thus, while a total of 178 completed questionnaires were received, only 173 responses are considered.

guidance services.

Another approach to the defining of the term "counselor" is a listing of some of the specific duties a counselor performs in the counseling service. Such a list is proposed by Zapoleon²³

Counseling has been interpreted here as the process of assisting an individual:

1. to identify his problem,
2. to interpret personal information and facts about occupations, schools, and other opportunities,
3. to plan possible solutions to his problems,
4. to embark on a program carrying out these plans,
5. to modify his plans as circumstances warrant.

Still limiting the concept to the school counselor but proposing a broader base of operation is the definition given by Flynt.²⁴ He states that the word counselor not only refers to the person who gives individual assistance to a student faced with the solution of problems, but also to the person who acts

. . . as the leader and coordinator, under the jurisdiction of the school administrator, of the many activities which not only make this counseling effective, but also furnish the school as a whole with those basic data without which the school cannot bring about the fruition of the plans which individual students have made as a result of this counseling.

²³ Marguerite W. Zapoleon, A Source File on Vocational Guidance, Office of Education, Occupational Information and Guidance Service, Miscellaneous publication 2310, (Washington, D.C.: United States Government Printing Office, 1940), p. 8.

²⁴ Ralph C. M. Flynt, "Counselor Training Recommended," Higher Education, 1:6-7, June, 1945.

From this point of view, then, the counselor is more than a person who can give personal advisement.

Counselor trainer. The term counselor trainer as used in this study, refers to that person on a college or university staff who is responsible for the teaching of one or more guidance courses and is presumed to have a background of training and experience in this field of work.

Certification. Certification is the process of issuing a certificate, or a license or credential, to persons who have satisfied certain minimum requirements, academic and general, which entitles them to take over the duties and responsibilities of a counselor within the legal boundaries in which the certificate is valid. Certification is prescribed by law and anyone meeting the legal requirements may be certified; i. e., be issued a certificate.

Certification program. A certification program is that set of requirements which has been set up by law and under which the authorities responsible for certification operate.

Levels of certification. Some states issue several types of counselor certificates. Each is designed to represent a particular level of training and experience. A person who obtains the lowest level certificate may attain successively

higher level certificates by fulfilling additional requirements of training, experience, or both.

These levels are usually given titles such as Provisional, Sub-Professional, and Professional. Titles are arbitrarily avoided in this study. Instead, the lowest level of certification which requires the least amount of training and experience is referred to as Level I, the next higher level of certification which requires additional training and experience as Level II, and so on.

Areas of study. As used in this study, areas of study represents titles of broad groupings of academic work rather than titles of specific courses. For example, the area of study titled, "Understanding the Individual" would include specific course titles such as "Tests and Measurements", "Study of Individual Differences", "Adolescent Psychology", and "Educational Psychology".

The area titled, "Occupational and Educational Information", would include such course titles as "Methods of Gathering and Using Occupational Surveys", "Techniques of Presenting Occupational Information".

The following titles for the areas of study and their definitions are adapted from "Counselor Preparation"²⁵ and

²⁵ National Vocational Guidance Association, Counselor Preparation (New York: National Vocational Guidance Association, 1949), 37 pp.

"Guidance Workers' Preparation."²⁶ The course titles named under each area are intended to provide examples only and are not considered exhaustive.

Philosophy and Principles of Guidance. This area of study attempts to develop in the individual a philosophy of guidance services and an understanding of the principles of guidance practice which are in harmony with this philosophy. The most important elements in the philosophy should be studied in overview which will later be considered in advanced or specialized courses in guidance.

Typical course titles which are considered as belonging in this area are:

- Basic Course in Guidance
- Introduction to Guidance
- Principles of Guidance
- Introduction to Student Personnel Work
- Fundamentals of a Guidance Program
- The Guidance Program

Understanding the Individual. The aim of study in this area is analysis of the development and personality of the individual, his problems and adjustments. It should provide the counselor with an understanding of the techniques available for the study of the individual and methods of synthesizing the accumulated data.

²⁶ Clifford P. Froehlich and Helen E. Spivey, Guidance Workers' Preparation (Washington, D. C.: United States Government Printing Office, July, 1949), 45 pp.

Supervised experience in recording, interpreting, and synthesizing data should be included here. This area does not include intensive study of interviewing and counseling techniques.

Typical course titles are:

Counseling Tools and Techniques
 Tests and Measurements
 Testing in the Guidance Program
 Psychology of Personality Development
 Studies in Understanding the Individual
 Psychology of Adolescence
 Mental Hygiene
 Abnormal Psychology
 Individual Differences
 Analysis of the Individual

Occupational and Educational Information. Study in this area should provide the student with accurate facts concerning employment conditions and opportunities, job requirements, and training facilities in the light of socio-economic trends. It should also develop familiarity with the major types and value of sources of occupational and educational information and skill in their use.

Typical course titles are:

Occupational and Educational Information
 Community Surveys and Occupational Information
 Occupational Analysis
 Occupational and Educational Orientation

Counseling. This area includes the principles and techniques of counseling employed by the counselor. Competency in obtaining information about the individual should be

developed under the area, "Understanding the Individual", while the techniques of applying this information should be developed here. Studies specifically designed to develop interviewing and counseling skills are included in this area.

Typical course titles are:

Clinical Psychology
 Techniques of Counseling
 Projective Techniques
 Psychological Counseling
 Psycho-Educational Therapy
 Social Psychology
 Psychology of Personality
 Child or Adolescent Psychology

Organization and Administration. The aim of study in this area is to provide know-how in the planning and operation of guidance programs. It should include consideration of such problems as personnel, quarters and equipment, school and community relationships, and in-service training.

Typical course titles are:

Organization and Administration of Guidance Services
 Organization and Administration of Guidance Programs
 Organization and Administration of Student Personnel Services
 Administrative Relationships in the Guidance Program

Supervised Experience in Counseling. This area of preparation is designed to give the prospective counselor experience in the practical application and integration of the principles and methods which he has studied. It should provide each student with practical experience in a variety of counseling duties or in some aspect of guidance work under

supervision of an instructor.

Typical course titles are:

Practicum in Counseling and Guidance
Clinical Practice
Guidance Laboratory
Internship

Group Techniques in Guidance. Study in this area includes methods of teaching occupational and orientation courses and courses concerning the relationship of extra-curricular activities and guidance. It should acquaint the student with group procedures which can be used by the classroom teacher to complement the guidance program.

Typical course titles are:

Group Guidance
Group Guidance: Materials and Methods
Materials and Practices in Group Guidance
Guidance through Student Activities

No definitions are included for the remainder of the areas of study listed in the questionnaire. The others are areas which are generally recognized and understood by educators, making specific definition unnecessary. This is not true of the areas which have been defined because of the possibility of confusion in terminology which still exists as a result of the comparative newness of the field.

ORGANIZATION

Plan of organization. The study is divided into eight chapters. Chapter One, Introduction, presents a statement of the problem, the methodology employed, a definition of terms used, the plan of organization, and a discussion of the limitations of the study. Chapter Two is a presentation of the literature pertinent to a study of counselor certification. The literature is divided into: (1) studies and reports made by individuals or groups representing professional organizations interested in counseling; and (2) studies and reports made by others.

The next five chapters include a presentation and interpretation of the data. Chapters Three and Four cover the present status of counselor certification in the United States and contain a discussion of proposed certification plans as well as of operating certification plans. Chapters Five, Six, and Seven deal with a presentation and analysis of the opinions of a selected group of educators concerning what they consider should be included in a desirable certification plan.

The final chapter, Chapter Eight, presents a summary of the findings, conclusions drawn from the findings, and suggestions based upon the results of the collected and analyzed data.

LIMITATIONS

Limitations of the study. Guidance has progressed much more rapidly in some states than in others. A preponderance of opinion from persons in those states which have made the most progress, or conversely from those states which have made little or no progress, would weight the recommendations heavily in one direction or the other. To reduce the possibility of error in the sampling, questionnaires were sent to at least two persons in every state and an attempt was made to get as complete a return as possible. The percentage of returns and the representation by states, as indicated in Table I, seems to reduce the possibility of a significant error in the sampling.

The study must rely upon those responsible for the training, placement, and supervision of counselors in schools of less than college grade for an understanding of the job of the counselor and thus, for an understanding of the qualifications most desirable in a counselor. The respondents' personal experience with guidance programs and background in guidance varies greatly and flavors their attitudes toward certification in general and toward specific recommendations in particular. An attempt at getting the opinions of the best qualified persons, however, has been made by using the names of deans of schools of education and counselor trainers suggested by state supervisors of guidance. Obviously, there

is no choice to make in the case of state superintendents or in the case of the supervisors themselves. Further reliance is placed upon the respondents on the strength of the position of educational leadership which they have achieved. Despite these precautions, the assumption that each of these persons is qualified professionally to make recommendations on problems of counselor certification is recognized as a possible limitation in the study.

The certification needs and problems vary widely from state to state. Obviously, a certification program which is designed to serve a state which has wide training facilities, well-advanced guidance programs, an ample supply of trained personnel, and a sizeable appropriation for expansion in the field of guidance could scarcely be recommended for a state just beginning to develop this area of school programs. Therefore, no single plan of certification can be suggested as the most desirable plan.

Nine of the fourteen questions in the questionnaire call for unstructured responses. In four of them, examples are included to clarify the meaning of the question. These examples may tend to direct the thinking of the respondents to some extent. Were these excluded or others included, the responses to these questions might be different in some instances. The influence of the nature of examples on the responses is recognized as an additional limitation in the

study.

The results of this study deal with the certification of counselors but not with the training of counselors. While training programs and certification programs will have many requirements in common, and while one will have a marked effect on the other, certification poses problems not inherent in training and therefore must be considered separately. This distinction is borne in mind throughout the interpretation of the data.

CHAPTER II

REVIEW OF THE LITERATURE

Most of the research and reports related to the subject of this study have been done during the past decade. They consist primarily of status quo studies of counselor certification and studies of training needs for the growing counseling profession. It is difficult, if not impossible, to separate training from certification since one is dependent to a large degree upon the other. It would be unwise to set up certification requirements without giving consideration to training facilities. It would be just as unwise to set up training facilities without regard for certification requirements which may exist. Therefore, the review of the literature will consider studies and reports concerning training as well as certification. These studies and reports will be divided into two divisions: (1) studies and reports by professional organizations and (2) studies and reports made by others.

Studies and reports by professional organizations.

The growing need for a statement from an authoritative source as to the suitable patterns of duties and the desirable training for professional counseling was discussed by the Section on Preparation for Guidance Service at the 1940 convention of the National Vocational Guidance Association. A special committee, of which Arthur J. Jones was chairman, was

appointed. The committee submitted a report¹ on counselor preparation and certification at the next annual meeting of the Association in 1941.

The committee concerned itself with two major activities:

- (1) an intensive study of the school counselor, and
- (2) preliminary suggestions for the preparation and certification of the school counselor and for elements in the preparation of teachers and administrators that would better prepare them to perform general guidance functions.²

Rachel D. Cox was appointed to undertake a research into the former activity. The latter activity was reported and approved by the Section of the National Vocational Guidance Association responsible for the committee's appointment.

The committee divided its report on the certification of counselors into general requirements and suggested specific requirements. Under general requirements it recommended: (1) academic preparation that is at least the equivalent of that required for those with whom the counselor works, (2) a teaching certificate, and (3) at least three years of approved experience of which at least one year should be in teaching and at least the equivalent of one-half year in some type of experience other than teaching.

¹ Arthur J. Jones, "The Preparation and Certification of the School Counselor," Occupations, 19:533-38, April, 1941 and 19:589-94, May, 1941.

² Ibid., p. 531.

The suggested specific requirements were broken down into "Suggested Specialized Requirements". Under requirements for all were listed five general areas some of which could be pursued on the undergraduate level. The areas follow: (1) biology, physiology, psychology of individual differences, psychology of social relationships, personality development, and physical and mental hygiene; (2) tests and measurements, clinical techniques, and general methods of evaluation; (3) guidance, personnel work, social case work, and counseling techniques; (4) the educational program of the school; and (5) interneship experience.

Under specialized requirements the committee suggested that evidence of preparation in some one or more of the following areas be required: (1) techniques of investigating occupations, occupational trends, and qualifications of workers in different types of occupations; (2) specialized techniques in vocational placement and follow-up; (3) advanced work in the construction and interpretation of tests; (4) diagnosis and remedial work in reading; and (5) social case work. It was added that while the requirements are set up in terms of groups of courses, interneships, and other experiences, these are only the means by which the competence of a counselor may be attained and measured. "The competence of the counselor is the only thing of real importance."³

³ Ibid., p. 590.

This committee report is important for two reasons:

(1) it represents the first attempt by a professional organization to state the training and experience requirements considered valuable to a counselor, and (2) the suggestion that the training of counselors be thought of in terms of areas of study and competencies rather than in specific course titles began a trend which was later followed by other professional organizations and individual investigators.

At the same time that the committee was preparing its report, Cox was setting up her research of one hundred selected secondary school counselors which was used for a doctor's dissertation and published in book form in 1945.⁴ The stated purpose of her study was

. . . to provide fundamental data which may be useful to counselors in assessing and improving their work with young people, and to training institutions and to certificating authorities in their thinking, planning, and recommendations concerning counselor preparation and experience.⁵

The two main areas covered by the investigation were:

(1) which functions now assigned to the counselor can be effectively carried out by him and which should be assigned to another worker, and (2) what knowledges, skills, and insights are essential to good counseling. The group of one

⁴ Rachel D. Cox, Counselors and Their Work (Harrisburg, Pennsylvania: Archives Publishing Company, 1945), 246pp.

⁵ Ibid., p.iv.

hundred counselors used in the study were selected upon the recommendation of fifty-seven city directors or supervisors of guidance. Forty-five per cent of the counselors worked in cities of 50,000 to 100,000. Only thirty-two percent represented cities of less than 50,000 population.

By means of a questionnaire, group conferences, and personal interviews based upon the questionnaire, the study attempted to inquire into the sources of the counselor's competence. It is the most comprehensive study of its kind to date, but for the purpose of help to those planning certification programs, it suffers several limitations. First, the sample was too heavily concentrated in densely populated areas where guidance was highly developed enough to support the services of a local director. Second, the recommendations were made in the light of training needs only and no attempt was made to reconcile these needs with the problems of certification. Third, the relative importance of the various recommendations for training were not ascertained.

The study has not, apparently, answered the questions of certification planners. This is implied in the statement made by Benson and Froehlich,⁶ "A small beginning has been made in such studies as the one . . . which Rachel Cox conducted. We need more studies".

⁶ Arthur L. Benson and Clifford P. Froehlich, "Certification of Counselors," School Life, 30:19-22, July, 1948.

Toward the end of World War II, the Professional and Technical Division of the War Manpower Commission organized an Advisory Committee on Vocational Counseling in anticipation of demobilization and the task of conversion from military to civilian production. It was the responsibility of this committee to study and report on the supply, training, and placement of vocational counselors during the readjustment period. The committee divided itself into subcommittees with the following duties:

1. To prepare a description of the qualifications and duties of a vocational counselor on the basis of which a training program might be predicated
2. To recommend training courses for various types of counselors
3. To suggest a plan for the coordination of counseling services at the community level.

The report⁷ held major implications for counselor training.

The recommendations of subcommittee two are particularly pertinent as they include specific areas of training in which the subcommittee felt a vocational counselor should be competent. A clear distinction is made between vocational counseling and guidance and personnel work. This distinction

⁷ The Training of Vocational Counselors, War Manpower Commission, Bureau of Training (Washington, D.C.: United States Government Printing Office, 1944), 77 pp.

is brought out in the statement,

. . . this program is focused on the preparation for vocational counseling and is therefore not regarded by the committee as providing in itself adequate training for the broader fields of guidance and personnel work, particularly, personal and educational counseling in high schools and colleges.⁸

Nevertheless, since vocational counseling is an important function of the high school counselor, the recommendations of the committee for training must be considered of importance to training and certificating authorities.

The topical outlines for the training of vocational counselors includes the following thirteen professional training units: (1) An Introduction to Vocational Counseling, (2) Personality Adjustments, (3) Measurement for Vocational Counselors, (4) Rehabilitation of the Handicapped, (5) Educational and Occupational Training Opportunities, (6) Occupational Information, (7) Labor Market Analysis in Vocational Counseling, (8) Labor Problems, (9) Personnel Administration in Business and Industry, (10) Community Organizations and Vocational Counseling, (11) Public Personnel Administration, (12) Techniques of Vocational Counseling, and (13) Supervised Counseling Practice (Internship).

The value of this report lies in the specific recommendations which were offered concerning the content to be covered in each of the areas listed. It provides a clear

⁸ Ibid., p. 9.

cut series of objectives in terms of services, knowledges, or competencies.

The influence of the National Vocational Guidance Association report of 1941 is evident in the Advisory Committee's approach to the problem of training recommendations in terms of competencies rather than courses. It differs from the National Vocational Guidance Association report, however, in three major aspects. First, the common core presented by this later group purports to train a "specialist", not a "generalist". Second, this specialist is trained as a "vocational counselor". Third, whereas the 1941 report named courses assembled under area titles, the War Manpower Commission report named no courses but rather topics to be covered and assimilated.

The purpose of the Sixth National Conference of State Supervisors of Guidance which met at Traverse City, Michigan in August, 1944, was to provide a means for the interchange of ideas by state supervisors and to develop leadership in support of the supervisors' activities in the respective states. The proceedings⁹ are divided into two parts. Part I consists of a series of general committee reports on a group of problems selected at the first general session. Part II consists of a series of statements designed to form a manual

⁹ Proceedings of the Sixth National Conference of State Supervisors of Occupational Information and Guidance, United States Office of Education, Vocational Division, Bulletin No. 235 (Washington, D.C.: United States Government Print-

or workbook of value to state supervisors.

Only Part I of the report has significance for the present study. It contains a statement of the essential background, study, and experience which the conferees suggested as guides in appraising the readiness of counselor trainees and areas of study suggested as a common core of instruction. The following were recommended for those preparing to undertake counseling: (1) an undergraduate degree with a sufficient block of work in the field of social studies and related fields, (2) some background of study in psychology, (3) at least two years of successful teaching experience, (4) one year of work experience for wages outside of education, and (5) indications of suitable personality.

The recommended major areas of study were: (1) Psychological Foundations of Personality Development and Mental Health, (2) Occupational Information, (3) The Individual Inventory, (4) Counseling, (5) The Organization and Administration of Guidance Programs, and (6) Seminar and Internship. Approximately twenty hours of graduate work was to be devoted to this common core of study and an additional ten hours was to be devoted to studies ". . . determined primarily by the individual student's needs and interests".¹⁰

The United States Office of Occupational Information

¹⁰ Ibid., p. 8.

and Guidance initiated a conference on "Training on the Undergraduate and Graduate Levels in the Principles and Practices of Guidance Work in Secondary Schools" which met in April, 1945. It convened in two groups, one in Chicago and one in Raleigh, North Carolina. Representatives of training institutions, state supervisors of guidance services, and members of the Occupational Information and Guidance Service of the United States Office of Education attacked the problem of what and how to teach individuals who will participate in programs of guidance.

Jager,¹¹ in his report of the conference said that the conferees, although well aware of the different fields in which guidance work operates,

. . . limited [themselves] to a consideration of the secondary school, and especially to the counselor as a skilled, but general worker, rather than as a test constructor, clinician, or other specialist. His position as a leader in his own school and community in matters concerned with guidance was also kept in mind.

The conferees recommended that a unit of instruction in the principles and practices of guidance on the undergraduate level be required of all candidates for teaching in secondary schools. Concerning professional training, the conferees emphasized: (1) a minimum of thirty semester hours of graduate work; (2) much specialization beyond the master's degree; and (3) necessity for qualification standards for

¹¹ Harry A. Jager, "Training in Guidance Work for Teacher and Counselor; A Conference Report," Occupations, 24:151-55, December, 1945.

admission to the professional course in terms of educational experience and personal traits so that those unfit to practice counseling may not be misled in their objectives, nor the profession of counseling be filled with persons incompetent to practice it.¹²

The suggested core for professional study and experience comprised instruction under the following main headings: (1) a basic overview or introductory course, (2) understanding the individual, (3) occupational information and training opportunities, (4) counseling procedures, and (5) organizational relationships of the guidance program.¹³

The conference report differs from the War Manpower Commission report in that: (1) it recommends training that would produce the competent guidance generalist rather than the specialist, and (2) the core areas of study are specifically named and weighted in terms of term hours of work.

The Certification Committee of the National Vocational Guidance Association, after a series of committee discussions, prepared a report¹⁴ in 1947, containing a series of proposals for counselor certification. The stated objectives

¹² Ibid., p. 152.

¹³ Ibid., p. 154.

¹⁴ Report of the Certification Committee of the National Vocational Guidance Association, "Certification of School Counselors" (mimeographed committee report, July, 1947), 5 pp.

of the report were:¹⁵ (1) to provide prospective counselors with standards by which they may guide and evaluate their training, (2) to guide institutions in setting up courses and curricula for the preparation of counselors, and (3) to assist certification authorities in the formulation of requirements for counselor certification.

The committee endorsed counselor certification upon several basic principles. These were:¹⁶ (1) every pupil is entitled to have the services of a counselor; (2) those who counsel should be adequately qualified, trained, and licensed; (3) state certification agencies should set up standards for approval of counselor training institutions; (4) approval of counselor training institutions should be based on adequacy of staff, equipment, and program; and (5) counselors should be granted certification on at least two levels of preparation and competency.

The proposals for the provisional certificate included a teaching certificate, 500 clock hours of work outside of teaching, internship or practical experience under supervision, validity of three years, and twelve semester hours of training on the graduate or undergraduate level.

¹⁵ Ibid., p.1.

¹⁶ Loc. cit.

For the permanent certificate, the committee suggested three years of professional experience, 900 clock hours of work other than teaching or counseling, twelve additional semester hours of professional preparation on the graduate level, and the master's degree or equivalent. The suggested areas of preparation and the personal qualifications of the counselor are similar to those recommended by earlier reports.

The point of greatest disagreement among the committee members was the question of acceptance of undergraduate study for certification. It was finally agreed to accept the twelve hour figure.

This was the first report which attempted to suggest certification requirements per se. However, its limitation lies in the fact that it was based upon the opinions of a small group, six committee members, and thus can be said to represent the opinion of too few persons to be of great value.

The Committee on Student Personnel Work of the American Council on Education planned to embark upon a series of investigations to stimulate improvement of training programs. LaBarre of the Western Personnel Institute was asked to make a study of graduate training for educational personnel work¹⁷ as a starter.

¹⁷ Corinne LaBarre, Graduate Training for Educational Personnel Work (Washington, D.C.: American Council on Education, 1948), 54 pp.

A four-page questionnaire entitled "Survey of Graduate Training Facilities for Personnel Work in Educational Institutions" was prepared and sent to two hundred ninety-nine colleges and universities. LaBarre said,¹⁸

Like most questionnaires, that used in this survey had many basic limitations. It could not describe much more than the structure of the training plans it tried to analyze. In addition, this survey was hampered from the beginning by a lack of uniform terminology among personnel workers.

In addition to presenting a very brief history of training for personnel work, the report set forth the numbers of colleges offering graduate training in educational personnel work, suggestions as to the offerings included in the programs, and the need for such training.

LaBarre stressed again, as did other investigators, the desirability of careful selection of future personnel workers and the need for setting up standards for the profession. She did not, however, offer much in the way of specific suggestions concerning what these standards should be.

She recommended state counselor certification in her remark:¹⁹

¹⁸ Ibid., p. 8.

¹⁹ Ibid., p. 16.

An increased need for personnel workers will not in itself insure that the work will be done by competently trained persons unless some measure of their proficiency is designed to meet minimum qualifications. . . . The development of certain "counselor's certificates" by some states is a step in the right direction.

The report adds little to the literature since the War Manpower Commission went further in its recommendations for training in its 1944 report and the United States Office of Occupational Information and Guidance went further in describing graduate training facilities in its annual reports of Guidance Offerings in Colleges and Universities. It is mentioned here, however, as further evidence of the great interest being shown by professional organizations in the problem of counselor training and certification.

The State Supervisors of Guidance Services and Counselor Trainers convened in Chicago in 1948 to discuss problems faced by those concerned with counselor training. Committees were set up to prepare reports of counselor competencies necessary in each of six areas of guidance services. These areas were: (1) Basic Course, (2) Analysis of the Individual, (3) Occupational Information, (4) Counseling Techniques, (5) Administrative Relationships, and (6) Practice and Internship. In addition, two more committees were set up to deal with In-Service Training and Duties, Standards, and Qualifications. The first six committees were to recommend the content of training in each of the six areas of study mentioned above.

Each of the final reports was published in mimeographed form during the year 1949-1950. The one of most concern to the present study is the report of the committee on Duties, Standards, and Qualifications.²⁰ It outlined the duties of a counselor and followed this with an outline of the qualifications and training necessary to fulfill these duties.

The recommendations included a teaching certificate; the equivalent of a master's degree with training in Principles and Practices of the Guidance Program, the Counseling Process, Understanding the Individual, Educational and Occupational Information, Administrative Relationships, and Research and Evaluation Procedures; two years of teaching or counseling experience and one year of work experience outside of school work; three to six months of supervised counseling experience or internship; and personal fitness for counseling.

The value of the report lies mostly in the direction of counselor training institutions planning to set up guidance course sequences. To certification planners, it offers another source of information concerning those competencies and attributes considered desirable for a counselor

²⁰ Duties, Standards, and Qualifications of Counselors, United States Office of Education, Vocational Division, Miscellaneous Publication 3314-1 (Washington, D.C.: United States Government Printing Office, 1949), 7 pp.

which needs translation into certification standards.

The National Vocational Guidance Association, through its Division of Professional Training and Certification, appointed a planning committee in September, 1947 to prepare a manual on the preparation of counselors. A preliminary report was made at the association's convention in Chicago in April, 1948. Other professional organizations expressed an interest and a willingness to cooperate in the study. By September, 1948, eight such organizations were invited to participate. Each was asked to appoint an official delegate and not more than two consultants to represent it on the joint committee which met in Washington, D. C. in December, 1948.

The participating agencies were as follows:

American College Personnel Association

American Psychological Association (Division of
Counseling and Guidance)

National Rehabilitation Association

National Vocational Guidance Association

Office of Education, Federal Security Agency

National Association of Guidance Supervisors

United States Employment Service, Federal Security
Agency

Veterans Administration

The joint committee completed and published a report²¹

²¹ National Vocational Guidance Association, Counselor Preparation, (New York: National Vocational Guidance Association, 1949), 37 pp.

in 1949. The report was divided into two major parts. The first part was prepared by the joint committee and outlined a common core of training for all counselors. It emphasized the aims or objectives to be attained, and the areas in which courses should be organized in order to help the counselor in training to attain the objectives set up. Course names were not mentioned.

The second part of the report was prepared by the National Guidance Association as a supplement to the common core of training for all counselors. This second part agreed with Part I of the manual but added four additional areas which were considered essential for those who counsel on educational and vocational matters.

The areas of training in the common core included:

(1) Philosophy and Principles, (2) Growth and Development of the Individual, (3) Study of the Individual, (4) Collecting, Evaluating, and Using Occupational, Educational, and Related Information, (5) Administrative and Community Relationships, (6) Techniques Used in Counseling, and (7) Supervised Experience in Counseling. The additional areas of preparation for those who counsel on educational and vocational matters were: (1) Group Methods in Guidance, (2) Placement, (3) Follow-up Techniques and Uses, and (4) Methods of Research and Evaluation.

The general form of the recommendations tended, in

general, to follow that of the report of the War Manpower Commission with the omission of heavy emphasis upon the vocational aspects of training. An attempt was made to tie in the training of counselors with procedures in setting up certification standards. Two pages were devoted to a discussion of the need for standards, governmental responsibilities, and suggestions for procedure for organizations interested in formulating standards. While the inclusion of even so short a section on certification standards was a step forward, little definite help was given certification planners outside of common sense procedure to follow in attacking the problem.

Studies and reports by others. Parsons,²² in 1909 made the first major attempt to identify the role of the counselor. His approach to the work of the counselor was purely vocational. The counselor was recognized as an individual capable of analyzing another individual through a series of questions and to catalogue him into one of two major categories. One category included those with well defined and reasonable occupational goals. The other category included those with no basis for a logical choice. For those persons in the second category, the counselor would recommend a series of experiences designed to provide them

²² Frank Parsons, Choosing a Vocation (Boston: Houghton Mifflin Company, 1909), pp. 16-44.

with first hand information of the occupational world. Although it served its purpose at the time, the limited connotation of the role of the counselor is too narrow for the present concept of the term.

The major contribution of his work was the recognition of guidance as a responsibility of society, thus giving rise to the guidance movement as we know it now. Its implications for the present study are in the expressed need for persons to be trained in counseling and in the identification of desirable training content.

Edgerton²³ outlined in detail the training program of vocational counselors in four major training institutions, namely: Columbia, Michigan, Harvard, and Chicago. The emphasis of this work was directed at the teacher in the hope that each teacher would absorb the counseling responsibilities. Each institution listed these functions as increments of the training of teachers, but expressed a feeling of lack of objective direction in the emphasis of training.

Edgerton,²⁴ in 1926, reported an extensive study of the duties, training, and experience of vocational counselors in a hundred forty-three cities. In addition to the role of counseling, Edgerton also investigated practices and policies

²³ Alanson H. Edgerton, The Twenty-third Yearbook of the National Society for the Study of Education, Part II (Bloomington, Illinois: Public School Publishing Company, 1924), pp. 173-87.

²⁴ Alanson H. Edgerton, Vocational Guidance and Counseling (New York: The MacMillan Company, 1926), 123 pp.

of the total guidance program.

The results of this survey indicated two major implications for the training of counselors: (1) a general lack of agreement as to the content or amount of training necessary, and (2) duties of the individuals assigned counseling responsibilities varied greatly.

In 1932, Parry²⁵ prepared a thesis on the training and certification of guidance counselors in the United States. He reported that in 1930-31 only the states of New York and Pennsylvania required specified training and experience for the granting of a guidance certificate. New York wrote its program into state law and specified: (1) the functions of the guidance counselor; (2) personal, experiential, and educational qualifications; (3) professional course work; and (4) two types of certificates. The training and course work required for each was also specified. Mississippi and Maryland were planning future certification of counselors. The Ohio State Advisory Committee on Guidance had issued a bulletin specifying the irreducible minimum requirements for beginning counselors plus recommended qualifications.

Bailey²⁶ reported in 1940 that up to the previous

²⁵ Paul C. Parry, "The Training and Certification of Guidance Counselors in 1930-31," (unpublished Master's thesis, Stanford University, Stanford, California, 1932), 118 pp.

²⁶ Richard J. Bailey, "State Certification of School Counselors," Occupations, 19:94-98, November, 1940.

year, four states required individuals who were performing counseling functions in the schools to be specially certified for their work. These states were Connecticut, New York, Pennsylvania, and Delaware. Four states, Indiana, Rhode Island, Kentucky, and Ohio wrote that they had plans under way.

He pointed out the trend in teacher certification for the granting of certificates for special types of educational service. "Once an infrequent practice among states, two-thirds or more of them now issue specialized certificates"27

While the principle on which special certification is based seems to be rather universally accepted, . . . the movement toward definite state requirements for entrance into the personnel field is still in the incipient stage, with no clearly defined certification plan which would serve to differentiate personnel work from other fields of educational service. Evidence points to the fact that a lack of knowledge, on the part of training specialists and certification officials, as to what should constitute proper standards is primarily responsible for the relatively slow development."28

Bailey selected a jury of sixty-four employing and certifying authorities, thirty-five counselor trainers, and forty-eight experienced personnel workers. They agreed that ". . . all personnel functionaries should be certified by means of a secondary school teacher's certificate plus a

27 Ibid., p. 94.

28 Loc. cit.

special counseling certificate."²⁹ They recommended selective devices which in each case would throw the burden of selection on either the state or the local certifying authorities. These selection devices included an examination, a personal interview by the State Department, and interviews by local authorities. Each procedure was to be given a weighting in the final decision.

Bailey's conclusions which have relevance to this study were: (1) no good reason was offered for requiring teaching experience of all types of personnel functionaries, except that it affords an opportunity to understand youth and youth problems; (2) the fourteen courses indicated as highly desirable for all personnel functionaries are Adolescent Psychology, General Psychology, Educational Psychology, Principles of Education, Techniques of Counseling, Psychological Tests in Guidance, Organization of Guidance Program, Sociology, Mental Hygiene, and Community Relationships; and (3) selective admission is a prerequisite to true professional status.

Mackay³⁰ made a study of counselor certification in 1945. He based his findings on the requirements of six states and ten cities. He stated the types of certificates which were

²⁹ Ibid., pp. 420-21.

³⁰ James L. Mackay, "Certification of High School Counselors," Occupations, 24:392-94, April, 1946.

issued in these places and then discussed the training and experience requirements of that time as shown by the limited group of places studied. His summary of trends, however, turned to a direct quotation of the Occupational Information and Guidance Service of the United States Office of Education rather than to a direct analysis of his own findings; thus, his study adds little to the literature in the field.

Davis³¹ made a study in the late part of 1946, of counselor certification in the forty-eight states, three territories and the District of Columbia. He found that there had been

. . . recently a definite upsurge of activity among the states. Thirteen states and one territory now require certification, while eleven states, two territories and the District of Columbia are planning licensing in the field.³²

"The Division of Occupational Information and Guidance of the United States Office of Education reported in 1945 that five states required counselor certification at that time."³³

He found that the most popular subjects accepted for state certification of counselors were, in the order listed,

. . . occupational information, basic course in guidance, mental hygiene, tests and measurements, counseling techniques, economics, sociology, organization and administration of guidance programs, labor problems, social case work, vocational education, special guidance problems, and applied psychology.³⁴

³¹ Frank G. Davis, "Certification of Guidance Workers," Bucknell University, Lewisburg, Pennsylvania (mimeographed report) December, 1946. 5 pp.

³² Ibid., p. 1.

³³ Loc. cit.

³⁴ Loc. cit.

These findings differed very little from those of Bailey (1940),³⁵ the National Vocational Guidance Association committee headed by Jones (1941),³⁶ the War Manpower Commission report (1944),³⁷ and the Sixth National Conference of State Supervisors of Occupational Information and Guidance (1945).³⁸

Five states, he learned, required the master's degree for the certificate, eight states required teaching experience, and a number of states required work experience in business or industry. Davis' purpose in making the study was to find "what is" and made no attempt to suggest what "should be".

Smith³⁹ made a study of the status of state guidance programs in 1947 which included a question concerning whether or not a state had a certification program and a section concerning the provisions of State Plans of Vocational Education for areas of training. He found that fourteen states of the thirty-seven which responded had a coun-

³⁵ Richard J. Bailey, "Preparing, Certifying and Selecting Public School Counselors," Educational Administration and Supervision, 26:415-23, September, 1940.

³⁶ Jones, op. cit.

³⁷ War Manpower Commission, op. cit.

³⁸ Proceedings of the Sixth National Conference of State Supervisors of Occupational Information and Guidance, op. cit.

³⁹ Glenn E. Smith, A Study of the Status of State Guidance Programs (Lansing, Michigan: Department of Public Instruction, Office of Vocational Education, 1947), 13 pp.

selor certification plan in force while sixteen states were planning to issue one. These figures do not agree with those of Benson and Froehlich⁴⁰ whose report was made at just about the same time. The lack of response from eleven states and the exclusion of the territories in Smith's study probably accounts for the difference of two in the number of states having certification plans.

The provisions of the State Plans for Vocational Education in the thirty-seven states relating to the training of reimbursed counselors included the following areas of training in nearly every case: (1) Principles and Practices of the Guidance Program, (2) Counseling Techniques, (3) Occupational and Educational Information, (4) Analysis of the Individual, and (5) Organization and Administration of the Guidance Program. Less than twenty-five per cent of the states included Methods of Research and only twelve and one-half per cent included Vocational Education.

Young⁴¹ made a survey of certification requirements for guidance and counseling as of November 10, 1947. He found that thirteen states issued certificates for counselors. It is interesting to note that his figure is three less than

⁴⁰ Arthur L. Benson and Clifford P. Froehlich, "Certification of Counselors, Present Status in the States," School Life, 30:19-22, July, 1948.

⁴¹ Joe L. Young, "Certification Requirements for Guidance and Counseling," (unpublished summary of a survey of state certification requirements as of November 10, 1947, submitted to the State Department of Education, Phoenix, Arizona)

the figure arrived at in the survey made by Benson and Froehlich⁴² of the United States Office of Education as of November 15, 1947, only five days later.

The report declared that most states offer a provisional and a professional certificate. The requirements for these, in general, are:

Provisional certificate: Bachelor's degree, teacher's certificate, two years teaching experience, one year of outside work experience, courses in Principles and Practices of Guidance, Occupational Research, Abnormal Psychology, Tests and Measurements, General Sociology, and Economics.

Professional certificate: Meet all requirements for the provisional certificate plus a master's degree and successful experience in some phase of guidance work.

His list of states includes four whose certification requirements were not in effect for one to two years after November, 1947 and omits four whose certification requirements went into effect in 1930, 1937, 1941, and September, 1947.

Benson and Froehlich⁴³ made a survey of the states to ascertain certification requirements as of November 15, 1947. Forty-six states, the District of Columbia, Hawaii, and Puerto Rico responded. The last three are referred to as states in

⁴² Benson and Froehlich, loc. cit.

⁴³ Benson and Froehlich, loc. cit.

the report.

Several of their conclusions are worthy of mention as a basis of comparison with the present study:

1. There is a lack of agreement regarding the major functions which certification requirements should serve.
2. Less than one-third of the states have certification plans in operation, although a few states are contemplating such action in the near future.
3. Considerable confusion exists in the scope of training areas listed in current certification requirements. Aside from basic or introductory guidance training, tests and measurements is most frequently specified and is often apparently considered to be coordinate with such broad areas as psychology and education.
4. Present certification standards neglect training in areas generally accepted as essential. Of the sixteen states issuing certificates, eight require no training in the principles of counseling, and five specify no requirements in the area of occupational information.
5. In spite of the widely assumed importance of personal characteristics, current certification plans seldom mention these traits as required or even desirable.

A survey, reported by Stone,⁴⁴ was conducted in 1948

⁴⁴ James C. Stone, "Credentials for Personnel Services -- Pro and Con," California Journal of Secondary Education, 25:48-52, January, 1950.

by the Division of State Colleges and Teacher Education in California to obtain an expression from school administrators in the state on the question of whether or not credentials in the field of guidance should be authorized by the State Department of Education. Of the five hundred ninety superintendents canvassed, four hundred ninety-eight replied. Two hundred seventy-five favored the development of a guidance credential, one hundred eighty-six were opposed, and thirty-seven were undecided. Those for and against guidance credentials were nearly evenly divided among superintendents who offered a guidance program and those who did not.

Opposition to the credential in California probably stems from many causes but one is noteworthy and was expressed by a superintendent thus: "I do not think that the Department should set up any more special credentials. It seems to me that there are more credentials required now than are necessary."⁴⁵ Actually, "California has sixty-one different types of credentials. New Jersey is next with thirty-seven, followed by New York with twenty-nine and Pennsylvania with twenty-eight. The median number for all states is sixteen."⁴⁶

⁴⁵ Ibid., p. 51.

⁴⁶ Loc. cit.

Of the many principals who wrote in concerning credentials, those who opposed it did not oppose certification in itself, but were expressing a fear of one of the dangers of certification, namely, overspecialization.

Simmers and Davis⁴⁷ carried out a study which proposed ". . . to give an authentic picture of guidance work and workers in approved high schools in the twenty states of the area supervised by the North Central Association of Secondary Schools."⁴⁸ The study was planned to obtain information concerning: (1) the training and work experience of counselors, and (2) the recommendations of counselors for training, experience, and personal qualifications they considered essential to success in guidance work.

The implications for the present study lie in the recommendations which resulted from the work. They were: (1) counselors should be required to earn a professional degree in the field; (2) both classroom teaching and various kinds of noneducational work experience should be part of the background of the counselor; and (3) minimum course requirements should be specified.

Among the general recommendations was the statement:

⁴⁷ Lylah L. Simmers and Robert A. Davis, "Training and Experiences of Counselors in North Central Schools," The School Review, 47:476-84, November, 1949.

⁴⁸ Ibid., p. 477.

State Departments of Education should work toward the securing of legislation setting up minimum standards of training and experience for counselors. Professional standards for the work should be raised through state certification of counselors."⁴⁹

Woellner and Wood⁵⁰ compiled a summary of state teaching requirements in 1933. Annual editions of the summary have been published since 1935. Requirements for administrative certificates were added later and with the fourteenth edition in 1948, a digest of information concerning counselor certification was included.

The study of counselor certification requirements was undoubtedly carefully done and may serve the purpose of teachers who are interested in some general idea of the counselor requirements in those states which have certification. For certification planners, however, the paucity of the information offered could be misleading.

Summary. Most of the studies made up to this time name desirable courses, areas of study, and competencies considered valuable to the counselor. Most of the studies call attention to a need for basing training and hence certification upon a job analysis of the counselor. None of the

⁴⁹ Ibid., p. 484.

⁵⁰ Robert C. Woellner and M. Aurilla Wood, Requirements for Certification of Teachers, Counselors, Librarians, and Administrators, 15th Edition (Chicago: University of Chicago Press, 1950), 60 pp.

studies present specific information concerning the form in which a certification plan might best be set up, the number of levels of certification which may be the most desirable, nor the specific areas of study and experience which might most practicably be required on each level.

CHAPTER III

THE PRESENT STATUS OF COUNSELOR CERTIFICATION IN THE UNITED STATES

In accordance with the plan of organization as stated in Chapter One it is the purpose of this chapter to analyze the present status of counselor certification in the forty-eight states and the District of Columbia.¹ The analysis is based partly upon the results of the portion of the questionnaire directed to state supervisors only, and partly upon a careful analysis of state department of education bulletins and correspondence with state department officials.

States having counselor certification plans. Twenty-three states now have counselor certification plans. These states are shown in Table II. Some explanation may be in order in the case of five of these states, Wyoming, Wisconsin, Massachusetts, Utah, and Louisiana.

The certification plan for Wyoming was passed by the Wyoming State Board of Education in January, 1949, but will not become effective until September, 1952. However, since the plan has been written into law, Wyoming is being included among those states which have a counselor certification plan.

¹ The District of Columbia will be referred to as a state in the remainder of this study.

TABLE II

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PRESENT STATUS OF COUNSELOR CERTIFICATION PLANS

State	Has plan	Date plan was adopted	Date revision was adopted	Date expect to adopt program	Progress report of proposed program available
Alabama	No			May 1951	Yes
Arizona	No				
Arkansas	Yes	Sep. 1949			
California	No				
Colorado	No				
Connecticut	Yes	1930	Now being revised	Studying problem 4 or 5 yrs.	
District of Columbia	Yes	Jul. 1949			
Delaware	Yes	1949			
Florida	Yes		Now being revised		
Georgia	Yes	Mar. 1948			
Idaho	No				
Illinois	No				
Indiana	Yes	no date given			
Iowa	No			1950	Yes
Kentucky	No				
Kansas	No			Soon	Yes
Louisiana	Yes	Aug. 1949			
Maine	Yes	Dec. 1948	1949		
Maryland	Yes	Sep. 1947			
Massachusetts	Yes	Jun. 1947			
Michigan	No				
Minnesota	No				
Mississippi	Yes	Aug. 1949			
Missouri	Yes	Nov. 1947	Feb. 1949		
Montana	No				
Nebraska	No				
Nevada	No			Sep. 1951	No
New Hampshire	Yes	Jul. 1948			

Yes, but not
in near
future

TABLE II (continued)

PRESENT STATUS OF COUNSELOR CERTIFICATION PLANS

State	Has plan	Date plan was adopted	Date revision was adopted	Date expect to adopt program	Progress report of proposed program available
New Mexico	No				
New Jersey	Yes	No date given			
New York	Yes	1937	Now being revised		
North Carolina	No			Nov. 1950	Yes
North Dakota	No				
Ohio	Yes	Nov. 1940			
Oklahoma	No				
Oregon	No			4 or 5 yrs.	
Pennsylvania	Yes	Before 1928	Now being revised		
Rhode Island	No				
South Carolina	No				
South Dakota	No				
Tennessee	No				
Texas	No				
Utah	Yes	Sep. 1946	Sep. 1950		
Vermont	Yes	Mar. 1948			
Virginia	No			Sep. 1952	
Washington	No				
West Virginia	Yes	May 1946			
Wisconsin	Yes	Jan. 1946			
Wyoming	Yes	Jan. 1949 (effective 1952)			

Wisconsin has a plan which provides for the certification of counselors in vocational schools only. All references to the certification plan of Wisconsin will be considered in the light of this limitation.

Massachusetts has a plan of approval for guidance directors which is tantamount to certification, according to the State Supervisor of Occupational Guidance and Placement. Attention is called here to the fact that it is not called certification.

Utah is still operating under its certification plan which went into effect in September, 1946, but a new plan has already been adopted by legal action and will become effective September, 1950. This latter plan will be referred to as the present plan.

Louisiana is operating under a plan which was ". . . tentatively recommended and approved . . . and first published by . . . [the] State Superintendent of Education on August 3, 1949".² No statement is available concerning the length of time which the state plans to operate under these tentative provisions.

The dates of adoption of the various counselor certification plans, as indicated in Table II, reveal that eighteen of the twenty-three states which certify counselors adopted their plans within the five year period 1946 to 1950. This

² Personal communication from Mrs. H. J. Colvin, Area Guidance Supervisor, State of Louisiana Department of Education, dated June 12, 1950.

recent growth in the number of states recognizing the need for regulation and control of those persons assigned counseling responsibilities in the school is, no doubt, a reflection of the upsurge in counseling activities which occurred during that period. The activity of the state supervisors of guidance services in encouraging the adoption of plans is also noteworthy as will be shown later in the discussion of the groups which provided the impetus for certification.

Three of the twenty-three states have revised their certification plans during or since the year 1949, while three additional states are in the process of revising their plans at this time. Table II discloses that three of the states which adopted certification plans during or since 1946 have already revised the original plan. These states are Maine, Missouri, and Utah. New York, Connecticut, and Pennsylvania, three of the earliest states to provide for counselor certification, now are in the process of making a revision. The plan adopted by Florida in 1947 is also being revised at the present time.

Nine states are contemplating the institution of counselor certification plans. A tenth state, California, is studying the problem. As shown in Table II, Arizona, Iowa, Kansas, and North Carolina have already prepared progress reports or proposed plans and expect to have programs adopted in the near future. North Carolina, Iowa, and Arizona make

definite statements concerning the expected adoption date. Kansas is not so definite but the advanced status of the committee's study of the problem suggests an adoption date in the present or coming year.

Colorado, Michigan, Nebraska, Oregon, and Virginia indicate that they are interested in counselor certification but that no definite progress had yet been made or may be expected in the near future. California simply indicates that the problem is being studied.

California had certification for school counselors prior to December 11, 1941. It provided a credential in general counseling and another in vocational guidance. The credentials, adopted by the California State Board of Education in 1935,

. . . required a basic teaching credential, two years of teaching experience and twelve semester hours of specific courses. In an attorney-general's opinion, dated December 11, 1941, this credential, together with several others was declared to have been illegally adopted by the State Board of Education since there was no legal provision in the EDUCATION CODE authorizing such credentials.³

In 1949, the Superintendent of Public Instruction appointed a state-wide committee of twenty-two individuals to study the need for developing credentials in the area of school personnel work. The committee consists of twelve county, city, and district superintendents, three represent-

³ James C. Stone, "Credentials for Personnel Services - Pro and Con," California Journal of Secondary Education, 25:48-52, January, 1950.

atives from teacher training institutions, and seven public school supervisors of special services. Five members of the State Department of Education serve as consultants to the committee. A presentation of the committee's findings is expected by October 15, 1950.

Group providing impetus. One of the questions asked of the state supervisors of guidance services was designed to determine the individual or group who provided the impetus for the institution of counselor certification plans. In six cases, the replies stated that the state supervisor alone set the wheels in motion to encourage the adoption of a counselor certification program. In two cases, he was joined in his efforts by the certificating official of the state, and in two other cases by a counselor trainer within the state.

In five cases, a group of persons of which the state supervisor was a member, provided the impetus for counselor certification. These groups were reported as follows:

State and city supervisors and advisory commission

State school administrators, college personnel, state employment service officials, and local guidance directors

State supervisor, college personnel, county superintendents

State supervisor, deans of schools of education, and secondary principals association

State department of education

In three cases the state supervisor was not mentioned as one of the persons providing the impetus. These groups were reported thus:

Commissioner of education and professors of two universities

Chief of the division of instruction and chief of the division of vocational education

School administrators, counselor trainers, counselors

One supervisor said he did not know who provided the impetus and two supervisors did not reply to the question. Florida and Indiana have plans but no supervisors. Therefore, no report on this question was available.

It is reasonable to assume from the responses above that the individuals occupying the positions of state supervisors of guidance services have done more than those in any other position to develop interest in counselor certification. He is mentioned fifteen times, or in 83.9 per cent of the eighteen responses to the question. His influence is further substantiated by the fact that twenty of the twenty-three states which have certification also employ a state supervisor. Only Florida, Indiana, and Louisiana have certification plans but do not have a supervisor. But even in two of these states, the influence of state supervision has been felt inasmuch as Indiana did employ a state supervisor for several years and Louisiana now employs an area supervisor who works out of the state office.

It is worthy of note, also, that in a number of states, the state supervisor was only part of a group suggesting the need for certification and in three states, the impetus came from groups of which he was not even a part, although a supervisor was on the job in each case. This may be looked upon by those interested in the future of guidance as representing an especially favorable situation. The greater the diversity of individuals who become interested in the progress of guidance, the greater are its probable chances for continued growth. This statement is echoed in various ways by most authorities in the field.

Group working out the provisions of the certification plan. Procedures allowing for wide participation have been followed in the determination of certification provisions in most cases; that is, the groups concerned have been invited to sit as a committee in the study of the problems and to make recommendations. These concerned groups, of course, are (1) the state department of education which must eventually approve and enforce certification provisions; (2) the colleges which must prepare prospective and practicing counselors to meet the requirements; and (3) the public schools which must abide by the regulations which are set up.

In twelve states, the committees have included representatives of each of the three groups. The typical committee in these twelve states consisted of the state

supervisor of guidance services, other state department supervisors or specialists, deans of schools of education and counselor trainers, and public school superintendents and principals. In six instances, counselors and teachers also served with the committee. In one case, a college president was included, in one case vocational advisers from the Veterans' Administration, and in one other case, two specialists from the state employment service.

The person or group who worked out the provisions of the certification plans in the twenty-three states are disclosed in Table III. Frequency of representation rather than breakdown by states is shown since no particular value can derive by the latter procedure.

It would be of some value to determine the relative degree of success of certification programs designed by individuals, by groups with limited representation, and by representative groups. However, there have been no attempts up to this time to devise an instrument to measure objectively the success of certification plans, nor indeed, even any efforts at subjective evaluation.

Criteria used in planning certification programs. A variety of criteria were used by the individuals or committees in their studies preparatory to devising and recommending

TABLE III

PERSON OR GROUP WHO WORKED OUT PROVISIONS OF CERTIFICATION

Person or group	Frequency
Representatives of the state department, colleges, and public schools	12
State supervisor of guidance services, state supervisor of certification, and committee of county superintendents	1
State supervisor of guidance services and state supervisor of certification	1
State supervisor of guidance services and a counselor trainer	2
State supervisor of guidance services, commissioner of education, and officials of the United States Occupational Information and Guidance Service	1
State supervisor and four others (not named)	1
Chief of the division of instruction and chief of vocational division	1
Deputy commissioner of education	1
State supervisor	1
No reply to this question	2
Total	23

the adoption of a certification program. Fifteen separate criteria were named by the state supervisors.

These are described in Table IV along with the frequency with which each was mentioned. The range in the number of criteria used by any single state was one to four. The greatest number of states, eight, used two separate criteria in their study. Six states used only one criterion, four states used three, and two states used four. The remaining three states did not respond to this question.

TABLE IV

CRITERIA USED BY THE CERTIFICATION PLANNING COMMITTEES

Criterion	Frequency
Study of the counselor's job	8
Study of other state plans	7
Study of the needs of the state	7
Study of the Proceedings of the 8th National Conference of State Guidance Supervisors	4
Study of national trends	2
Study of the literature	2
Study of the evaluative criteria of the United States Office of Education	1
Study of the State Plan for Vocational Education	1
Study of the State Aid Program	1
Survey of personnel	1
Study of the requirements of the George-Barden Act	1
Experience of the committee	1
Relationship and correlation with a newly organized counselor training program	1
Study of attitudes toward certification of competent group within state	1
Study of recommendations of the National Vocation- al Guidance Association report on counselor preparation	1

ANALYSIS OF PRESENT COUNSELOR CERTIFICATION PLANS

Twenty-three, or 46.9 per cent of the states have certification plans for counselors at the present time. Eight, or 34.8 per cent of the group issue certificates on one level only. Twelve states, or 52.2 per cent issue certificates on two levels. Two states, or 8.7 per cent issue certificates on three levels and one state, or 4.3 per cent issues certificates on four levels. The states included in each category are shown in Table V.

TABLE V

NUMBER OF LEVELS OF CERTIFICATION BY STATES

Name of state	One Level	Two Levels	Three Levels	Four Levels
Arkansas	x			
Connecticut		x		
District of Columbia	x			
Delaware		x		
Florida	x			
Georgia		x		
Indiana	x			
Louisiana	x			
Maine				x
Maryland		x		
Massachusetts	x			
Mississippi	x			
Missouri		x		
New Hampshire	x			
New Jersey		x		
New York		x		
Ohio			x	
Pennsylvania		x		
Utah		x		
Vermont		x		
West Virginia		x		
Wisconsin		x		
Wyoming			x	
Totals	8	12	2	1

Summaries of one-level certification plans. Eight, or 34.8 per cent of the twenty-three states which have counselor certification plans issue only one type of certificate. These states are Arkansas, the District of Columbia, Florida, Indiana, Louisiana, Mississippi, New Hampshire, and Massachusetts. The certification requirements of these states have been summarized from questionnaire responses, state department of education bulletins, and personal correspondence with state department personnel. These summaries are given on the pages which follow.

ARKANSAS⁴

I. General requirements

- A. Two years teaching experience in public schools
- B. One year work experience other than teaching

II. Academic requirements

- A. A bachelor's degree with a minimum of fifteen semester hours in guidance, nine semester hours of which shall be at the graduate level

[Provision II-A expires July 1, 1952, after which a candidate must present a six-year secondary school certificate, plus fifteen semester hours of guidance work, nine semester hours of which shall be at the graduate level]

- B. A minimum in each of the following areas is required:

	<u>Semester hours</u>
1. Principles and Practices of the Guidance Program	2
2. Analysis of the Individual	2
3. Occupational and Educational Information	2
4. Counseling Techniques	2
5. Administrative Relationships	2
C. A maximum in each of the following areas is accepted as electives:	
1. Practice and Internship	2
2. History and Principles of Vocational Education	3

⁴ Arkansas State Department of Education, Counselor Certification Requirements (Little Rock: Arkansas State Department of Education), 1 p. [No date].

Semester hours

3. Psychology of Motivation	3
4. Psychology of Personality	3
5. Labor Problems	3
6. Statistics	3

DISTRICT OF COLUMBIA⁵I. General requirements⁶

- A. Five years successful teaching experience
- B. Two years successful practical experience in business, industry, or school counseling, may be offered in lieu of two of the five years of teaching experience

II. Academic requirements

- A. A master's degree
- B. The equivalent of not less than twenty-four semester credits in courses in education or professional courses successfully pursued as a part of or in addition to the work for the degree

Within these twenty-four semester credits, courses must be offered in the following fields:

- 1. Educational Psychology
- 2. Mental Hygiene
- 3. Principles and Methods of Senior High or Secondary School Education
- 4. Principles and Practices of Guidance
- 5. Techniques of Counseling

- 6. Occupational Information

⁵ Personal correspondence from District of Columbia Supervisor of Guidance Services, Washington, D.C.

⁶ While certificates are issued on only one level, a separate certificate is issued for the junior high counselor and the vocational high school counselor. The requirements are the same in each case except as follows:

For the junior high school counselor, substitute bachelor's degree in item II A; substitute Principles and Methods of Junior High School Education in item II B 3.

For the vocational high school counselor, substitute bachelor's degree in item II A.

7. Tests and Measurements

- 8. At least one of the following: Clinical Psychology, Educational Sociology, Social Psychology**

FLORIDA⁷

I. General requirements

- A. Teacher's certificate valid in Florida
- B. At least twenty years of age
- C. Oath of allegiance

II. Academic requirements

- A. Thirty semester hours in areas below. A minimum of fifteen semester hours at the graduate level is required. Not less than six semester hours must be completed in each of Areas 1, 2, and 5.
 - 1. Psychology
 - 2. Tests and Measurements
 - 3. The work of a dean of students
 - 4. The work of a personnel and placement director
 - 5. Guidance
- B. If the applicant has earned a master's degree with special emphasis on guidance and counseling from an institution with a well planned major in this field, the pattern may vary from that described above.

⁷ Florida State Department of Education, Information Regarding Certification of Instructional Personnel, Certificate Bulletin A. (Tallahassee: Florida State Department of Education, June, 1947), p. 9.

INDIANA⁸

I. General requirement - must hold or be eligible to hold a high school certificate in some field

II. Academic requirements

A. Master's degree in Education

B. As part of the work toward the master's degree, a minimum of eighteen semester hours of professional graduate study in the field of guidance distributed among at least six of the following courses:

	<u>Semester hours</u>
1. Seminar in Special Guidance Problems	2-3
2. Seminar in Educational and Occupational Information, Job Analysis, Follow-up Studies, Occupational Surveys, and Placement Procedures with Practice in the field	2-3
3. Counseling Practice (Internship)	2-3
4. Tests and Measurements	2-3
5. Organization and Administration of Guidance	2-3
6. Organizing Guidance Programs for Adults	2-3
7. Statistical Interpretation	2-3
8. Case Work Methods	2-3
9. Social and Economic Problems	2-3

⁸ Personal correspondence from Indiana State Department of Public Instruction, Indianapolis, Indiana (From letter of State Superintendent of Public Instruction).

	<u>Semester hours</u>
10. Vocational Education	2-3
11. Advanced Applied Psychology	2-3
12. The Work of the Deanship	2-3
13. Other Elective Graduate Education Work	2-3
14. Mental Hygiene	2-3

LOUISIANA⁹

I. General requirements

- A. Teacher's certificate valid in Louisiana
- B. Five years successful experience as a teacher, counselor, supervisor, and/or administrator

II. Academic requirements

- A. Master's degree
- B. As part of the work toward the master's degree, fifteen semester hours of study selected from the following fields:
 - 1. Organization and Administration of Guidance
 - 2. Analysis of the Individual
 - 3. Educational and Occupational Information
 - 4. Counseling
 - 5. Principles of Guidance
 - 6. Tests and Measurements

⁹ Personal correspondence from State of Louisiana Area Supervisor of Guidance Services, Baton Rouge, Louisiana.

MISSISSIPPI¹⁰**I. General requirements and provisions**

- A. Teacher's certificate valid in Mississippi
- B. Three years successful teaching experience
- C. Valid for ten years; invalid if holder is out of service for five consecutive years. May be revalidated upon completion of nine semester hours of graduate study within the year previous to application for revalidation
- D. Certificate renewable upon completion of six semester hours of graduate study or other evidence of professional growth

II. Academic requirements

- A. Master's degree
- B. As part of the work toward the master's degree, eighteen semester hours selected from and including some of each of the following areas:
 - 1. Individual Analysis
 - 2. Educational and Occupational Information
 - 3. Counseling Process
 - 4. Administrative Relationships

¹⁰ James T. Coleman, Teacher Education and Certification, Mississippi School Bulletin No. 130 (Jackson, Mississippi: State Department of Education, August, 1949), p. 28.

NEW HAMPSHIRE¹¹

I. General requirements

- A. Meet the academic and professional requirements for a teacher
- B. Have had at least two years successful teaching experience
- C. Have had twelve months cumulative work experience for wages in one or more or each of the following:
business, industry, agriculture, homemaking

II. Academic requirements

- A. Have completed a minimum of fifteen semester hours of training in guidance or related courses
- B. Courses acceptable for meeting requirement:
 - 1. Principles and Practices of Guidance
 - 2. Analysis of Individuals
 - 3. Occupational Information
 - 4. Techniques of Counseling
 - 5. Child and Adolescent Development
 - 6. Administrative Relationships of the Guidance Program
 - 7. Mental Hygiene

¹¹ Personal correspondence from State Supervisor of Occupational Information and Guidance, Concord, New Hampshire.

MASSACHUSETTS¹²

Note: Massachusetts does not have certification of any kind but the state law provides for a process of "approval" which the State Supervisor of Occupational Guidance and Placement describes in his response to the questionnaire as, ". . . tantamount to certification".

I. General requirements

- A. Personal qualifications - high degree of personal development, has reached a reasonable degree of maturity, presents a neat and healthy appearance, speaks well, thinks clearly and exercises good judgment; is alert, tactful, well-mannered, and sincere; possesses poise and an even disposition, has a sense of humor; sympathetically understands young people's problems; gets along well with others.
- B. Understanding of Education and Guidance - a good understanding of education and how guidance activities are interrelated with other activities in a total educational program.
- C. Provisional work experience requirement - a total of five years of full-time successful experience in business, industry, personal services, or the professions; or, as a substitute, a lesser number of years of extraordinary experience which in the judgment of the Department [State] would merit temporary approval as related to the experience factor.
- D. Additional activities - in addition to regular activities of work experience, should show extra interest in young peoples' problems by active participation in community or other programs conducted in the interest of young people.
- E. References - name several personal references who might give satisfactory reports pertaining to personal characteristics, education, training, and experience --

¹² Warren E. Benson, "Information Relating to Approval and Classification of Directors and Programs of Occupational Guidance and Placement", Revised (Boston: Massachusetts State Department of Education, March, 1949), pp. 7-8.

1. Two persons from education or training institutions attended.
 2. Two persons who have had responsibility for direction of work experience.
 3. One character reference.
- F. Approval - must be approved by Department of Education prior to appointment.
- G. Annual approval - desirable that the individuals' qualifications be reviewed annually so that they may be progressively improved as related to developments and requirements of the program.

II. Academic requirements

- A. College undergraduate degree; for specific approval and appointment, a formal education equivalent to that of teachers in the school in which he is to serve, if such requirement is greater than an undergraduate college degree.
- B. Post-secondary credit for study or evidence of proficiency as determined by Department of Education examination in fields or courses such as:
1. Principles of Guidance
 2. Organization and Administration of Guidance
 3. Tests and Measurements
 4. Occupational Information
 5. Placement or Personnel Administration
 6. Economics
 7. Sociology
 8. Political Science

Evidence of credit or competence in four of the first five of the foregoing fields or courses is required for original approval, two more for first renewal of approval, and all for second renewal of approval.

- C. Credit for study, experience, or Department of Education examination to indicate comprehension of:
1. The Massachusetts Youth Study
 2. The provisions of Chapter 676, Acts of 1941
 3. Counseling interview procedure and the interrelations of the individual record, occupational information, training information, placement and follow-up.
- D. Participation in occupational guidance and placement conferences, workshops, and institutes conducted by the Education Department.

Analysis of one-level certification plans. The eight one-level certification plans are broken down according to general and academic requirements in Table VI. An analysis of these plans reveals the following facts.

A majority of these states require a valid teaching certificate. Five of the eight states require a teaching certificate valid in the state in which the counseling is to be done. Further, some states add that it must be valid for the level at which the counseling is to be done. Arkansas and the District of Columbia require no teaching certificate but do set up a teaching experience requirement. Only Massachusetts requires neither the teaching certificate nor the teaching experience.

A majority of the states in this group, five, require teaching experience as a prerequisite for the counselor's certificate. The number of years of experience required ranges from two to five, with a median of three years.

Previous counseling experience is not required for certification as a counselor. None of the eight states requires counseling experience. Experience in this area may be used in satisfying the teaching experience requirement in Louisiana, however.

A majority of the states in this group do not require work experience other than teaching or counseling for certification as a counselor. Such experience is required only in

TABLE VI

PROVISIONS IN ONE-LEVEL CERTIFICATION PLANS

Requirements and provisions	Name of state							
	Ark.	D.C.	Fla.	Ind.	La.	Miss.	N.H.	Mass.
Teaching certificate valid in state			Yes	Yes	Yes	Yes	Yes	
Years teaching experience	2	5 ^a			5 ^b	3	2	
Years counseling experience					(b)			
Years work experience other than teaching or counseling	1	(a)					1	5 ^c
Validity of certificate--years						10		1
Certificate renewable						Yes		Yes
Personal qualifications								Yes
Semester hours guidance work or related fields	15	24	30	18	15	18	15	
Semester hours graduate study or advanced degree	9	M ^d	15	M	M	M		
Undergraduate work acceptable	Yes	No		No	No	No		Yes
Semester hours undergraduate work accepted	6							

^aTwo years work experience may be substituted for two years of the five years required teaching experience.

^bOr experience as counselor, supervisor, and/or administrator

^cProfessional experience presumably including teaching and/or counseling may be included

^dMaster's degree

Arkansas, New Hampshire, and Massachusetts. The range in years required is from one to five. The usual requirement is one, although the scant number of cases involved obviates the significance of this figure.

A large majority of the states in this group, six, or 75 per cent set no time limits on the validity of the counselor's certificate. Only Massachusetts and Mississippi set time limits; one year in Massachusetts and ten years in Mississippi. The certificate is renewable in each case. It should be added here that the permanence of the certificate in the case of the other eight states is not specifically stated in each instance but is implied by the omission of any statement.

A major portion of the states include no personal qualifications in the provisions of the legal plan. Only Massachusetts includes such a requirement. The details of the requirement are given in the summary above of the Massachusetts' plan.

There is a semblance of agreement among these eight states in the required number of semester hours of study in guidance work or related fields. While the requirement ranges from fifteen to thirty semester hours, five of the eight states hover around the median of eighteen; three states require fifteen semester hours and two states require eighteen semester hours.

The number of states is evenly divided between those which require a master's degree and those which do not. The number of states which will or will not accept specialized study on the undergraduate level is also evenly divided. Four states definitely specify that no undergraduate work is acceptable. Arkansas, which requires fifteen semester hours of specialized study, stipulates that nine hours must be on the graduate level and no more than six hours on the undergraduate level. Florida requires thirty semester hours of study in guidance but will accept fifteen semester hours on the undergraduate level. This acceptance of undergraduate work is not stated in its regulations, but is implied by omission. New Hampshire and Massachusetts likewise imply by omission that specialized study requirements may be satisfied through undergraduate work.

Adhering to the definitions for the various areas of study given in Chapter One, the areas named in the one-level certification plans are shown in Table VII. The tabulation was prepared by examining each state plan and placing a tally in the proper square if the area, or a course which by definition falls into the area, is named. The table must be read with several limitations in mind.

The semester hour requirement in a particular plan cannot be ascertained from the table since in cases where more than one course is named for a particular area, the area is still checked only once. For example, Missouri [in the

TABLE VII

AREAS OF STUDY NAMED IN ONE-LEVEL CERTIFICATION PLANS

Area of study	Name of state								Total states naming area	
	Ark.	D.C.	Fla.	Ind.	La.	Miss.	N.H.	Mass.	Number	Per cent
Philosophy and Principles of Guidance	x	x	x		x		x	x	6	75.0
Understanding the Individual	x	x	x	x	x	x	x	x	8	100.0
Occupational and Educational Information	x	x		x	x	x	x	x	7	87.5
Counseling	x	x	x	x	x	x	x	x	8	100.0
Supervised Experience in Counseling	x			x					2	25.0
Group Techniques in Guidance										
Organization and Administration of Guidance Programs	x		x	x	x	x	x	x	7	87.5
School Administration				x					1	12.5
Curriculum										
History and Philosophy of Education										
Social Case Work				x					1	12.5
Sociology		x						x	2	25.0
Economics				x				x	2	25.0
Personnel Management										
Labor and Industrial Relations	x								1	12.5
Vocational Education	x			x					2	25.0
Research Techniques										
Statistics	x			x					2	25.0

two-level group] requires, among other studies, Mental Hygiene, The Individual Inventory, and Group and Individual Testing for Guidance Purposes. These are all included in the single tally opposite Understanding the Individual in the horizontal column, and under Missouri in the vertical column. (See Table IX, page 125.)

This limitation arises from the differences in the way state certification plans are arranged. For example, among the eight states which have only one level of certification, two states specifically name all the courses or areas to be studied. Four states list the courses or areas that are required but list some other courses or areas from among which courses may be taken. Three states simply list a series of courses or areas and leave all choice of specific selection to the trainee.

Little or no differentiation appears to be recognizable in the plans between a course, an area, or a field of study. Specifically, one state purporting to name areas of study mentions as separate areas, Psychology of Motivation and Psychology of Personality. Another lists Mental Hygiene and the Work of the Deanship. Seven states name Occupational and Educational Information as required or desirable in the training of a counselor; four call it an area of study, two call it a course, and one calls it a field of study or a course.

Table VII, therefore, is presented to show only the various guidance and related areas of study which are named in the existing plans in states which offer certificates on one level. No differentiation is made between required or elective courses or areas. No differentiation is shown between a state which may require four courses under Understanding the Individual and a state which requires only one course. The exact titles of courses or areas required in the plans may be found in the descriptive summaries, however.

There appears to be rather general agreement among the eight states which issue certificates on one level in regard to some of the areas of study which should be included in the certification plan. These areas are Understanding the Individual and Counseling which are named by all eight of the states; Occupational and Educational Information and Organization and Administration of Guidance Services which are named by seven, or 87.5 per cent of the one-level group; and Philosophy and Principles of Guidance which is named by six, or 75 per cent of the group. No other area of study is named by more than two, or 25 per cent of the eight states.

Summaries of two-level certification plans. Twelve of the twenty-three states, or 52.1 per cent which have certification for counselors issue certificates on two levels. These states are Connecticut, Delaware, Georgia, Maryland,

Missouri, New Jersey, New York, Utah, Vermont, Wisconsin, West Virginia, and Pennsylvania. A summary of these plans is given on the pages that follow.

CONNECTICUT¹³Minor Endorsement¹⁴

I. General requirements

- A. Teaching certificate at the appropriate level
- B. Two and one-half years teaching experience
- C. Two and one-half years industrial or pupil personnel work experience

II. Academic requirement - nine semester hours of professional training in guidance

Counselor's Certificate

I. General requirements

- A. Teaching certificate at the appropriate level
- B. Five years of teaching experience
- C. Five years of industrial or pupil personnel work experience

II. Academic requirement - eighteen semester hours of professional training in guidance

¹³ Personal correspondence from State Supervisor of Guidance, Connecticut State Department of Education, Hartford, Connecticut.

¹⁴ The information concerning the Minor Endorsement is the investigator's interpretation of the following statement in the letter from the State Supervisor, "We have what is termed a minor endorsement which covers part-time counselors, that is those who spend fifty per cent of their time or less in counseling and devote the remainder to some other school activity. In this case the applicant must meet fifty per cent of the full-time requirements . . .".

DELAWARE¹⁵

Provisional Certificate

I. General requirements and provisions

- A. Teaching certificate valid in Delaware
- B. Two years successful teaching experience
- C. Two thousand clock hours work experience other than that of an educational nature
- D. Effective for five years; at the end of the five year period, the counselor should qualify for a regular certificate

II. Academic requirements

- A. Six semester hours of course work in guidance
- B. Required courses

Semester hours

- | | |
|--|---|
| 1. Principles and Practices
of the Guidance Program | 3 |
| 2. Tools and Techniques
of Counseling | 3 |

Regular Certificate

- I. General requirements - same as for the Provisional Certificate

¹⁵ Delaware State Department of Public Instruction, Certification Rules and Regulations, No. 5-49 (Wilmington: Delaware State Board of Education, 1949), 22 pp.

II. Academic requirements

A. Twenty-one semester hours of course work in guidance

B. Required courses

	<u>Semester hours</u>
1. Principles and Practices of the Guidance Program	3
2. Tools and Techniques of Counseling	3
3. Counseling Techniques	3
4. Analysis of the Individual	3
5. Occupational and Educational Information	6
6. Organization and Administration of the Guidance Program	3

GEORGIA¹⁶

Provisional Certificate

I. General requirements

- A. Teacher's Professional Four-year Certificate valid in Georgia
- B. One year of teaching experience
- C. Valid for three years and renewable upon evidence of successful experience in counseling and completion of two additional courses toward the counselor's Professional Certificate

II. Academic requirements - three courses (of fifteen quarter hours) in approved professional guidance, one of which must be an overview course such as Fundamentals of a Guidance Program

Professional Certificate

I. General requirements and provisions

- A. Teacher's Professional Four-year Certificate
- B. Three years experience - one in teaching, one in counseling (with a minimum of one period per day devoted to counseling) and one in wage-earning work experience other than teaching or counseling
- C. Recommendations of the Education Department of the institution in which the training has been done, as to the personal character of the applicant and his probable success as a high school counselor

II. Academic requirements

¹⁶ Georgia State Department of Education, Certification of High School Counselors (Atlanta, Georgia: Georgia State Department of Education, 1948), 1 p.

- A. Master's degree (or the Professional Four-year Certificate plus fifty-five quarter hours of graduate credit averaging at least B) including nine courses distributed as follows:
1. Sciences basic to an understanding of the individual and of his environment -- 1 to 3 courses from Psychology, Sociology, Economics, Statistics
 2. Problems of the curriculum related to counseling -- 1 to 3 courses from Curriculum Planning or Evaluation and Measurements
 3. Problems and procedures in guidance -- 4 to 6 courses from Fundamentals of a Guidance Program, Analysis of the Individual, Counseling Techniques, Educational and Occupational Information, Laboratory in Applied Education

MARYLAND¹⁷

Certificate for Counselors Who Spend Less than One-half
their Time in Guidance Services

I. General requirements

- A. High school teachers' certificate valid in Maryland
- B. Two years teaching experience

II. Academic requirements - six semester hours in guidance
courses including Principles and Practices in Guidance,
Techniques of Counseling, and Occupational Information;
courses on graduate level preferred

Certificate for Counselors Who Spend More than One-half
their Time in Guidance Services

I. General requirements

- A. High school teachers' certificate valid in Maryland
- B. Three years teaching experience

II. Academic requirements - twelve semester hours in guidance
courses including the areas necessary for part-time
certification, and in addition, Analysis of the Individu-
al, Mental Hygiene in the Classroom, and Occupational
Adjustment to Business and Industry

¹⁷ Personal correspondence with State Supervisor of
Educational and Vocational Guidance, State Department of
Education, Baltimore, Maryland.

MISSOURI¹⁸

Professional Certificate I

I. General requirements

- A. Teacher's certificate valid in Missouri
- B. Two years of successful teaching experience
- C. One year of cumulative work experience in occupations other than teaching
- D. One year of successful counseling experience in a school situation

II. Academic requirements

- A. Twelve semester hours in the areas below:

	<u>Semester hours</u>
1. Principles and Practices of Guidance Programs	2-3
2. Counseling Techniques	2-3
3. Mental Hygiene	2-3
4. Group and Individual Testing for Guidance Purposes	2-3
5. Supervised Counseling Experience	2-3
6. The Individual Inventory	2-3
7. Occupational and Educational Information	2-3

- B. At least four semester hours of training must have been acquired during the past three years

¹⁸ Missouri State Department of Education, Certification of Counselors (Jefferson City: Missouri State Department of Education, 1949), 3 pp.

- C. Renewable each three years upon evidence of continued professional interest and growth

Professional Certificate II

I. General requirements and provisions

- A. Meet all requirements for Professional Certificate I
- B. Three years of successful counseling experience in a school situation
- C. Renewable each five years upon evidence of continued professional interest and growth

II. Academic requirements

- A. Completion of ten additional semester hours in guidance courses
- B. Courses to be selected from following areas:

	<u>Semester hours</u>
1. Statistics	2-3
2. Organization and Administration of Guidance Services	2-3
3. Occupational Surveys	2-3
4. Seminar or Special Investigation in Special Guidance Problems	2-3
5. Social Case Work Methods	2-3
6. Industrial and Labor Relations	2-3
7. Personnel Management	2-3
8. Philosophy of the Practical Arts and Industrial Education	2-3

NEW JERSEY¹⁹

Limited Certificate

(Elementary and Secondary School)

I. General requirements - none

II. Academic requirements

A. Bachelor's degree

B. Thirty semester hours in general background courses distributed in at least three of the following fields: English, Social studies, Science, Fine arts, Mathematics, and foreign languages. Six semester hours in English and six in Social Studies will be required

C. Forty-eight semester hours distributed among the following areas with special emphasis on child growth and development and parental relationships:

1. Psychology

2. Guidance

3. Vocational education, economics, and industrial relations

4. Tests and measurements

5. Community areas

D. One hundred fifty clock hours of approved student teaching

Permanent Certificate

(Elementary and Secondary Schools)

Meet all requirements for the Limited Certificate and completion of three years successful experience as a guidance counselor.

¹⁹ State of New Jersey, Department of Education releases, [No date].

A different certificate is issued in New Jersey for Guidance and Placement Counselors in Vocational schools. The requirements follow:

Limited Certificate (Vocational Schools)

I. General requirements

- A. Three years of successful teaching experience in a state aided vocational school, or one year in counseling in industry or education, or in personnel work
- B. Three years of approved occupational experience

II. Academic requirements

- A. A college degree
- B. Thirty semester hours in fundamental cultural areas
(See II-B under Limited Certificate)
- C. Eighteen semester hours in such courses as Principles of Vocational Education, Problems of the Secondary School, Educational Psychology, Psychology of the Adolescent, Mental Hygiene, Tests and Measurements, Counseling Techniques, or Occupational Information

Permanent Certificate (Vocational Schools)

Meet all requirements for the Limited Certificate for Vocational Schools and three years of approved experience within the scope of the certificate

NEW YORK²⁰

Provisional Certificate

I. General requirements

- A. A teacher's certificate or a statement of eligibility for a certificate valid in the State of New York
- B. Three years of experience; one in secondary school teaching and one in fields other than teaching
- C. Valid for ten years

II. Academic requirements

- A. Bachelor's degree
- B. Six semester hours in approved graduate courses
- C. The total program of graduate and undergraduate preparation to include twenty-four semester hours in approved professional courses distributed as follows:
 - 1. Eighteen semester hours in education courses approved for secondary school teaching
 - 2. Six semester hours in the principles and techniques of guidance

Permanent Certificate

I. General requirements and provisions

- A. A teacher's certificate or a statement of eligibility for a certificate valid in the State of New York
- B. Five years experience; one in teaching in secondary schools and one in appropriate industrial or commercial work

²⁰ New York State Education Department, The University of the State of New York, Certificates for Administrative and Supervisory Service (Albany: New York State Education Department, 1941), 3 pp.

- C. Holder of a permanent certificate must complete six semester hours in approved courses or the equivalent during each successive ten-year period

II. Academic requirements

- A. Bachelor's degree
- B. Thirty semester hours in approved graduate courses
- C. The total program of undergraduate and graduate preparation to include II-C-1 and II-C-2 above and courses in the following fields:

	<u>Semester hours</u>
1. Research and studies in educational and occupational opportunities	4-6
2. Methods and materials in teaching orientation and/or occupational classes	2-4
3. Mental hygiene	2-4
4. Educational or mental measurements	2-4
5. Psychological tests in guidance	2-4
6. Sociology	2-4
7. Economics	2-4
8. Labor problems	2-4

PENNSYLVANIA²¹

Certificate to Teach Guidance

- I. General requirement - the possession of a valid certificate to teach
- II. Academic requirements
 - A. Eighteen semester hours in the field of guidance
 - B. Distribution of credits
 - 1. Six semester hours in the following or equivalent guidance courses

Minimum semester hours

- a. Occupations - Analysis, field studies and school applications 2
 - b. One or both of the following courses:
 - General Introduction to Guidance 2
 - Labor and Personnel Problems in Business and Industry 2
 - 2. Courses in related subjects 12
- Courses in the social sciences, commercial education, etc. are interpreted as related courses

²¹ Pennsylvania Department of Public Instruction, Teacher Education and Certification (Harrisburg: Pennsylvania Department of Public Instruction), 2 pp. [No date].

Certificate for School Guidance Counselor

- I. General requirement - the possession of a valid certificate to teach
- II. Academic requirements
 - A. Eighteen semester hours in the field of guidance

	<u>Minimum semester hours</u>
B. Distribution of credits	
1. General Introduction to Guidance	2
a. Introductory Course in Guidance	
b. Educational Guidance	
c. Principles and Problems of Vocational Guidance	
d. Vocational Guidance and Counseling	
2. Specialized Techniques in Guidance	6
a. Laboratory Psychology	
b. Clinical Techniques in Guidance	
c. Psychology of the Abnormal	
d. Educational Tests and Measurements	
e. Social Hygiene	
f. Counseling Techniques	
3. Field Studies and Applications	6
a. Social case work	
b. Occupations - analysis, field studies, school applications	

c. Labor and personnel problems
in Business and Industry

d. Vocational Education

4. Organization and Administration
of Guidance

4

a. Organization and development of
school guidance programs

b. Extra-curricular activities

c. The organization and administration
of vocational guidance

UTAH²²

Provisional Certificate

I. General requirements

- A. A valid teacher's certificate
- B. Valid for two years - six quarter hours of credit in prescribed core or related areas required for renewal

II. Academic requirements

- A. A bachelor's degree
- B. Twelve quarter hours of course work in core or related areas
 - 1. Core areas
 - a. Counseling
 - b. Understanding and Studying the Individual
 - c. Information Services
 - d. Auxiliary Services
 - e. Administrative and Community Relationships
 - 2. Related areas
 - a. Psychology
 - b. Sociology and Social Work
 - c. Economics and Business Management
 - d. Vocational Education

²² Utah State Department of Public Instruction, Standards for the Counselor's Certificates (Salt Lake City: Utah State Department of Public Instruction, 1949), 4 pp.

e. Remedial Education

Professional Certificate

I. General requirements and provisions

- A. A valid teacher's certificate
- B. Two years of successful teaching or counseling experience approved by the State Department of Public Instruction
- C. Valid for five years - six quarter hours of credit in prescribed core or related areas required for renewal

II. Academic requirements

- A. A master's degree, or in lieu, fifty-five quarter hours of graduate credit
- B. A minimum of thirty-six quarter hours of course work earned within the core or related areas as follows:

1. Core areas - minimum

	<u>Quarter hours</u>
a. Counseling	6
b. Understanding and Studying the Individual	12
c. Information Services	2
d. Auxiliary Services	2
e. Administrative and Community Relationships	2

2. Related areas from which an applicant may satisfy twelve of the total minimum requirement of thirty-six quarter hours

- a. Psychology
- b. Sociology and Social Work
- c. Economics and Business Management

d. Vocational Education

e. Remedial Education

VERMONT²³

Provisional Certificate

I. General requirements and provisions

- A. Valid certificate to teach in public high schools of Vermont
- B. Two years successful teaching and/or counseling experience
- C. One year cumulative work experience in occupations other than teaching
- D. Valid for five years from date of issue

II. Academic requirements

- A. Fifteen semester hours of work in guidance
- B. Following courses required:

Semester hours

1. Principles and Practices of Guidance	2-3
2. Introduction to Educational Measurement and Statistics	2-3
3. Developing and Using Occupational Information	2-3
4. Techniques of Counseling	2-3
5. Mental Hygiene	2-3
6. Techniques of Developing and Using the Individual Inventory	2-3

²³ Vermont State Department of Education, The Certification of Counselors and Directors of Guidance in the Schools of Vermont (Montpelier: Vermont State Department of Education), 3 pp. [No date].

Professional Certificate

I. General requirements and provisions

- A. Meet all requirements for the provisional certificate
- B. Valid for five years - renewable in accordance with general requirements for certification of all teachers

II. Academic requirements

- A. Additional fifteen semester hours in guidance courses
- B. Courses to be selected from following areas:
 - 1. Analysis of the Individual
 - 2. Occupational Information
 - 3. Counseling
 - 4. Administration [of Guidance Services]
 - 5. Psychological Training for Counselors

WISCONSIN²⁴

Junior Classification

I. General requirements

- A. Two years successful teaching experience as a full-time day teacher, or the equivalent experience
- B. One year practical experience in occupations other than in the field of education, or the equivalent experience

II. Academic requirements

- A. Completion of a four-year course in approved teacher training institution of college rank, or the equivalent training
- B. Agreement to spend every other summer in professional improvement along lines laid down for securing Senior A Classification

Senior A Classification

I. General requirements

- A. Two years teaching experience
- B. Three years counseling experience

II. Academic requirements

- A. Completion of a four-year course in approved teacher training institution of college rank, or the equivalent training

²⁴ Wisconsin State Board of Vocational and Adult Education, Requirements for Certification of Directors and Local Supervisors in Wisconsin Schools of Vocational and Adult Education - Counselors of Occupational Information and Guidance, Teacher Training Series, Bulletin No. TT-301h (Madison: Wisconsin State Board of Vocational and Adult Education, January, 1946), pp. h1-h3.

B. Completion of the following requirements:

	<u>Credits</u>
1. The Wisconsin Plan of Vocational and Adult Education	2
2. Principles of Guidance	2
3. Techniques of Guidance	2
4. Educational Psychology	2
5. Counseling	2
6. Elementary Economics	4
7. Socio-economic Electives	4
C. Completion of one year of graduate work in education with emphasis upon occupational information and guidance in vocational and adult education, or the equivalent training	

WEST VIRGINIA²⁵

Teacher-Counselor Certificate

I. General requirements

- A. State Teacher's certificate for level at which guidance is to be done
- B. Two years successful teaching experience at level at which guidance is to be done

II. Academic requirements

- A. Ten hours required courses at the graduate level
- B. Required courses

Semester hours

- | | |
|--|-----|
| 1. Principles and Practices of Guidance
(unless taken at undergraduate level) | 2-3 |
| 2. Counseling Techniques | 2-3 |
| 3. Individual Inventory Techniques | 2-3 |
| 4. Occupational Information Techniques | 2-3 |
| 5. Seminar in Special Counseling
Problems | 3-6 |
| C. Suggested Electives | |
| 1. Industrial and Labor Relations | 2-3 |
| 2. Organization, Administration, and
Development of Guidance Programs | 2-3 |
| 3. Organization of Guidance Programs
for Out of School Youth and Adults | 2-3 |

²⁵ West Virginia Department of Education, Training Program for Guidance in the Public Schools of West Virginia (Charleston: West Virginia Department of Education, Vocational Division, May, 1946), 3 pp.

	<u>Semester hours</u>
4. Personnel Management	2-3
5. Problems of Child Welfare	2-3
6. Social Case Work Methods	2-3
7. Statistical Interpretation	2-3
8. Unemployment and Occupational Rehabilitation	2-3
9. Vocational Education	2-3

Counselor Certificate

I. General requirements

- A. State Teacher's certificate for level at which guidance is to be done
- B. Two years successful teaching experience at level at which guidance is to be done
- C. Not less than 1400 clock hours of cumulative work experience in Agriculture, Commerce, or Industry

II. Academic requirements

- A. Completion of thirty semester hours of graduate work with a master's degree
- B. Required and elective credits must be earned in the courses below:

	<u>Semester hours</u>
1. Required courses - fifteen hours	
a. Principles and Practices of Guidance	2-3
b. Counseling Techniques	2-3
c. Individual Inventory Techniques	2-3
d. Occupational Information Techniques	2-3

Semester hours

- | | |
|---|-----|
| e. Advanced Studies of Human Adjustment | 2-3 |
| f. Techniques of Evaluation | 2-3 |
| g. Seminar in Guidance | 3-6 |
2. Suggested Electives - ten to fifteen hours
See II-c under Teacher-Counselor Certificate above
3. Electives in Teaching Field - 0 to five hours

Analysis of two-level certification plans. The twelve certification plans of the two-level type, broken down according to general and academic requirements, are shown in Table VIII. An analysis of the certification plans of the states which provide for two levels of certification follows.

A teaching certificate is usually required for the counselor's certificate. Ten of the twelve states require either a teaching certificate valid in the state in which the counseling is to be done or proof of eligibility for such a certificate. Wisconsin requires two years of successful teaching experience, or the equivalent, but makes no mention of a certificate. New Jersey simply states a requirement of one hundred fifty clock hours of approved student teaching. As is seen in Table VIII, these requirements hold in each case for the Level II certificate as well as for the Level I certificate.

Most of the states require actual teaching experience as a requirement for counselor certification. Nine of the twelve states require teaching experience for Level I certification. The range of teaching experience is from one to two and one-half years. The majority, or five states, require two years. Two years also represents the median teaching experience requirement. Connecticut requires two and one-half years, Georgia and New York each requires one year, and New Jersey and Pennsylvania each requires none.

TABLE VIII
PROVISIONS IN TWO-LEVEL CERTIFICATION PLANS

Requirements and provisions	Conn.		Del.		Ga.		Md.		Mo.		N.J. ^a		N.Y. ^b		Utah		Vt.		Wis.		W.Va.		Pa.	
	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II
Teaching certificate valid in state	Y ^c	Y	Y	Y	Y	Y	Y	Y	Y	Y	N ^d	N	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y
Years teaching experience	2½ ^e	5	2	2	1	1	2	3	2	2			1	1					2	2	2	2		
Years teaching or coun- seling experience															2	2	2							
Years counseling experience					1				1	3	3		1							3				
Years work experience other than teaching or counseling	2½	5	1	1	1				1	1			1	1			1	1	1	1			7	10
Validity of certificate— years			5		3	6			3	5	P ^f	10	P		2	5	5	5				P		
Certificate renewable			N		Y	Y			Y	Y			Y		Y	Y	Y							
Personal qualifications						Y																		
Semester hours guidance work or related fields	9	18	6	21	10	30 ^g	6 ^h	12 ^h	12	22	48	48	24	30	8	24	15	30		18	10	30	18	18
Semester hours graduate study or advanced degree						M or 36½							6	30		M or 36½				30	10	M		
Undergraduate work acceptable							Y	Y	Y	Y	Y	Y	Y	N		N			Y	Y	Y	Y		
Semester hours under- graduate work accepted											48	48	18								2	2		

^a Secondary school counselor certification referred to here.

^b New York requires three years experience for Level I and five years for Level II. Figures given are the minimum for each area of experience specifically named.

^c Yes

^d No

^e Connecticut requires 2½ years teaching and/or work experience. The and/or requirement also holds for Level II.

^f Permanent

^g This is an approximated figure.

^h Graduate work is preferred.

On Level II, the median, as well as the mode, is again two years. One state requires five years, one state three years, four states two years, and two states one year. Two states, New Jersey and Pennsylvania, require no teaching experience on Level II.

Utah and Vermont combine teaching and counseling experience and therefore are not included in the above figures for years of teaching experience required. Vermont requires two years of teaching or counseling experience for each level; Utah requires none for Level I but two years for Level II.

Counseling experience is rarely required for Level I certification and is required by only about one-half of the states for Level II certification. Missouri alone requires counseling experience for Level I and only five of the twelve states require it for Level II. Again, attention is called here to Utah and Vermont which have an "either-or" requirement of teaching or counseling.

The majority of states require work experience other than teaching or counseling for top-level certification. One-half of the states require it for the Level I certificate; eight states require it for Level II; and four states make no such requirement for either level. The median of one year is the usual requirement.

The majority of states set no time limit on the validity of the Level II, or top-level certificate. Eight of

the twelve states, or 75 per cent in this group either indicate that the Level II certificate is permanent or else imply permanency by omitting mention of a specific limit. The remaining four states, or 25 per cent, provide for renewal upon presentation of some proof of continued growth.

Level I certification may be assumed to be permanent also in one-half, or 50 per cent of the twelve states; i.e., no specific time limit is set on the validity of the certificate nor is any statement made concerning its renewability. The other six states set time limits of three to five years, with a median of four years, on Level I certification but provide for renewal upon presentation of proof of additional study in every case but one. Only Missouri stipulates non-renewal.

Personal qualifications for certification rarely appear in the plans of this group of states. Only Georgia includes any requirement in this area. Its plan calls for a recommendation from the training institution attesting to the applicant's probable chance of success as a high school counselor. But, no specific suggestions for such an evaluation are made.

There is a noticeable lack of agreement among the two-level states concerning the academic study requirement. The range of semester hours of guidance work or related fields required for Level I certification is forty-eight, with a low of zero and a high of forty-eight. The range for Level II is

thirty-six with a low of twelve and a high of forty-eight. The median number of semester hours of guidance work required for Level I is eleven; the median for Level II is twenty-three.

There is fairly general agreement among the twelve states in the two-level group on the question of acceptance of undergraduate study in guidance or related fields for certification. All twelve states will accept undergraduate study for the Level I certificate. West Virginia and New York set limits on the number of semester hours which are acceptable. The remaining ten states assert, or imply by omission, that an unlimited proportion of the professional work may be taken as an undergraduate.

For a Level II certificate, undergraduate study is acceptable by all the twelve states except New York and Utah. These two specifically provide that no work below the graduate level may be applied toward top-level certification.

Less than one-half the states require a master's degree or its equivalent for top-level certification. Five states, or 41.7 per cent set up this requirement. In two of these cases, however, some undergraduate course work may still be applied toward the specialized study requirement.

The areas of study named by the twelve states in their two-level certification plans are shown in Table IX. Attention is again called to the definitions of the areas of

AREAS OF STUDY NAMED IN F O-U-LEVEL PLANS

Area of study	Name of state														Total states naming area			
	Conn. ^a	Del.	Ga.	Id.	Mo.	N.J.	N.Y.	Utah	Vt.	Wis.	W.Va.	Pa.			Level I No.	Per cent	Level II No.	Per cent
	Levels	Levels	Levels	Levels	Levels	Levels	Levels	Levels	Levels	Levels	Levels	Levels						
	I II	I II	I II	I II	I II	I II	I II	I II	I II	I II	I II	I II						
Philosophy & Principles of Guidance		x x	x x	x x	x x	x x	x x	x x	x x		x	x x	x x		10	83.3	11	91.7
Understanding the Individual		x x	x	x	x x	x x	x	x x	x x		x	x x	x		6	50.0	11	91.7
Occupational & Educational Information		x	x	x x	x x		x	x x	x x		x	x x	x x		6	50.0	10	83.3
Counseling		x	x	x x	x x			x x	x x		x	x x	x		5	41.6	9	75.0
Supervised Experience in Counseling			x		x x			x x							2	16.6	3	25.0
Group Techniques in Guidance							x					x					2	16.6
Organization and Administration of Guidance Programs		x			x			x x	x		x x	x			2	16.6	6	50.0
School Administration Curriculum			x														1	8.3
History & Philosophy of Education																		
Social Case Work					x			x x			x x	x			2	16.6	4	33.3
Sociology			x				x	x x		x					1	8.3	4	33.3
Economics			x			x x	x	x x		x					2	16.6	5	41.7
Personnel Management					x			x x			x x				2	16.6	3	25.0
Labor & Industrial Relations						x	x x	x			x x	x x			3	25.0	5	41.7
Vocational Education						x	x x	x x	x		x x	x x			4	33.3	6	50.0
Research Techniques																		
Statistics			x		x				x x		x x				2	16.6	4	33.3
Remedial Education								x x							1	8.3	1	8.3

^a Areas of study not specified

study discussed in Chapter One. Also, Table IX and succeeding tables showing the distribution of areas of study named will suffer from the same limitations as those described concerning Table VII.

Connecticut names no specific areas for either level of certification. Wisconsin names areas only for Level II. These omissions pull down the frequency with which the various areas of studies are named by the states.

There appears to be no clear cut pattern of study area requirements on Level I except for Philosophy and Principles of the Guidance Program which is required by ten, or 83.3 per cent of the states. Others mentioned a significant number of times are: Understanding the Individual, Occupational and Educational Information, and Counseling.

A clear pattern presents itself on Level II. The majority of the states name Principles and Practices of the Guidance Program, Understanding the Individual, Occupational and Educational Information, and Counseling. Principles and Practices of the Guidance Program and Understanding of the Individual are named in eleven, or 91.7 per cent of the cases; Occupational and Educational Information is named in ten, or 83.3 per cent of the cases; and Counseling is named in nine, or 75 per cent of the cases. The range of frequency with which other areas are mentioned is none to six times.

CHAPTER IV

THE PRESENT STATUS OF COUNSELOR CERTIFICATION IN THE UNITED STATES (continued)

Summaries of three-level certification plans. Two of the twenty-three states, or 8.7 per cent, which have certification for counselors issue certificates on three levels. These states are Ohio and Wyoming. It is interesting to note that Ohio was one of the earliest states to adopt certification [1940] while Wyoming is probably the latest [1949 - to go into effect in 1952]. A summary of these plans is given below.

OHIO²⁶

Four-year Provisional Certificate

I. General requirements and provisions

- A. Certificate valid for teaching in schools of Ohio
- B. One year of teaching experience
- C. One year in work other than teaching
- D. One additional year of experience in either B or C

²⁶ Ohio State Department of Education, Laws and Regulations Governing the Certification of Teachers, Administrators, Supervisors, and School Employees in Pupil Personnel Service (Columbus: Ohio State Department of Education, January 1, 1948), pp. 32-33.

E. Not less than twenty-five years of age

F. Valid for four years

II. Academic requirements

A. Forty semester hours in guidance work and related areas (not more than twenty-five semester hours shall be on the undergraduate level)

B. Study well distributed over the following areas:

1. Guidance

2. Psychology

3. Tests and Measurements

4. Education

5. Economics

6. Sociology

Eight-year Professional Certificate

I. General requirement - three years successful experience in guidance counseling under the four-year provisional certificate

II. Academic requirements

A. Master's degree with major in guidance counseling

B. Thirty hours of graduate credit in a purposeful pattern pertinent to the training of a guidance counselor may be submitted in lieu of master's degree

Permanent Certificate

The eight-year professional certificate made permanent upon evidence of forty months of successful experience in guidance counseling under the eight-year certificate

WYOMING²⁷

Provisional Certificate

I. General requirements and provisions

- A. Qualified for Standard High School Teacher's Certificate
- B. One year of teaching or counseling in public schools
- C. One year cumulative work experience other than teaching
- D. Evidence of applicant's personal qualifications for counseling
 - 1. Scholastic aptitude adequate to enable him to successfully complete graduate work in a university
 - 2. Interest in working with people as shown by stated interests, measured interests, and record of activities
 - 3. Activities in working with people as shown by his record in school, in college, and in the community
 - 4. Personality factors (determined by observation, clinical interviews, personality measurements, and by references)
- E. Valid for three years - not renewable

II. Academic requirements

- A. Bachelor's degree
- B. Twelve quarter hours in the following areas: (must include individual analysis and techniques of counseling)

²⁷ Wyoming State Department of Education, New Certification Requirements for Counselors in Wyoming Secondary Schools (Cheyenne: Wyoming State Department of Education, 1949), 3 pp.

1. Techniques of Counseling
2. Practice in Counseling (supervised)
3. Occupational and Educational Information
4. Analysis of the Individual (including interpretation of test results)
5. Administrative Relationships of the Guidance Program

Standard Certificate

I. General requirements and provisions

- A. Qualified for Standard High School Teacher's Certificate
- B. Three years teaching and/or counseling experience in public secondary schools with a minimum of one year in counseling
- C. One year cumulative work experience other than teaching
- D. Evidence of applicants personal qualifications for counseling - same as I-D under Provisional Certificate
- E. Valid for five years - renewable indefinitely on presentation of eight quarter hours graduate credit in guidance and related fields

II. Academic requirements

- A. Bachelor's degree
- B. Three quarter hours graduate or undergraduate study in principles and practices of guidance
- C. Twenty quarter hours of graduate study distributed over the following areas:
 1. Techniques of Counseling
 2. Supervised Practice in Counseling

3. Educational and Occupational Information

4. Analysis of the Individual

5. Administrative Relationships of the Guidance Program

- D. A background of courses in psychology, economics, labor relations, and principles of education including vocational education

Professional Certificate

I. General requirements and provisions

- A. Must have previously held the Standard Secondary School Counselor's Certificate in Wyoming
- B. Five years successful experience in secondary school counseling
- C. One year cumulative work experience other than teaching
- D. Evidence of applicant's personal qualifications for counseling - same as I-D under Provisional Certificate
- E. Permanent as long as holder is engaged in counseling in secondary schools

II. Academic requirements

- A. Master's degree
- B. Thirty quarter hours in graduate counselor-training courses distributed over following areas:
 - 1. Individual Analysis
 - 2. Counseling Techniques and Practices
 - 3. Educational and Occupational Information
 - 4. Administrative Relationships of the Guidance Program
 - 5. Research and Evaluation Procedures for Counselors

Analysis of three-level certification plans. The

two three-level certification plans broken down according to general and academic requirements are shown in Table X. An analysis of the two plans reveals the following facts.

In both Ohio and Wyoming, an applicant for a counseling certificate on any level must have, or be qualified for, a teaching certificate valid in the schools of the state. Both states require teaching experience, counseling or similar experience, and work experience other than teaching or counseling. For top-level certification, both Ohio and Wyoming require considerable experience in counseling; four years are required in the former state and five years in the latter.

Level I and Level II certificates are non-renewable in Ohio. Level III is permanent. In other words, one must work toward top-level certification or lose the certificate when the period of its validity expires. Wyoming does not renew the Level I certificate but will renew the Level II certificate indefinitely provided certain conditions, as outlined in the summary of the plan, are met. Level III certification is permanent.

Concerning personal qualifications, Ohio provides only that an applicant must not be less than twenty-five years of age. Wyoming, on the other hand, sets up qualification requirements in areas of scholastic aptitude, interests,

TABLE X
PROVISIONS IN THREE-LEVEL CERTIFICATION PLANS

Requirements and provisions	Ohio Level			Name of state Wyoming Level		
	I	II	III	I	II	III
Teacher certificate valid in state	Yes	Yes	Yes	Yes	Yes	Yes
Years teaching experience	1	1	1			
Years teaching or counseling experience	1 ^a	1 ^a	1 ^a	1	3 ^b	
Years counseling experience		3	4			5
Years work experience other than teaching or counseling	1	1	1	1	1	1
Validity of certifi- cate - years	4	8	pd	3	5	P
Certificate renewable				No	Yes	
Personal qualifications				Yes	Yes	Yes
Semester hours guidance work or related fields	40	30	30	8	15 $\frac{1}{3}$	20
Semester hours graduate study or advanced degree	15	M ^c	M ^c		13 $\frac{1}{3}$	M
Undergraduate work acceptable	Yes	No	No	Yes	Yes	No
Semester hours under- graduate work accepted	25				2	

^a This year may also include work experience

^b Minimum of one year of counseling

^c Thirty hours graduate credit in a purposeful pattern
may be substituted for the Master's degree

^d Permanent

activities, and personality. Thus, Wyoming goes further than any other state in the direction of requiring the consideration of personal qualifications.

Ohio requires forty semester hours of work in guidance or related areas on Level I but will accept twenty-five of the hours on the undergraduate level. On Levels II and III, the requirement is only thirty hours. This thirty hours, however, is entirely on the graduate level. Actually then, while the requirement appears to be lower at first glance, it is really double the Level I requirement. Wyoming gradually raises its guidance work requirement from eight semester hours on Level I, to fifteen and one-third on Level II, and to twenty on Level III. Undergraduate work is accepted toward fulfillment of these requirements on the first two levels but not on the third level.

The areas of study named by the two states in their three-level certification plans are shown in Table XI. The state of Ohio does not outline specific academic requirements except for Level I. For Levels II and III, the certification plan simply states that a master's degree with a major in guidance counseling or thirty semester hours of graduate credit in a purposeful pattern pertinent to the training of a guidance counselor is required. The areas of study mentioned by Ohio for Level I and those named by Wyoming for all three levels conform to the general pattern

TABLE XI

AREAS OF STUDY NAMED IN THREE-LEVEL CERTIFICATION PLANS

Area of study	Name of state					
	Ohio Level			Wyoming Level		
	I	II	III	I	II	III
Philosophy and Principles of Guidance	x	(a)	(a)		x	x
Understanding the Individual	x			x	x	x
Occupational and Educa- tional Information	x			x	x	x
Counseling	x			x	x	x
Supervised Experience in Counseling				x	x	x
Group Techniques in Guidance	x					
Organization and Admini- stration of Guidance Programs	x			x	x	x
School Administration Curriculum						
History and Philosophy of Education						
Social Case Work	x					
Sociology	x					
Economics						
Personnel Management						
Labor and Industrial Relations						
Vocational Education						
Research Techniques						x
Statistics	x					
Adult Education	x					
Remedial Education	x					

^a Thirty semester hours in a purposeful pattern

which is apparent in the one- and two-level certification plans.

Summary of the four-level certification plan. Of the twenty-three states which have certification plans for counselors, only Maine issues certificates on four levels. The summary of its certification plan follows.

MAINE²⁸

Two-year Nonprofessional Certificate

(For counselors devoting less than half-time
to guidance work)

- I. General requirement - teacher's certificate of professional grade
- II. Six hours in professional guidance education, with at least two hours of basic principles and practices of guidance

Second Nonprofessional Certificate

(For counselors devoting less than half-time
to guidance work)

- I. General requirements
 - A. Satisfy all requirements for the two-year nonprofessional certificate
 - B. Two years of successful part-time guidance experience
- II. Academic requirement - twelve hours in professional guidance education

Two-year Professional Certificate

(Required of counselors devoting more than half-time
to guidance work)

- I. General requirements

²⁸ "Teacher Certification in Maine," Maine Schools, State Department of Education, Augusta, Maine, November, 1949. p. 16.

- A. One year of work experience other than teaching
- B. One year of teaching and/or counseling experience

II. Academic requirements

- A. Bachelor's degree
- B. Eighteen hours of professional guidance education distributed over the approved areas below but including a basic course in principles and practices of guidance
 - 1. Principles and Practices
 - 2. Counseling Techniques
 - 3. Educational and Occupational Information
 - 4. Analysis of the Individual
 - 5. Administrative Relationships in Guidance
 - 6. Case Study
 - 7. Interneship in Guidance

Five Year Standard Certificate

(Required of counselors devoting more than half-time
to guidance work)

I. General requirements

- A. One year of work experience other than teaching
- B. Four years of counseling experience

II. Academic requirements - thirty hours of professional guidance education (or a master's degree with a major in guidance)

Analysis of the four-level certification plan.

Maine's four-level certification plan, broken down into general and academic requirements is shown in Table XII. Levels I and II are for counselors who devote less than one-half of their scheduled time to guidance work; Levels III and IV are required of counselors who devote more than one-half of their scheduled time to guidance work.

A valid certificate to teach in Maine is required for Levels I and II but not for Levels III and IV. But, previous counseling experience is required for Levels II and IV. This counseling experience is to be gained while serving as a counselor under Level I or Level III. Certificates for each of the first three levels are valid for two years and are renewable. The certificate for Level IV is valid for five years and is also renewable.

The requirement for study in guidance and related fields rises steadily between the levels, beginning with six semester hours on Level I and ending with twenty-four semester hours or a master's degree on Level IV. Undergraduate work is accepted on all four levels although no specific number of hours is designated.

The approved areas of study, in terms of the areas of study as defined and used throughout this investigation, are:

Principles and Practices of the Guidance Program

TABLE XII

PROVISIONS IN MAINE'S FOUR-LEVEL CERTIFICATION PLAN

Requirements and provisions	Level			
	I ^a	II ^a	III ^b	IV ^b
Teaching certificate valid in state	Yes	Yes		
Years teaching experience				
Years counseling experience		2		4
Years teaching or counseling experience			1	
Years work experience other than teaching or counseling			1	1
Validity of certificate - years	2	2	2	5
Certificate renewable	Yes	Yes	Yes	Yes
Personal qualifications				
Semester hours guidance work or related fields	6	12	18	24 ^c
Semester hours graduate study or advanced degree				
Undergraduate work acceptable	Yes	Yes	Yes	
Semester hours undergrad- uate work accepted				

^a Level I and II certificates are for counselors devoting less than one-half time to guidance work.

^b Level III and IV certificates are for counselors devoting more than one-half time to guidance work.

^c Or a master's degree with a major in guidance

Understanding the Individual
Occupational and Educational Information
Counseling
Supervised Experience in Counseling
Organization and Administration of Guidance Programs

Type of certificate required. Question number nine of the questionnaire directed to state supervisors of guidance only, asked, "Is the same kind of certificate required of all persons who will be assigned time for counseling?" The purpose of the question was to determine whether different kinds of certificates are required for persons assigned full-time duties from those required for persons assigned half-time or less.

Response to this question was received from eighteen of the twenty-three states which have certification plans. Of these eighteen, twelve or 66.6 per cent signified that no differentiation was made in the type of certificate or the level of certification required of a counselor regardless of the portion of his day scheduled for counseling duties.

A number of these affirmative responses were accompanied by qualifying comments, such as:

"Yes, but not adhered to in practice."

"Yes, same for all persons assigned duties as counselor."

"Yes, to the degree possible."

Six of the eighteen states, or 33.3 per cent advised that the same certification regulations do not apply to all persons irrespective of amount of scheduled counseling time. Typical of the comments were the following:

"No. Counselors who devote one-half time or less to counseling need meet only fifty per cent of the requirements."

"No. A professional certificate is required of those who counsel more than one-half time; a non-professional certificate is required of those who counsel less than one-half time."

"No. The teacher-counselor is one who is primarily a classroom teacher and devotes at least two periods per day to guidance. Therefore, only a provisional certificate is required. A full-time guidance counselor is expected to work for a professional certificate, however."

"No. If person devotes more than one-half time to counseling, he is expected to have a counselor's certificate. If he spends less than one-half time in counseling, he must qualify under the certification plan for related subjects teachers."

Here is an example of one of the problems faced by certification planners, namely, the conditions under which it is felt that a certificate can reasonably be required. It is doubtful that any group of planners felt that a person who counsels less than one-half the day needs a lesser degree of competency than one who counsels more than one-half the day. Yet, in six cases, either a lower level of certificate is required for part-time counselors or, as in two cases, no certificate is required at all. Evidently, these states feel that the additional training required for certification

cannot be fully imposed upon persons who, in doing two jobs, are still primarily teachers and are dependent upon teaching and not upon counseling for their bread and butter.

Certification required for appointment. Question ten of the questionnaire to state supervisors of guidance asked, "Are persons who are assigned time for counseling required to have a certificate before receiving such an appointment?" The responses to this question reveal some of the difficulties encountered by state departments of education in the enforcement of the certification provisions.

Seventeen supervisors responded to this particular question. Nine, or 52.9 per cent replied in the affirmative. Typical comments were:

"Mandatory if counselor is assigned more than ten periods per week."

"Yes. Approval of local counseling time for state basic finance program is dependent upon certification -- but leniency is practiced."

"Yes. In order to be classified as AA or AAA, a school must employ a counselor who has been certified."

"It is mandatory if school receives state and federal aid for services of counselors."

"Theoretically, yes, but in many schools persons have been assigned duties and then went on to get training. Enforcing standards is a problem."

Eight of the seventeen responses, or 47.1 per cent were in the negative. Some of the supervisors' comments were:

"No. Desirable, but not required."

"No. May be appointed by local administrator without being certified."

"Not at present, but certificate will be required when the supply begins to meet the demand."

"No. A certificate will be granted provisionally but the person is expected to earn a certificate as soon as possible afterward."

"No. A certificate is required only of persons who counsel more than half-time."

The replies suggest a hesitancy to enforce the certification laws too rigidly. One of the reasons appears to be the lack of trained guidance personnel. Another is probably a fear of creating hostility among administrators and practicing counselors. This latter conclusion is based upon such comments as "Leniency is practised" and "A certificate will be granted provisionally".

Revised counselor certification plans. Three states are operating under plans which have undergone revision since the originals went into effect. These states are Maine, Missouri, and Utah. The dates of the original adoption and the dates of the adoption of the revised plans are shown in Table II on pages 61 and 62.

Analysis of changes made in the revisions. Under the plan adopted by Maine in 1948, certification was possible only for the counselors who were devoting more than one-half of their scheduled time to guidance work. There were five

levels of certification for these persons. Each of the first four levels was non-renewable and each was prerequisite to the next higher level which required additional counseling experience and the completion of additional specific course work.

Several major changes in this program were instituted in the revised plan of 1949. The number of levels for those who spent more than one-half time in guidance work was dropped from five to two. The entry level requirements for this group were raised by the addition of teaching or counseling and work experience requirements.

Two levels of certification were added for those counselors who were devoting less than one-half of their time to guidance. The requirements for this group were set at a much lower level than any other previously existing requirement. The final change was the substitution of approved areas of study for approved courses.

Missouri revised its counselor certification plan less than two years after its original adoption. Four changes may be noted. The titles of the certificates were changed from Provisional and Professional to Professional I and Professional II. One year of successful counseling experience was added to the requirement for Level I and a three year validity limit, renewable, was imposed. The semester hour requirement for Level I was raised from ten to twelve; the

semester hour requirement for Level II remained the same. Specific course requirements were displaced on both levels of certification by area of study requirements.

The State of Utah adopted its original counselor certification plan in 1946. A revised plan, effective September, 1950, was adopted this year. Several major changes were made in the plan. To begin with, the titles of the certificates were changed from "Two Year Counselor's Certificate" and "Five Year Counselor's Certificate" to "Provisional Certificate" and "Professional Certificate".

The new Provisional Certificate dropped the requirement of two years of teaching or counseling experience which was contained in the former Two Year Counselor's Certificate; but, the provision for the possession of a valid teaching certificate was kept in force. The specialized training requirement of twelve quarter hours remained unchanged but the requirements were restated in terms of core and related areas of study rather than in specific course titles.

The new Professional Certificate which replaced the Five Year Counselor's Certificate reduced the teaching or counseling experience requirement from three to two years. The requirement of twenty quarter hours of specialized training was raised in the new plan to thirty-six quarter hours and, as in the Provisional Certificate, the requirements were restated in core and related areas of study.

States now planning revisions. Connecticut, Florida, New York, and Pennsylvania are now in the process of revising their certification plans. No report of progress is available from Connecticut yet. An analysis of the proposed changes in the other three plans is given below.

Analysis of proposed revisions. The major alteration being recommended in the present counselor certification plan in Florida is the change in the areas of required study. Under the existing plan, five areas of study are named which include such specifics as "The Work of the Dean of Students", "The Work of a Personnel and Placement Director", and "Guidance". These are being replaced by area titles which are more in agreement with those in effect in the majority of the other states. Also, the new proposal includes the additional requirement of two years of successful teaching or counseling in public schools.

The major changes proposed for the New York plan are broken down into changes in the Provisional Certificate requirements and changes in the Permanent Certificate requirements. The changes recommended in the Provisional Certificate are: (1) that the requirement of six semester hours in approved graduate courses be raised to thirty semester hours; (2) that the requirement of six semester hours of guidance courses be raised to sixteen semester hours; and (3) that the time validity for the certificate be lowered from ten to

five years.

The change recommended in the Permanent Certificate is the completion of an additional fourteen semester hours in guidance work for eligibility for the Permanent Certificate instead of the former additional twenty-four semester hours. [The total requirement would remain at thirty semester hours but would be distributed differently.]

Pennsylvania, with the oldest certification plan of them all, is now working on a revision. The proposals for change are: (1) raising the requirement of high school completion to college completion; (2) raising the academic requirements of eighteen semester hours of guidance [graduate or undergraduate] to eighteen semester hours of work on the graduate level and to continue to raise the requirement six semester hours each year until the total of thirty is reached; (3) adding a requirement of one year of teaching experience in public schools; and (4) adding a requirement of one year of work experience other than teaching.

States planning the institution of counselor certification. The state supervisors of guidance services were asked to indicate whether the state was planning or contemplating the institution of a counselor certification plan. It was found that ten states are either preparing to adopt a plan in the near future, are looking forward to the possible adoption of a plan at some time in the more remote future,

or are studying the problem to determine whether certification of counselors is desirable. As may be seen in Table II, pages 61 and 62, only Arizona, North Carolina, Iowa, and Kansas have advanced far enough in their planning to have a progress report available.

Provisions of proposed programs. The summaries of the progress reports of Arizona, North Carolina, Iowa, and Kansas are given below.

ARIZONA²⁸
(Proposed)

Provisional Certificate

I. General requirements and provisions

- A. Meet state teaching certification requirements
- B. One year teaching or administrative experience, or a combination
- C. One year productive work experience
- D. Valid for four years - not renewable

II. Academic requirements

- A. Bachelor's degree
- B. Fifteen semester hours of instruction with credit in each of the following areas:
 - 1. Principles and Practices of Guidance
 - 2. Counseling
 - 3. Analysis of the Individual
 - 4. Administrative Relationships
 - 5. Occupational Information

Professional Certificate

I. General requirements and provisions

²⁸ Arizona State Department of Education, Proposed Certification Requirements for School Counselors in Arizona (Phoenix: Arizona State Department of Education, 1949), 4 pp.

Also, personal correspondence from state supervisor of guidance services.

- A. Meet state teaching certification requirements
- B. Two years of counseling, teaching, or administrative experience, or a combination, in public secondary schools
- C. One year productive work experience
- D. Will be renewed concurrently with the general teaching certificate held by the applicant

II. Academic requirements

- A. Bachelor's degree
- B. Master's degree or thirty semester hours of graduate work
- C. Twenty-four semester hours of graduate and/or undergraduate instruction in guidance with credit in each of the following areas:
 - 1. Principles and Practices of Guidance
 - 2. Counseling
 - 3. Analysis of the Individual
 - 4. Administrative Relationships
 - 5. Occupational Information

KANSAS²⁹
(Proposed)

Provisional Certificate

I. General requirements and provisions

- A. A current teaching certificate for level in which person is functioning as a counselor
- B. One year successful teaching experience - may be obtained concurrently with counseling experience
- C. One year cumulative work experience on wage earning job other than teaching
- D. Valid for three years - may be renewed once by completion of additional eight semester hours of **senior** graduate or graduate work. A minimum of four semester hours must be professional guidance service courses

II. Academic requirements

- A. Bachelor's degree or its equivalent
- B. Eight semester hours in guidance courses on a senior graduate or graduate level
- C. Professional course work shall be divided among the following areas:
 - 1. Philosophy and Principles of Guidance
 - 2. Individual Analysis
 - 3. Occupational Information

Permanent Certificate

1. General requirements and provisions

²⁹ Kansas State Department of Education, Proposed Plan for Certification of Counselors for Secondary Schools in Kansas (Topeka: Kansas State Department of Education, 1950), 5 pp.

- A. A current teaching certificate for level in which person is functioning as a counselor
- B. Three years successful teaching or three years teaching and counseling experience in secondary schools
- C. Two years cumulative work experience on wage earning job other than teaching
- D. Valid for three years and renewable without professional training on the college level, providing the counselor has been actively engaged as a full-time counselor or teacher-counselor with a minimum of one regularly assigned period per day for any two of the three school years covered by the current permanent certificate. If allowed to lapse, certificate may be renewed by completion of six semester hours of study recommended by the training institution

II. Academic requirements

- A. A master's degree or its equivalent
- B. Sixteen semester hours college work in professional guidance courses on a senior graduate or graduate level
- C. Professional course work shall include at least one course in each of the following areas of competency:
 - 1. Analysis of the Individual
 - 2. Occupational Information
 - 3. Counseling Techniques
 - 4. Supervised Practice in Guidance Services
 - 5. Administrative Relationships of the Guidance Program

IOWA³⁰
(Proposed)

Teacher-Counselor

- I. General requirements
 - A. Two years teaching experience
 - B. One year cumulative work experience outside of teaching
- II. Academic requirement - fifteen semester hours in field of guidance on graduate level

Counselor

- I. General requirements
 - A. Three years teaching experience
 - B. One year cumulative work experience outside of teaching
- II. Academic requirement - thirty semester hours on graduate level

³⁰ Questionnaire response from Iowa State Supervisor of Guidance Services

NORTH CAROLINA³¹
(Progress Report)

Teacher-Counselor

I. General requirements and provisions

- A. State teaching certificate
- B. At least two years teaching experience
- C. Valid for five years

II. Academic requirements

- A. Twelve semester hours of study in guidance and related fields
- B. Studies to include work in the following areas:
 - 1. Philosophy and Principles of Guidance
 - 2. Understanding the Individual
 - 3. Occupational and Educational Information
 - 4. Counseling

Professional Counselor

I. General requirements and provisions

- A. State teaching certificate
- B. At least two years teaching experience
- C. One year cumulative work experience other than teaching or counseling
- D. Valid for five years

³¹ Personal correspondence with North Carolina State Supervisor of Guidance Services.

II. Academic requirements

A. Master's degree

B. Twenty hours of study in guidance

C. Studies to include work in following areas:

1. Philosophy and Principles of Guidance
2. Understanding the Individual
3. Occupational and Educational Information
4. Counseling
5. Supervised Experience in Counseling
6. Organization and Administration of Guidance Programs

Analysis of proposed certification plans. The

analysis of the proposed plans of Arizona, Iowa, Kansas, and North Carolina shown in Tables XIII and XIV presents a striking resemblance to the certification plans of the states which have already made adoptions. Each of the states is recommending a two-level plan of certification. As was seen earlier, this is the plan which has found most favor among the states. All four of the states require a teaching certificate valid in the state and teaching and/or counseling experience. One to two years of experience is suggested for Level I certificates and two to three years for Level II certificates. Each of the four states plans to require work experience. Again, the requirement and the proposed one year of cumulative experience is similar to that of the states now certifying counselors.

There is a slight difference shown, however, in the trend toward specifically setting time limits on the validity of the top-level certificate. While no additional work is required for one who continuously serves as a counselor, limits are set on the period of validity in order to insure that those who are certified may not cease counseling for long periods of time and automatically return to the fold with outmoded ideas. The additional study requirement for re-certification is proposed to prevent this from happening.

TABLE XIII
PROVISIONS IN PROPOSED CERTIFICATION PLANS

Requirements and provisions	Name of state							
	Ariz.		Iowa		Kans.		N.C.	
	Levels	Levels	Levels	Levels	Levels	Levels	Levels	Levels
	I	II	I	II	I	II	I	II
Teaching certificate valid in state	Y ^a	Y			Y	Y	Y	Y
Years teaching experience	1 ^b		2	3	1		2	2
Years counseling experience								
Years teaching or counseling experience		2				3		
Years paid work experience other than teaching or counseling	1	1	1	1	1	2		1
Validity of certificate - years	4	(c)			3	2	5	5
Certificate renewable	N ^d	Y			Y	Y		Y
Personal qualifications								
Semester hours guidance work or related fields	15	24	15	30	8	16	12	24
Semester hours graduate study or advanced degree		M ^e	15			M		M
Undergraduate work acceptable	Y	Y	N	N	Y	Y		
Semester hours undergraduate work accepted								

^a Yes

^b Or administrative experience, or combination

^c Renewed under same conditions as teachers certificate

^d No

^e Master's degree

TABLE XIV
AREAS OF STUDY NAMED IN PROPOSED CERTIFICATION PLANS

Area of study	Name of state			
	Arizona	Iowa ^a	Kansas	North Carolina
Philosophy and Principles of Guidance	x		x	x
Understanding the Individual	x		x	x
Occupational and Educational Information	x		x	x
Counseling	x		x	x
Supervised Experience in Counseling			x	x
Group Techniques in Guidance				
Organization and Administration of Guidance Programs	x		x	x
School Administration				
Curriculum				
History and Philosophy of Education				
Social Case Work				
Sociology				
Economics				
Personnel Management				
Labor and Industrial Relations				
Vocational Education				
Research Techniques				
Statistics				

^a Areas of study not given in proposed plan.

None of the newly proposed plans include personal fitness requirements. Again, this is in keeping with the provisions of existing plans. All four of the states require a master's degree or its equivalent for top-level certification. The percentage here is higher than that of the total picture but is in keeping with the trend shown in those plans adopted more recently.

Only one of the four states specifically notes that undergraduate work may not be used in the satisfaction of the professional study requirement. The other three specifically provide for its acceptance or imply that it will be accepted. The majority of plans in operation at present also accept undergraduate work.

Three of the four states have progressed in their planning to the point of setting up specific academic study requirements. In each case, areas of study and not courses are recommended. These areas of study correspond closely to the areas of study recommended in existing plans. Omitting Iowa, which has not set up study requirements, one hundred per cent of the other proposed plans require work in Principles and Philosophy of the Guidance Program, Understanding the Individual, Occupational and Educational Information, Counseling, and Organization and Administration of Guidance Programs. Two-thirds, or 66.6 per cent, require Supervised Experience in Counseling.

The general pattern corresponds to the pattern revealed in the analysis of the twenty-three plans now in operation with one exception. The new plans appear to be placing more emphasis on Supervised Experience in Counseling.

States contemplating the institution of counselor certification. Six states are looking forward to the possibility of adopting a counselor certification plan at some future date, or are studying the desirability of counselor certification. The response of the state supervisor of guidance services in each of these states is shown in Table II, pages 61 and 62.

It is not assumed that contemplation of counselor certification implies the adoption of a plan even within the remote future. Previous studies made as long as ten years ago named states which were contemplating certification and which are no nearer a realization of the plan now than they were at that time. For example Bailey³² reported in 1940 that Kentucky and Rhode Island had plans under way which would probably require a special counseling certificate. Neither of these states has adopted a plan and neither one is presently planning or even contemplating such action.

³² Richard J. Bailey, "The Preparation, Certification, and Selection of Personnel Workers for the Secondary Schools of the United States," (Unpublished Doctor's dissertation, New York University, New York, 1940), p. 451.

SUMMARY AND CONCLUSIONS

It is impracticable to attempt to summarize or analyze all of the certification plans on a comparative basis. Level I of a one-level plan is not comparable, obviously, to Level I of a two-, three-, or four-level plan. Similarly, Level II of a two-level plan is not comparable to Level II of a three- or four-level plan.

On the basis of the questionnaire responses, the analysis of bulletins from state departments of education, and personal correspondence with state departments of education officials, however, certain facts about the present status of counselor certification in the United States become apparent and permit the drawing of some conclusions.

There is a definite trend toward state adoption of counselor certification plans. There are twenty-three states which now have certification plans for counselors. This figure represents an increase of seven over the number shown in the status study made in 1947 by Benson and Froehlich³³. Of these twenty-three, seventeen have adopted their plan during the five year period, 1946 to 1950. Four more states

³³ Arthur L. Benson and Clifford P. Froehlich, "Certification of Counselors, Present Status in the States," School Life, 30:19-22, July, 1948.

are planning to adopt a certification plan in the very near future and another six are contemplating the study or adoption of a plan at a more remote date.

The individuals occupying the position of state supervisor of guidance services have probably done more than those in any other position to develop interest in counselor certification. This conclusion is not a startling one. Nor is it anything but what should be expected since promoting interest in guidance is a part of the guidance supervisor's job. Nevertheless, the important part he has played in the development of counselor certification should be brought to light.

In fifteen, or 83.9 per cent of the eighteen responses to the question of who provided the impetus for counselor certification, the supervisor of guidance services is mentioned as a key figure. Further substantiation of his influence is the fact that twenty of the twenty-three states which have certification also employ a state supervisor of guidance services.

Counselor certification plans have been formulated through group action. In twelve states, or slightly more than one-half of the twenty-three states which have counselor certification, the plans have been worked out by committees representing the state department of education, the colleges,

and the public schools. In only six instances were the plans worked out by as few as one or two persons.

The most common criteria used in the study preparatory to the evolvement of counselor certification plans were: (1) study of the counselor's job, (2) study of other state plans, and (3) study of the needs of the state. Six states used only one criterion in their deliberations, eight states used two criteria, four states used three, and two states used four.

More than one-half of the present certification plans are of the two-level type. Eight states, or 34.8 per cent issue certificates on one level; twelve states, or 52.1 per cent issue certificates on two levels; two states, or 8.7 per cent issue certificates on three levels; and one state, or 4.3 per cent issues certificates on four levels.

The most popular type of certification plan, the two-level type, provides a provisional certificate for entry into the profession with minimum qualifications and a professional certificate for those who have taken additional training and built up additional experience.

Most of the states require a valid teaching certificate. Eighteen, or 78.3 per cent of the states require a teaching certificate valid in the state in which the counselor's certificate is sought. Five states do not include this

provision in their plans. Of these five, three states require teaching experience, thus still showing a disposition to prefer that counselors be selected from among teachers. Only one state will issue a counselor's certificate on any level to a person without a teacher's certificate as well as without previous teaching or counseling experience. This state requires successful student teaching experience, however. One state which requires teaching experience on the entry level of certification will accept a person for top-level certification without such experience provided he has had four years of successful counseling experience plus one year of work experience outside of education.

Three-fifths of the states require teaching experience.

Fourteen states, or 60.9 per cent, of the twenty-three require teaching experience for counselor certification. The range is from one to five years; the most usual requirement is two years. In most cases, the same number of years of teaching experience is required from level to level; i.e., if a state having two levels of certification requires two years of teaching experience for a Level I certificate, the same number of years of teaching experience is also required for Level II.

Few states require previous counseling experience.

Only one state, or 4.3 per cent, requires previous counseling

experience for the first-level certificate. [States which have only one level are also included here.] Three, or 13 per cent, will accept counseling experience for the satisfaction of the teaching experience requirement but do not require the counseling experience. Only eight states, or 34.8 per cent of the twenty-three states specifically require counseling experience for any level of certification. This may appear somewhat surprising, particularly in those cases where several levels of certification are provided.

Most of the states require work experience other than teaching or counseling. Fourteen, or 60.9 per cent, of the twenty-three states specifically require work experience other than teaching or counseling on some level of certification. Eleven states require it on all levels. The usual requirement is one year and is kept constant from level to level in nearly every case.

The types of work to be pursued are named in few cases but the stipulation that it be paid work experience is included in many. The majority of plans say that experience may be cumulative; it is implied by omission in all the others.

The top-level certificate is permanent in most of the states. Five states indicate that top-level certification is permanent. Eleven more states do not assert that it is permanent but set no time limits. It may be safely assumed

then, that these eleven are also permanent certificates. Together, the sixteen states represent 69.6 per cent of the total group.

The remaining seven, or 34.4 per cent of the group, set time limits on top-level certification as well as on lower-level certificates. The certificates are renewable in every case.

Nine of the sixteen states whose top-level certificates are permanent place time limits on the validity of the lower levels of certification. This makes a total of eleven, or 47.8 per cent of the states which set limits on the validity of the certificate at some level. The limits on the lower-level certificates average three years.

It is interesting to note that only one state of the twenty-three certifying states specifically provides for the non-renewal of lower-level certificates. It is also significant that six, or 26 per cent of the certifying states do not set time limits even on the validity of lower-level certificates. A partial explanation of these two circumstances may be found in the fact that the lower-level certificates in several states are not considered as provisional certificates. Nor, are they considered as a device to expedite entry into the field by interested and capable persons. Rather, they are designed for different groups of persons; one group, the full-time counselors and the second group, the part-time counselors,

or teacher-counselors.

The teacher-counselor is generally considered as that person who spends less than one-half of his time in scheduled guidance work. Therefore, this person may be permanently certified to act in the capacity of a teacher-counselor and is not required to work toward the higher level of competency unless he becomes a full-time counselor. Maryland and Maine are examples of this approach.

Very few states include personal fitness requirements in the certification plan. Although many respondents to the questionnaire favored the inclusion of personal qualifications in the certification plan, a large portion of them called attention to the difficulties of objective evaluation and appraisal of such traits along with the dangers attendant upon their enforcement. The small number of states which embody such requirements in their certification plans may suggest a corroboration of the respondents' opinions.

Only three states, or 13 per cent, include any personal requirements. One state requires that a statement of personal fitness for the job and probable chance of success be obtained from the training institution. One state lists personal qualities and qualifications desirable in a counselor but does not state that the applicant for a certificate will necessarily be evaluated upon the possession of these traits.

The remaining state requires evidence of the personal fitness of the applicant which is evaluated through a combination of tests, records, references, and observation [by employers and associates]. This last plan is the newest of the state plans and thus has not yet been tried in practice.

There is a noticeable lack of agreement concerning the semester hours of specialized study required. A wide variation exists in the number of semester hours of study in guidance and related areas which is required in the twenty-three states. This is particularly true among the two-level states where the Level I requirement spreads from zero to forty-eight semester hours. There is a tendency for these requirements to grow more similar as the top-certification level is approached, however. For top-level certification, the range runs from twelve to forty-eight semester hours with a median of twenty and one-half semester hours.

Most states accept undergraduate study toward satisfaction of certification requirements. All states, with one exception, accept undergraduate study in guidance and related fields for certification on the lower levels. [Certification in one-level states is being considered here as top-level certification.] Fifteen states, or 66.6 per cent, assert or imply that undergraduate study is also acceptable for fulfilling the requirements for top-level certification.

Only two of these fifteen states place any limit on the number of semester hours of undergraduate work which will be accepted. The remaining eight states, or 34.8 per cent specifically provide in the plan that all specialized study for top-level certification must be on the graduate level.

Nearly one-half of the states require a master's degree or its equivalent for top-level certification. Eleven, or 47.8 per cent of the twenty-three states require a master's degree or its equivalent in graduate study for the top-level certificate. In all but three of these eleven cases, the specialized work in guidance and related areas must be entirely on the graduate level.

There is rather general agreement concerning the required areas of study for counselor certification. The areas of study required for certification in the twenty-three states show a striking similarity. The following five areas are those most consistently named in the certification plans. Philosophy and Principles of the Guidance Program is named in twenty, or 87 per cent of the plans; Understanding the Individual in twenty-two, or 95.7 per cent; Occupational and Educational Information in nineteen, or 82.6 per cent; Counseling in twenty, or 87 per cent; and Organization and Administration of Guidance Services in sixteen, or 69.6 per cent.

The figures for the remainder of the areas are shown in Table XV. The checked areas, in every case, represent those which were checked on some one or more levels by each reporting state. Some of the figures might have been higher still if Connecticut had included recommendations for areas of study in its plan.

Most states require the same type of certificate of all those assigned to counseling duties. No distinction is made between the kind of certificate required or issued to part-time counselors or full-time counselors in twelve, or 66.6 per cent of the eighteen states which responded to the question, "Is the same kind of certificate required of all persons who will be assigned time for counseling?" Six, or 33.3 per cent of the eighteen states indicated that the type or level of certificate is governed by the amount of time the counselor devotes to guidance duties. Top-level certificates in these states are designed for those persons devoting more than one-half of their scheduled time to the work of a counselor.

A person must be certified before receiving a counseling appointment in nine states. Of the seventeen supervisors of guidance services who responded to the question of whether persons are required to have a counselor's certificate before receiving a counseling appointment, nine,

AREAS OF STUDY NAMED IN CERTIFICATION PLANS IN THE TWENTY-THREE STATES

Area of study	Ark.	Conn.	D.C.	Del.	Fla.	Ga.	Ind.	La.	Me.	Md.	Mass.	Miss.	Mo.	N.H.	N.J.	N.Y.	Ohio	Pa.	Utah	Vt.	W. Va.	Wis.	Wyo.	Total No.	Per cent	
Philosophy and Principles of Guidance	x		x	x	x	x		x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	20	87.0	
Understanding the Individual	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	22	95.7	
Occupational and Educational Information	x		x	x		x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	19	82.6	
Counseling	x		x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	20	87.0	
Supervised Experience in Counseling	x					x	x		x				x						x				x	7	30.4	
Group Techniques in Guidance																x	x	x						3	13.0	
Organization and Administ- ration of Guidance Programs	x			x	x		x	x	x		x	x	x	x			x	x	x	x	x		x	16	69.6	
School Administration							x																	1	4.3	
Curriculum						x																		1	4.3	
History and Philosophy of Education																										
Social Case Work							x						x					x	x		x			5	21.7	
Sociology			x			x					x					x			x			x		6	26.0	
Economics						x	x				x				x	x			x			x		7	30.4	
Personnel Management													x						x		x			3	13.0	
Labor and Industrial Relations	x												x		x	x		x			x			6	26.0	
Vocational Education	x						x						x		x			x	x	x	x			8	34.8	
Research Techniques																							x	1	4.3	
Statistics	x					x	x						x				x			x	x			7	30.4	
Remedial Education																	x		x					2	8.7	
Adult Education																	x							1	4.3	

or 52.9 per cent replied in the affirmative, and eight, or 47.1 per cent replied in the negative.

The comments which accompanied the responses, affirmative as well as negative, suggest some difficulties in the enforcement of the certification requirements and a hesitancy to adhere to the regulations too rigorously. School accreditation and the promise of financial aid are being used as levers in several states to insure cooperation.

A significant number of states have recently revised, or are now in the process of revising their certification plans. Three states have revised their certification within five years after the original was adopted and four states are presently working on revisions. Maine, Missouri, and Utah have revised their original plans which were adopted in 1948, 1947, and 1946 respectively. Connecticut, Florida, New York, and Pennsylvania will adopt revisions of their plans in the near future. These seven states represent 30.4 per cent of the total of twenty-three states which now have certification plans.

Two important trends are observable in these revisions. First, every one of the states except Connecticut, whose proposals for revision have not yet been prepared, are restating study requirements in terms of areas of study rather than in terms of specific courses; and second, those states which did not formerly include previous teaching experience

as a requirement are now adding it to the plan.

Proposed certification plans, in those states which expect adoptions in the near future, more nearly approach agreement in their provisions, and tend to approach the more usual practices in the existing certification plans. The proposed certification plans of Arizona, Iowa, Kansas, and North Carolina are very similar in most respects. Each of the four states has proposed a two-level certification plan. Three of the four require teaching certificates valid in the state. All require one to two years of teaching experience on Level I and teaching or counseling experience on Level II plus work experience other than teaching or counseling. Three of the four states have set time limits on the validity of the certificate on both levels and, except for Arizona, provide for renewal of all certificates.

None of the four states includes personal qualifications in its plan. All four states require a master's degree or its equivalent for top-level certification but three of the states will accept specialized work on the undergraduate level in fulfillment of certification requirements. The requirement for Level I ranges from eight to fifteen semester hours and for Level II from sixteen to thirty semester hours. Each of the states expresses study requirements in terms of areas of study.

Each of the states³⁴ names the following areas of study: Principles and Philosophy of Guidance, Understanding the Individual, Occupational and Educational Information, Counseling, and Organization and Administration of Guidance Programs. Two of the three states name Supervised Experience in Counseling.

The noticeable differences between these plans and existing plans are: (1) the greater frequency of setting time limits on all levels of certification, and (2) the apparent increased emphasis on Supervised Experience in Counseling as a recommended area of study.

The probability of the adoption of certification plans by those six states which look forward to possible adoption in the more remote future must be left open to conjecture. Statements were made by most of these six states to the effect that the state was hoping to adopt certification at some future date; "four or five years" was mentioned in two instances. Predictions concerning how many of these states may soon swell the total of certifying states would be foolhardy in the light of past experience; namely, states which expressed intentions similar to these as much as a decade ago are still counted among the missing in the list of states which have adopted certification plans.

³⁴ Areas of study were not given in the proposed plan of Iowa. This statement includes only the three states of Arizona, Kansas, and North Carolina.

CHAPTER V

THE OPINIONS OF THE EDUCATORS

The present chapter reports on the responses of the state supervisors of guidance services, counselor trainers, deans, and officials of state departments of education concerning those provisions and requirements which they consider desirable in a counselor certification plan. The weaknesses and difficulties encountered under present plans are also considered. The data are taken from the replies to the four page printed questionnaire which was sent to each group and from the letters which accompanied some of the returned questionnaires.

The superintendent in each state was contacted in the original mailing. In many cases, he referred the questionnaire to another state department of education official for completion. A tally of the officials who finally filled in the responses follows:

State Superintendent	7
Assistant Superintendent	3
Director of Teacher Personnel and/or Certification	13
Secretary of State Examining Board	2
Director of Research	2
Director of Division of Instruction	2
State Supervisor of Guidance Services	5 ¹
Total	<u>34</u>

¹ These five questionnaires are omitted in the analysis of the superintendents' returns since they are duplicates of questionnaires already received from the same state supervisors. This leaves a total of 29 responses in this category rather than 34.

While the questionnaires were sent to state superintendents, the replies can hardly be assumed to be the superintendent's own opinions in those cases where he referred it to someone else for completion. The category therefore, for the purposes of greater accuracy, is re-labeled, "opinions of officials of state departments of education". But the value of the opinions should not be lessened for the purposes of this study, as it appears that the superintendents referred the questionnaires to persons in their departments who are well qualified to represent the state office.

Interpreting the responses. Nine of the fourteen questions on the questionnaire are unstructured allowing for a wide variety of responses. The problem of drawing conclusions from these varied responses has been handled in the following way. A master sheet containing a column for each category of respondent was prepared for each separate question. Responses were listed verbatim and then studied as units to perceive similarities. A second list was then prepared to include only broad classifications under which the responses fell. The original responses were then interpreted and re-recorded under these broader classifications. Where the response would not fit into the broad classification without changing its intent, the original response was maintained intact. The remaining questions, calling for structured responses, did not create the same kind of problem of interpretation.

ATTITUDES TOWARD STATE CERTIFICATION FOR SCHOOL COUNSELORS

Responses in favor of certification. The first question in the questionnaire asked, "Do you favor state certification for school counselors? Please indicate the reason for the position you take."

The responses given to the first part of this question by the educators in the four categories -- state supervisors, counselor trainers, deans, and state department officials are shown in Table XVI. The majority of the group in each category say they favor state certification for counselors. The high percentage of state supervisors and counselor trainers who favor certification is to be expected. The high percentage of deans favoring certification is a little surprising, however. Their reasons for favoring certification indicate that they are deeply concerned about the quality of counseling now being practiced in the schools and feel that certification may be the means of insuring a reasonable degree of competency.

Although about two-thirds of the state department officials say they are in favor of certification, the proportion of affirmative responses is significantly lower than in the other three categories. The percentage is pulled down by the five respondents who express no opinion. In each of these five cases, the statement is made to the effect that

TABLE XVI

ATTITUDE OF EDUCATORS TOWARD STATE CERTIFICATION FOR SCHOOL COUNSELORS

Category of respondents	State counselor certification							
	Favor		Against		No opinion		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
State supervisor of guidance	36	87.8	1	2.4	4	9.8	41	100.0
Counselor trainer	53	93.0	4	7.0			57	100.0
Dean	42	91.3	3	6.5	1	2.2	46	100.0
State department official	19	65.6	5	17.2	5 ^a	17.2	29	100.0
Total	150	86.7	13	7.5	10	5.8	173	100.0

^a Two among the five offered an opinion of a non-committal nature.

the need for counselor certification does not exist in the state at the present time and that little thought has been given to the idea. There is no way of predicting how this group will feel if and when counselor certification does become a problem. At any rate, only 17.2 per cent are definitely against certification.

The reasons for the position taken in regard to certification are given by three-fourths of the total group of respondents. The statements made in favor of certification are summarized by category of respondent and frequency of response in Table XVII. The reason given most frequently is listed first, the reason given the next greatest number of times is listed second, and so on. Only responses made more than once are included. A study of the nine items will disclose some appearance of overlapping. However, this risk is considered preferable to a possible distortion of the intent of the respondent's remarks.

The educators who favor counselor certification are mostly concerned with it as an instrument for professionalizing the field of counseling, for insuring that those who are selected for counseling duties will have had some training in the area and will have developed some of the necessary competencies, and for providing a point of reference in the development of training programs for counselors. The high percentage who say that certification is desirable as a

TABLE XVII

REASONS FOR FAVORING COUNSELOR CERTIFICATION LISTED ACCORDING TO FREQUENCY

Stated reason	Supervisor		Counselor trainer		Dean		State official		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
To insure competency of counselor	10	24.4	18	33.3	14	30.4	8	27.6	50	29.0
To encourage development and maintenance of professional standards	4	9.8	15	26.3	13	28.3	2	6.9	34	25.4
To provide status and protection for the counseling profession	6	14.6	13	22.8	5	10.9			24	19.7
To give direction to and assure some consistency in counselor training	6	14.6	4	7.0	4	8.7	1	3.4	15	8.7
To insure employment of professionally trained persons	7	17.0	3	5.4	4	8.7			14	8.1
To comply with general policy of certifying all school personnel	2	4.9	1	1.8	4	8.7	1	3.4	8	4.7
To provide for upgrading	2	4.9	1	1.8					3	1.7
To make the community conscious of need for specialized training in counseling			1	1.8	2	4.3			3	1.7
To aid in securing higher salaries for counselors	1	2.4			1	2.2			2	1.2

NOTE: This table should be read as follows: ten, or 24.4 per cent, of the forty-one supervisors who responded to the questionnaire, mentioned item one; eighteen, or 33.3 per cent, of the fifty-seven counselor trainers who responded to the questionnaire mentioned item one, and so on. Of the total one hundred seventy-three persons responding to the questionnaire, fifty, or 29.0 per cent, mentioned item one.

means of providing status for the counselor imply their feeling of a close relationship between the degree of status attached to the counseling position and the degree of professionalization and competency which can be demanded of those who enter the field.

A number of respondents express concern over the dangers of untrained persons assuming the responsibilities of a specialized activity such as counseling and fear the possibility of the term "quack" being applied to those in the profession as a result of the misdirected efforts of incompetents.

In general, supervisors, counselor trainers, deans, and state officials attach a like degree of importance to the various items. The state supervisors appear to be more concerned about the practices in the employment of counselors than are the other groups. Political and other types of pressures upon the employing authorities are mentioned. Counselor trainers and deans want to see a greater degree of standardization of training and experience. This, no doubt, may be tied in with a wish to set up a training program which they consider desirable and to have the program approved by those responsible for its approval.

Comments in favor of certification. Typical comments taken from the questionnaires of the respondents who favor

certification provide an insight into the reasoning of these educators. The comments are listed below under the five items mentioned most frequently by the total group.

1. To insure competency of the counselor.

"To insure more highly qualified personnel."

"To protect pupils from malpractice by permitting only qualified persons to counsel."

"To eliminate uninformed and untrained persons."

"To place guidance services, an important phase of the educational program, in competent hands."

"To prevent laymen from trying to do work in which they are totally unprepared."

"To prevent anyone from doing guidance because he is interested in it and has read a book or two."

"To assure competence which is essential in all specialization for authentic results."

"To eliminate well-intentioned amateurs from carrying on a professional task which has great importance in its effects upon the lives of boys and girls."

2. To encourage development of school guidance workers with professional standards.

"To serve as an educating device to point up training needs of counselors."

"To develop standards of competence for school counselors."

"To provide a means of identifying them [the counselors] as a group with special competencies."

"To help provide much needed professionalization of school guidance workers."

"To improve the standards of those desiring to do this work and improve the professional quality of the work done."

3. To provide status for the counselor.

"To aid in securing recognition by other staff members of the importance of guidance and the need for competent, professionally trained people in guidance positions."

"To establish the concept of the professional nature of counseling."

"To give counseling a status which will make it more attractive to competent people."

"To provide for counseling, recognition as an activity for which careful specialized preparation is needed."

4. To give direction to and assure some consistency in counselor training.

"To provide impetus for uniform philosophy and practice; aids in counselor preparation by defining practice."

"To give both counselor and counselor training institution useful training patterns."

"To provide a means of getting uniform preparation."

"To serve as a definite aid in setting up a schedule of studies to be completed before student is accepted as a certified counselor."

"To promote sound training."

"To make it possible to exercise some control over the training of counselors."

5. To insure employment of professionally trained persons.

"To insure employment of professionally trained counselors with specific preparation, experience, and personal characteristics."

"To remove local pressure for unqualified persons."

"To provide basis for employment of counselors superior to administrator's judgment based on credits and interview."

"To provide basic pattern for selection."

"To encourage administrators to give due consideration to training in making counseling appointments."

Reservations placed on affirmative responses. One state supervisor and five deans qualify their affirmative responses with reservations. The state supervisor asserts that he is in favor of counselor certification only if his state follows the policy of specialized credentials for other groups within the school system.

The deans in two cases feel that certification should be required only of those who will do full-time counseling. The other three deans express the fear that specialization of counseling which is encouraged by certification will tend to shut off the cooperation of teachers unless delicately handled. They feel that capable leadership can overcome this shortcoming, however. In essence, the question of what to do about guidance in the small schools is again brought into the picture here and these deans appear to believe that some provisions must be made to prevent the danger of overlooking the problem.

Negative responses. Thirteen of the educators, or 7.6 per cent are opposed to certification. Significantly, the largest group of dissenting opinions comes from among the state department officials. Certification will probably come very slowly, if at all, in the states which they

represent.

The one state supervisor who opposes certification says, "At present [counselor certification] would tend to promote separation of guidance people from equal and joint concern with basic curriculum problems of school." Three of the four counselor trainers who are opposed to counselor certification feel that certification would probably be premature in view of the rapid and sweeping developments in the guidance field. The fourth counselor trainer feels that the training institution should take the lead in furnishing competent personnel. He says, "Demands of various jobs are so varied that uni- or multi-lateral certification within states seems undesirable".

The objections of the deans is primarily an objection to specialist certification per se rather than an objection to counselor certification. For example, to quote one dean, "Special certification for one group implies the need for certification for many other types of specialists." Another says, "Certification is no panacea for our educational difficulties."

The tenor of the state department officials' objections to counselor certification again reflects opposition to the practice of issuing a great variety of specialists' certificates. In other words, they recognize the need for special training in guidance but prefer that it be cared for

through endorsement of a major or minor field of specialization on the general secondary certificate. They express, in several instances, fear of the complications attendant upon a high degree of specialization in certification procedures.

WHY CERTIFICATION WAS CONSIDERED DESIRABLE

Question one of the questionnaire asked for attitudes toward certification. Responses to this question were sought from all the respondents. Other questions asked for specific reasons why a certification plan was adopted in the particular state represented by the respondent and for difficulties encountered before and after the plan was adopted. Obviously, responses to these latter questions could be given only by persons from states which had already adopted certification plans for counselors.

Distribution of the responses. Eighty-five questionnaires were received from persons in the twenty-three states which have counselor certification plans. The eighty-five questionnaires include twenty-three from state supervisors, twenty-eight from counselor trainers, twenty-one from deans, and thirteen from state officials. Of these eighty-five respondents, twenty, or 86.9 per cent of the state supervisors, twenty-five, or 89.0 per cent of the counselor trainers, eighteen, or 85.7 per cent of the deans, and eleven,

or 84.6 per cent of the state officials answered the question, "Why was the institution of a counselor certification plan considered desirable?" Thus, a high proportion responded to this question -- seventy-four persons out of a total of eighty-five, or 87.1 per cent. Some persons gave more than one reason in their replies.

Discussion of the responses. A tabulation of their unstructured responses is given in Table XVIII. There appear to have been six outstanding motives behind the adoption of a counselor certification plan in these twenty-three states which stand out above the others. First and foremost among these is, "To raise the professional standards, improve the quality of counseling, and improve guidance services in the schools." It is easily seen that while there are three separate parts in the statement, each is closely related to, and grows out of the others. The end goal of improving guidance services in the schools appears to have been the main concern of those who wished to see certification adopted.

The next largest number says that certification was adopted, "To help assure that only qualified persons will counsel". This is a re-echo of the reason given by the largest group of respondents to question one, namely, "to insure competency of the counselor". This statement is assuming

TABLE XVIII

WHY INSTITUTION OF CERTIFICATION PLAN WAS CONSIDERED DESIRABLE

Response	Super- visor		Counselor trainer		Dean		State official		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
To raise the professional standards; improve the quality of counseling; improve guidance services in the school	9	29.1	14	50.0	8	38.0	6	46.2	37	43.5
To help assure that only qualified persons will counsel	7	30.5	9	32.1	7	33.3	3	23.1	26	30.6
To establish counselor status and protect the profession	3	13.1	11	39.3	3	14.3			17	20.0
As a part of general policy to certify all school personnel	3	13.1	3	10.7	3	14.3	2	15.4	11	12.9
To give some direction to the setting up of training programs	2	8.7	7	25.0	1	4.8			10	11.8
To aid in the establishment of uniform philosophy and practice	5	21.7	4	14.3					9	10.6
To encourage persons to take training	3	13.1			1	4.8			4	4.7
To prevent political pressure from being exerted in employment of counselors			1	3.6					1	1.2
Was pushed by Director of Guidance and local professional groups					1	4.8			1	1.2
When evaluation of schools claiming good guidance programs showed them lacking			1	3.6					1	1.2
To prevent administrators from adding counselors only because it is fashionable	1	4.4							1	1.2
Influence of United States Office of Education reports			1	3.6					1	1.2
Demand from teachers interested in becoming counselors			1	3.6					1	1.2

greater importance as the dangers of counselor incompetency are revealed to those in the profession.

There may be some question raised at this point of overlapping between items one and two. It can be argued that, for example, assuring that only qualified persons will counsel would automatically improve the quality of counseling. The possibility of this criticism is recognized here as well as in the case of some of the other items. The breakdown of the items as they are presented is considered desirable by the investigator, nevertheless, as a means of preserving the purity of the individual responses.

The third largest response is, "To establish counselor status and protect the growing counseling profession". The motive appears at first glance to be one of a selfish desire for recognition. The complete statements convey a different idea, however. The respondents feel that improved status for the counselor is essential to the improvement of guidance programs, since recognition of the specialized guidance services is dependent upon the recognition of those specialists who provide the services.

The item which ranks fourth in number of times mentioned is, "As part of a general policy of certifying all school personnel". This item is given a lower ranking by the total group in question one, under reasons for favoring certification. The implication here seems to be that while

educators do not necessarily favor counselor certification because of a general policy of certification, policies of state departments of education concerning certification have played a major role in the adoption of many of the plans.

The fifth largest group says counselor certification was adopted, "To give some direction to the setting-up of training programs". This was also among the top reasons given for favoring certification by the total group. The next most frequently mentioned reason is, "To aid in the establishment of uniform philosophy and practice". This may be considered closely related to the reason directly above in that some uniformity in training programs would go far toward bringing about uniform philosophy and practice. It suggests, also, the need for close cooperation between training authorities and certificating authorities.

DIFFICULTIES OR PROBLEMS ENCOUNTERED IN CERTIFICATION

In addition to trying to find out why those states which adopted counselor certification plans had considered them desirable, other questions were directed at determining the kinds of difficulties which were encountered before and after the certification plans were adopted. Again, responses to these questions in the questionnaire could be given only by educators in those states which have certification.

Distribution of the responses. Table XIX shows the

TABLE XIX

DIFFICULTIES ENCOUNTERED IN CERTIFICATION

Category of respondent	Distribution of responses						Total responses from states having certification plans
	Make statement concerning difficulty		Facts not known		No statement		
	Before	After	Before	After	Before	After	
Supervisor							
Number	13	16	2	1	8	6	23
Per cent	56.5	69.6	8.7	4.3	34.8	26.1	100.0
Counselor trainer							
Number	14	21	7	2	7	5	28
Per cent	50.0	75.0	25.0	7.1	2.5	17.9	100.0
Dean							
Number	14	15	3	2	4	4	21
Per cent	66.7	71.4	14.3	9.5	19.0	19.0	100.0
State official							
Number	7	8			6	5	13
Per cent	53.8	61.5			46.2	38.5	100.0
Total							
Number	48	60	12	5	25	20	85
Per cent	56.5	70.0	14.2	5.9	29.3	23.5	100.0

distribution of the replies to the items. It will be noted that more than one-half of the group of eighty-five respondents from states having certification name difficulties encountered before certification and nearly three-fourths of the group name difficulties encountered after certification. About fifteen per cent of the eighty-five respondents say they do not have any information concerning difficulties before certification. The primary reason given is that they came to the state after certification had been adopted. They appear to recognize some present difficulties, however. This is seen in the diminution of the numbers, from 14.2 per cent to 5.9 per cent, who say the "facts are not known" about difficulties after certification.

A considerable number of respondents make no statement concerning difficulties encountered before or after certification. The omission could imply either that there were no difficulties encountered or that the respondent had no knowledge of them. Comparisons between responses of persons from the same state in these cases, tend to favor the conclusion that the omission implies no difficulties were encountered. No such assumption is being made, however.

Difficulties before certification was adopted. The difficulties before certification mentioned by the educators in each of the four categories of respondents are markedly

similar. They group themselves, for the most part, under four general statements.

1. No particular difficulties or problems were encountered.
2. The guidance work was being carried on by persons with inadequate training, or no training at all.
3. The development of school guidance programs was being retarded by a lack of agreement on desirable guidance practices.
4. The training program was being hampered by a lack of agreement on a pattern of training.

The frequency of each response made by more than one person is shown in Table XX. Several persons made more than one comment, thus accounting for more responses than respondents. Interesting comments which are not included in the table because they are made by only one person are:

"Difficulty in working out a practicable method of raising standards."

"Much dispute by clinical psychologists as to teaching and work experience requirements."

"Slight opposition from those who felt that counseling of any sort was within the province of the classroom teacher."

"Fear that many counselors now doing a good job would be eliminated by certification."

"Lack of recognition by other child services and administrative officials."

"Apathy toward acquiring training."

Difficulties after certification. A tabulation of the difficulties encountered after a certification plan was

TABLE XX

DIFFICULTIES ENCOUNTERED BEFORE CERTIFICATION PLAN WAS ADOPTED

Difficulties encountered	Distribution of responses									
	Supervisor		Counselor trainer		Dean		State official		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
No difficulties encountered	5	38.5	6	42.9	7	50.0	2	28.6	20	41.7
Work carried on by inadequately trained persons	3	23.0	3	21.4	3	21.4	3	42.9	12	25.0
No agreement on pattern of training	5	38.5	3	21.4	1	7.1	1	14.3	10	20.8
Development of guidance programs retarded by lack of agreement on desirable guidance practices	2	15.4	3	21.4	3	21.4	1	14.3	9	18.8

NOTE: The table should be read as follows: five supervisors, or 38.5 per cent of the thirteen supervisors who make statements concerning difficulties [see Table XIX, column 1] state that no difficulties were encountered; six counselor trainers, or 42.9 per cent of the total of fourteen who make statements say that no difficulties were encountered; and so on. Of the total forty-eight persons who name difficulties, twenty, or 41.7 per cent, say no difficulties were encountered.

The total number of persons in each category of respondents who make a specific response may be found in Table XIX, column 1.

adopted is shown in Table XXI. It is immediately apparent that the responses do not categorize themselves as conveniently as do the responses concerning difficulties encountered before certification. This is traceable to some extent to the fact that a number of respondents mention benefits which have accrued from certification rather than the difficulties encountered. These are not included in the table but are mentioned below in order to give the complete response picture. Six other responses which are mentioned only once are also excluded from the table.

Nearly two-fifths of the respondents say that no difficulties were encountered after certification was adopted. This figure is slightly less than the comparable figure in line one of Table XI; i.e., in percentage figures, less persons said there were no difficulties after certification than said there were no difficulties before certification.

Literally, this might be taken to mean that counselor certification which was adopted to alleviate difficulties, actually created difficulties which did not exist before certification. But closer examination of the numbers of responses to the two questions in Table XIX reveals that a considerably larger number of educators give specific responses to the question of difficulties after certification than to difficulties before certification. Among those who mention difficulties after certification are many who say

TABLE XXI

DIFFICULTIES ENCOUNTERED AFTER CERTIFICATION PLAN WAS ADOPTED

Difficulties encountered	Distribution of responses									
	Supervisor		Counselor trainer		Dean		State official		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
No difficulties encountered	8	50.0	6	28.6	6	40.0	3	37.5	23	38.3
Continued need for qualified people	3	18.8	3	14.3	1	6.7	2	25.0	9	15.0
Inadequate supply of counselor training facilities	2	12.6	2	9.5	1	6.7	1	12.5	6	10.0
Disagreement regarding course requirements			1	4.8	3	20.0			4	6.7
Certification requirements too low for competent service	1	6.3	2	9.5	1	6.7			4	6.7
Difficulty in enforcing stand- ards	1	6.3	1	4.8	1	6.7			3	5.0
Difficulty in evaluating training programs in different institutions	2	12.6							2	3.3
Standards too indefinite for careful administration	1	6.3	1	4.8					2	3.3

NOTE: The table should be read as follows: eight supervisors, or 50.0 per cent of the sixteen supervisors who made statements concerning difficulties after certification [see Table XIX, column 1] state that no difficulties were encountered; six counselor trainers, or 28.6 per cent of the twenty-one who made responses state that no difficulties were encountered, and so on. Of the total sixty persons who named difficulties, twenty-three, or 38.3 per cent say no difficulties were encountered.

The total number of persons in each category of respondents who make a specific response may be found in Table XIX, column 1.

they do not have the facts on difficulties encountered before certification. Therefore, no reasonable conclusion may be drawn from the conflict in the numbers since difficulties may have existed of which the respondents are admittedly unaware.

No very definite pattern of difficulties can be derived from the responses. Nearly 40 per cent say that no difficulties were encountered after certification; 15 per cent express a continued need for qualified people; and 10 per cent still name inadequate training facilities as a problem. Aside from these responses, none of the others were mentioned enough times to be considered highly significant.

The variety of difficulties mentioned is interesting. In addition to those listed in Table XII, the following are mentioned in individual instances.

"Training agencies are exerting pressure to have their own programs endorsed."

"Administrators are paying little attention to certification."

"There is no salary incentive to get added training."

"Some persons are protesting that requirements are too stringent."

Others, who mention benefits of the program rather than difficulties, make a variety of remarks.

Two supervisors and one counselor trainer say, "Professional feeling is growing. More persons are studying guidance".

Two counselor trainers and one dean say, "Difficulties are gradually disappearing and the general situation is improved".

One supervisor and one state official state, "Pattern of training has been set up".

A supervisor says, "There is an increased demand for guidance from citizens".

A counselor trainer asserts, "Certification has helped develop guidance services of the state".

One dean says, "Without compulsion, more and more administrators are selecting counselors only from among persons who are certificated".

That each state faces problems peculiar to its own particular situation is clearly shown. For example, three persons say their states are finding it difficult to enforce standards, while a respondent in another state reports that without compulsion from the State Department of Education, more and more counselors are being selected from among certificated persons only. Four persons say that there is a feeling that state requirements are too low; another claims that protests are heard because the requirements are too stringent.

The conclusions which may be drawn from the foregoing facts are: (1) certification may solve difficulties but may also create them; (2) most states adopt counselor certification to alleviate similar weaknesses but face very dissimilar problems after its adoption; and (3) the difficulties which exist after certification has been adopted are a result of

local conditions and therefore cannot be attacked in a similar manner by all.

The differentiated responses, by their very lack of pattern, suggest their greatest value. They call attention to the myriad problems which may still exist after certification and point up some of the problems which should be considered in planning for certification of school counselors.

CHAPTER VI

DESIRABLE PROVISIONS FOR COUNSELOR CERTIFICATION PLANS

A series of questions contained in the questionnaire are designed to obtain the thinking of state supervisors of guidance services, counselor trainers, deans of schools of education, and state department of education officials from all parts of the United States concerning the provisions and requirements which they consider desirable in a state counselor certification plan. Persons who received questionnaires were asked to give their opinions whether or not their state has a certification plan in operation.

They were asked first, to designate the number of levels of certification they would recommend. Their instructions for this question were:

Some states are issuing several types of certificates. Each is designed to represent a particular level of training and experience. A person who obtains the lowest level certificate may then attain successively higher levels of certification by fulfilling additional requirements of training and/or experience.

These various levels are usually given titles such as Provisional, Sub-Professional, Professional, etc. We are arbitrarily avoiding the use of such titles by referring to the lowest level of certification which requires the least amount of training and experience as Level I, the next higher level of certification which requires additional training and/or experience as Level II, and so on.

With this in mind, how many Levels of certification would you recommend?

This was followed by a series of questions concerning (1) the general requirements and provisions they consider desirable for the various levels they recommend; (2) the semester hours of undergraduate and/or graduate work they feel should be required; and (3) the areas of study they feel should be required and those which should be recommended as elective. Chapter VI is devoted to a report and analysis of the responses.

Number of levels of certification recommended. The educators appear to favor a two-level certification plan. The distribution of the responses in Table XXII reveals that about one-half of the total respondents as well as about one-half of the respondents from each separate category of educators recommend two levels of certification. These persons are of the opinion, in most cases, that Level I should be considered as an entry level for those interested in counseling. Those who obtain the Level I certificate should then be expected to work toward a certificate on a professional level which is to be attained within a prescribed number of years by additional study and experience.

The second largest total group favors a three-level certification plan. The deans favor the one- and three-level certification plan in equal numbers and the supervisors show only a slight preference for the three-level certification

TABLE XXII
NUMBER OF LEVELS OF CERTIFICATION RECOMMENDED

Levels	Supervisor		Counselor trainer		Dean		State official		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Level I	6	14.6	3	5.3	11	23.9	7	24.1	27	15.6
Level II	21	51.2	29	50.9	22	47.8	13	44.8	85	49.1
Level III	8	19.5	20	35.5	11	23.9	1	3.5	40	23.1
Level IV	1	3.5	4	7.0	1	2.2	1	3.5	7	4.1
No opinion	5	12.2	1	1.7	1	2.2	7	24.1	14	8.1
Total	41	100.0	57	100.0	46	100.0	29	100.0	173	100.0

plan over the one-level plan. But the counselor trainers definitely prefer the three-level plan over the one-level plan while the state officials definitely prefer the one-level plan over the three-level plan. Specifically, nearly seven times as many counselor trainers favor the three-level plan as do the one-level plan. Seven times as many state officials prefer the one-level plan as do the three-level plan. No definite conclusion can be drawn from this discrepancy but it may be a reflection of the state officials' desire to keep the certification procedures as simple as possible. It is easily observable that the greater the number of levels of certification, the more complex will be the procedures necessary to execute the plan efficiently and economically.

Only 8.1 per cent of the group did not give an opinion on the number of levels of certification which they consider to be desirable. Numbered among these are the persons who are opposed to certification and those who did not wish to commit themselves to definite statements on requirements.

As is stated earlier in this study, recommendations of requirements are not comparable from group to group. Level I of a one-level certification plan cannot be compared with Level I of a two-, three-, or four-level plan; Level II of a two-level plan cannot be compared with Level II of a three- or a four-level plan; and so on. Therefore, the recommendations for each type of plan will be considered separately at this point.

RECOMMENDED REQUIREMENTS FOR ONE-LEVEL CERTIFICATION PLANS

Twenty-seven persons, or 15.6 per cent of the total group of respondents, recommend a one-level certification plan. Their opinions concerning the provisions and requirements which should be included in such a plan are reported in Tables XXIII to XXVI and analyzed in the following pages.

Should a state teaching certificate be required?

There is almost complete agreement among the respondents concerning the requirement of a state teaching certificate as a prerequisite to certification. The opinions of each category of respondents and of the group who favor a one-level certification plan are shown in Table XXIII. It will be noted that only one person says that the state teaching certificate should not be required of those who wish to qualify for a counselor's certificate. One person gave no response to the question.

Should previous teaching experience be required? A

majority, twenty-four or 88.9 per cent of the twenty-seven respondents recommend previous teaching experience as a requirement for counselor certification. The number of years they would require ranges from one to five with the largest number favoring two years. Few feel that no teaching experience should be required. Three favor the teaching requirement but do not specify the number of years of experience

TABLE XXIII

GENERAL PROVISIONS AND REQUIREMENTS RECOMMENDED

ONE-LEVEL PLAN

Requirements		Supervisor		Counselor trainer		Dean		State official		Total	
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
State teaching certificate	Yes	5	83.3	3	100.0	10	90.9	7	100.0	25	92.6
	No					1	9.1			1	3.7
	No response	1	16.7							1	3.7
Years teaching experience	None	1	16.7			1	9.1	1	14.3	3	11.1
	One year										
	Two years	1	16.7	2	66.7	5	45.4	2	28.6	10	37.0
	Three years	2	33.3	1	33.3	2	18.2	1	14.3	6	22.2
	Four years					1	9.1			1	3.7
	Five years	1	16.6			1	9.1	2	28.5	4	14.9
	Yes ^a	1	16.7			1	9.1	1	14.3	3	11.1
Years counseling experience	None	4	66.7	1	33.3	9	81.8	3	42.9	17	63.0
	One year			1	33.4	1	9.1	1	14.3	3	11.1
	Two years										
	Three years							1	14.3	1	3.7
	Internship	2	33.3			1	9.1			3	11.1
	Yes ^a			1	33.3			2	28.5	3	11.1

TABLE XXIII (continued)

GENERAL PROVISIONS AND REQUIREMENTS RECOMMENDED

ONE-LEVEL PLAN

Requirements		Supervisor		Counselor trainer		Dean		State official		Total	
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Years paid work experience	None	2	33.3	1	33.3	7	63.6	4	57.2	14	51.9
	One-half year			1	33.3					1	3.7
	One year	3	50.0	1	33.4	1	9.1	1	14.3	6	22.2
	One and one- half year					1	9.1			1	3.7
	Yes ^a					1	9.1	2	28.5	3	11.1
	No response	1	16.7			1	9.1			2	7.4
Advanced degree	No	1	16.7			4	36.3	2	28.5	7	25.9
	Some graduate work	1	16.7							1	3.7
	Master's	3	50.0	3	100.0	6	54.6	5	71.5	17	63.0
	No response	1	16.6			1	9.1			2	7.4
Years certificate valid	One year					1	9.1			1	3.7
	Two years										
	Three years			1	33.3					1	3.7
	Four years					1	9.1			1	3.7
	Five years	2	33.3	1	33.3	2	18.1	5	71.4	10	37.0
	Six years	1	16.7							1	3.7
	Permanent	2	33.3	1	33.4	6	54.6	1	14.3	10	37.0
	No response	1	16.7			1	9.1	1	14.3	3	11.2

^a Number of years not specified.

they consider desirable. The responses are presented in Table XXIII.

Supervisors' and state officials' responses show considerable agreement between the group responses but little agreement of response within the groups themselves. The deans and counselor trainers are a bit more consistent. The counselor trainers in every case favor two or three years of experience while nearly half of the deans favor two years of experience.

Should counseling experience be required? As is shown in Table XXIII, a majority of the respondents, seventeen or 63.0 per cent, would not require counseling experience as a prerequisite to counselor certification. Seven, or 25.9 per cent would require some counseling experience, while three, or 11.1 per cent would require only supervised counseling experience in the form of an internship. The supervisors and deans are rather consistently opposed to a previous counseling experience requirement whereas the counselor trainers and state officials are more evenly divided in their opinions.

Should paid work experience other than teaching or counseling be required? A little more than one-half of the group who favor a one-level counselor certification plan, fourteen, or 51.9 per cent recommend that no work experience

other than teaching or counseling be required as a prerequisite to certification. This may be seen in the summarized responses in Table XXIII, pages 206 and 207.

Eleven persons, or 40.7 per cent recommend that such experience be required. The largest number from among those who favor the requirement suggest one year as a desirable amount. Only the deans show any agreement on this point. They oppose the requirement in most cases. The rest of the groups are rather evenly divided on this score as is the total one-level group.

Should an advanced degree be required? A majority of the one-level group, seventeen or 63.0 per cent recommend that a master's degree be required for a counselor's certificate. One-fourth of the group, 25.9 per cent do not feel that any advanced degree should be required.

In Table XXIII, it may be seen that although the majority of respondents in each category favor the master's degree requirement, there is a significant number of deans and state officials who do not feel that the advanced degree is necessary. Only the counselor trainers favor it in every single case.

For how many years should the certificate be valid? There is a split in opinion as to the length of time the counselor's certificate should remain valid. Table XXIII

shows that the majority opinion is exactly evenly divided between the issuance of a certificate with a five year time limit and the issuance of a permanent certificate. Among the respondents in the various categories, the only group which shows any degree of consistency are the state officials who favor a five year certificate in five, or 71.4 per cent of the cases.

The observation which appears to be of greatest importance is the fact that most of the respondents feel the certificate should be valid for at least a five year period. Only three persons, or 11.1 per cent suggested a validity limit of less than five years.

Semester hours recommended. Twenty-one, or 77.8 per cent of the respondents who favor a one-level plan of certification suggest the number of semester hours they would require for the counselor's certificate. Their recommendations are shown in Table XXIV, broken down according to the semester hours of required study and the semester hours of elective study in guidance and related areas.

It may be seen that the number of semester hours of study in required areas ranges from none to sixty with a median of seventeen to twenty semester hours. Of those respondents who gave their opinions on this point, the largest number, eight or 29.7 per cent also recommend seventeen to twenty semester hours of work in required areas.

SEMESTER HOURS RECOMMENDED

ONE-LEVEL PLAN

Category of respondent	Interval																				Total
	61-over	57-60	53-56	49-52	45-48	41-44	37-40	33-36	29-32	25-28	21-24	17-20	13-16	9-12	5-8	1-4	0	No response			
	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent		
Required	Supervisor										2 33.3	1 16.7	1 16.7	1 16.7				1 16.6		6 100.0	
	Counselor trainer										2 66.6		1 33.4							3 100.0	
	Dean	1 9.1							2 13.2	1 9.1	3 27.2	1 9.1	2 18.2					1 9.1	11 100.0		
	State official										2 28.6				1 14.3			4 57.2	7 100.0		
	Total	1 3.7							2 7.4	3 11.1	8 29.7	2 7.4	4 14.8	1 3.7		1 3.7	5 18.5	27 100.0			
Elective	Supervisor													2 33.3	1 6.7		2 33.3	1 16.7	6 100.0		
	Counselor trainer													3 100.0					3 100.0		
	Dean												2 18.2	3 27.2	1 9.1		4 36.4	1 9.1	11 100.0		
	State official												2 28.6	1 14.3				4 57.2	7 100.0		
	Total												2 7.4	10 37.1	3 11.1		6 22.2	6 22.2	27 100.0		
Total	Supervisor								2 33.3		1 16.7	1 16.7		1 16.7				1 16.6	6 100.0		
	Counselor trainer								2 66.7			1 33.3							3 100.0		
	Dean	1 9.1							1 9.1	5 54.4	1 9.1	1 9.1	1 9.1					1 9.1	11 100.0		
	State official								2 28.6					1 14.3				4 57.2	7 100.0		
	Total	1 3.7							1 3.7	11 40.7	2 7.4	3 11.2	1 3.7	2 7.4				6 22.2	27 100.0		

The number of additional semester hours to be required from among elective areas of study ranges from none to sixteen with a median of nine to twelve semester hours. The selection of the largest group of persons, ten or 37.1 per cent, also falls at the median.

The total number of semester hours recommended for the counselor's certificate ranges from nine to sixty with a median of twenty-nine to thirty-two semester hours. Again, the selection of the largest number of respondents also falls at the median.

Semester hours undergraduate work acceptable. Table XXV presents the recommendations of the responding group in regard to the number of semester hours earned in undergraduate work they would accept in fulfilment of certification requirements. These recommendations are stated in per cent of the total required amount which each respondent feels should be accepted.

The percentage of semester hours of undergraduate work which the respondents suggest be accepted toward the satisfaction of the total requirement ranges from zero to 100 per cent; i.e., some persons would accept none of the guidance study pursued on the undergraduate level while others would accept all of the guidance study done on the undergraduate level. A majority of the respondents, eleven or 40.7 per cent, would accept none of the undergraduate

TABLE XXV
PERCENTAGE OF SEMESTER HOURS UNDERGRADUATE WORK ACCEPTABLE
ONE-LEVEL PLAN

Per cent acceptable	Supervisor		Counselor trainer		Dean		State official		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
96 - 100	1	16.5			2	18.1	1	14.3	4	14.8
91 - 95										
86 - 90										
81 - 85										
76 - 80										
71 - 75										
66 - 70										
61 - 65										
56 - 60										
51 - 55										
46 - 50					1	9.1			1	3.7
41 - 45					1	9.1			1	3.7
36 - 40					1	9.1			1	3.7
31 - 35										
26 - 30										
21 - 25										
16 - 20	1	16.6	1	33.3	1	9.1			3	11.2
11 - 15										
6 - 10										
1 - 5										
0	3	50.0	2	66.7	4	36.4	2	28.6	11	40.7
No response	1	16.7			1	9.1	4	57.1	6	22.6
Total	6	100.0	3	100.0	11	100.0	7	100.0	27	100.0

work. The "none" response also represents the median for the one-level group.

Areas of study recommended. The educators were asked to select from a list of eighteen areas of study those areas from which courses should be required for counselor certification and those from which electives might most profitably be selected, and to add others which were not included in the list. Their responses are tabulated in Table XVI showing the number of persons who selected each area of study. The percentage figure represents the proportion of persons from within the particular category who made the selection.

The four areas of study which the group, almost unanimously agrees should be required are: Philosophy and Principles of Guidance, Understanding the Individual, Occupational and Educational Information, and Counseling. One additional area which receives the attention of more than one-half the group is Supervised Experience in Counseling.

Four other areas of study are suggested by more than one-half of the group as those from among which electives should be chosen. These are; School Administration, Curriculum, Sociology, and Labor and Industrial Relations.¹

¹ For definitions of the areas of study and typical course titles included in each, see Chapter One, "Definition of Terms", pages 19 to 23.

TABLE XXVI

AREAS OF STUDY RECOMMENDED

ONE-LEVEL PLAN

Area of study		Super- visor		Counselor trainer		Dean		State official		Total	
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Philosophy & Principles of Guidance	R ^a E ^b	6	100.0	3	100.0	11	100.0	6	85.7	26	96.3
Understanding the Individual	R E	6	100.0	2	66.7	10	90.9	6	85.7	24	88.9
Occupational & Educational Information	R E	6	100.0	3	100.0	11	100.0	5	71.5	25	92.6
Counseling	R E	6	100.0	2	66.7	11	100.0	5	71.5	24	88.9
Supervised Experience in Counseling	R E	2	33.3	3	100.0	6	54.6	3	42.9	14	51.9
Group Techniques in Guidance	R E	1	16.7	1	33.3	4	36.3			6	22.2
Organization and Administration of Guidance Programs	R E	1	16.7			2	18.1	3	42.9	6	22.2
School Administration	R E	3	50.0	2	66.7	7	63.6			12	44.4
Curriculum	R E	3	50.0	1	33.3	4	36.3	2	28.6	10	37.0
History & Philosophy of Education	R E			2	66.7	5	45.4	1	14.3	8	29.6
Social Case Work	R E					2	18.1			2	7.4
Sociology	R E	3	50.0	1	33.3	8	72.7	3	42.9	15	55.6
Economics	R E			2	66.7	7	63.6	3	42.9	16	59.3
Personnel Management	R E	4	66.7			3	27.2			3	11.1
Labor & Industrial Relations	R E	2	33.3	1	33.3	4	36.3	2	28.6	9	33.3
Vocational Education	R E					3	27.2			3	11.1
Research Techniques	R E	4	66.7	1	33.3	2	18.1	3	42.9	10	37.0
Statistics	R E					2	18.1	1	14.3	3	11.1
	R E	4	66.7	3	100.0	6	54.6	3	42.9	16	59.3
	R E			1	33.3	2	18.1	1	14.3	4	14.8
	R E	4	66.7			3	27.2	2	28.6	9	33.3
	R E	1	16.7			2	18.1	1	14.3	4	14.8
	R E	3	50.0	3	100.0	5	45.4	1	14.3	12	44.4
	R E	5	83.3	1	33.3	4	36.4	4	57.2	14	51.9
	R E	1	16.7			3	27.2			4	14.8
	R E	4	66.7	1	33.3	3	27.2	3	42.9	11	40.7
	R E	1	16.7			2	18.1	1	14.3	4	14.8
	R E	1	16.7			5	45.4	1	14.3	7	25.9
	R E	1	16.7			4	36.3			5	18.5
	R E	2	33.3	3	100.0	6	54.6	2	28.6	13	44.4

^a R - required^b E - elective

RECOMMENDED REQUIREMENTS FOR TWO-LEVEL CERTIFICATION PLANS

Eighty-five persons, or 49.1 per cent of the total group of respondents, recommend a two-level certification plan. Their opinions, which are tabulated in Tables XXVII to XXX are analyzed below.

Should a state teaching certificate be required? The eighty-five persons who recommend a two-level plan of counselor certification agree, almost unanimously, that the possession of a valid state teaching certificate should be a prerequisite to certification. It should be noted, also, in Table XXVII that the requirement is recommended for Level I certification as frequently as it is for Level II certification.

Should previous teaching experience be required? The recommendations for length of teaching experience for the Level I certificate as seen in Table XXVII range from one to three years. There is no majority recommendation but two years is recommended by the largest number, thirty-two persons, or 37.6 per cent. The next largest group, twenty-one persons, or 24.7 per cent, recommend one year of experience. There is fairly consistent agreement between the categories of respondents although the deans tend slightly to favor less than two years of experience and the state officials

GENERAL PROVISIONS AND REQUIREMENTS RECOMMENDED

TWO-LEVEL PLAN

Requirements		Level I										Level II									
		Super- visor No. Per cent	Counselor trainer No. Per cent	Dean No. Per cent	State official No. Per cent	Total No. Per cent	Super- visor No. Per cent	Counselor trainer No. Per cent	Dean No. Per cent	State official No. Per cent	Total No. Per cent	Super- visor No. Per cent	Counselor trainer No. Per cent	Dean No. Per cent	State official No. Per cent	Total No. Per cent	Super- visor No. Per cent	Counselor trainer No. Per cent	Dean No. Per cent	State official No. Per cent	Total No. Per cent
State																					
teaching	Yes	20 95.2	29 100.0	21 95.4	12 92.3	82 96.5	21 100.0	28 96.5	21 95.4	12 92.3	82 96.5										
certificate	No	1 4.8		1 4.6	1 7.7	3 3.5		1 3.5	1 4.6	1 7.7	3 3.5										
Years	None	6 28.6	3 10.3	3 13.6	2 15.4	14 16.5		1 3.5	1 4.6		2 2.4										
teaching	One year	4 19.0	8 27.7	7 31.8	2 15.4	21 24.7	4 19.0	3 10.3	3 13.6	2 15.4	12 14.1										
experience	Two years	10 47.6	13 44.8	6 27.3	3 23.0	32 37.6	12 57.1	14 48.2	8 36.4	4 30.8	38 44.7										
	Three years		3 10.3	2 9.1	4 30.8	9 10.6	3 14.3	6 20.7	4 18.2	3 23.0	16 18.8										
	Four years							1 3.5			1 1.2										
	Five years						1 4.8	2 6.9	3 13.6	2 15.4	8 9.4										
	more									1 7.7	1 1.2										
	Yes ^a	1 4.8	2 6.9	4 18.2	2 15.4	9 10.6	1 4.8	2 6.9	3 13.6	1 7.7	7 18.2										
Years	None	14 66.9	23 79.3	15 68.1	9 69.2	61 71.8	2 9.5			2 15.4	4 4.7										
counseling	One year	3 14.3	2 6.9	2 9.1		7 8.2	2 9.5	6 20.6	6 27.3	2 15.4	16 18.8										
experience	Two years						9 42.9	9 31.4	3 13.6	2 15.4	23 27.1										
	Three years						4 19.1	7 24.0	3 13.6	3 23.0	17 20.0										
	Five years							2 6.8	2 9.1		4 4.7										
	Six years									1 7.7	1 1.2										
	Internship	3 14.3	3 10.3	1 4.6	2 15.4	9 10.6	2 9.5	1 3.5		1 7.7	4 4.7										
	Yes ^a	1 4.5	1 3.5	3 13.6	1 7.7	6 7.0	2 9.5	4 13.7	8 36.4	2 15.4	16 8.8										
	No response			1 4.6	1 7.7	2 2.4															
Years	None	9 42.9	15 51.4	11 50.0	7 53.8	42 49.4	2 9.5	9 31.3	7 31.8	4 30.8	22 25.8										
paid work	One-half year	2 9.5	4 13.7	4 18.2		10 11.8	1 4.8	3 10.2	4 18.2		8 9.3										
experience	One year	8 33.0	9 31.4	3 13.6	4 30.8	24 28.2	11 52.3	14 48.1	7 31.8	7 53.8	39 48.1										
	Two years	1 4.8	1 3.5	3 13.6	2 15.4	7 8.2	6 28.6	2 6.9	3 13.6	1 7.7	12 14.1										
	Three years	1 4.8				1 1.2	1 4.8	1 3.5		1 7.7	3 3.5										
	No response			1 4.6		1 1.2			1 4.6		1 1.2										
Advanced	No	19 90.5	16 55.2	14 63.6	13 100.0	62 73.0	3 14.3		1 4.6	4 30.8	8 9.4										
degree	Some grad- uate work		1 3.5			1 1.2				1 7.7	1 1.2										
	Master's	2 9.5	12 41.3	8 36.4		22 25.8	17 90.9	23 79.4	17 77.2	8 61.5	65 76.5										
	Master's plus						1 4.8	4 13.7	2 9.1		7 8.2										
	Doctor's							2 6.9	2 9.1		4 4.7										
Years	One year	3 14.3		2 9.1	1 7.7	6 7.0															
certificate	Two years	4 19.0	7 24.0	4 18.2	2 15.4	17 20.0	1 4.8				1 1.2										
valid	Three years	8 38.0	12 41.4	9 40.8	4 30.8	33 38.9	2 9.5	2 6.9	1 4.6		5 5.9										
	Four years	1 4.8	2 6.9			3 3.5															
	Five years	5 23.9	8 27.7	6 27.3	3 23.0	22 25.8	7 33.3	11 37.9	11 50.0	5 38.5	34 40.0										
	Six years				1 7.7	1 1.2	1 4.8	1 3.5	1 4.6	2 15.4	5 5.9										
	Seven years						1 4.8	1 3.5			2 2.4										
	Eight years				1 7.7	1 1.2															
	Ten years			1 4.6	1 7.7	2 2.4	1 4.8	3 10.3	1 4.6	3 23.0	8 9.4										
	Permanent						8 38.0	10 34.4	7 31.7	2 15.4	27 31.7										
	No response							1 3.5	1 4.5	1 7.7	3 3.5										

^a Number of years not specified

tend slightly to favor more than two years. Nine persons who favor the requirement declined to state the number of years they favor.

The length of experience recommended for Level II ranges from one year to more than five years. Again, as on Level I, there is no majority but the two year requirement is favored by thirty-eight persons, or 44.7 per cent of the group. The next largest number, sixteen persons, or 18.8 per cent, favor three years of experience. A significant number in each category of respondents favor more than two years of experience although they do not agree among themselves as to the specific amount to be considered most desirable. The state officials in particular tend to desire a higher requirement.

In general, it may be said that those persons who favor a two-level plan of certification, (1) recommend two years of teaching experience on each level, and tend, as a group, to (2) set up a higher teaching requirement for Level II than for Level I. This second point is demonstrated in the decrease in numbers who recommend that no experience, or only one year of experience, be required for Level I and the increased number who recommend two or more years of experience for Level II.

Should counseling experience be required? A majority

of the respondents, sixty-one or 71.8 per cent, are of the opinion that no counseling experience should be required for Level I, or entry level certification. The remainder would accept an internship or just one year of counseling experience in satisfaction of the counseling requirement, or simply state that experience should be required but do not specify how much.

The picture on Level II as revealed in Table XXVII is quite different. Only four respondents, or 4.7 per cent would certify counselors on Level II without previous counseling experience. Of those who suggest a specific amount of experience for Level II, the largest number, twenty-three, or 27.1 per cent favor a requirement of two years. But, almost equally large numbers it will be noted lean toward a requirement of more than two years or less than two years. Four persons would accept an internship on Level II and sixteen others who favor a counseling experience requirement decline to state a specific amount.

It may be said then that the eighty-five respondents who favor a two-level certification plan recommend that counseling experience be omitted as a requirement for the Level I certificate but that persons who receive this certificate should be required to gain experience in counseling before receiving consideration for Level II, or top-level certification. There is a lack of agreement concerning

the number of years of experience to require for Level II but the greatest number favor two years.

Should paid work experience other than teaching or counseling be required? The respondents who favor a two-level certification plan are evenly divided in their recommendations for or against the "work experience other than teaching or counseling" requirement for the Level I certificate. Table XXVII, page 217, reveals that about one-half of the group, forty-two persons or 49.4 per cent, recommend no requirement in this area while another forty-two or 49.4 per cent recommend that such a requirement be included. The majority of those who favor the requirement suggest that one year be required.

For Level II certification, however, three-fourths of the group favor the inclusion of the requirement with the majority recommending one year. One-fourth of the group continues to oppose the work experience requirement even on Level II. Only the state supervisors show a high degree of unanimity on the question for Level II while about one-third of the respondents in the other categories would still omit the requirement entirely.

Should an advanced degree be required? A majority of the group, sixty-two or 73.0 per cent, would not require an advanced degree for the Level I certificate; but, sixty-five

or 76.5 per cent would require a master's degree for Level II. This is in keeping with the tendency shown in the requirements discussed above to set up minimal requirements for Level I and to raise them to a more professional level for Level II.

It is interesting to note in Table LXVII, page 217, that the deans and the state officials tend to keep the requirement at less than a master's degree just as respondents in these same categories did in the one-level certification group.

For how many years should the certificate be valid?

The largest number of the respondents as shown in Table LXVII, page 217, recommend that the certificate on Level I be valid for three years and that the certificate on Level II be valid for five years. The recommendations for the validity of the Level I certificate range from one year to ten years and there are many who show a preference for the two year period or the five year period. The recommendations for the validity of the Level II certificate range from two years to permanency. A considerable number, twenty-seven or 31.7 per cent, favor the permanent certificate for Level II. The groups are rather consistently divided in their opinions although the state officials appear to show more disfavor to the issuance of permanent certificates than do the others.

Semester hours recommended. Eighty-two, or 96.5 per

cent of the respondents who favor a two-level plan of certification suggest the number of semester hours of study they would require for the counselor's certificate on each level of certification. Their recommendations are shown in Table XXVIII, broken down into the number of semester hours of required and elective study in guidance and related fields.

For Level I certification, the recommended number of semester hours of required work ranges from "none" to forty with a median of nine to twelve hours. The greatest number of respondents, twenty-seven or 31.8 per cent, also recommend nine to twelve semester hours.

The number of additional semester hours to be required from among elective areas of study for the Level I certificate ranges from "none" to twenty-four semester hours with a median of five to eight semester hours. The greatest number of persons, twenty-four or 28.1 per cent, recommend "none".

The total number of semester hours of required and elective courses recommended for the Level I counselor's certificate under the two-level plan ranges from five to forty-eight with a median of thirteen to sixteen semester hours. The largest number of respondents, nineteen or 22.3 per cent, recommend thirteen to sixteen hours.

The number of semester hours of required work

suggested for the Level II certificate in the two-level certification plan ranges from nine to sixty with a median of seventeen to twenty semester hours. The greatest number, twenty-six or 30.6 per cent, recommend seventeen to twenty semester hours.

Recommended elective hours for Level II range from "none" to forty-eight with a median of nine to twelve. The largest number, twenty-six or 30.6 per cent, recommend nine to twelve semester hours.

The total semester hours for Level II ranges from a low of nine to a high of ninety-six with a median of twenty-nine to thirty-two. The largest number of respondents, forty-four or 51.8 per cent, recommend twenty-nine to thirty-two semester hours.

Semester hours undergraduate work acceptable. The percentages of the total semester hour requirement which the respondents recommend be accepted in courses pursued on the undergraduate level are presented in Table XXIX. Some persons would like to see all work done in guidance or related fields accepted toward the fulfilment of certification requirements on either level; others would accept no undergraduate work on either level.

The median percentage of semester hours recommended for acceptance for Level I certification is twenty-one to

PERCENTAGE OF SEMESTER HOURS UNDERGRADUATE WORK ACCEPTABLE

TWO—LEVEL PLAN

Per cent accept- able	Level I										Level II									
	Super- visor		Counselor trainer		Dean		State official		Total		Super- visor		Counselor trainer		Dean		State official		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
96 -100	7	33.3	4	13.6	3	13.6	1	7.7	15	17.6	2	9.5							2	2.4
91 - 95																				
86 - 90																				
81 - 85																				
76 - 80																				
71 - 75																				
66 - 70											1	4.8							1	1.2
61 - 65							1	7.7	1	1.2										
56 - 60			2	6.9					2	2.4			1	3.5					1	1.2
51 - 55																				
46 - 50	2	9.5	2	6.9	3	13.6	1	7.7	8	9.3	2	9.5			2	9.1			4	4.7
41 - 45			1	3.5	1	4.6			2	2.4										
36 - 40			1	3.5	1	4.6			2	2.4			1	3.5					1	1.2
31 - 35	1	4.8	1	3.5			1	7.7	3	3.6	1	4.8	1	3.5	1	4.6	1	7.7	4	4.7
26 - 30			2	6.9	1	4.6			3	3.6			2	6.9	1	4.6			3	3.6
21 - 25	1	4.8	2	6.9	1	4.6	2	15.4	6	7.1	2	9.5	1	3.5	1	4.6			4	4.7
16 - 20			1	3.5	2	9.1			3	3.5	1	4.8	3	10.3	1	4.6	1	7.7	6	7.1
11 - 15	1	4.8	1	3.5					2	2.4			4	13.7	2	9.1	3	23.1	9	10.6
6 - 10											1	4.8	1	3.5	2	9.1			4	4.7
1 - 5																				
0	9	42.8	10	34.4	10	45.3	6	46.1	35	41.0	11	52.3	13	44.7	12	54.3	7	53.8	43	50.4
No response			2	6.9			1	7.7	3	3.5			2	6.9			1	7.7	3	3.5
Total	21	100.0	29	100.0	22	100.0	13	100.0	85	100.0	21	100.0	29	100.0	22	100.0	13	100.0	85	100.0

twenty-five per cent. The greatest number of persons, thirty-five or 41.0 per cent, would accept none. The median for Level II is "none". This response also represents the choice of the greatest number of educators.

Areas of study recommended. Those areas of study which the educators recommend as required and those they recommend as desirable elective areas are given in Table XXX. The percentage figure represents the proportion of persons from within the particular category who made the selection.

The group shows high agreement on four areas of study from which they feel courses should be required for Level I certification. These areas are: Philosophy and Principles of Guidance, Understanding the Individual, Occupational and Educational Information, and Counseling.

Six areas of study are named by about one-half of the group as those from among which electives might most profitably be chosen for Level I certification. These are: Group Techniques in Guidance, Organization and Administration of Guidance Programs, School Administration, Social Case Work, Vocational Education, and Research Techniques.

For Level II certification, the group agrees in most instances that courses from the following areas should be required: Philosophy and Principles of Guidance, Understanding the Individual, Occupational and Educational Information,

TABLE XXX

AREAS OF STUDY RECOMMENDED

T.O.-LEVEL PLAN

Area of study		Level I					Level II				
		Super- visor	Counselor trainer	Dean	State official	Total	Super- visor	Counselor trainer	Dean	State official	Total
		No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent
Philosophy and Principles of Guidance	R ^a E ^b	21 100.0	28 96.5 1 3.5	21 95.4 1 4.6	13 100.0	83 97.6 2 2.4	21 100.0	28 96.5 1 3.5	22 100.0	13 100.0	84 98.8 1 1.2
Understanding the Individual	R	20 95.2	28 96.5	21 95.4	11 84.6	80 94.1	21 100.0	29 100.0	22 100.0	13 100.0	85 100.0
Occupational and Educational Information	E	1 4.8	1 3.5	1 4.6	2 15.4	5 5.9					
	R	14 67.2	17 53.6	19 90.0	10 7.0	60 70.6	21 100.0	29 100.0	21 95.4	13 100.0	84 98.8
	E	3 14.3	11 37.9	2 9.1	3 23.0	19 22.4			1 4.6		1 1.2
Counseling	R	15 71.4	25 86.2	19 90.0	10 77.0	69 81.2	21 100.0	29 100.0	22 100.0	13 100.0	85 100.0
Supervised Experience in Counseling	E	1 4.8	4 13.7	2 9.1	3 23.0	10 11.8					
	R	5 23.8	9 31.0	8 36.4	4 30.8	26 30.6	16 76.2	25 86.2	18 81.8	10 77.0	69 81.2
Group Techniques in Guidance	E	7 33.3	14 48.3	8 46.4	3 23.0	32 37.6	1 4.8	4 13.7	4 18.2	2 15.4	11 12.9
	R	2 9.5	8 27.0	5 22.7	2 15.4	17 20.0	5 23.8	17 58.6	9 40.8	5 38.5	36 42.4
Organization & Administration of Guidance Programs	E	8 38.0	18 62.1	11 50.0	2 15.4	39 45.9	8 38.0	12 41.4	9 40.8	1 7.7	30 35.3
	R	7 33.3	4 13.7	3 13.6	4 30.8	18 21.2	19 90.5	23 79.3	18 81.8	9 69.2	69 81.2
School Administration	E	6 28.6	18 62.1	16 72.7	2 15.4	42 49.4	1 4.8	6 20.7	4 18.2	2 15.4	13 15.3
	R	1 4.8	3 10.3		3 23.3	7 8.2	2 9.5	8 27.6	4 18.2	4 30.8	18 21.2
Curriculum	E	8 38.0	16 55.2	14 63.6	3 23.3	41 48.2	9 42.9	17 58.6	13 59.0	4 30.8	43 50.6
	R		7 24.0	5 22.7	3 23.3	15 17.6	2 9.5	11 37.9	7 31.8	5 38.5	25 29.4
History and Philosophy of Education	E	9 42.9	16 55.2	9 40.8	3 23.3	37 43.5	11 52.4	15 51.4	10 45.5	4 30.8	40 47.0
	R		6 20.7	4 18.2	1 7.7	11 12.9	2 9.5	9 31.0	6 27.3	1 7.7	18 21.2
Social Case Work	E	7 33.3	12 41.4	9 40.8	4 30.8	32 37.6	7 33.3	17 58.6	10 45.5	5 38.5	39 45.9
	R						3 14.3	6 20.7	6 27.3	1 7.7	16 18.8
Sociology	E	8 38.0	15 51.4	15 68.2	4 30.8	42 49.4	11 52.4	14 48.3	13 59.0	5 38.5	43 50.6
	R	2 9.5	7 24.0	3 13.6	2 15.4	14 16.5	4 19.0	8 27.6	3 13.6	3 23.3	18 21.2
Economics	E	10 47.6	9 31.0	10 45.5	2 15.4	31 36.5	12 57.1	14 48.3	15 68.2	4 30.8	45 52.9
	R		4 13.7			4 4.7	1 4.8	6 20.7	3 13.6	1 7.7	11 12.9
Personnel Management	E	9 42.9	11 37.9	10 45.5	4 30.8	34 40.0	13 61.9	12 41.4	12 54.5	6 46.2	43 50.6
	R	1 4.8	1 3.5		1 7.7	3 3.5	1 4.8	3 10.3	5 22.7	2 15.4	11 12.9
Labor and Industrial Relations	E	8 38.0	13 44.8	13 59.0	2 15.4	36 42.4	11 52.4	20 69.0	10 45.5	5 38.5	46 54.1
	R	1 4.8	1 3.5	1 4.6	1 7.7	4 4.7	2 9.5	7 24.0	6 27.3	1 7.7	16 18.8
Vocational Education	E	9 42.9	14 48.3	13 59.0	2 15.4	38 44.7	11 52.4	14 48.3	13 59.0	4 30.8	42 49.4
	R	1 4.8	2 6.9			3 3.5	4 19.0	5 17.2	3 13.6	1 7.7	13 15.3
Research Techniques	E	9 42.9	18 62.1	14 63.6	3 23.3	44 51.8	9 42.9	19 65.5	14 63.6	6 46.2	48 56.5
	R		2 6.9	1 4.6		3 3.5	8 38.0	13 44.8	7 31.8	2 15.4	30 35.3
Statistics	E	9 42.9	19 65.5	12 54.5	5 38.5	45 52.9	8 38.0	14 48.3	10 45.5	5 38.5	37 43.5
	R	3 14.3	5 17.2	7 31.8	1 7.7	16 18.8	7 33.3	19 65.5	13 59.0	4 30.8	43 50.6
	E	7 33.3	14 48.3	8 36.4	4 30.8	33 38.8	7 33.3	9 31.0	4 18.2	3 23.3	23 27.1

^a R - required^b E - elective

Counseling, Supervised Experience in Counseling, and Organization and Administration of Guidance Programs. A slight majority of the group also recommends that Statistics be required.

The areas of study from among which courses in electives might most profitably be selected, in the opinion of about one-half the educators, are: School Administration, Curriculum, Social Case Work, Sociology, Economics, Personnel Management, Labor and Industrial Relations, and Vocational Education.

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CHAPTER VII

DESIRABLE PROVISIONS FOR COUNSELOR CERTIFICATION PLANS (continued)

Forty persons, or 23.1 per cent of the total group of respondents, recommend a three-level certification plan. Their opinions, which are tabulated in Tables XXXI to XXXIV are analyzed below.

RECOMMENDED REQUIREMENTS FOR THREE-LEVEL CERTIFICATION PLANS

Should a state teaching certificate be required? There is almost unanimous agreement among the respondents who prefer a three-level plan of certification, that a teaching certificate valid in the state in which the counseling is to be done should be required on all three levels. This recommendation, which may be seen in Table XXXI, is in keeping with the recommendation of those who recommend one-level certification plans or two-level certification plans.

Should previous teaching experience be required? A majority of the respondents recommend that previous teaching experience be required of those who apply for counselor certificates on any of the three levels. Seven persons, or 17.5 per cent would certificate persons with no teaching experience on Level I but none of the educators would certi-

TABLE XIII
GENERAL PROVISIONS AND REQUIREMENTS RECOMMENDED
THREE-LEVEL PLAN

	Requirements	Supervisor		Counselor trainer		Level I Dean		State official		Total		Supervisor		Counselor trainer		Level II Dean		State official		Total		Supervisor		Counselor trainer		Level III Dean		State official		Total	
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
teaching certificate	Yes	8	100.0	19	95.0	10	90.9	1	100.0	38	95.0	8	100.0	20	100.0	11	100.0	1	100.0	40	100.0	8	100.0	19	95.0	11	100.0	1	100.0	39	97.5
	No			1	5.0	1	9.0			2	5.0												1	5.0					1	2.5	
teaching experience	None	1	12.5	4	20.0	2	18.2			7	17.5							1	100.0	4	10.0			3	15.0			1	100.0	4	10.0
	One year	2	37.5	9	45.0	4	36.3	1	100.0	17	42.5			3	15.0					4	10.0			11	55.0					18	45.0
	Two years	1	12.5	7	35.0	3	27.3			11	27.5	5	62.5	14	70.0	8	72.7			27	67.5	4	50.0	11	55.0	3	27.3			18	45.0
	Three years	2	25.0			1	9.1			3	7.5			3	15.0	1	9.1			4	10.0	2	25.0	6	30.0	2	18.2			10	25.0
	Four years											1	12.5							1	2.5	1	12.5			4	36.3			5	12.5
	Five years											1	12.5			1	9.1			2	5.0	1	12.5			1	9.1			2	5.0
	More											1	12.5			1	9.1			2	5.0			1	9.1			1	2.5		
	Yes ¹	1	12.5			1	9.1			2	5.0	1	12.5			1	9.1			2	5.0			1	9.1			1	2.5		
teaching experience	None	5	62.5	16	80.0	8	72.7			29	72.5			3	15.0	1	9.1			4	10.0			1	5.0	1	9.1			2	5.0
	One year	2	25.0	7	35.0	1	9.1	1	100.0	6	15.0	2	25.0	7	35.0	2	18.2			11	27.5			3	15.0	1	9.1			5	12.5
	Two years											4	50.0	3	15.0	4	36.3			11	27.5	1	12.5	3	15.0	1	9.1			5	12.5
	Three years											1	12.5	2	10.0	3	27.3	1	100.0	7	17.5	3	37.5	7	35.0	2	18.2	1	100.0	12	30.0
	Four years																									1	9.1			1	2.5
	Five years											1	12.5							1	2.5	4	37.5	3	15.0	5	45.5			11	27.5
	More																					1	12.5			1	9.1			1	2.5
	Intermittent	1	12.5	2	10.0	1	9.1			4	10.0			2	10.0					1	2.5			1	5.0			1	2.5		
	Yes ²			1	5.0					1	2.5			3	15.0					4	10.0			5	25.0					5	12.5
	None	1	12.5	2	10.0	1	9.1			4	10.0			3	15.0	1	9.1			4	10.0			3	15.0	2	18.2			5	12.5
teaching experience	One-half year	1	12.5	2	10.0	1	9.1	1	100.0	10	25.0	1	12.5	2	10.0	2	18.2			6	15.0			1	5.0	1	9.1			1	2.5
	One year	3	37.5	8	40.0	1	9.1	1	100.0	12	30.0	4	50.0	9	45.0	4	36.3	1	100.0	17	42.5	4	50.0	11	55.0	2	18.2	1	100.0	18	45.0
	One and one-half years	1	12.5							1	2.5			1	5.0					1	2.5	1	12.5			1	9.1			2	5.0
	Two years	2	25.0							2	5.0	2	25.0	2	10.0	1	9.1			5	12.5	2	25.0	4	20.0	2	18.2			8	20.0
	Three years											1	12.5							1	2.5										
	More																					1	12.5							1	2.5
	Yes ³			1	5.0					1	2.5			1	5.0					1	2.5			2	10.0	1	9.1			3	7.5
	No response					1	9.1			2	5.0					2	18.2			2	5.0					2	18.2			1	2.5
teaching experience	None	8	100.0	17	85.0	9	72.7	1	100.0	4	10.0	7	87.5	7	35.0	2	18.2			16	40.0	2	25.0							2	5.0
	Some graduate work									1	2.5			1	5.0					1	2.5										
	Master's			2	10.0	3	27.3			5	12.5	1	12.5	17	85.0	2	18.2	1	100.0	3	7.5	6	75.0	11	55.0	7	63.6	1	100.0	15	37.5
	Master's plus doctor's																							2	10.0	1	9.1			5	12.5
teaching certificate	One year	2	25.0	5	25.0	2	18.2			9	22.5																				
	Two years	2	25.0	8	40.0	1	9.1			11	27.5	1	12.5	2	10.0	1	9.1			4	10.0										
	Three years	1	12.5	4	20.0	4	36.3			9	22.5	4	50.0	7	35.0	5	45.5			16	40.0			1	5.0	2	18.2			3	7.5
	Four years					1	9.1			2	5.0			3	15.0	1	9.1			4	10.0										
	Five years	1	12.5	2	10.0	1	9.1			4	10.0	3	37.5	5	25.0	2	18.2			10	25.0	3	37.5	7	35.0	6	54.5			16	40.0
	Six years																							1	5.0					1	2.5
	Seven years																														
	Eight years													1	5.0			1	100.0	2	5.0										
	Permanent	1	12.5			1	9.1			2	5.0			2	10.0	1	9.1			3	7.5	5	62.5	11	55.0	2	18.2	1	100.0	19	47.5
	No response	1	12.5	1	5.0	1	9.1			3	7.5					1	9.1			1	2.5					1	9.1			1	2.5

* Number of years not specified

ificate persons without teaching experience on Levels II or III.

Of the thirty-three persons, or 82.5 per cent who recommend teaching experience for Level I, the greatest number suggest one year of experience and the next greatest number suggest two years. The range of the responses runs from one year to three years.

There is unanimous agreement among the respondents that teaching experience should be required on Levels II and III. The length of experience suggested for Level II ranges from one year to more than five years, but the largest number of persons, twenty-seven or 67.5 per cent, favor the two year requirement. The length of experience suggested for Level III ranges from one year to more than five years, but the largest number, eighteen persons or 45.0 per cent, favor the two year requirement while ten persons, or 25.0 per cent favor the three year requirement.

Thus it is seen that all the educators favor the teaching experience requirement with the majority leaning toward a one year requirement on Level I and a two year requirement on Levels II and III. But, it should be noted that the amount of experience suggested in each case is by no means unanimous. For example, seventeen persons on Level I recommend one year of teaching experience but a total of fourteen others recommend more than one year. Similarly, on

Level III, eighteen persons recommend two years of teaching experience but seventeen others recommend three or more years. There are no outstanding differences in the thinking of the respondents in the various categories on this point. There is apparent also, in the figures in Table XXXI, page 230, a tendency to raise the teaching requirement with each successive level of certification.

Should counseling experience be required? Nearly three-fourths of the respondents, twenty-nine or 72.5 per cent, feel that no previous counseling experience should be required of applicants for a counselor's certificate on Level I. But thirty-four, or 85 per cent, would require previous counseling experience for a Level II certificate and thirty-nine, or 97.5 per cent would require experience for a Level III certificate. The responses are shown in Table XXXI, page 230.

The length of experience recommended by the respondents for the Level II certificate ranges from one year to five years. One year is mentioned most frequently. The length of experience recommended for the Level III certificate ranges from one year to more than five years. Three years is mentioned most frequently.

The usual pattern then, of the recommendations concerning the previous counseling experience requirement in three-level certification plans is: (1) no previous counseling

experience for Level I certification; (2) one year of counseling experience for Level II certification; and (3) three years of counseling experience for Level III certification. There are no significant dissimilarities in the responses from category to category of respondents.

Should paid work experience other than teaching or counseling be required? While the respondents who favor a two-level certification plan are seen to be evenly divided in their opinions concerning the "work experience other than teaching or counseling requirement", by far the greater number of those favoring a three-level certification plan favor the requirement on each level. The length of experience mentioned most frequently as revealed in Table XXXI, page 230, is one year. A significantly large percentage favor more experience, however, particularly on Levels II and III. In general, the supervisors appear to recommend the requirement more consistently on Level I than do the counselor trainers or deans and tend to recommend more years of the work experience than the other groups.

Should an advanced degree be required? Table XXXI, page 230, shows that six persons, or 15.0 per cent of the group would require an advanced degree for a Level I certificate under the Three-level plan of certification. On Level II, more than one-half of the group, twenty-three persons or 57.5 per

cent, would require a master's degree. On Level III, thirty-eight persons, or 95 per cent would require a master's degree or more.

The supervisors are unanimously opposed to an advanced degree on Level I and nearly so on Level II. There are even two supervisors, or 25 per cent, who oppose it on Level III. The counselor trainers and deans, on the other hand, favor an advanced degree in a majority of the cases on Level II and unanimously on Level III.

A significant number of the counselor trainers and deans also recommend training beyond the master's degree for the Level III certificate. They are probably thinking of those persons who achieve top-level certification as guidance administrators, or possibly clinical psychologists.

For how many years should the certificate be valid?

The respondents' replies concerning the length of the validity of the counselor's certificate reveal in Table XXXI, page 230, agreement on Levels II and III but a considerable divergence of opinion on Level I. On the first level, the educators are nearly split between the recommendation for one year, two two years, and three years of validity. Two years is mentioned most frequently. The range, however, runs from one year to permanency.

On Level II, the greatest number of respondents

would like to see the certificate valid for three years. A significant number favor a validity of five years. The range on this level of certification runs from two years to permanency.

On Level III, nearly one-half of the group suggest that the certificate be a permanent one. Most of those who favor the permanent certificate are supervisors or counselor trainers. A significant number, particularly among the deans, prefer that it be valid for only five years.

In short, despite disagreements among the various categories of respondents, the pattern which is revealed concerning the term of validity of the certificate on each level is two years for Level I, three years for Level II, and permanent for Level III.

Semester hours recommended. Thirty-eight educators, or 95 per cent of the respondents who favor a three-level certification plan suggest the number of semester hours of study they would require for the counselor's certificate on each of the three levels. Their recommendations are tabulated in Table XXXII, giving the number of semester hours of required and elective study in guidance and related fields which they consider desirable.

The number of semester hours of required work which the respondents recommend for the Level I certificate ranges from none to forty with a median of nine to twelve; the number

of semester hours of electives ranges from none to sixteen with a median of one to four; and the total number of semester hours, required and elective, ranges from three to forty with a median of thirteen to sixteen. The greatest number of respondents recommend nine to twelve semester hours from among the required areas, none from among elective areas, and a total of nine to twelve semester hours from among required and elective areas.

The number of semester hours of required work which the respondents recommend for the Level II certificate ranges from five to thirty-six with a median of seventeen to twenty; the number of semester hours of electives ranges from none to twenty-eight with a median of five to eight; and the total number of semester hours ranges from six to sixty with a median of 28.5.

The number of semester hours of required work which the respondents recommend for the Level III certificate ranges from nine to sixty with a median of twenty-nine to thirty-two; the number of semester hours of electives ranges from none to sixty with a median of nine to twelve; and the total number of semester hours required and elective, ranges from nine to ninety with a median of thirty-three to thirty-six.

There is less agreement on the semester hour requirement for Level III than there is on Level I or Level II. The recommendations for the required courses, the elective courses,

and the totals have a greater spread, and the frequencies are more widely dispersed than is true among the respondents who proposed one-level or two-level certification plans. It may be seen that fully one-half of the group are of the opinion that more than thirty-two hours of work in guidance and related fields should be required for top-level certification. Eight persons suggest over sixty semester hours. These respondents are apparently thinking that top-level certification should be reserved for those who are planning to qualify for supervisory positions in guidance or possibly guidance positions on the college level.

Semester hours undergraduate work acceptable. The percentages of the total semester hour requirement which the respondents recommend be accepted in courses taken on the undergraduate level are shown in Table XXXIII. It is seen that on Levels I and II, the percentage of the total which the respondents would accept ranges from none to one-hundred per cent.

The median percentage of undergraduate work recommended as acceptable for Level I is forty-six per cent to fifty per cent. The median for Level II is eleven to fifteen per cent. The median for Level III is none.

There is a lack of agreement among the respondents concerning the percentage of semester hours which should be

PERCENTAGE OF PERSONNEL AT EACH LEVEL

PERCENTAGE PLAN

Per cent acceptable	Level I					Level II					Level III				
	Super-visor	Counselor	Dean	State official	Total	Super-visor	Counselor	Dean	State official	Total	Super-visor	Counselor	Dean	State official	Total
	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent
96 - 100	1 12.5	6 30.0	3 27.3		10 45.0	1 12.5				1 2.5					
91 - 95															
86 - 90															
81 - 85															
76 - 80	1 12.5					1 12.5									
71 - 75															
66 - 70							1 5.0	1 9.1		2 5.0					
61 - 65				1 100.0	1 2.5										
56 - 60															
51 - 55			1 9.1		1 2.5		1 5.0	1 9.1		2 5.0			1 9.1		1 2.5
46 - 50	1 12.5	5 25.0			6 15.0	1 12.5	1 5.0			5 12.5	2 5.0				2 5.0
41 - 45							1 5.0			1 2.5		1 5.0	1 9.1		2 5.0
36 - 40		2 10.0			2 5.0		1 5.0	2 9.1		2 5.0					
31 - 35	1 12.5	1 5.0			2 5.0			1 9.1		1 2.5		4 20.0			4 10.0
26 - 30							3 15.0			3 7.5	1 12.5		1 9.1		2 5.0
21 - 25		1 5.0	2 18.2		3 7.5	1 12.5				1 2.5		1 5.0			1 2.5
16 - 20	1 12.5	1 5.0			2 5.0						1 12.5	2 10.0	1 9.1		4 10.0
11 - 15						1 12.5				1 2.5					
6 - 10							1 5.0	1 9.1		2 5.0					
1 - 5															
0	3 37.5	3 15.0	4 36.3		10 25.0	3 37.5	8 40.0	5 45.4	1 100.0	17 42.5	4 50.0	10 50.0	6 54.5	1 100.0	21 52.5
No response		1 5.0	1 9.1		2 5.0		1 5.0	1 9.1		2 5.0		1 5.0	1 9.1		2 5.0
Total	8 100.0	20 100.0	11 100.0	1 100.0	40 100.0	8 100.0	10 100.0	11 100.0	1 100.0	40 100.0	9 100.0	10 100.0	11 100.0	1 100.0	40 100.0

acceptable on the undergraduate level for the Level I certificate. There is more agreement on Levels II and III in this respect, however, with seventeen persons, or 42.5 per cent suggesting that no undergraduate work should be accepted on Level II and twenty-one persons, or 52.5 per cent suggesting that no undergraduate work be accepted on Level III.

Areas of study recommended. Those areas of study which the educators recommend as required and those which they recommend as desirable electives are given in Table XXXIV. The percentage figure represents the proportion of persons from within the particular category who made the selection.

There is rather general agreement in the group concerning the areas of study which should be required on each level. For Level I, they suggest Philosophy and Principles of Guidance, Understanding the Individual, Occupational and Educational Information, and Counseling.

For Level II, they suggest the addition of Supervised Experience in Counseling. Other areas recommended by more than one-half the group are: Group Techniques in Guidance, Organization and Administration of Guidance Programs, and Statistics.

For Level III, there is nearly unanimous agreement that the following areas should be required: Philosophy and Principles of Guidance, Understanding the Individual,

TABLE XXXIV

AREAS OF STUDY RECOMMENDED

THREE-LEVEL PLAN

Area of study		Level I					Level II					Level III				
		Super- visor	Counselor trainer	Dean	State official	Total	Super- visor	Counselor trainer	Dean	State official	Total	Super- visor	Counselor trainer	Dean	State official	Total
		No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent
Philosophy and Principles of Guidance	R ^a S ^b	8 100.0	20 100.0	10 90.9	1 100.0	39 97.5	8 100.0	20 100.0	10 90.0	1 100.0	39 97.5	8 100.0	20 100.0	11 100.0	1 100.0	40 100.0
Understanding the Individual	R S	7 87.5	18 90.0	8 72.7	1 100.0	34 85.0	7 87.5	20 100.0	10 90.0	1 100.0	38 95.0	8 100.0	20 100.0	11 100.0	1 100.0	40 100.0
Occupational and Educational Information	R S	6 75.0	14 70.0	7 63.6	1 100.0	28 70.0	7 87.5	20 100.0	8 72.7	1 100.0	36 90.0	8 100.0	20 100.0	9 81.8	1 100.0	38 95.0
Counseling	R S	6 75.0	13 65.0	8 72.7	1 100.0	28 70.0	7 87.5	20 100.0	10 90.0	1 100.0	38 95.0	8 100.0	20 100.0	11 100.0	1 100.0	40 100.0
Supervised Experience in Counseling	R S	2 25.0	5 25.0	9 72.7	1 100.0	16 40.0	5 62.5	16 80.0	11 100.0	1 100.0	33 82.5	6 75.0	18 90.0	10 90.9	1 100.0	35 87.5
Group Techniques in Guidance	R S	3 37.5	8 40.0	3 27.3		14 35.0	2 25.0	4 20.0			6 15.0	2 25.0	2 10.0	1 9.1		5 12.5
Organization and Administration of Guidance Programs	R S	1 12.5	5 25.0	2 18.2		8 20.0	4 50.0	13 65.0	8 72.7	1 100.0	26 65.0	7 87.5	19 95.0	9 81.8	1 100.0	36 90.0
School Administration	R S			1 9.1		1 2.5		1 5.0	1 9.1		2 5.0	2 25.0	8 40.0	5 45.4		15 37.5
Curriculum	R S	3 37.5	9 45.0	1 9.1		13 32.5	3 37.5	13 65.0	7 63.6		23 57.5	4 50.0	11 55.0	5 45.4		20 50.0
History and Philosophy of Education	R S		1 5.0	4 36.3		5 12.5		6 30.0	4 36.3		10 25.0	2 25.0	12 60.0	6 54.5		20 50.0
Social Case Work	R S	3 37.5	11 55.0	4 36.3		18 45.0	3 37.5	10 50.0	6 54.5		19 47.5	4 50.0	8 40.0	5 45.4		17 42.5
Sociology	R S	2 25.0	10 50.0	5 45.4		17 42.5	1 12.5	12 60.0	5 45.4		18 45.0	3 37.5	12 60.0	7 63.6		22 55.0
Economics	R S		3 27.3			3 7.5		2 10.0	4 36.3		6 15.0		5 25.0	3 27.3		8 20.0
Personnel Management	R S	2 25.0	14 70.0	1 9.1		20 50.0	2 25.0	15 75.0	9 81.8		26 65.0	3 37.5	14 70.0	9 81.8		26 65.0
Labor and Industrial Relations	R S		1 5.0	1 9.1	1 100.0	3 7.5		3 15.0	3 27.3	1 100.0	7 17.5		5 25.0	2 18.2	1 100.0	8 20.0
Vocational Education	R S	2 25.0	11 55.0	7 63.6		20 50.0	3 37.5	11 55.0	6 54.5		20 50.0	5 50.0	12 60.0	8 72.7		25 62.5
Research Techniques	R S		1 5.0		1 100.0	2 5.0		1 5.0	1 9.1	1 100.0	3 7.5		3 15.0	1 9.1	1 100.0	5 12.5
Statistics	R S	1 12.5	9 45.0	4 36.3		14 35.0	3 37.5	10 50.0	4 36.3		17 42.5	4 50.0	9 45.0	6 54.5		19 47.5
	R S	2 25.0	8 40.0	2 18.2		12 30.0	3 37.5	11 55.0	8 72.7		22 55.0	4 50.0	12 60.0	10 90.9		26 65.0
	R S	2 25.0	10 50.0	4 36.3		16 40.0	2 25.0	12 60.0	6 54.5		20 50.0	3 37.5	13 65.0	9 81.8		25 62.5
	R S		2 10.0	1 9.1		3 7.5		2 10.0	5 45.4		7 17.5	3 37.5	8 40.0	4 36.3		15 37.5
	R S	4 50.0	10 50.0	3 27.3		17 42.5	5 62.5	13 65.0	4 36.3		22 55.0	3 37.5	10 50.0	7 63.6		20 50.0
	R S		1 5.0	1 9.1		2 5.0	3 37.5	7 35.0	4 36.3		14 35.0	4 50.0	13 65.0	7 63.6		24 60.0
	R S	2 25.0	9 45.0	1 9.1		12 30.0	2 25.0	8 40.0	4 36.3		14 35.0	4 50.0	4 20.0	2 18.2		10 25.0
	R S	1 12.5	4 20.0	5 45.4		10 25.0	2 25.0	12 60.0	6 54.5		20 50.0	3 37.5	16 80.0	8 72.7		27 67.5
	R S	2 25.0	11 55.0	1 9.1		14 35.0	3 37.5	5 25.0	2 18.2		10 25.0	3 37.5	2 10.0	1 9.1		6 15.0

^a R - required
^b S - selective

Occupational and Educational Information, Counseling, Supervised Experience in Counseling, Group Techniques in Guidance, and Organization and Administration of Guidance Programs. One-half or more of the group would also require study in Curriculum and Statistics.

The areas of study which the respondents recommend as being especially valuable ones from which to select electives are: Social Case Work and Sociology for Level I; School Administration, Curriculum, Social Case Work, Sociology, Economics, Personnel Management, Labor and Industrial Relations, and Vocational Education for Level II; and School Administration, History and Philosophy of Education, Social Case Work, Sociology, Economics, Personnel Management, Labor and Industrial Relations, and Vocational Education for Level III.

RECOMMENDED REQUIREMENTS FOR FOUR-LEVEL CERTIFICATION PLANS

Seven persons, or 4.1 per cent of the total group of respondents, recommend a four-level certification plan. Their opinions are tabulated in Tables XXXV to XXXVIII and analyzed below.

Should a state teaching certificate be required?

There is unanimous agreement among the seven respondents who prefer a four-level plan of certification that a valid state

teacher's certificate should be required on all four levels. Their responses are shown in Table XXXV.

Should previous teaching experience be required? A majority of the group, as is shown in Table XXXV, recommend previous teaching experience as a requirement for counselor certification on Levels I and II, and the entire group recommend it on Levels III and IV. However, there is not enough agreement among the few persons who selected a four-level plan to make a pattern discernable except for a tendency to require a greater amount of experience for each successively higher level of certification.

Should counseling experience be required? A majority of those persons who recommend a four-level plan of certification recommend that no counseling experience be required for a Level I certificate, but that counseling experience be required for the other levels of certification. Again, there is not enough agreement among the few cases to suggest a pattern except that there is a tendency to require more experience for each successively higher certificate.

Should paid work experience other than teaching or counseling be required? Most of the respondents in this group are of the opinion that no work experience other than teaching or counseling should be required for Level I

TABLE XXV

GENERAL PROVISIONS AND REQUIREMENTS RECOMMENDED

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FOUR-LEVEL PLAN

		Level I					Level II					Level III					Level IV				
Requirements		Super-visor	Counselor	Dean	State official	Total	Super-visor	Counselor	Dean	State official	Total	Super-visor	Counselor	Dean	State official	Total	Super-visor	Counselor	Dean	State official	Total
		No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent	No. Per cent
State																					
teaching	Yes	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0
certificate	No																				
Years	None	1 100.0	1 25.0	1 100.0		3 42.8		1 25.0			1 14.3										
teaching	One year		2 50.0			2 28.6	1 100.0		1 100.0		2 28.5	1 100.0				1 14.3	1 100.0				1 14.3
experience	Two years				1 100.0	1 14.3		2 50.0			2 28.6		1 25.0	1 100.0		2 28.5		1 25.0			1 14.3
	Three years		1 25.0			1 14.3				1 100.0	1 14.3		1 25.0			1 14.3			1 100.0		1 14.3
	Four years														1 100.0	1 14.3		1 25.0			1 14.3
	Five years							1 25.0			1 14.3		1 25.0			1 14.3		1 25.0		1 100.0	2 28.5
	Yes												1 25.0			1 14.3		1 25.0			1 14.3
Years	None	1 100.0	2 50.0	1 100.0	1 100.0	5 71.4		1 25.0			1 14.3		1 25.0			1 14.3					
counseling	One year		1 25.0			1 14.3		1 25.0	1 100.0		2 28.6			1 100.0		1 14.3		1 25.0			1 14.3
experience	Two years							1 25.0		1 100.0	2 28.5	1 100.0	1 25.0			2 28.6					
	Three years							1 25.0			1 14.3		1 25.0			1 100.0	2 28.5		1 25.0		1 14.3
	Four years																		1 100.0		1 14.3
	Five years																1 100.0				1 14.3
	Six years												1 25.0			1 14.3		2 50.0		1 100.0	3 42.8
	Internship		1 25.0			1 14.3	1 100.0				1 14.3										
Years	None	1 100.0	3 75.0		1 100.0	5 71.4		2 50.0		1 100.0	3 42.8				1 100.0	1 14.3				1 100.0	1 14.3
work	One-half year				1 100.0	1 14.3		1 25.0	1 100.0		2 28.6			1 100.0		1 14.3					
experience	One year						1 100.0				1 14.3	1 100.0	1 25.0			2 28.6	1 100.0				1 14.3
	One and one-half years																		1 25.0		1 14.3
	Two years																		1 100.0		1 14.3
	Yes		1 25.0			1 14.3		1 25.0			1 14.3		3 75.0			3 42.8		3 75.0			3 42.8
Advanced	No	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0		4 100.0	1 100.0	1 100.0	6 85.7			1 100.0		1 14.3					
degree	Some graduate work							1 100.0			1 14.3		1 25.0			1 14.3					
	Master's											1 100.0	3 75.0		1 100.0	5 71.4		4 100.0		1 100.0	5 71.4
	Master's plus																1 100.0		1 100.0		2 28.6
Years	One Year																				
certificate	Two years	1 100.0	3 75.0	1 100.0		5 71.4		2 50.0	1 100.0		3 42.8		2 50.0			2 28.5		1 25.0			1 14.3
valid	Three years		1 25.0		1 100.0	1 28.6		1 25.0		1 100.0	2 28.6										
	Four years						1 100.0				1 14.3		1 25.0	1 100.0		2 28.6					
	Five years							1 25.0			1 14.3				1 100.0	1 14.3		2 50.0	1 100.0		3 42.8
	Six years																				
	Seven years																			1 100.0	1 14.3
	Eight years											1 100.0				1 14.3					
	Ten years												1 25.0			1 14.3					
	Permanent																				
																			1 100.0	1 25.0	2 28.6

Number of years not specified

certification but that it should be required for each of the higher levels. Table XXXV, page 244, reveals that five persons, or 71.4 per cent oppose the requirement for Level I. The recommendations for Level II range from none to one year. The largest group, three persons or 42.8 per cent, still suggest that none be required while the second largest group, two persons or 28.6 per cent, suggest that one-half year be required. On Levels III and IV, the most frequent answer is "yes"; i.e., the respondents favor the requirement but do not commit themselves to a specific number of years.

Should an advanced degree be required? The respondents who favor four levels of certification recommend that no advanced degree be required for certificates on Levels I and II, but that the master's degree should be required for Levels III and IV. There is rather consistent agreement on this point for each of the levels. The responses from persons in each of the categories are given in Table XXXV, page 244.

For how many years should the certificate be valid? Most of the respondents, five or 71.4 per cent, suggest that the Level I certificate be valid for two years. The opinions for the remaining levels, as is clearly shown in Table XXXV, page 244, are not as consistent. While the period mentioned most frequently is two years for Level II, more persons

recommend a longer period of validity than the two year period. The range is two to five years.

On Level III, the range increases and runs from two years to permanency. There is no one most frequent response. Both two years and four years are mentioned twice. The range for Level IV is two years to permanency. Five years is mentioned the most frequently.

Semester hours recommended. All of the seven persons who favor a four-level plan of certification suggest the number of semester hours of study they would require for the counselor's certificate on each of the four levels. Their recommendations are tabulated in Table XXXVI giving the number of semester hours of required and elective study in guidance and related areas which they consider desirable.

The median required semester hours and elective hours for Level I is revealed to be nine to twelve and one to four respectively with a median total of nine to twelve required and elective semester hours. For Level II, the median required semester hours is nine to twelve, the median elective semester hours one to four, with a median total of nine to twelve.

On Level III, the median required semester hours is seventeen to twenty, the median elective hours is five to eight, and the median total is twenty-five to twenty-eight

[illegible]

semester hours. On Level IV, the median required semester hours rises to twenty-nine to thirty-two, the median elective to thirteen to sixteen, and the median total to thirty-three to thirty-six semester hours.

Thus, it may be seen that the total top-level certification requirement is exactly the same as that for the three-level certification plan; it simply requires more steps to arrive at the same goal. And like the three-level group, there is less agreement on the semester hour requirement as top-level certification is reached. It should be noted that only two of the seven persons agree on the exact number of semester hours which should be required for the Level IV certificate. Among the others, one person would accept as little as twenty-five to twenty-eight semester hours while another would require as much as fifty-seven to sixty semester hours.

Semester hours undergraduate work acceptable. The percentages of the total semester hour requirement which the respondents recommend be accepted in courses taken on the undergraduate level are shown in Table XXXVII. On Levels I and II, the educators' responses range from none to 100 per cent, while on Levels III and IV, they range from none to 56 to 60 per cent.

There is a tendency toward reducing the amount of

PERCENTAGE OF SEMESTER BUREAU AND UNIVERSITY COUNCIL MEMBERS

FOUR-LEVEL PLAN

Per cent accept- able	Level I					Level II					Level III					Level IV				
	Super- visor No. Per cent	Counselor trainer No. Per cent	Dean No. Per cent	State official No. Per cent	Total No. Per cent	Super- visor No. Per cent	Counselor trainer No. Per cent	Dean No. Per cent	State official No. Per cent	Total No. Per cent	Super- visor No. Per cent	Counselor trainer No. Per cent	Dean No. Per cent	State official No. Per cent	Total No. Per cent	Super- visor No. Per cent	Counselor trainer No. Per cent	Dean No. Per cent	State official No. Per cent	Total No. Per cent
96 - 100	1 100.0	2 50.0			3 42.8		2 50.0			2 25.6										
91 - 95																				
86 - 90																				
81 - 85																				
76 - 80																				
71 - 75																				
66 - 70																				
61 - 65																				
56 - 60		1 25.0			1 14.3							1 25.0		1 100.0	2 25.6				1 100.0	1 14.3
51 - 55																				
46 - 50		1 25.0			1 14.3	1 100.0	1 25.0			2 25.6		1 25.0			1 14.3					
41 - 45																				
36 - 40							1 25.0			1 14.3							1 25.0			1 14.3
31 - 35											1 100.0				1 14.3					
26 - 30																	1 25.0			1 14.3
21 - 25																1 100.0				1 14.3
16 - 20																				
11 - 15																				
6 - 10																				
1 - 5																				
0			1 100.0	1 100.0	2 28.6			1 100.0	1 100.0	2 25.6		2 50.0	1 100.0		3 42.8		2 50.0	1 100.0		3 42.8
Total	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0

undergraduate work accepted as the higher levels are reached. This may be seen in the reduction in medians from 56 to 60 per cent on Level I, to 46 to 50 per cent on Level II, to 31 to 35 per cent on Level III, and to 21 to 25 per cent on Level IV. The largest group of respondents would accept no undergraduate credits on Levels III and IV.

Areas of study recommended. Those areas of study which the educators recommend as required and those they recommend as desirable electives are shown in Table XXXVIII. The percentage figure represents the proportion of persons from within the particular category who made the selection.

The required areas of study which meet the approval of most of the group for each level are:

- Level I - Philosophy and Principles of Guidance and Understanding the Individual. A significant number would include Occupational and Educational Information, also.
- Level II - Philosophy and Principles of Guidance, Understanding the Individual, Occupational and Educational Information, and Counseling.
- Level III- Philosophy and Principles of Guidance, Understanding the Individual, Occupational and Educational Information, Counseling, and Supervised Experience in Counseling. A significant number would include Group Techniques in Guidance and Sociology, also.
- Level IV - Philosophy and Principles of Guidance, Understanding the Individual, Occupational and Educational Information, Counseling, Supervised Experience in Counseling, and

TABLE XXXVIII

AREAS OF STUDY RECOMMENDED

FOUR-LEVEL PLAN

Area of study		Level I					Level II					Level III					Level IV				
		Super- visor No. Per cent	Counselor trainer No. Per cent	Dean No. Per cent	State official No. Per cent	Total No. Per cent	Super- visor No. Per cent	Counselor trainer No. Per cent	Dean No. Per cent	State official No. Per cent	Total No. Per cent	Super- visor No. Per cent	Counselor trainer No. Per cent	Dean No. Per cent	State official No. Per cent	Total No. Per cent	Super- visor No. Per cent	Counselor trainer No. Per cent	Dean No. Per cent	State official No. Per cent	Total No. Per cent
Philosophy and Principles of Guidance	A ^a B ^b	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0
Understanding the Individual	A B	1 100.0	3 75.0 1 25.0	1 100.0	1 100.0	6 75.7 1 14.3	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0
Organizational and Educational Information	A B	1 100.0	1 25.0 2 50.0	1 100.0	1 100.0	4 75.1 2 28.6	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0
Counseling	A B	1 100.0	2 50.0	1 100.0	1 100.0	3 75.1 2 28.6	1 100.0	3 75.0	1 100.0	1 100.0	6 85.7 1 14.3	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0
Supervised Experience in Counseling	A B	1 100.0	1 25.0 1 25.0	1 100.0	1 100.0	3 75.1 2 28.6	1 100.0	2 50.0	1 100.0	1 100.0	4 57.1 3 42.8	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0
Group Techniques in Guidance	A B		2 50.0	1 100.0		1 25.0 2 28.6	1 100.0		1 100.0		2 28.6 4 57.1	1 100.0	1 25.0	1 100.0	1 100.0	4 57.1	1 100.0	2 50.0	1 100.0	1 100.0	5 71.4 2 28.6
Organization and Administration of Guidance Programs	A B	1 100.0	2 50.0		1 100.0	4 57.1 1 14.3	1 100.0	3 75.0	1 100.0	1 100.0	6 85.7 1 14.3	1 100.0	2 50.0	1 100.0		4 57.1 3 42.8	1 100.0	2 50.0	1 100.0		5 71.4 2 28.6
School Administration	A B		3 75.0	1 100.0		4 57.1 1 14.3		4 100.0	1 100.0		5 71.4 1 14.3	1 100.0	4 100.0	1 100.0		6 85.7 1 14.3	1 100.0	4 100.0	1 100.0		6 85.7 1 14.3
Curriculum	A B	1 100.0	2 50.0	1 100.0	1 100.0	5 71.4 1 14.3	1 100.0	3 75.0	1 100.0	1 100.0	6 85.7 1 14.3	1 100.0	3 75.0	1 100.0	1 100.0	6 85.7 1 14.3	1 100.0	4 100.0	1 100.0	1 100.0	6 85.7 1 14.3
History and Philosophy of Education	A B		3 75.0	1 100.0		4 57.1 1 14.3		3 75.0	1 100.0	1 100.0	5 71.4 2 28.6	1 100.0	3 75.0	1 100.0	1 100.0	6 85.7 2 28.6	1 100.0	4 100.0	1 100.0	1 100.0	7 100.0 3 42.8
Social Foundations	A B		1 25.0			1 14.3 1 14.3		1 25.0	1 100.0		2 28.6 2 28.6	1 100.0	2 50.0		1 100.0	4 57.1 3 42.8	1 100.0	2 50.0		1 100.0	4 57.1 3 42.8
Guidance	A B	1 100.0	2 50.0	1 100.0	1 100.0	5 71.4 1 14.3	1 100.0	2 50.0	1 100.0	1 100.0	5 71.4 1 14.3	1 100.0	1 25.0	1 100.0		4 57.1 3 42.8	1 100.0	3 75.0		1 100.0	4 57.1 3 42.8
Guidance	A B	1 100.0	2 50.0	1 100.0	1 100.0	5 71.4 1 14.3	1 100.0	2 50.0	1 100.0	1 100.0	5 71.4 1 14.3	1 100.0	2 50.0	1 100.0		4 57.1 3 42.8	1 100.0	3 75.0		1 100.0	4 57.1 3 42.8
Personnel Management	A B	1 100.0	3 75.0		1 100.0	5 71.4 1 14.3		3 75.0	1 100.0	1 100.0	5 71.4 1 14.3	1 100.0	2 50.0	1 100.0	1 100.0	5 71.4 1 14.3	1 100.0	3 75.0	1 100.0	1 100.0	6 85.7 1 14.3
Urban and Industrial Relations	A B		3 75.0 1 25.0			4 57.1 1 14.3		3 75.0			4 57.1 1 14.3	1 100.0	4 100.0	1 100.0		6 85.7 1 14.3	1 100.0	4 100.0	1 100.0		6 85.7 1 14.3
International Education	A B		1 25.0	1 100.0		1 14.3 1 14.3	1 100.0	1 25.0	1 100.0		3 42.8 1 14.3	1 100.0	2 50.0	1 100.0		4 57.1 3 42.8	1 100.0	3 75.0		1 100.0	4 57.1 3 42.8
Research Techniques	A B	1 100.0	1 25.0	1 100.0	1 100.0	4 57.1 1 14.3	1 100.0	2 50.0	1 100.0	1 100.0	5 71.4 1 14.3	1 100.0	2 50.0	1 100.0		4 57.1 3 42.8	1 100.0	1 25.0	1 100.0		6 85.7 1 14.3
Statistics	A B		2 50.0			2 28.6 1 14.3		3 75.0			4 57.1 1 14.3		3 75.0	1 100.0		4 57.1 3 42.8	1 100.0	4 100.0	1 100.0		6 85.7 1 14.3
	A B		2 50.0	1 100.0		3 28.6 1 14.3		3 75.0	1 100.0		4 57.1 1 14.3	1 100.0	2 50.0	1 100.0		4 57.1 3 42.8	1 100.0	1 25.0	1 100.0	1 100.0	4 57.1 3 42.8

a - Required
b - Elective

Group Techniques in Guidance. A significant number would include Organization and Administration of Guidance Programs, Sociology, and Vocational Education, also.

The areas of study which the respondents recommend as being of especial value as electives are:

Level I - Curriculum, Sociology, and Economics. A significant number would include also, Organization and Administration of Guidance Programs, School Administration, History and Philosophy of Education, and Vocational Education.

Level II - Organization and Administration of Guidance Programs, School Administration, Curriculum, History and Philosophy of Education, Sociology, Economics, and Vocational Education. More than one-half of the respondents would also include as electives, Supervised Experience in Counseling, Group Techniques in Guidance, and Statistics.

Level III - School Administration, Curriculum, History and Philosophy of Education, Economics, and Personnel Management. More than one-half of the educators would also include Labor and Industrial Relations, Vocational Education, Research Techniques, and Statistics.

Level IV - School Administration, Curriculum, History and Philosophy of Education, Economics, Personnel Management, and Research Techniques. Also favored by more than one-half of the group are Social Case Work, Labor and Industrial Relations, and Statistics.

RATIONALE FOR SOME OF THE GENERAL PROVISIONS AND REQUIREMENTS

The respondents were asked to explain their reasons for favoring or opposing teaching experience and work

experience other than teaching or counseling as requirements for the counselor's certificate. They also expressed opinions on the need for the consideration of personal qualifications in certification and the need for setting time limits on the validity of the certificates. Their responses were analyzed and are presented in the following pages.

Why teaching experience is recommended. The respondents in every category, almost without exception, recommend that some previous teaching experience be required as a prerequisite to counselor certification. The reasons for favoring previous teaching experience are expressed in many different ways but can be classified under three general ideas: (1) to achieve an understanding of the setting in which counseling takes place, (2) to achieve an understanding of the complex and multiple relationships between the student, the teacher, and the administrator, and (3) to achieve acceptance by teachers as one who speaks of school problems from experience.

Illustrative of these three ideas are the following quotations from the questionnaires:

"Problems of education and operation of a school can be learned best through experience."

"The counselor should know the 'whole' school set-up."

[Teaching experience] "helps one to see the counseling program in relation to the total educational program."

[Teaching experience provides] "for a better appreciation of the whole range of pupil problems and the difficulties of manipulating the school environment."

"The counselor needs to understand the problems of the teacher and of teaching."

[Teaching experience] "develops an understanding of the problems of pupils which grow out of the classroom situation."

"Counselors are not accepted by teachers as knowing school problems unless they have had professional experience."

"Teaching experience will help insure educational orientation and maturity which will win acceptance and confidence of the teachers."

"Teaching experience is needed in order to deal with teachers more satisfactorily."

Kinds of work experience considered most valuable.

Most of the respondents who favor the requirement of some paid work experience other than teaching or counseling suggest that the experience should be: (1) of some variety including work in business offices, distributive fields, and industrial organizations, (2) on jobs where interpersonal relationships are at a maximum, (3) in jobs in which many of the youth in the community will engage, (4) as far from professional work as possible, and (5) in a large organization where one comes in more contact with difficult problems of employer-employee relationships.

The point upon which most stress is laid is that the kinds of work experience the prospective counselor has had

is not nearly so important as the understandings of employer-employee problems he has been able to develop. In other words, any kind of work experience is of value which gives him an understanding of the worker's point of view and of the problems encountered in seeking work and progressing in it.

Those respondents who oppose the work experience requirement base their arguments on the grounds that: (1) work experience provides an understanding of management-labor problems only when the worker is dependent upon the job for his livelihood; (2) work experience other than teaching or counseling is not necessary for good counseling; and (3) requiring such work experience is impractical since we recruit counselors from among teachers and teachers cannot reasonably be expected to leave the profession in order to get the other experience.

Personal qualifications. A large majority of the educators in all categories verbalize the need for including personal qualifications in the counselor certification plan. But, some of them also recognize difficulties and dangers involved in the appraisal and attempted enforcement of such a provision. Typical of the comments which express this latter point of view are the following statements from the questionnaires:

"Personal qualifications are needed but I do not make the recommendation because it would be extremely difficult to appraise them."

"Personal qualifications are needed but evaluating them ultimately resolves itself down to personal opinion of the interviewer. Too difficult!"

"Personal qualifications are highly desirable! But how to enforce them?"

"Personal qualifications are desirable, but not possible to evaluate."

"They [personal qualifications] are highly important but difficult to measure objectively."

"I am certain that there are many personal qualifications that are definitely essential to the successful counselor, but how to evaluate them, or even identify them, is the problem."

"These [personal qualifications] would be almost too subjective to certify."

"Personal qualifications should be included when we find out what they are, how they may be measured, and how they may be developed."

These respondents feel that certain personal qualifications are vital to good counseling but prefer to omit them despite their desirability in preference to creating difficulties which they feel cannot be resolved.

In spite of the recognized difficulties of appraisal and enforcement, others still recommend the inclusion of personal qualifications in the certification plan. Typical comments of this group are:

"Personal qualifications should be included in the plan although they are very difficult to get at."

"Personal qualifications should be included in spite of difficulty of measuring."

"Yes, but personal qualifications as a requirement are almost impossible to administer."

"Personal qualifications are all important. We must determine a method of appraising them that is workable from the standpoint of certification."

"I favor their inclusion [personal qualifications] but don't know how to state them -- have never seen an adequate statement of this requirement."

By far the largest number unequivocally state that personal requirements should be included in the certification plan and proceed to name those they consider of greatest importance. The following eight attributes are mentioned most frequently by the total group of educators: above average scholastic ability, interest and ability in working with people, successful experience in working with people, pleasing appearance, good physical health, good personal adjustment, emotional maturity, and personality which invites and deserves confidence.

Other attributes or qualifications which were named by lesser numbers of the respondents are: patience, poise, pleasing voice, freedom from annoying mannerisms, responsible, tactful, sense of humor, married, good communication skills, cooperative, dynamic personality, sound educational philosophy, honest, practical, optimistic outlook, young, objective, sympathetic, flexible, and tolerant.

Some of the respondents would place the responsibility

for determining desirable personal qualifications upon the training institution. They feel that the training agencies should be charged with the careful selection of counselor candidates based upon ability, interest, aptitude, and background. And further, these persons believe that those candidates who demonstrate undesirable traits, even after passing through a careful preliminary screening, should be eliminated from the training program.

Others of the respondents would place the responsibility for the selection of persons with desirable personal attributes upon the certificating agency, the state department of education. Still others suggest that the evaluation of personal attributes should be a cooperative venture involving both the training institution and the state department of education.

Setting time limits on the validity of the certificate. As is seen in the discussions of the various types of recommended certification plans, there is nearly unanimous agreement on setting time limits upon the validity of lower level certificates. Only a few respondents would issue a permanent certificate on any level below the top level. In these cases, a differentiation is made between a person who devotes more than one-half time to counseling duties and one who devotes less than one-half time to counseling duties.

The several reasons given most frequently for setting time limits on the lower level certificates are: (1) to insure further professional growth; (2) to provide a probationary period to allow for the determination of the counselor's fitness for the work; and (3) to make it possible to eliminate those who do not measure up.

A significant number of respondents recommend setting time limits on the validity of all certificates including the top-level certificate. They are not so concerned, in general, with the period of the validity as with the principle that no certificate should be permanent. The reasons given most frequently are: (1) to insure continuous professional growth; (2) to make it possible to change certification standards as the need arises; (3) to prevent persons from using a counselor's certificate after being away from the work for an extended period of time.

In amplification of the statement of the need to insure continuous professional growth, a counselor trainer succinctly puts it this way. "Counselors, like members of other professions must keep abreast of the times. Progress is built upon experiment and experience and while a number of counselors would keep up-to-date, others might find it convenient to 'Operate' as they were 'operated upon'."

The majority of the respondents recommend permanent licensing for the top-level certificate. The reasons given

most frequently for this opinion are: (1) consideration of the practical considerations of licensure; and (2) to be in keeping with general certification practices. A dean states his case simply as, "Successful experience+advanced training=permanent licensure." A counselor trainer who favors permanent certificates says, "If there's not enough professional stamina by this time, its probably a lost cause."

SOME WEAKNESSES OR NEEDS

In order to arrive at the opinions of the educators concerning inherent weaknesses or needs in counselor certification as it now operates, they were asked, "Apart from practical and technical problems faced in setting up and operating counselor certification plans, in what direction would you like to see counselor certification move?"

Differences of opinion. Disagreements are apparent in the answers. For example, several respondents suggest that more emphasis be placed on teaching experience; some suggest that counseling be eliminated as a major or a minor on a general certificate; some would have uniform requirements on a national level and others would place more emphasis upon local needs for differentiation; a few recommend broader training in opposition to a few who recommend even more highly specialized training; several wish to see the certification program move slowly, while others wish to see more

rigorous requirements set up immediately.

Some generally felt needs. Several problems met with rather general agreement in all categories of respondents. These are: (1) the need for better selection procedures, (2) closer cooperation between the training agency, the certification agency, and the local schools in which the counselors operate, (3) the need to identify areas of competency necessary to effective counseling, (4) better enforcement practices, and (5) better training of counselor trainers.

Better selection procedures. The respondents are concerned with the number of "misfits" and "poorly adjusted" persons who are finding their way into the counseling profession. The feeling is that certain desirable personal qualifications in a counselor may be fully as important as their participation in a well-designed training program. This is a reiteration of the attitudes of the respondents demonstrated in Chapter V in the discussion of personal attributes to include in a certification plan.

Typical comments are:

"Selection of the right persons may be even more important than the training they receive."

"There must be some means provided for the elimination of the unfit."

"There is a definite need for better procedures of recruitment, selection, and training of counselors."

"More satisfactory screening of persons admitted to training programs would reduce the possibility of academically superior students with unsatisfactory personal qualifications being certified to counsel."

"There must be better selection of trainees and continuous weeding out of misfits."

A number of the respondents call attention again to the need for adequate devices useful in the selection of counselors. This may, indeed, represent one of the most crucial needs of the counseling profession today both from the point of view of protecting the future of the profession as well as providing means by which the effectiveness of certification may become more realistic.

Emphasis on competency. Some of the respondents express in another way the fear that satisfaction of course requirements does not insure effective counseling. These persons would first of all set up all requirements in areas of training rather than in specific courses. The trend toward carrying out this philosophy is shown in the proposed and revised plans of the several states.

Some would go still further. They would place the emphasis on demonstrated competencies and move toward the individualization of training programs. In other words, once agreement is reached on those competencies considered necessary for effective counseling, the trainee would be guided into study in only those areas in which he shows a weakness. His certification in those areas in which he shows

himself capable would be approved by the training institution. The nature of an individual's program would then depend entirely upon his past experience and training.

Closer cooperation between groups concerned. Many of the respondents call attention to the need for closer cooperation between the state department of education, the training institution, and the local school in making certification effective. Such cooperation, it is felt, would provide a system of checks and balances in the selection and employment of counselors designed to keep out all but those who have demonstrated their fitness to perform adequately.

It would appear that this is being accomplished, in part at least, by those states which are inviting representatives from each of these groups to participate in the planning of certification programs. Were these groups, or similar ones, continued in active service as advisory committees such a program of cooperative effort could probably be quite feasible and practicable.

Better enforcement of requirements. Certification requirements are not being enforced rigidly in many states. This fact is also brought out in the state supervisors' responses in Chapter III. The need for more rigid enforcement is recognized by most persons. It is not always practicable at present because of the lack of supply of trained

personnel and the lack of adequate training facilities. Possibly, certification is premature where laxity must be practiced for these reasons.

Better prepared counselor trainers. A number of respondents call attention to the need for better qualified counselor trainers. Two persons go so far as to recommend certification for counselor trainers as well as for counselors which would include all of the provisions and requirements that apply to counselors plus others. In support of this point, several persons refer to situations in which college professors with no background in guidance were drafted to teach guidance courses because the student demand required a shift in emphasis if not in personnel. Obviously, the eventual equipment of the trainees can be little better than the tools with which the counselor trainers supply them.

CHAPTER VIII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem. This study was undertaken to (1) ascertain the present status of counselor certification in those states which have counselor certification plans in operation; (2) identify those states which are planning certification programs and to analyze the plans; (3) identify the trends in counselor certification policies and provisions; (4) identify possible weaknesses and difficulties encountered under present plans; and (5) obtain the thinking of state superintendents of education [reabeled officials of state departments of education], state supervisors of guidance services, deans of schools of education, and counselor trainers from all parts of the United States concerning the provisions and requirements which they consider desirable in a state counselor certification plan.

Importance of the problem. The problem assumes great importance because of the rapid growth and development in the field of guidance and counseling during the past decade. In this period, the number of counselors in public secondary schools more than doubled; the number of schools employing counselors tripled; and the number of schools offering guidance courses multiplied itself nearly twenty times. State

guidance offices increased from four in 1939 to thirty-seven in 1950.

This rapid growth of the field of guidance and counseling has led to the development of certification programs on the state level and to the desire on the part of many persons for the professionalization of the counselor. Committees of professional organizations are coming closer and closer to basic agreement concerning those competencies which need to be developed in counselors. The task still remains of translating the recommendations into action programs by the training institutions and into certification plans by state departments of education. It is hoped that the results which were gathered and interpreted for this study will contribute to the clarification of the latter task.

Methodology. The normative-survey method was employed in this study. A questionnaire was used which included factual questions as well as questions designed to secure the opinions of the group. One questionnaire, sent to all of the educators who were surveyed, was based upon problems of certification revealed in the study of the literature. An additional questionnaire was addressed to state supervisors only and was designed to ascertain the present status of counselor certification in the several

states.

Separate trial runs of the instrument were carried out with the guidance committee members, with fifteen leaders in guidance contacted personally at the National Vocational Guidance Association Convention in Atlantic City in March, 1950, and with two different groups of graduate students in guidance at Michigan State College. Each separate trial run was followed by revisions.

The final instrument was mailed to state superintendents of education in the forty-eight states and the District of Columbia, all state supervisors of guidance services, and at least one dean of a school of education and one counselor trainer in each of the forty-eight states. The educators' names were secured from state supervisors of guidance services, state directors of vocational education, the membership list of the American Association of Colleges for Teacher Education, 1949-1950, the Education Directory, Higher Education, Part 3, and the Occupational Information and Guidance Service of the United States Office of Education.

Personal letters were sent to each person on the mailing list. The highly satisfactory returns, 82.8 per cent, seem to warrant the acceptance of the validity of the sample.

THE PRESENT STATUS OF COUNSELOR CERTIFICATION

There is a definite trend toward state adoption of

counselor certification plans. Twenty-three states now have certification plans, nine states are contemplating the institution of a counselor certification plan, and one state is studying the problem. An additional five states are interested in counselor certification but have made no definite progress up to this time.

Eighteen of the twenty-three states which certify counselors adopted their plans within the five year period 1946 to 1950. This is, no doubt, a reflection of the upsurge in counseling activities which occurred during that period.

Group providing the impetus for counselor certification. Individuals occupying the positions of state supervisors of guidance services have done more than those in any other position to develop interest in counselor certification. The supervisor is mentioned as the person or one of the group of people who provided the impetus for the institution of a counselor certification plan in fifteen, or 83.9 per cent of the eighteen responses concerning the particular question. His influence is further substantiated by the fact that twenty of the twenty-three states which have certification also employ a state supervisor of guidance.

More interesting from the point of view of the future of guidance is the fact that in seven states he was only part of the group which provided the impetus for certification,

and in three other states, was not mentioned at all in this connection. The progress and continued growth of guidance is probably dependent upon the interest of diversified educational groups. Thus, the fact that persons other than those who have a vested interest in guidance are showing interest in these problems augers well for its future.

Group action has characterized formulation of certification plans. The majority of state counselor certification plans were devised by committees made up of representatives of each of the groups concerned. These concerned groups are: (1) the state departments of education which must eventually approve and enforce certification provisions; (2) the colleges which must prepare prospective and practicing counselors to meet the requirements; and (3) the public schools which must abide by the regulations which are set up.

The typical committee in the majority of the states which have counselor certification plans consisted of the state supervisor of guidance services, other state department supervisors or specialists, deans of schools of education and counselor trainers, and public school superintendents and principals. Counselors and teachers were also invited to serve on the committees in nearly one-third of the cases.

Criteria used in studying certification. A variety of criteria were used by the individuals or committees in their studies preparatory to devising and recommending the adoption of a certification program. While fifteen separate criteria were named by the state supervisors, nine of the fifteen were named by one person only. The three criteria named most frequently are: (1) study of the counselor's job, (2) study of other state plans, and (3) study of the needs of the state.

Types of certification plans in operation. Of the twenty-three states which have certification plans in operation, the majority have adopted a plan involving two levels of certification. The next largest number of states, eight, use a one-level plan of certification. Two of the remaining three states employ a three-level plan and one state employs a four-level plan.

It may be said that the most popular plan of counselor certification being used at the present time involves two levels of certification. The two-level plan is followed in popularity by the one-level certification plan. Certification plans involving more than two levels have enjoyed little favor in the states up to the present.

Analysis of the existent plans shows considerable disagreement in their provisions and requirements. For

example, among the states which have two-level certification plans, seven require no counseling experience on either level; five require some experience for level two; one requires it for both levels. Further, the five states which require counseling experience do not agree on the amount which should be designated. Three states require three years while the other two states require only one year. One state requires more semester hours of study in guidance and related fields for a Level I certificate than others do for a Level II, or top-level certificate; one-half the states in the two-level group require a master's degree while the other one-half do not.

These variations in requirements are understandable in the light of the progress which has been made in guidance in individual states, the length of time certification has been in effect in a particular state, the availability of training facilities in the state, and the number of persons available who have received training in guidance and counseling. Despite these wide variations in practice, it is possible to draw certain conclusions concerning the pattern of certification plans as they now operate.

Teaching certificate is required. Eighteen, or 78.3 per cent of the states require a teaching certificate valid in the state in which the counseling is to be done. This

implies that certification planners consider a background in the field of education as being an essential to effective counseling.

Teaching experience is required. Fourteen states, or 60.9 per cent of the twenty-three require teaching experience for counselor certification. The most usual requirement is two years and is kept constant regardless of the level of certification being applied for. This requirement again reiterates the belief by certification planners that a background in education is essential, but it goes even further and suggests the conviction that theoretical background is insufficient without opportunity for the practical application of educational theory. It further suggests that certification planners prefer to recruit counselors from among successful teachers rather than from among persons with only specialized training in such fields as psychometry and psychology.

Counseling experience is not required. Only eight states, or 34.8 per cent of the twenty-three states specifically require counseling experience for any level of certification. This appears somewhat surprising particularly where more than one level of certification is provided. But, it is partially explainable in the fact that some of the states which have two-level certification plans make it possible

for persons who are doing more than one-half time counseling and who have the other background and training to apply for Level II certification immediately.

Work experience other than teaching or counseling is required. Fourteen, or 60.9 per cent of the twenty-three states require paid work experience other than teaching or counseling on some level of certification. Eleven of these states require it on all levels. The usual requirement is one year and is kept constant from level to level in nearly every case. The types of work experience are named in few of the plans. In all of the plans, the experience is considered cumulative.

Top-level certification is permanent. Sixteen, or 69.6 per cent of the twenty-three states set no time limits on the validity of the top-level certificate. It is noteworthy that more recently adopted plans and proposed plans tend to set time limits on all levels of certification in more instances than plans which were adopted earlier.

Personal requirements are not included in certification plans. Only three states, or 13 per cent include any personal requirements or statements concerning personal fitness in counselor certification plans. In the opinion of the respondents on this question, personal requirements are

considered highly desirable in assuring counselor effectiveness but are considered difficult to evaluate and appraise effectively. The necessary subjectivity, it is feared, may give rise to further dangers in practice and enforcement. This is probably an explanation of their omission in existing plans.

Wide differences exist in the semester hours of specialized study required. The twenty-three existent state counselor certification plans show wide variations in the number of semester hours of study in guidance and related fields which are required. There is a tendency for these requirements to grow more similar as top-level certification is reached. But even here, the requirement ranges from twelve to forty-eight semester hours with a median of twenty and one-half semester hours.

A definite trend is seen in the more recent plans, in the proposed revisions, and in the proposed plans in those states which do not have one at present, to set the requirement at about thirty semester hours or the equivalent of a master's degree.

Undergraduate study is accepted toward satisfaction of certification requirements. Twenty-two of the twenty-three states which have counselor certification plans accept undergraduate study in guidance and related fields for certifica-

tion on the lower levels. Fifteen states, or 66.6 per cent also accept undergraduate study for fulfilment of the requirements for top-level certification. Thirteen of these fifteen states set no limit on the number of semester hours of undergraduate work which will be accepted.

Only eight states, or 34.8 per cent specifically provide in the plan that graduate level work only is acceptable for top-level certification. States which are now in the process of planning for certification are also, in most cases, recommending the acceptance of work on the undergraduate level.

Nearly one-half of the states require a master's degree or its equivalent for top-level certification. Eleven, or 47.8 per cent of the twenty-three states require a master's degree or its equivalent in graduate study for the top-level certificate. As stated earlier, there is a definite trend toward the requirement of an advanced degree for top-level certification. All of the newly adopted plans, revisions, and proposed plans include the advance degree requirement.

There is rather general agreement concerning the required areas of study for counselor certification. The twenty-three states are in rather close agreement on the areas of study which are required in the certification plans.

Philosophy and Principles of the Guidance Program is named in twenty, or 87 per cent of the plans; Understanding the Individual in twenty-two, or 95.7 per cent; Occupational and Educational Information in nineteen, or 82.6 per cent; Counseling in twenty, or 87 per cent; and Organization and Administration of Guidance Services in sixteen, or 69.6 per cent. A definite trend toward setting up the academic requirements in areas of study rather than particular subjects is also observable.

A significant number of states have revised or are now revising their certification plans. Three states have revised their certification plans within five years after the original was adopted and four states are presently working on revisions. These seven states represent 30.4 per cent of the total of twenty-three states which now have certification plans for counselors. Two important trends are seen in these revisions: (1) restatements of study requirements in terms of areas of study rather than in terms of specific courses, and (2) the addition of a teaching experience requirement where it was not included formerly.

Proposed certification plans tend to agree with each other and with the more usual practices in existing certification plans. The proposed certification plans of Arizona, Iowa, Kansas, and North Carolina are very similar in most

respects. Each has set up a two-level plan of certification and requires: (1) one to two years of teaching experience on Level I and teaching or counseling experience on Level II; (2) work experience other than teaching or counseling; and (3) a master's degree or its equivalent for top-level certification.

Three of the four states: (1) require teaching certificates valid in the state; (2) set time limits on the validity of the certificate on both levels; and (3) accept specialized work on the undergraduate level. All of the four states express study requirements in terms of areas of study and none includes personal qualifications in the plan.

The most significant difference between these proposed plans and the existing plans are: (1) the greater frequency noted in the setting of time limits on all levels of certification, and (2) the increased emphasis on Supervised Experience in Counseling as a recommended area of study.

THE ONE-LEVEL AND TWO-LEVEL CERTIFICATION PLANS

The one-level and the two-level certification plans may be considered typical of the types of plan now in operation. Eight of the twenty-three states which have certification have adopted the one-level type plan; twelve of the twenty-three states have adopted the two-level type plan.

The typical one-level certification plan. Analysis of the one-level certification plans which are in operation suggests the following pattern which may be said to represent a typical one-level plan.

A. General provisions and requirements

1. Teaching certificate valid in state
2. Three years of teaching experience
3. Certificate valid for life
4. Master's degree (one-half require it; one-half do not)

B. Academic requirements

1. Eighteen semester hours of study in guidance and related fields
2. Areas of study to be emphasized
 - a. Philosophy and Principles of Guidance
 - b. Understanding the Individual
 - c. Occupational and Educational Information
 - d. Counseling
 - e. Organization and Administration of Guidance Programs
3. Undergraduate work acceptable (one-half accept it; one-half do not)

The typical two-level certification plan. The two-level plan is the most widely used plan of counselor certification. Analysis of the twelve plans of this type suggests the following pattern which may be said to represent a

typical two-level plan.

Level I

A. General provisions and requirements

1. A teaching certificate or eligibility for such a certificate in the state in which the counseling is to be done
2. Two years of teaching experience
3. One year of paid work experience other than teaching or counseling (one-half require it; one-half do not)
4. Validity of the certificate (one-half set no limits; one-half set time limit of three to five years)

B. Academic requirements

1. Eleven semester hours of study in guidance and related fields
2. Areas of study to be emphasized
 - a. Philosophy and Principles of Guidance
 - b. Understanding the Individual
 - c. Occupational and Educational Information

Level II

A. General provisions and requirements

1. A teaching certificate or eligibility for such a certificate valid in the state in which the counseling is to be done
2. Two years of teaching experience
3. One year of work experience other than teaching or counseling

4. No time limits on the validity of the certificate

5. Master's degree

B. Academic requirements

1. Twenty-three semester hours of study in guidance and related fields

2. Areas of study to be emphasized

a. Philosophy and Principles of Guidance

b. Understanding the Individual

c. Occupational and Educational Information

d. Counseling

e. Organization and Administration of Guidance Programs

3. Undergraduate work is acceptable

Type of certificate required for appointment. The educators in two-thirds of the eighteen states from which responses to this particular item were received signified that no differentiation is made in the type of certificate or the level of certification required of a counselor regardless of the portion of his day scheduled for counseling duties. The remaining one-third advised that where more than one level of certification exists, only persons counseling more than one-half time are required to achieve top-level certificates.

This appears to present a dichotomy. The implication in the response of one-third of the group is that persons who

counsel less than full time do not need the same amount of training or experience as those who counsel full time. However, this situation is in reality an example of the practical problems which must be faced by certification planners who desire professionalization of the field of guidance and counseling but who may realize that setting requirements too high, too early, may defeat their purposes. Where additional salary and additional prestige do not accompany a part-time counseling job, it is sometimes difficult to expect persons to take additional specialized training requisite to effective counseling. And it must be recognized that the great majority of the schools in the United States have not yet reached the point of hiring full time counselors either because of the size of the school, the cost involved, or both.

Certification required for appointment. There is still some hesitancy on the part of state departments of education to vigorously enforce the certification laws. Slightly more than one-half of the responses indicate that certification is required of persons who receive counseling appointments but it is suggested that leniency in the enforcement of the law is practiced. In a few cases, where state or federal funds are earmarked specifically for counseling services, more stringency in enforcement is noted.

It appears that there is a fear of inciting hostility among administrators and practicing counselors. There is also a fear of the danger of a lack of supply of trained personnel to fill vacancies which may occur.

ATTITUDES TOWARD STATE CERTIFICATION FOR SCHOOL COUNSELORS

The educators favor counselor certification. One hundred fifty, or 86.7 per cent of the one hundred seventy-three respondents who replied to the question of whether or not they favor counselor certification expressed themselves in the affirmative. Three-fourths of the responding group gave reasons for favoring certification.

These persons favor counselor certification because they see in it an instrument for: (1) professionalizing the field of counseling; (2) insuring that persons who are selected to do counseling will have some training in the area directed at developing the necessary competencies; and (3) providing status and protection for the counseling profession.

Some educators oppose counselor certification. Thirteen, or 7.6 per cent of the one hundred seventy-three respondents are opposed to counselor certification. The primary reasons given for the opposition are: (1) in view of the rapid and sweeping developments now taking place in the

guidance field, certification would be premature; and (2) special certificates for one group would mean that special certificates would have to be devised for all of the other specialized groups in education.

Few of the objections are objections to counselor certification per se. The first reason given above implies only a temporary opposition; i.e., when theory and procedure in guidance crystallize, it might reasonably be assumed that this group will look upon certification as desirable. The second reason given above suggests a fear of the complications attendant upon a high degree of specialization in certification procedures. This group favors specialization but prefers that recognition and licensing be accomplished through endorsements on a general secondary certificate, rather than through the issuance of separate certificates.

WHY CERTIFICATION WAS CONSIDERED DESIRABLE

Respondents from those states which have certification plans presented the motives behind the adoption of certification in their states. The six outstanding motives mentioned, in order of frequency, are: (1) to raise the professional standards, improve the quality of counseling, and improve guidance services in the schools; (2) to help assure that only qualified persons will counsel; (3) to establish counselor status and protect the growing counseling

profession; (4) as part of a general policy of certifying all school personnel; (5) to give some direction to the setting up of training programs; and (6) to aid in the establishment of uniform philosophy and practice.

DIFFICULTIES OR PROBLEMS ENCOUNTERED IN CERTIFICATION

Difficulties before certification was adopted.

Respondents from those states which have certification plans noted the difficulties which were encountered in the state before certification was adopted. The largest number stated that no difficulties were encountered. The difficulties mentioned most frequently by the others are: (1) guidance work being carried on by persons with inadequate training or no training at all; (2) retardation of school guidance programs by lack of agreement on desirable guidance practices; and (3) hampering of training programs by a lack of agreement on a pattern of training. Other difficulties mentioned less frequently are given on page 194.

Difficulties after certification. The largest number of respondents state that no difficulties were encountered after certification was adopted. The most common difficulties mentioned express a continued need for qualified people and an inadequacy of training facilities. A variety of other difficulties mentioned by only one individual are listed on

page 198. These show clearly that each state faces problems peculiar to its own situation.

Study of the problems encountered before and after certification suggest that: (1) certification may solve difficulties but may also create them; (2) most states adopt counselor certification to alleviate similar weaknesses but face very dissimilar problems after its adoption; and (3) the difficulties which exist after certification has been adopted are a result of local conditions and therefore cannot be attacked in a uniform manner by all.

DESIRABLE PROVISIONS FOR COUNSELOR CERTIFICATION PLANS

The state supervisors of guidance services, counselor trainers, deans of schools of education, and state department of education officials from all parts of the United States were asked to give their opinions concerning the provisions and requirements which they consider desirable in a counselor certification plan. They were asked to give their opinions whether or not their state has a certification plan in operation. A summary of their responses is presented below.

The educators favor a two-level certification plan. Eighty-five, or 49.1 per cent of the total respondents as well as about one-half of the respondents from each separate category of educators, recommend a two-level plan of certification. This group thinks of Level I of a two-level plan as

the entry level and Level II as the professional level which is to be attained by additional study and experience. This recommendation is in keeping with the existing situation in which the majority of plans are of this type.

Forty respondents, or 23.1 per cent favor a three-level plan, twenty-seven, or 15.6 per cent favor a one-level plan, and seven, or 4.1 per cent favor a four-level plan. The four-level plan is the least popular among the respondents just as it is among the existing plans. Only one state now has a four-level plan in operation. But, the position of popularity of the one- and three-level plans are reversed. In practice, the one-level plan is used more than the three-level plan while the respondents prefer the three-level plan over the one-level plan.

The state officials are the only group which overwhelmingly favor the one-level plan over the three-level plan. This may be a reflection of their desire to keep certification procedures as simple as possible. It also suggests that in practice, the state departments of education exert much influence in the final selection of the type of plan to be used.

A representative one-level type plan of certification.

A study of the recommendations of the twenty-seven respondents who favor one level of certification suggests the following

as a representative one-level plan.

A. General provisions and requirements

1. Valid state teachers certificate
2. Two years of teaching experience
3. Master's degree
4. Certificate valid for five years or for life

B. Academic requirements

1. Seventeen to twenty semester hours in courses from the following areas
 - a. Philosophy and Principles of Guidance
 - b. Understanding the Individual
 - c. Occupational and Educational Information
 - d. Counseling
2. Nine to twelve additional semester hours in courses elected from the following areas of study
 - a. School Administration
 - b. Curriculum
 - c. Sociology
 - d. Labor and Industrial Relations
3. All of the study in guidance and related areas to be on the graduate level

A representative two-level type plan of certification.

A study of the recommendations of the eighty-five respondents who favor two levels of certification suggests the following as a representative two-level plan.

Level I

A. General provisions and requirements

1. Valid state teachers certificate
2. One to two years of teaching experience
3. Work experience other than teaching or counseling (one-half favor one year; one-half would omit the requirement)
4. Certificate valid for three years

B. Academic requirements

1. Nine to twelve semester hours in courses from the following areas
 - a. Philosophy and Principles of Guidance
 - b. Understanding the Individual
 - c. Occupational and Educational Information
 - d. Counseling
2. Five to eight additional semester hours in courses elected from among the following areas of study
 - a. Group Techniques in Guidance
 - b. Organization and Administration of Guidance Programs
 - c. School Administration
 - d. Social Case Work
 - e. Vocational Education
 - f. Research Techniques
3. A total of thirteen to sixteen semester hours
4. Twenty-one to twenty-five per cent of the thirteen to sixteen semester hours acceptable on the undergraduate level

Level II

A. General provisions and requirements

1. Valid state teachers certificate
2. Two years of teaching experience
3. Two years of counseling experience
4. One year of paid work experience other than teaching or counseling
5. A master's degree
6. Valid for five years

B. Academic requirements

1. Seventeen to twenty semester hours in courses from the following areas
 - a. Philosophy and Principles of Guidance
 - b. Understanding the Individual
 - c. Occupational and Educational Information
 - d. Counseling
 - e. Supervised Experience in Counseling
 - f. Organization and Administration of Guidance Programs
 - g. Statistics
2. Nine to twelve additional semester hours in courses elected from among the following areas of study
 - a. School Administration
 - b. Curriculum
 - c. Social Case Work
 - d. Sociology

- e. Economics
 - f. Personnel Management
 - g. Labor and Industrial Relations
 - h. Vocational Education
3. A total of twenty-nine to thirty-two semester hours
 4. All of the work in guidance and related areas to be on the graduate level

A representative three-level type plan of certification. A study of the recommendations of the forty respondents who favor three levels of certification suggests the following as a representative three-level plan.

Level I

- A. General provisions and requirements
 1. Valid state teachers certificate
 2. One year of teaching experience
 3. One year of paid work experience other than teaching or counseling
 4. Valid for two years
- B. Academic requirements
 1. Nine to twelve semester hours in courses from the following areas
 - a. Philosophy and Principles of Guidance
 - b. Understanding the Individual
 - c. Occupational and Educational Information
 - d. Counseling
 2. One to four additional semester hours in elective courses selected from among the follow-

ing areas of study

a. Social Case Work

b. Sociology

3. A total of thirteen to sixteen semester hours
4. Thirty-six to forty per cent of the thirteen to sixteen semester hours acceptable on the undergraduate level

Level II

A. General provisions and requirements

1. Valid state teachers certificate
2. Two years of previous teaching experience
3. One year of counseling experience
4. One year of paid work experience other than teaching or counseling
5. A master's degree
6. Certificate valid for three years

B. Academic requirements

1. Seventeen to twenty semester hours in courses from the following areas
 - a. Philosophy and Principles of Guidance
 - b. Understanding the Individual
 - c. Occupational and Educational Information
 - d. Counseling
 - e. Supervised Experience in Counseling
2. Five to eight additional semester hours in courses elected from among the following areas of study

- a. School Administration
 - b. Curriculum
 - c. Social Case Work
 - d. Sociology
 - e. Economics
 - f. Personnel Management
 - g. Labor and Industrial Relations
 - h. Vocational Education
- 3. A total of twenty-eight and one-half semester hours
 - 4. Six to ten per cent of the twenty-eight and one-half semester hours acceptable on the undergraduate level

Level III

- A. General provisions and requirements
 - 1. Valid state teachers certificate
 - 2. Two years of teaching experience
 - 3. Three years of counseling experience
 - 4. One year of paid work experience other than teaching or counseling
 - 5. A master's degree
 - 6. Certificate valid for life
- B. Academic requirements
 - 1. Twenty-nine to thirty-two semester hours in courses selected from the following areas
 - a. Philosophy and Principles of Guidance
 - b. Understanding the Individual

- c. Occupational and Educational Information
 - d. Counseling
 - e. Supervised Experience in Counseling
 - f. Group Techniques in Guidance
 - g. Organization and Administration of Guidance Programs
2. Nine to twelve additional semester hours in courses elected from among the following areas of study
- a. School Administration
 - b. History and Philosophy of Education
 - c. Social Case Work
 - d. Sociology
 - e. Economics
 - f. Personnel Management
 - g. Labor and Industrial Relations
 - h. Vocational Education
3. A total of thirty-three to thirty-six semester hours
4. All of the work in guidance and related areas to be on the graduate level

Four-level type plan of certification. Only seven persons, or 4.1 per cent of the total group of respondents recommend four levels of certification. The responses are too limited to allow for any conclusions concerning a representative four-level plan.

RATIONALE FOR SOME OF THE GENERAL PROVISIONS AND REQUIREMENTS

Why teaching experience is recommended. The consensus is that teaching experience should be a prerequisite to counselor certification. The reasons given are varied but can be classified under three general ideas. These are: (1) to achieve an understanding of the setting in which counseling takes place; (2) to achieve an understanding of the complex and multiple relationships between the student, the teacher, and the administrator; and (3) to achieve acceptance by the teachers as one who speaks of school problems from personal experience.

Kinds of work experience considered most valuable. There is far from complete agreement on the often included requirement of work experience other than teaching or counseling. Those of the respondents who favor the requirement feel that the experience should be as varied as possible and should be in jobs which provide the greatest opportunity to achieve insights and understandings into the points of view of labor and management and the problems of employer-employee relationships.

The respondents who oppose the requirement feel that it is unreasonable to expect teachers, from among whom counselors are selected, to leave the profession in order to get other experience. Yet, this would be necessary in the

opinion of these persons since they feel work experience is of little value unless one's livelihood is dependent upon it. Secondly, they do not feel that such experience is necessary to good counseling.

Personal qualifications. The largest number of respondents are of the opinion that personal qualifications should be included in a counselor certification plan. Those considered of greatest importance are: (1) above average scholastic ability, (2) interest and ability in working with people, (3) successful experience in working with people, (4) pleasing appearance, (5) good physical health, (6) good personal adjustment, (7) emotional maturity, and (8) personality which invites and deserves confidence.

Some recognize the difficulties and dangers attendant upon the appraisal and attempted enforcement of such a provision and prefer to omit personal qualifications from the certification plan. Still others recognize the difficulties and dangers involved but feel that personal qualifications are of such vital importance that they should be included in spite of the dangers.

Some respondents would place the responsibility for determining desirable personal qualifications upon the training institution. They would have the college or university put the applicants for training through a preliminary

screening and then continue to screen and eliminate the undesirables in the course of the training period. Others prefer that the state department of education take the responsibility for the selection of persons with desirable personal attributes. Still others suggest a program of cooperation between the two agencies.

Time limits on the validity of the certificate. The consensus is that time limits should be placed on all lower level certificates to insure further professional growth, to provide for a probationary period, and to make it possible to eliminate those who do not measure up. The majority of the respondents recommend permanent licensing for the top-level certificate because of the practical considerations of licensure and to be in keeping with general certification practices.

A significant number of respondents would set time limits on all levels of certification to insure continuous professional growth, to make it possible to change certification practices as the need arises, and to prevent persons from using a counselor's certificate after being away from the work for an extended period of time.

Differences between provisions of present plans and the opinions of the educators. There are three notable differences in the provisions of certification plans and the

opinions of the educators concerning what they consider desirable.

1. The educators feel that previous counseling experience should be required. The majority of existing plans do not include this requirement even for top-level certification.
2. The educators tend to desire a higher number of semester hours of study in guidance and related fields than is the practice. The median requirement in existing plans is twenty and one-half semester hours. The recommendation is for twenty-nine to thirty-two semester hours.
3. The educators wish to see all of the specialized study carried on at the graduate level. The present practice is to accept undergraduate specialized study for the fulfilment of the counselor certification requirements on all levels.

A COMPOSITE CERTIFICATION PLAN

Uniformity in counselor certification plans is probably neither possible nor desirable. Each state must begin where it is, with a study of its own problems and resources, and work toward an ideal. Indeed, the ideal may never be reached. Yet, a point of reference for committee deliberation should be useful to certification planners.

The following composite plan is presented in this hope. It represents present practice and opinion in counselor certification plans and was arrived at from a study of the literature, an analysis of existent plans, and the recommendations of the educators sampled in this investigation.

A two-level plan of certification. Present practice and opinion would provide for a certification plan containing two levels. The first level would represent the entry level of certification and would include provisions and requirements that make it possible for interested individuals to be appointed to counseling positions, gain supervised experience in counseling, and work toward the top-level certificate.

The requirements and provisions for Level I would include the following:

Level I

A. General provisions and requirements

1. Teaching certificate valid in state or eligibility for such a certificate
2. Two years of teaching experience
3. One year of paid work experience other than teaching or counseling. The work experience shall be cumulative, preferably in a variety of jobs which give many opportunities to participate in and observe inter-personal relationships.

4. The certificate shall be valid for three years. It shall be renewable in the cases of persons devoting more than one-half time to counseling duties.
5. The applicant shall possess the following personal attributes:
 - a. Above average scholastic ability
 - b. Interest and ability in working with people
 - c. Successful experience in working with people
 - d. Pleasing appearance
 - e. Good personal adjustment
 - f. Good physical health
 - g. Emotional maturity
 - h. Personality which invites and deserves confidence

The possession of these attributes shall be evaluated by the training institution by such objective and subjective means as tests and study of records and activities. A recommendation shall be forwarded to the certificating agency for further evaluation prior to the issuance of a certificate.

B. Academic requirements

1. Fifteen semester hours in the following areas of study:
 - a. Philosophy and Principles of Guidance
 - b. Understanding the Individual
 - c. Occupational and Educational Information
 - d. Counseling
2. Three to four semester hours acceptable on the undergraduate level

Level II

A. General provisions and requirements

1. Teaching certificate valid in state or eligibility for such a certificate
2. Two years of teaching experience
3. Same as Item A-3, Level I
4. The certificate shall be permanent provided that the certificate shall become invalid if the holder has not served in the capacity of a counselor for any successive three-year period
5. Same as Item A-5, Level I

B. Academic requirements

1. Thirty semester hours of study in guidance and related fields
2. A minimum of twenty semester hours shall be distributed among the following areas:
 - a. Philosophy and Principles of Guidance
 - b. Understanding the Individual
 - c. Occupational and Educational Information
 - d. Counseling
 - e. Organization and Administration of Guidance Programs
 - f. Supervised Experience in Counseling
3. The remaining semester hours shall be selected from among the following areas:
 - a. Statistics
 - b. School Administration
 - c. Curriculum

- d. Social Case Work
- e. Sociology
- f. Economics
- g. Personnel Management
- h. Labor and Industrial Relations
- i. Vocational Education

FURTHER CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

1. There is evidence in this study of continued need for a clearer definition of the job of the counselor in terms of duties and competencies. The Eighth National Conference of State Supervisors of Occupational Information and Guidance and Counselor Trainers under the auspices of the United States Office of Education has made a beginning in this direction. Research studies are needed to validate their recommendations.

2. There is a need for some valid criteria upon which the counselor's effectiveness on the job can be evaluated. This must be tied in with item one above before a completely realistic plan of counselor training and certification can be achieved. Setting higher and ever higher requirements for counselors will not and can not guarantee effective counseling.

3. There is a definite need for intensive research

into the personality traits and characteristics which contribute to the effectiveness of the counselor. Cox's study has made some contributions in this direction. More studies are needed. These studies should then be followed by researches into objective and subjective measuring devices which can be used in the selection of trainees.

4. A cooperative plan of screening, training, and certification should be worked out in the several states. Neither the state department of education, the training institution, nor the employing agency can do a completely effective job alone. Each has a contribution to make, and indeed a responsibility to bear, in selecting for counseling positions only those persons who are academically and personally qualified to perform successfully on the job. Studies of the relative effectiveness of selection by individual agencies might also prove valuable.

5. Evidence of the validity of the criteria used in counselor certification is requisite to the useful functioning of certification plans. Opinions of what and how much experience and training is required is so varied as to imply uncertainty. Research studies into the relative effectiveness of counselors in terms of experience and training could aid in the clarification of this issue.

6. There is general agreement on the areas of study which should be required in the training programs of counse-

lors. Disagreements concerning the most desirable elective areas of study suggests a need for research in this direction.

7. Emphasis should be directed toward areas of training rather than specific courses. This implies a need for a complete reorganization of education courses to fit the needs of the counselor and the institution of new courses which draw upon the subject matter of a variety of existent courses. Prevailing practice consists of juggling traditional courses to fit the supposed needs of the counselor with resultant repetition and omission. This suggestion implies also the need for better evaluation of the counselor training programs themselves.

8. Counselor certification should meet a practical need. The requirements and provisions of the plan should be illustrative of what a counselor actually needs to perform successfully and effectively on the job.

9. Provisions and requirements should be flexible. Too much exactitude can militate against change as well as against competent individuals who apply for a certificate.

10. Some attention should be given to the possibility of reciprocal agreements between states to provide for some mobility among trained persons. Some states have a concentration of ample training facilities while others are hampered by a lack of such facilities. Reciprocity would make it

possible for those states less able to provide training facilities to derive the benefits of a possible oversupply of trained persons in other states.

11. Counselor certification must be given prestige in the eyes of the local administrators. The best of plans will miss fire without the understanding, acceptance, and cooperation of administrators in local school situations. There are many means by which a local administrator can circumvent certification requirements if he so desires. A public relations program to enlist his willing, if not enthusiastic cooperation, is needed.

12. Better enforcement practices are needed. Psychologists suggest that a threat should never be made unless the threatener plans to carry it out. To set up certification plans and permit excessive exceptions is to threaten but not execute the threat. Possibly, certification is premature where there is an inability to require compliance with its provisions and requirements. To forestall or minimize problems of enforcement, it might be profitable to precede the study and adoption of a counselor certification plan by a study of readiness within the state for such a plan.

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APPENDICES

A NATIONAL STUDY OF COUNSELOR CERTIFICATION

Do you favor State certification for school counselors?

Yes . . . No . . .

Please indicate the reason for the position you take,
(e.g. legal complications, advantages, disadvantages, etc.)

Does your State have a counselor certification program in operation?

Yes . . . No . . .

If "yes", what difficulties or problems concerning counselor certification have been encountered?
(e.g. opposition of a group or groups, difficulties in enforcement, lack of training facilities to carry out plan, etc.)

Before Plan Was Put in Operation

Since Plan Was Put in Operation

Why was the institution of a counselor certification plan considered desirable?

*The remaining questions represent an attempt to arrive at desirable provisions for counselor certification plans. Please give us your opinions **WHETHER OR NOT** your State has a plan in operation.*

Some States are issuing several types of counselor certificates. Each is designed to represent a particular level of training and experience. A person who obtains the lowest level certificate may then attain successively higher levels of certification by fulfilling additional requirements of training and/or experience.

These various levels are usually given titles such as Provisional, Sub-Professional, Professional, etc. We are arbitrarily avoiding the use of such titles by referring to the lowest level of certification which requires the least amount of training and experience as **LEVEL I**, the next higher level of certification which requires additional training and/or experience as **LEVEL II**, and so on.

With this in mind, how many **LEVELS** of certification would you recommend?

ONE LEVEL TWO LEVELS THREE LEVELS FOUR or more LEVELS . . .

(over)

5. Please fill in the answers to the questions below for each level of certification you recommend. If you recommend just one level of certification, complete only "LEVEL I" below; if you recommend two levels of certification, complete "LEVEL I" and "LEVEL II", and so on.

IMPORTANT: Please do not consider the recommendations cumulative from one column to the next. Complete each column independently even though it means repeating your answers. At the finish, each column should contain ALL the requirements you recommend for that particular level of certification.

GENERAL REQUIREMENTS	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
A. Should previous teaching experience be required? If "yes", how many years?				
B. Should a State teaching certificate be required? Write "yes" or "no".				
C. Should counseling experience be required? If "yes", how many years?				
D. Should paid work experience other than teaching or counseling be required? If "yes", how many months?				
E. Should an advanced degree be required? If "yes", which degree?				
F. For how many years should the certificate be valid?				

6. Should any other requirements be included?
(e.g. personal qualifications, etc.)

7. If you recommend teaching experience for counselor certification, please explain why?

8. If you recommend paid work experience (other than teaching or counseling) for counselor certification, what kinds of experience do you think would be of most value?

9. If you recommend setting time limits on the validity of the certificate, please explain why.

For each of your recommended **LEVELS** of certification, please fill in below:
 (a) the minimum *number of semester hours of required courses* you suggest
 (b) the minimum *number of semester hours of elective courses* you suggest

	LEVEL I Min. Semester Hrs.	LEVEL II Min. Semester Hrs.	LEVEL III Min. Semester Hrs.	LEVEL IV Min. Semester Hrs.
Required Courses				
Elective Courses				
TOTAL	*	*	*	*

If these totals, would you accept any semester hours earned in undergraduate courses? If "yes", how many semester hours?

From which of the suggested *Areas of Study* in the chart below, would you choose your **REQUIRED** and **ELECTIVE** courses? Under each of your recommended levels of certification:

- (a) Mark an "R" beside only those *Areas of Study* from which you would choose **REQUIRED** courses
 (b) Mark an "E" beside only those *Areas of Study* from which you would choose **ELECTIVE** courses

Note: Again, do not consider the information cumulative. Complete each level independently so that each column shows **ALL** your recommendations for that particular level.

AREAS OF STUDY	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Psychology and Principles of Guidance (Basic Course in Guid., Introd. to Guid., etc.)				
Understanding the Individual (Psychology, Tests and Meas., Individ. Diff., etc.)				
Statistical and Educational Information (Methods of Gathering and Using Occup. and Educ. Info., etc.)				
Counseling (Princ. and Tech. of Couns., Principles of Psychotherapy, etc.)				
Supervised Experience in Counseling				
Techniques in Guidance				
Organization and Administration of Guidance Programs				
Administration				
Curriculum				
History and Philosophy of Education				
Case Work				
Psychology				
Statistics				
Personnel Management				
Public and Industrial Relations				
Physical Education				
Research Techniques				
Others				

Beside each "R" which you inserted in the chart above, write in the **NUMBER OF SEMESTER HOURS** you would require for courses in that *Area of Study*.

13. Apart from practical and technical problems faced in setting up and operating counselor certification plans, in what direction would you like to see counselor certification move?

(e.g. Better enforcement practices; doing away with all specialist certificates; raising, lowering, or changing requirements; better selection procedures, etc.)

14. Please give us any other recommendations, reservations, suggestions, or comments which you feel are important in considering counselor certification.

Please check one:

- | | |
|---|--|
| <input type="checkbox"/> State Superintendent | <input type="checkbox"/> College Dean |
| <input type="checkbox"/> State Supervisor | <input type="checkbox"/> Counselor Trainer |

Name of respondent (optional) _____

Address _____

Thank you very much for your cooperation.

Benjamin G. Kremen
 Institute of Counseling,
 Testing and Guidance
 Michigan State College
 East Lansing, Michigan

Please indicate here if you would like to have a copy of the results.

Yes

No

A NATIONAL STUDY OF COUNSELOR CERTIFICATION (PART I)

Does your State have a certification plan for counselors? Yes_____No_____

If your State DOES have a counselor certification plan, will you please enclose a copy?

If "no", is your State planning or contemplating the institution of counselor certification? Yes_____No_____

a. If "yes", when? (approximately) Month_____Year_____

b. Has any person, group, or groups been appointed to study counselor certification in your State? Yes_____No_____

If so, please name them. (Titles only, as:
State Supervisor of Guidance Services, two county
superintendents, one high school principal, etc.)

c. If a report of progress is available, may we have a copy?
If not, could you give us some idea of the requirements
and provisions which are being considered.

NOTE: The remainder of the questions in Part I of this questionnaire will pertain only to those States which have a certification plan.

If your State has a certification plan for counselors, when was it adopted? Month_____Year_____

Is your original plan still in effect? Yes_____No_____

If revisions have been made since your original plan was adopted, will you explain what changes were made, or attach a copy of the original plan to this questionnaire.

What person, group, or groups provided the impetus for the institution of a counselor certification plan? (Titles only)

What person, group, or groups worked out its provisions? (Titles only)

What criteria were used in setting up the provisions of the plan?
(e.g. study of needs, study of the counselor's job, study of other State certification plans, etc.)

Is the same kind of certificate required of all persons who will be assigned time for counseling?

Yes _____ No _____

If not, what provisions or exceptions are made? (e.g. Is a different certificate required for persons assigned full-time duties from that required for persons assigned half-time, quarter-time, etc.?)

Are persons who are assigned time for counseling required to have a certificate before receiving such an appointment?

Yes _____ No _____

Please explain. For example, in one State, the certificate is desirable but not necessary for a counseling appointment; in another it is mandatory.

E: Please proceed to the printed portion of this questionnaire.

APPENDIX B

Dear

I am preparing to make a national study of counselor certification. Questionnaires will soon be sent to State Supervisors of Guidance, Counselor Trainers, State Superintendents of Education, and Deans of Schools of Education.

I would greatly appreciate your sending me on the attached self-addressed card, the names and addresses of one Dean of a School of Education in your State and one or two Counselor Trainers to whom I might send copies of the questionnaire. Thank you very much.

Institute of Counseling
Testing and Guidance
Michigan State College
East Lansing, Michigan

Sincerely,

Benjamin G. Kremen

Name and address of one Dean of a School or
Department of Education in your state:

Names and addresses of one or two Counselor
Trainers in your state:

DOUBLE POST CARD

MICHIGAN STATE COLLEGE

East Lansing

Institute of Counseling
Testing and Guidance

April 10, 1950

Mr. Henry E. Williams, State Supervisor
Occupational Information and Guidance
State Board for Vocational Education
Room 210, State Office Building
Denver 2, Colorado

Dear Mr. Williams:

Are you facing the problem of counselor certification? Educational leaders in many states are now wrestling with this issue. Is counselor certification desirable? If it is, what should be included in a counselor certification plan? As Director of Guidance Services for the State of Colorado, your training and experience in this field makes your opinion on questions of counselor certification of the greatest value.

Your cooperation, therefore, in providing us with your ideas on the enclosed questionnaire will be deeply appreciated. Please indicate if you would like to see the final results. We shall be happy to send you a copy.

A stamped self-addressed envelope is enclosed for your convenience. Thanks again.

Sincerely yours,

Benjamin G. Kremen
Institute of Counseling,
Testing and
Guidance