A comparison of vocational teacher certification requirements for business and office educators in the ten western region states of the Western Business Education Association

by

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APPROVAL

of a professional paper submitted by

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This professional paper has been read by each member of the graduate committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

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Date

Graduate Dean
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ABSTRACT

The purpose of this study was to investigate and compare the vocational certification requirements in each of the ten states in the United States belonging to the Western Business Education Association.

The sources of data for this study were obtained from telephone conversations and information received from state offices of education in each of the ten states surveyed. The survey population consisted of Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

When all the information had been received, responses were compiled and analyzed. The results were then set up in tables for clarity. A written description and an analysis of the data supplement the tables.

The conclusions were:
1. Certification agencies and state offices of education recognized that certification of teaching personnel has an important role in the continuing growth of their educational system.
2. Certification agencies and state offices of education recognized that certification of vocational teachers is important in order to maintain high standards in the total educational environment.
3. Many states feel that occupational work experience is an important vehicle for relating firsthand knowledge of the world of work to students in the classroom.
4. States differ in the requirements of the number of credit hours that teachers should take.
5. All states feel completion of a Bachelor's degree at an accredited institution is an important requirement for initial certification.
6. Most states differ in types of certificates issued, validity of certificates issued, and the amount of application fees charged for certificates.
7. Some states do allow reciprocity with other states allowing a teacher who is certified to teach in one state to teach in another state.
8. A few states have begun using a competency exam as a requirement for initial certification.

Some of the recommendations were:
1. It is recommended that the business and office education programs at the college/university level in Montana keep up-to-date certification bulletins in their departmental libraries in order to advise those students who plan to pursue a teaching career outside the state of Montana.
2. It is recommended that business and office education programs at the college/university level in Montana stress occupational work experience as part of the undergraduate programs.
3. It is recommended that the state of Montana become a member state in the Interstate Certification Reciprocity Compact in order to help standardize certification requirements among participating states.
CHAPTER 1

Introduction

"We believe that business teacher certification standards should be sufficiently uniform in the 50 states of the United States so that business teachers who qualify in any one state also are eligible for certification in the other 49 states."

The preceding statement expresses the opinion of the Policies Commission for Business and Economic Education on the preparation and certification of business teachers. This statement also expresses the opinion of many vocational educators in their attempt to find uniform guidelines for certification between states. Unfortunately, a problem that affects vocational certification is a general lack of reciprocity agreements between the 50 states. Americans are characterized as being a mobile society, and teachers seem to be just as mobile, if not more mobile than any other group of professionals. Yet moving between states is an obstacle to the acceptance of certification credentials. This is particularly true among vocational educators where certification requirements vary greatly from state to state. (Miller, 1978:25)

The purpose of certification is to maintain standards for the preparation and employment of persons who teach. Miller (1978:27) pointed out that the term "licensure" and "certification" are often used interchangeably, but differ in their meaning. Certification is a state function, while licensure is administered by the profession.

The most recent development regarding a national certification reciprocity agreement is through the Interstate Certification Project,
also called the Interstate Certification Reciprocity Compact, which is funded by the United States Department of Education, Teacher Corps. It is a project which seeks cooperation among states in establishing methods for determining certification standards and legal protections while ensuring state autonomy at the same time. Under its provisions, vocational teachers with baccalaureate degrees are included in the provisions for degreed teachers in general education. An additional contract has been drawn up to extend the operational coverage of the interstate system to vocational teachers with less than baccalaureate preparation.

There are currently 33 member states in the Interstate Certification Project, with 29 contractual agreements for degreed teachers and ten for non-degreed vocational teachers. (Miller 1978:25)

Of the ten states surveyed for this research project, the following five states are member states: California, Hawaii, Idaho, Utah, and Washington.

All 50 states require state certification for elementary and secondary teachers and administrative and supervisory personnel in the public schools. The organizational structures which control teacher certification affecting vocational education are diverse. Today there is also a considerable variance of criteria for certification between states and inconsistency in the standards within states.
Statement of the Problem

The purpose of this study was to investigate and compare the vocational certification requirements in each of the ten states in the Western Business Education Association.

Questions to be Answered

1. Do certification requirements for business and office education teachers differ from state to state?

2. Do work experience and credit hour requirements for certification differ from state to state?

3. What new certification requirements have states implemented that might impact teacher preparation in business and office education?

Need for the Study

As the mobility of society increases, many vocational educators are finding that they are confused about the minimum certification requirements of different states. With each one of the 50 states requiring different standards, teachers become frustrated and confused about what is being asked of them. The most substantial difference in certification requirements comes under the area of work experience. Educational background is typically the same for all states when examining initial certification.

"Standards for vocational education certification must be under continual review. As the needs of society change, the public schools must change. Concomitantly, the skills needed for effective teaching must change and these changes must be reflected in certification standards." (Miller, 1982:29)

This study presents a detailed outline of vocational certification requirements for the ten Western region states of the National Business
Education Association. The information can be used as a reference guide by students and faculty interested in vocational certification requirements in the ten states.

**Limitations**

This study was limited to:

1. The ten states of the United States belonging to the Western Business Education Association, which include Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

2. The vocational education certification requirements for the Business and Office Education areas in the ten states mentioned above.

3. The literature in the MSU library and the curriculum resource center in the Department of Business Education and Office Systems.

**Definition of Terms**

The following definition of terms are presented to assist the reader. These definitions have been chosen from sources used by the researcher in the review of literature for this project and are generally accepted definitions.

**Accredited**

Approval by a national or regional accrediting association in teacher preparation that is acceptable to the Department of Education. (Montana Office of Public Instruction, 1982)

**Approved teacher education program**

A program for teacher preparation accredited by a national or regional accrediting association and/or acceptable to the Department of Education. (Montana Office of Public Instruction, 1982)
Business Education

Preparation of students for entry into and advancement in jobs within business. Business education can be divided into vocational education, which includes such areas as office education, accounting, data processing, and distributive education, and general business education, which includes such areas as basic business, business law, consumer economics, and marketing. (A Teaching-Learning System for Business Education, 1975)

Certification

A state function whose purpose is to maintain standards for the preparation and employment of persons who teach. (Miller, 1982:27)

Credit conversion

One semester credit is equivalent to one and one-half quarter credits; one quarter credit is equivalent to two-thirds of a semester credit. (Montana Office of Public Instruction, 1982)

Endorsement

Official indication of that level and/or that area in which the holder of the certificate is authorized to teach. (Montana Office of Public Instruction, 1982)

Gainful employment

Services rendered for a firm of which the remuneration would enable one to sustain a livelihood. (Idaho State Department of Education, 1982)

Occupational competency test

A test designed to measure technical or manipulative abilities in a given occupational area. (Idaho State Department of Education, 1982)

Office Education

That area of business education which deals with specific job competencies in an office occupations area, such as clerical, secretarial, or administrative support services. (A Teaching-Learning System for Business Education, 1975)
Reciprocity

Mutual exchange of privileges; a trade policy by which special advantages are granted by one state in return for special advantages granted it by another. (The Merriam-Webster Dictionary, 1974)

Secondary

High school level of education, grades 9-12. (Montana Office of Public Instruction, 1982)

Teacher education

A curriculum recognizing a desirable proportion of academic and professional courses and should not be construed as only a degree in education. (Montana Office of Public Instruction, 1982)

Western Business Education Association

The western region states of the National Business Education Association, which is a professional organization of business educators whose goal is to promote and expand business education in the total educational system. Member states include, Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, and Washington. (National Business Education Association, 1982)

Organization of the Study

This research project was organized into 5 chapters. Chapter one is the introduction, which includes the statement of the problem, questions to be answered, the need for the study, the limitations of the study, and the definition of terms.

Chapter two contains information from the review of literature. The following are presented in chapter two: introduction; a historical review of professional qualifications and background of teachers; work experience and course requirements for vocational teacher certification; analysis of differences in certification requirements for vocational teachers; and the summary.
Chapter three presents a review of the data collection procedures that were followed.

Chapter four shows the results of the study. Tables are used to present the findings of the data collected. A brief analysis follows each table explaining the findings.

Chapter five discusses the summary, conclusions and recommendations of this research project.
CHAPTER 2

Review of Literature

The vocational certification requirements for business and office education teachers in the ten Western region states of the Western Business Education Association are as diverse as the geographic locations of the states themselves. Because of this diversity, documented material in relation to certification requirements is widespread. Therefore, the purpose of this chapter was to review pertinent literature related to vocational certification in the following ways:

1. A Historical Review of Professional Qualifications of Teachers

2. Work Experience and Course Requirements for Vocational Teacher Certification

3. Analysis of Differences in Certification Requirements for Vocational Teachers

4. Summary

A Historical Review of Professional Qualifications of Teachers

The beginning of formal certification practices in the United States can be traced back to 1825. Kinney (1964:48) traced the historical evolution in the United States and found it to be peculiarly American. He cites this date as the emergence of the state school system. Until the early 1900's, certification was shared by county and state authorities, usually based on an examination system. Not
until the founding of the normal school was a prescribed teacher-preparing curriculum developed.

Carmen (1961:48) states that the factors motivating the legal licensure of teachers was mixed: public pressure in seeking protection from the unqualified, the urge of professions to create monopolies for the purpose of eliminating competition and raising prices, and the prestige and psychological satisfaction accorded to a group with legal authorization to practice a profession. Following the end of the Civil War there were public outcries against fraud, quackery, and incompetence which led to tighter state controls and demands for remedial legislation.

According to Frazier (1940:49), between 1898 and 1940 the number of states vested with authority for certification grew from 3 to 42. He stated "the trend toward centralization of certification in the state department of education was accelerated by the origin and growth of the practice of accepting normal-school diplomas in lieu of a written examination."

The number of states requiring college graduation as a requirement for secondary school teachers has grown steadily since 1900. In 1900 only 2 states required a college degree; in 1920, the number had grown to 10; in 1930, it grew to 23; by 1940 to 40, and in 1964 all 50 states required a college degree.

Light (1977:48) cites that the professional preparation of teachers developed relatively late in the history of Western culture. It was not until the 19th century that concern about professional qualifications of teachers appeared genuine and widespread.
Work Experience and Course Requirements for Vocational Teacher Certification

The Searle Study (1977:752-A) found that in most states professional education courses, technical courses, and occupational work experience were necessary for certification of secondary distributive education teacher-coordinators. These professional education and technical courses were considered common course work in satisfying certification requirements for vocational teachers. The respondents in the study also agreed with the findings from the literature in that university-based occupational experience programs and recent occupational work experience have a viable and important role in helping potential secondary distributive education teacher-coordinators meet occupational certification requirements.

Some major findings from the Chism Study (1977:2500-A) concerning certification and re-certification requirements and work experience for business teachers included: 1) Forty-nine of the fifty states did not require business or office work experience for certification of secondary business education teachers, 2) not one of the fifty states required business or office work experience for re-certification of secondary business education teachers, 3) ninety-six percent of the teachers possessed business or office work experience, and 4) seventy-nine percent of the teachers possessing this work experience gained that experience within the last ten years.

Resnick (1977:28) found in a national survey of certification requirements that work experience requirements for vocational teachers range from one to eight years. Both this study and others indicated
that these requirements vary greatly by vocational service areas. For example, Miller (1980:52) found that in ten states work experience was not required for vocational agriculture teachers and, as previously stated, Chism (1977:2500-A) found that only one state required business or office work experience for initial certification of secondary business education teachers.

In another recent survey, Resnick and Gardner (1979:11) found that a range of 52.4 credits for trade and industrial teachers to 117.2 credits for vocational agriculture teachers was required for certification. "Such a variation in certification criteria," says Aaron J. Miller of Ohio State University, "helps to explain why reciprocity agreements continue to develop slowly for vocational teaching credential acceptance between states."

The Policies Commission for Business and Economic Education in their "This We Believe About the Preparation and Certification of Business Teachers" (1972) stated:

1. We believe that persons certified to teach in the secondary schools must have completed at least a Baccalaureate degree that includes both specialized preparation for teaching business subjects and the professional preparation requirements of all teachers.

2. We believe that all business teacher education programs should include supervised professional laboratory experiences. These experiences should enable prospective business teachers to assume responsibility for planning and guiding students through a series of appropriate learning experiences.

3. That firsthand knowledge of business activities and requirements for employment is essential for all business teachers and that prospective business teachers should be required to obtain this firsthand knowledge.
Analysis of Differences in Certification Requirements for Vocational Teachers

In a study to determine certification requirements for vocational teachers in the United States, Beringson (1966:49) found that certification requirements to teach vocational education courses and programs differed in certificates issued, general education requirements, professional education requirements, and business education requirements. He found that "91 different types of certificates were issued— the most frequent being the provisional, professional, secondary, and standard." Minimum requirements for certification were discovered for 47 state departments with 95% being professional education and student teaching being required by 82%.

According to a later study done by Hayes (1965:49), this diversity in certification requirements was substantiated. He reported that requirements varied extensively and showed a lack of agreement among states. Although a majority of state agencies required specific semester-hour units, these agencies did not state specific coursework that made up the semester-hour requirements. A small majority of states did not indicate any requirements in methods courses and some required a master's degree and work experience.

Satisfying certification requirements by substituting related work experience for specific coursework is a trend being studied by many states. "Many states are in the process of revising the certification requirements for business education teachers to identify themselves more readily with vocational or occupational education areas. These regulations include specified amounts of work experience. Some proposals
have gone so far as to equate work experience with college credits."
(Wakin 1970:56)

Boggs (1969:49) found that certification requirements seem to be moving in two different directions at the same time. One way provides an argument for increased flexibility while the other would implement a more restrictive viewpoint. Those holding the viewpoint of increased flexibility would have "generalists" who are certified to teach all business subjects, while those holding to a more restricted opinion believe in "specialists" who are certified in specific content areas.

When examining differences in certification requirements for vocational teachers it is also necessary to examine the differences among state organizational structures that control teacher certification. In a study conducted by an Ad Hoc committee of the American Vocational Association Board of Directors, Miller (1978:24) found the following four types of state certification structures: Type A—A full-authority, teacher standards and practices board. This was a fully independent commission with legal jurisdiction over the preparation and certification of teachers. Currently there are two states with this type of structure. Type B—A teacher standards and practices board or commission which is advisory to the state board of education or its education agency. Sixteen states currently had this type of special board or commission. Educators were heavily represented in the membership and it had authority to establish certification criteria. Type C—The state board of education and/or its education agency. This was the most traditional type with a majority of states (30) holding to it. The state board of education controlled teacher certification or delegated authority to a state agency
which was assisted by an advisory council representing different segments of the teaching profession. Type D--Two states indicated that their certification agencies did not conform to Types A, B, or C. One state had a council on teacher education which was responsible for certification standards and procedures. In the other state, the Division of Occupational Education/Office of Personnel Development was responsible for certification. Of the ten states surveyed for this research project, one state (California) had a Type A organizational structure, one state (Oregon) had a Type B structure, and all other states (Alaska, Arizona, Hawaii, Idaho, Montana, Nevada, Utah, and Washington) had a Type C structure. No state had a Type D organizational structure.

**Summary**

The following statement by Hoffman is indicative of the feelings expressed by many business educators in efforts to find uniform teacher preparation requirements.

"Leading business educators should arrive at a semblance of agreement regarding the portions of total preparation that are to be devoted to general education, to professional education, and to business specialization." (Hoffman 1969:50)

From a review of literature, it was evident that teacher certification has progressed through many changes within the past 100 years. Common course requirements for the vocational educator exist in most states with professional education and technical education the major requirements. Yet, differences of opinion exist in all states about specific unit requirements, amount of work experience, and student teaching requirements.
Meeting certification requirements in the United States can be a tedious and confusing process for vocational educators who find it necessary to move from one state to another. This problem can be solved if state departments and national agencies would agree on more standardized certification requirements.

This chapter was designed to give the reader a further understanding of the concept of vocational teacher certification requirements. Emphasis was placed on the following areas:

1. A Historical Review of Professional Qualifications of Teachers

2. Work Experience and Course Requirements for Vocational Teacher Certification

3. Analysis of Differences in Certification Requirements for Vocational Teachers
CHAPTER 3

Procedures

Introduction

The purpose of this study was to investigate and compare the vocational certification requirements in each of the ten states in the United States belonging to the Western Business Education Association. To clarify the procedures used in this study, it was necessary to examine the following areas:

1. Sources of Data
2. Administration of the Survey
3. Compilation and Analysis of the Data

Sources of Data

The sources of data for this study were obtained from telephone conversations and information received from state offices of education in each of the ten states surveyed. The survey population was restricted to the following states: Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

Data for the review of literature was obtained from the Montana State University Library and the curriculum resource center in the Department of Business Education and Office Systems.

Certification officers from the ten state offices of education were consulted by telephone for information regarding certification requirements in their respective states.
Administration of the Survey

Telephone conversations with each of the ten state offices of education took place on November 8, 1982. The researcher requested any and all information concerning the status of vocational teacher certification to be mailed to her address.

On November 17, 1982, all the information requested had been received and responses were then reviewed. Follow-up calls for specific information not received in the mailings were made on April 23, 1983 and May 4, 1983.

Compilation and Analysis of the Data

When all the information had been received, responses were compiled and analyzed. The results were then set up in tables for clarity. A written description and an analysis of the data supplement the tables.

The data were reported in the tables by listing each state in alphabetic order and giving its requirement for vocational certification in Business and Office Education.

By analyzing the results of the study, a summary, conclusions, and recommendations were developed.

Summary

This chapter described the procedure used by the researcher in conducting the survey. The following areas were examined:

1. Sources of Data
2. Administration of the Survey
3. Compilation and Analysis of the Data
CHAPTER 4

Findings

**Introduction**

This chapter presents a tabulation and analysis of the data obtained from state offices of education in the ten states of the Western Business Education Association.

The purpose of this study was to investigate and compare the vocational certification requirements in each of the ten states in the United States which belong to the Western Business Education Association.

Certification bulletins were obtained from each of the ten state offices of education. Information received from all ten states was considered usable. The major requirements were then set up in tables. One common requirement for all ten states was not included in the tabulated material. This requirement was completion of a teacher education program from an accredited institution, including student teaching, which culminates in the attainment of a Bachelor's degree. Because of the commonality of this requirement, the researcher did not feel it was necessary to repeat this requirement in the tabulated material. Therefore, it was not included in the tables for each state.

Tables 1-10 provide information regarding five items common to all the states. The states are listed in alphabetic order with a narrative following each table.
Table 11 provides summary information which shows a comparison of all ten states.

ALASKA

Table 1 -
Certification Requirements for the state of Alaska

<table>
<thead>
<tr>
<th>Type of Certificate</th>
<th>Validity of Certificate</th>
<th>Reciprocity Agreement</th>
<th>Fee</th>
<th>Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type A - Regular Certificate</td>
<td>5 years</td>
<td>No</td>
<td>$30.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The state of Alaska issues a Type A Regular Certificate to those business teachers applying for initial certification. A notarized certification application must be completed by the applicant. There is a $30.00 application fee which includes all endorsements and certificates issued at the same time, or a fee of $10.00 for endorsements added after issuance of a current certificate.

The certificate is valid for five years and is renewable at the end of five years.

A regular certificate may be endorsed for teaching "gainful employment" vocational education courses which are operated under memorandum for the Department of Education. Business education is included under this memorandum. This endorsement requires two calendar years of successful related work experience outside the field of education.
Alaska has no reciprocity agreement with any other state of the United States.

An institutional recommendation for each endorsement requested must accompany the initial application. Official transcripts of all college credits earned and degrees awarded must be submitted.

There is also a recency credit requirement in Alaska. The applicant must have earned at least six semester hours of credit within the five-year period just prior to the application.

The address for all correspondence related to teacher certification is: Department of Education, Teacher Certification, Pouch F - State Office Building, Juneau, Alaska 99811.

ARIZONA

Table 2 - Certification Requirements for the state of Arizona

<table>
<thead>
<tr>
<th>Type of Certificate</th>
<th>Validity of Certificate</th>
<th>Reciprocity Agreement</th>
<th>Fee</th>
<th>Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Vocational Certificate</td>
<td>6 years</td>
<td>No</td>
<td>$15.00 Non-Resident</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$10.00 Resident</td>
<td></td>
</tr>
</tbody>
</table>

The state of Arizona issues a Basic Vocational Certificate to those business and office education teachers applying for initial certification at the secondary level. A vocational application for certification must
be completed by the applicant. A fee of $15.00 for non-residents and $10.00 for residents is assessed. The certificate is valid for six years and is renewable.

In Arizona, there are certain minimum semester hours of credit work in the areas of technical preparation and professional vocational coursework. A minimum of 18 semester hours of technical preparation is required in the areas of office administration, office management, and office competencies. A minimum of 12 semester hours professional vocational coursework preparation (such as methods of teaching business subjects, or principles of vocational education) is required.

Arizona also requires one year (2,000 clock hours) of experience in office occupations or directed experience in an office education course. Official transcripts are required for all issuances. An applicant must also satisfy the Arizona Constitution Exam, or an appropriate college-level course, and the United States Constitution Exam, or an appropriate college-level course.

Arizona is one of only two states investigated that applicants must pass a competency exam for initial certification. Arizona applicants must take the Arizona Teachers Proficiency Exam (ATPE).

Arizona has no reciprocity agreement with any other state of the United States.

The address for all correspondence related to teacher certification is: Arizona Department of Education, Teacher Certification Unit, 1535 West Jefferson Street, P.O. Box 25609, Phoenix, Arizona 85002.
The initial certification of business teachers in the state of California is called a Preliminary Credential. The certificate is valid for five years. A completed application and fee of $40.00 is required of each applicant.

Along with completion of a baccalaureate degree in a single subject program, teachers in California must show verification of passage of a course or a minimum score on a competency exam in four different areas: 1) Completion of a two-semester unit course or passage of an examination is required for the United States Constitution, 2) completion of a course in the methods of teaching reading or passage with a minimum score of 680 on the National Teachers Exam entitled "Introduction to the Teaching of Reading," 3) achieving a passing score of 630 on the National Teachers Exam in business education or showing verification of subject-matter competence by obtaining a waiver statement from a California college or university with a Commission-approved waiver.
program, and 4) passing the College Level Examination Program (CLEP) exam entitled "English Composition with Essay" or obtaining an "English" subject-matter waiver statement. The passing score is 630 for all subjects except "English," and 680 for applicants seeking "English" as a result of having passed the National Teachers Exam.

California participates in the Interstate Agreement of Qualification of Education Personnel. This is a reciprocity agreement between over one-half the states in the United States. The reciprocity agreement applies to applicants for the single subject teaching credential who hold or are eligible for a comparable credential from outside of California and who: 1) have completed a state-approved baccalaureate or post-baccalaureate level secondary teacher preparation program at a regionally accredited institution in a state with which California has reciprocity, or 2) hold a regular or advanced certificate issued by a reciprocal state and have taught for 27 months within the past seven years.

The address for all correspondence related to teacher certification is: Commission for Teacher Preparation and Licensing, P.O. Box 2670, Sacramento, California 95812.
The state of Hawaii offers a Provisional Certificate to those applicants who have not completed two years of successful teaching in Hawaii. Upon completion of two years of successful teaching, an applicant can apply for a Basic Teacher's Certificate. This certificate is valid for five years and is renewable. A completed application is required along with a recommendation and official transcripts from the institution conferring the baccalaureate degree. No application fee is required.

A business teacher can receive a secondary certificate endorsed in business education or in the field of office education. The difference lies in the area of work experience. No work experience is required for those seeking an endorsement in business education. One year of trade experience is required for the area of office education.
The Hawaii State Department of Education is a member of the Interstate Certification Compact and recognizes a reciprocity agreement with certain other member states.

The address for correspondence related to teacher certification should be directed to: Department of Education, Office of Personnel Services, Teacher Certification Unit, P.O. Box 2360, Honolulu, Hawaii 96804.

IDAHO

Table 5 - Certification Requirements for the state of Idaho

<table>
<thead>
<tr>
<th>Type of Certificate</th>
<th>Validity of Certificate</th>
<th>Reciprocity Agreement</th>
<th>Fee</th>
<th>Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Secondary Certificate</td>
<td>5 years</td>
<td>Yes</td>
<td>$20.00</td>
<td>No</td>
</tr>
</tbody>
</table>

The state of Idaho issues a Standard Secondary Certificate to business education teachers. The certificate is valid for five years and is renewable. There is a $20.00 fee which must accompany a completed application. Official transcripts and a written recommendation should also be sent to the state certification office.

There are certain minimum credit hour requirements for the area of professional education. A minimum of 20 semester hours are required in philosophical, psychological, and methodological foundations of
secondary education, of which not less than 6 semester hours must include student teaching and three semester hours of reading in the content area.

A business education endorsement is added to the Standard Certificate when the following minimum requirements are met: 1) Thirty semester credit hours in a teaching field major, and 20 semester credit hours in a teaching field minor, or 2) 45 semester credits for a single teaching field.

Business education endorsements come in three different areas: 1) Business Education - Accounting, 2) Business Education - Office Occupations, or 3) Business Education - Basic Business. The accounting area requires credits in business subjects, including at least one course in intermediate or advanced typewriting and not less than six semester credit hours of accounting with additional work in business law and business administration. The office occupations area requires credits to include work in each of the following fields: typewriting, shorthand, accounting, office machines, and office procedures, with additional work from other business courses. The basic business area includes credits in business administration, business law and economics, and additional credits from other business courses.

In order to qualify for a standard certificate, a teacher must, in addition to fulfilling all certification requirements, have completed at least six semester credit hours of college work related to competency in his/her teaching field within the last five years. This applies to initial certification and recertification.
Idaho participates in the Interstate Certification Compact and recognizes reciprocity with other members of the Compact.

Correspondence concerning the state of Idaho's certification requirements should be addressed to: Certification Division, State Department of Education, Len B. Jordan Office Building, Boise, Idaho 83720.

MONTANA

Table 6 - Certification Requirements for the state of Montana

<table>
<thead>
<tr>
<th>Type of Certificate</th>
<th>Validity of Certificate</th>
<th>Reciprocity Agreement</th>
<th>Fee</th>
<th>Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 2, Standard Certificate</td>
<td>5 years</td>
<td>No</td>
<td>$10.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The state of Montana offers a Class 2 (Standard) Certificate with a business education endorsement at the secondary level. A completed application and fee of $10.00 is required by each applicant. In addition, a registration fee of $2.00 is payable by each applicant who has never held a Montana certificate. The certificate is valid for five years and is renewable after verification of one year's successful teaching experience plus evidence of completion of six additional
quarter credits earned during the valid term of the expiring certificate, or within five years of the initial certificate.

The following minimum credit hours are required for completion of an approved secondary teacher education program: 1) Forty-five quarter credits in an approved major and 30 quarter credits in an approved minor, or 2) 60 quarter credits in an approved major in a single field of specialization, and 3) at least 24 quarter credits in professional education courses.

Montana currently requires 2,000 hours of occupational work experience in order for a teaching certificate in the area of business education to be vocationally endorsed.

Business education or business education with shorthand are appropriate teaching areas acceptable for certification endorsement. The recommendation of an appropriate official is required for subject area endorsements added to a current certificate.

Currently, Montana has no reciprocity agreement with any other state. In most cases, however, applicants who hold current valid certificates in other states find they qualify for certification in Montana.

All correspondence related to teacher certification in the state of Montana should be addressed to: Office of Public Instruction, State Capital, Helena, Montana 59620.
A Provisional Certificate is given to those teachers in the state of Nevada who have not completed one year of successful teaching experience. Upon completion, a Professional Vocational Endorsement is issued. Nevada requires official transcripts, a completed application and a fee of $50.00 from all applicants. A negative report of an X-ray film of his/her chest or a tuberculin test completed within the last 12 months must also be included. Six semester hours of credit earned during the five years preceding the initial certificate is required for persons holding a bachelor's degree. The Certificate is valid for five years and is renewable if the holder earns six semester hours of credit, or the equivalent.

An applicant for initial certification must have passed a course in each of the following areas: 1) Multicultural education, 2) exceptional children, and 3) counseling and guidance with emphasis on consultation with parents.
Professional vocational endorsements are granted for specific career groups and are required for all instructional personnel in vocational education. The department issues a vocational endorsement in the career group of Business and Office Occupations, which include:
1) accounting occupations,
2) business data processing occupations,
3) clerical occupations,
4) secretarial occupations, and
5) typing occupations.

In order to qualify, the applicant must have:
1) Twelve semester hours of credit in professional vocational education courses and student teaching or two years of verified full-time teaching employment in the business and office area,
2) two years of verified employment related to the business and office occupations area, and
3) 30 semester hours in business and office occupational subjects, including 18 semester hours in office occupation skill subjects.

Nevada has no reciprocity agreement with any other state in the United States.

Correspondence concerning teacher certification in Nevada should be addressed to: State Department of Education, Capitol Complex, Carson City, Nevada 89710.
The state of Oregon issues a Basic Teaching Certificate to initial applicants for certification. It is valid for three years and is renewable upon completion of a recency requirement. A completed application form (C-1), official transcripts from all colleges and universities attended, and a fee of $25.00 for applications based on Oregon-approved programs or $55.00 for applications based on preparation in another state are required. A resume of vocational work experience and verification of occupational competency is required in order for the certificate to be vocationally endorsed in the business and office education area. In 1982, business and office education was included as a "shortage area" for the state of Oregon. In such an instance, an out-of-state applicant who has completed an approved teacher education program or holds a current out-of-state certificate and has one year of successful full-time teaching experience and meets
the requirement for recent educational experience may be issued a certificate even though they may lack specific academic requirements.

An application of recent educational experience must also be submitted to the Teacher Standards and Practices Commission either within twelve months following completion of an approved program or during the effective period of a comparable certificate and within three years of the last educational experience on such certificate. Oregon requires three years of full-time occupational work experience. Recency may also be met by completion of twelve semester hours of additional coursework germane to the area of endorsement.

One certification requirement peculiar to the state of Oregon involves verification of knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and state and federal statutes prohibiting discrimination. If the applicant is a graduate of an Oregon approved program since September 1, 1978, he/she must submit a Preparation for Teaching Report, Form C-2, verifying completion of a Basic Teaching Certificate program. An out-of-state prepared educator must submit an affidavit for the first certificate assuring that he/she has read "Discrimination and the Oregon Educator" and has completed the self-study questions. The affidavit is acceptable for further applications for one year, but the applicant must complete a program, workshop, or course offered by a teacher education institution, community college, school district, educational service district or other Commission-approved agency or organization.

Oregon has no reciprocity agreement with any other state of the United States.
Correspondence related to teacher certification in the state of Oregon should be addressed to: Teacher Standards and Practices Commission, 730 12th Street, SE, Salem, Oregon 97310-0320.

UTAH

Table 9 - Certification Requirements for the state of Utah

<table>
<thead>
<tr>
<th>Type of Certificate</th>
<th>Validity of Certificate</th>
<th>Reciprocity Agreement</th>
<th>Fee</th>
<th>Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Professional Certificate</td>
<td>3 years</td>
<td>Yes</td>
<td>$15.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The state of Utah issues a Basic Professional Certificate with a Secondary Teaching Endorsement for business education teachers. It is valid for three years and renewable upon successful teaching experience or completion of at least six semester hours of approved credit. A fee of $15.00 and a written recommendation by the institution conferring the bachelor's degree must be submitted by the applicant.

Specific credit hour requirements include: 1) Forty-five quarter hours of credit in an approved teaching major and 24 quarter hours in an approved teaching minor, or 2) a composite major to include 69 quarter hours of credit, and 3) finish an approved program in
professional education of not less than 17% of the total credit required for the undergraduate degree.

Utah requires a minimum of two years of occupational work experience to be vocationally endorsed in the area of business and office education.

Utah is a member of the Interstate Certification Reciprocity Compact and recognizes reciprocity with other member states.

Correspondence regarding teacher certification in the state of Utah should be addressed to: Utah State Board of Education, Division of Curriculum and Instruction, Teacher Certification, 250 East 500 South, Salt Lake City, Utah 84111.

WASHINGTON

Table 10 - Certification Requirements for the state of Washington

<table>
<thead>
<tr>
<th>Type of Certificate</th>
<th>Validity of Certificate</th>
<th>Reciprocity Agreement</th>
<th>Fee</th>
<th>Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-Year Vocational Certificate, Plan I or II</td>
<td>1 year</td>
<td>Yes</td>
<td>$1.00</td>
<td>Plan I - 1 year</td>
</tr>
</tbody>
</table>

The state of Washington offers One-Year Vocational Certificates in the business and office education areas under two plans. Instructors of business and office education preparatory programs must meet
requirements for vocational certification under Plan I, or Plan II, if such instructors will be teaching a business or office specialty area only, such as Accounting or Data Processing. Under each plan, the certificate is valid one year and renewable two times. A completed application and fee of $1.00 is required at the time of initial employment.

Plan I

Plan I requires a Bachelor of Arts degree with major emphasis in business and office education. Technical education includes 35 quarter credits of business and office education courses which have content in the program sequences of clerical, secretarial and/or accounting. Coursework should include: 1) Methods of teaching business and office education subjects, 2) instructors assigned to vocational programs that involve Cooperative Education methods must complete three quarter credits or equivalent in instructor-coordinator techniques for Cooperative Education or have equivalent experience as evaluated by the State Program Director of Business and Office Education before employment, and 3) meet the general and specific safety and industrial hygiene and first aid requirements.

Plan II

Plan II requires all of the same requirements for a One-Year Vocational Certificate as Plan I, except substitutes three years of gainful employment in the office occupations specialty to be taught instead of a Bachelor of Arts degree and technical education coursework. Plan II is primarily for post-secondary and vocational-technical program instructors rather than secondary, yet in some areas, such as Data
Processing, specialists may be hired in case of shortages in secondary schools under Plan II.

Washington is a member of the Interstate Certification Reciprocity Compact and recognizes reciprocity with other member states.

All correspondence related to teacher certification should be addressed to: Superintendent of Public Instruction, Division of Vocational-Technical and Adult Education Services, Vocational Certification, Old Capitol Building, Olympia, Washington 98504.

The preceding tables and narratives have given a state by state comparison of vocational business and office education certification requirements. Table 11 shows an overall comparison between states with a summary following it.
### Table 11 - Comparison of Certification Requirements for the Western Region States

<table>
<thead>
<tr>
<th>Type of Certificate</th>
<th>Validity of Certificate</th>
<th>Reciprocity Agreement</th>
<th>Fee</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>AK Type A - Regular Certificate</td>
<td>5 years</td>
<td>No</td>
<td>$30.00</td>
<td>Yes</td>
</tr>
<tr>
<td>AZ Basic Vocational Certificate</td>
<td>6 years</td>
<td>No</td>
<td>$10.00 - Resident $15.00 - Non-Res.</td>
<td>Yes</td>
</tr>
<tr>
<td>CA Single Subject Teaching Certificate</td>
<td>5 years</td>
<td>Yes</td>
<td>$40.00</td>
<td>No</td>
</tr>
<tr>
<td>HI Basic Teacher's Certificate</td>
<td>5 years</td>
<td>Yes</td>
<td>None</td>
<td>Business Ed. - No Office Ed. - Yes</td>
</tr>
<tr>
<td>ID Standard Secondary Certificate</td>
<td>5 years</td>
<td>Yes</td>
<td>$20.00</td>
<td>No</td>
</tr>
<tr>
<td>MT Class 2, Standard Certificate</td>
<td>5 years</td>
<td>No</td>
<td>$10.00</td>
<td>Yes</td>
</tr>
<tr>
<td>NV Professional Vocational Certificate</td>
<td>5 years</td>
<td>No</td>
<td>$50.00</td>
<td>Yes</td>
</tr>
<tr>
<td>OR Basic Teaching Certificate</td>
<td>3 years</td>
<td>No</td>
<td>$25.00 - Resident $55.00 - Non-Res.</td>
<td>Yes</td>
</tr>
<tr>
<td>UT Basic Professional Certificate</td>
<td>3 years</td>
<td>Yes</td>
<td>$15.00</td>
<td>Yes</td>
</tr>
<tr>
<td>WA One-Year Vocational Certificate</td>
<td>1 year</td>
<td>Yes</td>
<td>$1.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
When examining types of certificates offered at each state, the titles varied greatly. Hawaii and Oregon both used "Basic Teaching Certificate" as the title of their certificate. Other commonly used titles include "secondary," "regular," "vocational," "professional," and "standard."

The validity of certificates averaged five years in length. Arizona offered the certificate with the longest number of years of validity, six, while Washington offered the certificate with the shortest duration, one year. Certificates issued in Oregon and Utah were valid for three years.

Five out of the ten states in the Western Business Education Association were members of the Interstate Certification Reciprocity Compact. California, Hawaii, Idaho, Utah, and Washington participated in a reciprocity agreement project.

Fees varied in every state except two. Arizona and Montana both required a $10.00 application fee for initial certificates. Fees varied from as much as $55.00 for non-residents in Oregon to $1.00 in Washington for all applicants.

Eight out of ten states required some work experience for a vocational endorsement to a teaching certificate. The amount varied from one year in Arizona and Washington (Plan I) to two years in Alaska and Nevada and three years in Washington (Plan II).

Other special requirements varied greatly by state. Competency exams were required in Arizona and California. Minimum credit hours for professional education and professional vocational and technical
education courses varied in certain states. Thirty quarter hours of professional education was required in Idaho, while Montana required a minimum of twenty-four quarter hours. Nevada required forty-five quarter hours in business and office occupational subjects, while Idaho required sixty-seven quarter hours.
Summary, Conclusions, and Recommendations

Summary

Historically, the emergence of formal teacher certification practices can be traced back to the 1800's. Certification requirements have undergone a wide variety of changes during this rather short history and continue today to be under critical scrutiny from the general public and those teachers and administrators who must abide by these rules. Each state has had to weigh decisions concerning specific requirements and decide what is to be the norm for their particular school systems. Rural states have had to adjust their requirements differently than the larger and more populated industrial states. What we have today is a kaleidoscope of state structures, vocational certificates and requirements. A review of these issues was undertaken by the researcher.

The purpose of this study was to investigate and compare the vocational certification requirements for business education teachers in each of the ten states in the Western Business Education Association. To achieve this purpose, certification bulletins were obtained from each of the ten state offices of education. All information received was considered usable and follow-up telephone inquiries were made in order to clarify information received and to request any...
additional information necessary. The responses were tabulated and summarized in Chapter 4. In this chapter, the findings have been summarized and conclusions drawn on the basis of those findings.

The findings were then related to the review of literature, and recommendations were made.

The summary of the major findings of the study follows:

1. All ten states required certification of secondary business education teachers.

2. All ten states required completion of a teacher education program from an accredited institution including student teaching, which culminates in the attainment of a Bachelor's degree.

3. Eight out of ten states required some occupational work experience for initial certification.

4. The range of specific credit hours of coursework varied greatly from state to state. The majority of states (6) required specific credit-hour units, but did not state all the specific courses that should make up the credit-hour requirement.

5. Types of certificates issued varied in title—the most frequent were "provisional, professional, secondary, vocational and standard."

6. Washington specified that work experience may be substituted for specific coursework in case of a shortage of qualified teachers.

7. Three (3) states, Arizona, Nevada, Washington, classify business education under a specialized vocational certificate, whereas others classify it under a general secondary endorsement.
8. California fell under the Type A organizational structure, Oregon fell under the Type B and all other states fell under the Type C structure. No state fell under the Type D structure.

9. The validity of initial certificates varied with a range from one to six years in length.

10. Five out of the ten states were participating members in the Interstate Certification Reciprocity Compact.

11. Application fees ranged from $1.00 to $55.00.

12. Two states required successful completion of specific competency examinations for initial certification.

13. One state required verification of knowledge concerning the legal ramifications of discrimination.

Conclusions

The following conclusions are based on the findings of this study.

1. Certification agencies and state offices of education recognized that certification of teaching personnel have an important role in the continuing growth of their educational systems.

2. Certification agencies and state offices of education recognized that certification of vocational teachers is important in order to maintain high standards in the total educational environment.

3. Many states feel that occupational work experience is an important vehicle for relating firsthand knowledge of the world of work to students in the classroom.

4. States differ in requirements of the number of credit hours that teachers should take.
5. All states feel completion of a Bachelor's degree at an accredited institution is an important requirement for initial certification.

6. Most states differ in types of certificates issued, validity of certificates issued, and the amount of application fees charged for certificates.

7. Some states do allow reciprocity with other states allowing a teacher who is certified to teach in one state to teach in another state.

8. A few states have begun using a competency exam as a requirement for initial certification.

Recommendations

The following recommendations are based on the findings of this study.

1. It is recommended that the business and office education programs at the college/university level in Montana keep up-to-date certification bulletins in their departmental libraries in order to advise those students who plan to pursue a teaching career outside the state of Montana.

2. It is recommended that business and office education programs at the college/university level in Montana stress occupational work experience as part of the undergraduate programs.

3. It is recommended that the state of Montana become a member state in the Interstate Certification Reciprocity Compact in order to help standardize certification requirements among participating states.
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Policies Commission for Business and Economic Education. This We Believe About the Preparation and Certification of Business Teachers. April 1972.


