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EDUCATIONAL BULLETIN

GUIDELINES

FOR

PROGRAMS OF TEACHER PREPARATION- CERTIFICATION

(For Institutional Planning and State Approval)



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DEPARTMENT OF EDUCATION

WENDELL P. BUTLER

Superintendent of Public Instruction

Frankfort, Kentucky

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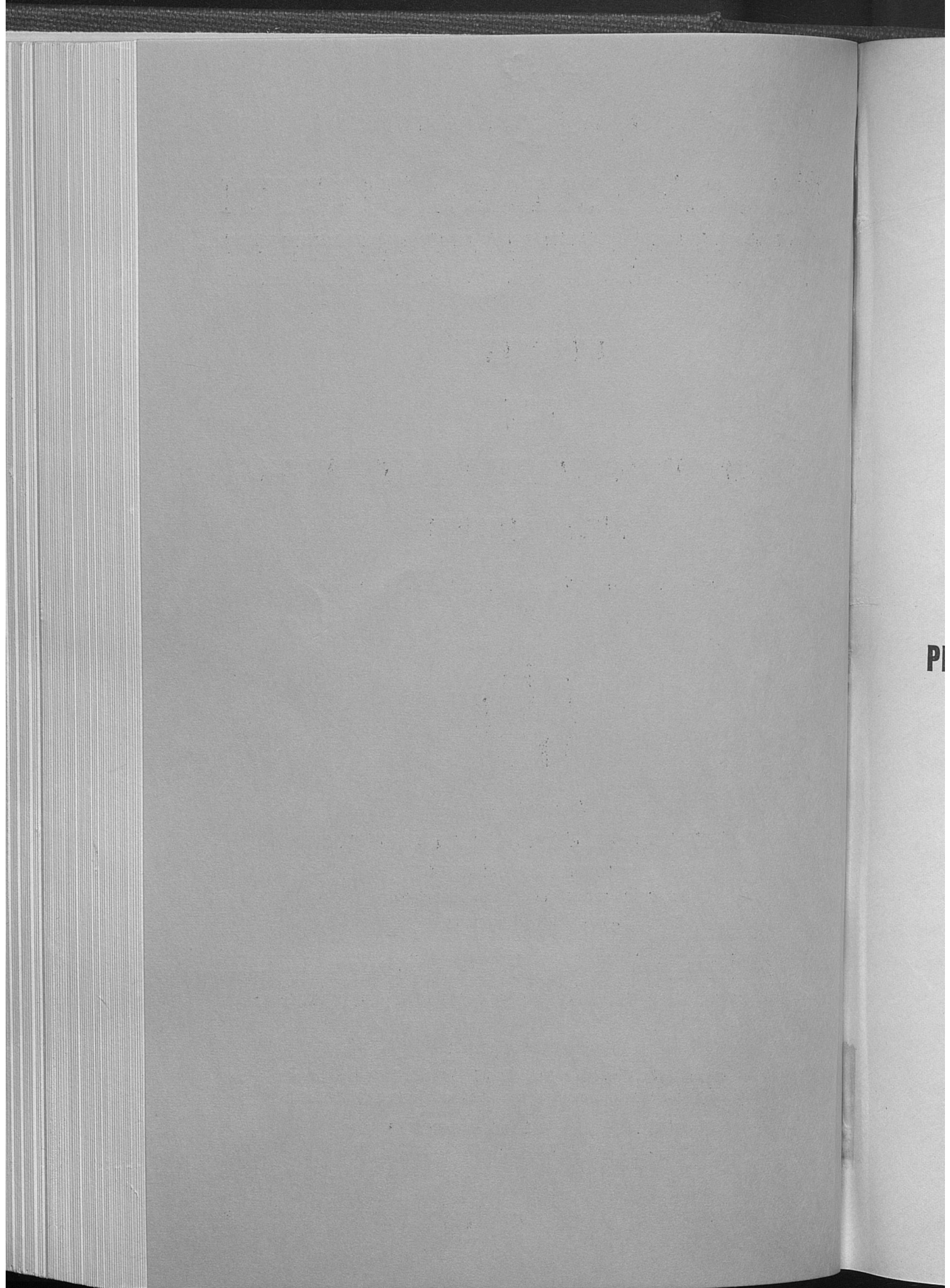
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FOR
PROGRAMS OF TEACHER PREPARATION-
CERTIFICATION**

(For Institutional Planning and State Approval)

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Why Teach . . .

"I teach because I am a teacher. It is an ancient and honorable profession and the only one where I would feel comfortable. For professional teachers are like saints in that they cannot help being what they are. (Any other resemblances are purely coincidental.)"

—Professor F. Earl Ward
in the *Macalester College Bulletin*,
February, 1958.

Who Is Competent . . .

"What is a competent teacher? He is one whose general liberal education has both breadth and depth. He knows his own areas of teaching well. He understands human growth and development and knows how learning takes place. He can appraise and help individuals. He is an expert in group processes. He possesses skill in methods of teaching, in stimulating careful thinking, in preserving and extending creativity of his students, skill in making them aware of the values they exhibit and in helping them re-examine those values from time to time."

—Francis C. Rosecrance, "The Teacher and the Teaching Job—What Competences Should Teacher Possess?" from *Working Papers for Participants in the Second Bowling Green Conference*, p. 50, National Education Association, Washington, D.C. 1958.

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FOREWORD

This is a revision of the September, 1959, bulletin entitled "Kentucky's New Program of Teacher Preparation-Certification".

Basic to an efficient system of education in Kentucky is the competence of the school personnel. A good school starts with a competent teacher. Full significance of the Foundation Program will be achieved to the degree that there is an adequate supply of competent teachers in every area of learning. The Foundation Program with its tremendous challenge has stimulated re-examination and revision of the guidelines for the preparation and certification of Kentucky's teachers.

This bulletin will serve as a guide and resource to college staffs for curriculum planning and for counseling with students. It will give to the public the "why" and the "how" of teacher certification and will clarify many current questions in regard to certification. It will be a resource to those who are responsible for working directly with matters involving the selection, preparation and employment of school personnel for Kentucky's boys and girls. These guidelines represent not only significant national trends but some pioneering efforts in the processes of preparation and certification of school personnel.

Wendell P. Butler
Superintendent of Public Instruction

INTRODUCTION

Kentucky's program for teacher preparation-certification has been the vehicle through which the preparation of Kentucky's teachers has moved steadily upward during the past decade. Kentucky ranks higher on the preparation of teachers employed in its classrooms today than on any other major measure by which states are ranked educationally. Even though there is an annual exodus of well qualified teachers from our Commonwealth, significant gains have been made in the preparation level of teachers who are remaining to teach the Kentucky boys and girls. In 1940, 40 per cent of the elementary and secondary public school teachers were college graduates. In 1950, 50 per cent were college graduates. In 1960-61, 75.2 per cent of the 25,680 public school teachers hold a college degree. College preparation is not the sole criterion by which teacher effectiveness is measured; however, college graduation is one distinguishing mark of any profession and to deny that there is a relationship between teacher preparation and classroom effectiveness is to ignore the very foundation of the teaching profession.

This Bulletin presents the newly adopted guidelines for preparation-certification programs of school personnel in Kentucky in the future. It has new elements and new emphases which hold promise for deeper quality. The new plan is called the "approved program" approach. This approach has been emerging for a decade and has now clearly crystalized. Kentucky is in the forefront in this approach to teacher preparation and certification. Fifteen states still use exclusively the method of checking courses completed against specific course requirements of the state. All other states employ a combination of the two processes, according to T. M. Stinnett and W. Earl Armstrong.¹ In the "approved program" approach, the State Board adopts guidelines and standards for a program of teacher preparation and certification instead of specifying in detail courses to be completed. This leaves opportunity to each college and university to plan a unified program to meet the individual needs of the prospective teachers and to develop a program consistent with the philosophy and resources of the faculty and college facilities.

¹Armstrong, W. Earl and Stinnett, T. M. A Manual on Certification Requirements for School Personnel in the United States, 1959 Edition, National Education Association of the United States, 1201 Sixteenth Street, Northwest, Washington 6, D. C.

Other emphases in the new program are:

1. Selection and admission to teacher preparation programs
2. The development of the program in each institution by the total university or college staff
3. Four and five and six-year programs of preparation including broad general education, specialization in academic subjects, and professional education—a balanced curriculum
4. Competencies essential for each type of school position
5. Flexibility for large blocks of courses
6. Guidance by college staff
7. Recommendation of each candidate for certification by the college
8. Accreditation of the college or university for teacher preparation

In planning for teacher preparation and certification in Kentucky the members of the profession are given opportunity to help in setting standards and guidelines. Certification in Kentucky very early was democratized. Soon after the State Department of Education was given authority to issue all certificates, an Advisory Committee on Teacher Education and Certification was established. The membership has expanded gradually since 1933, when it was first organized, and now includes, in addition to deans of colleges, school superintendents, principals, teachers and laymen.

Teacher preparation was further democratized in Kentucky in 1950, when the Commission on Teacher Education and Professional Standards was established by the Kentucky Education Association. This Commission provides a plan whereby all members of the teaching profession may have a "voice" in setting the standards for their profession. This process is based on the democratic principle that "those who are affected by a decision should have a part in making the decision." Further, this process is based on another distinguished mark of a profession—that members of a profession should set the standards of that profession.

The Division of Teacher Education and Certification of the Bureau of Instruction works continuously in cooperation with the Advisory Committee on Teacher Education in keeping certification and teacher preparation responsive to the changing needs as revealed by research and as reflected in the evaluation from time to time of the educational program throughout the state. There is a continuing study under way in Kentucky in regard to the process and experiences in teacher

preparation which really make a difference in the quality of classroom learning opportunities. This program and guidelines being presented at this particular time, however, evolved out of state and national studies during the past few years and from experimentation during this period in Kentucky in both the pre-service and in-service programs.

Kentucky was well represented in the following conferences at the national, regional or state level which devoted critical attention to teacher preparation and certification:

1. Conferences of the Southern States Cooperative Program in Education Administration, 1950-1955
Better Teaching in School Administration, Southern States Cooperative Program in Educational Administration, 1955.
2. The Daytona Beach Conferences sponsored by the Southern States Work Conference on Educational Problems, Series of Conferences 1951-1954
Coordinating Teacher Certification in the Southern States, T. George Walker, Distributor of Publications for the Southern States Work-Conference, State Department of Education, Tallahassee, Florida, 1954.
3. Annual Conference of the Council on Cooperation in Teacher Education sponsored by the CCTE of the American Council on Education, October 7-8, 1955
The Learned Societies and the Crisis in Teacher Supply and Preparation, Council on Cooperation in Teacher Education, American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C., 1956.
4. The Princeton, New Jersey, Conference sponsored by the American Council on Education, September 28-29, 1956
The Preparation of Secondary School Teachers, Council on Cooperation in Teacher Education, American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C., 1957.
5. Annual Conference of Council on Cooperation in Teacher Education sponsored by CCTE of the American Council on Education, November 8-10, 1956
The Preparation of Teachers to Meet the Changing Demands of the Future, Minutes of the Fifteenth Annual Meeting, Council on Cooperation in Teacher Education

of the American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C.

6. Chicago meeting sponsored by the Council on Cooperation in Teacher Education of the American Council on Education, October 31-November 2, 1957

Desirable Policies for the Certification of Teachers, Council on Cooperation in Teacher Education, American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C., 1958.

7. The Louisville, Kentucky, Regional Conference sponsored by the Council on Cooperation in Teacher Education of the American Council on Education, December 9-10, 1957

The Preparation of Secondary School Teachers, Council on Cooperation in Teacher Education, American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C., 1959.

8. The New Orleans Regional Conference sponsored by the National Commission on Teacher Education and Professional Standards, January 12-14, 1958

The Teacher Education Program — Basic Principles and Issues, The National Commission on Teacher Education and Professional Standards, 1201 Sixteenth Street, N. W., Washington 6, D. C., 1958.

9. The Lexington, Kentucky, Conference on Curriculum and Accreditation sponsored by the State Department of Education, February 14, 1958

Conference Report — Curriculum and Accreditation, Teacher Education Circular No. 113, State Department of Education, Frankfort, Kentucky, March, 1958.

10. The Bowling Green, Ohio, Conference sponsored by the National Commission on Teacher Education and Professional Standards, June 24-28, 1958

The Education of Teachers—New Perspectives, National Commission on Teacher Education and Professional Standards, 1201 Sixteenth Street, N. W., Washington 6, D. C., 1958.

11. Forty-first Annual Meeting of the American Council on Education, October 9-10, 1958, Chicago, Illinois

Education Accepts New Challenges, American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C.

12. The Washington Conference on Programs of Graduate Education for Teachers sponsored by the Council on Cooperation in Teacher Education of the American Council on Education, October 30-November 1, 1958

Programs of Graduate Education for Teachers with Emphasis on Academic Fields, Council on Cooperation in Teacher Education, American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C., 1959.

13. The Annual Conference of the American Association of Colleges for Teacher Education sponsored by the American Association of Colleges for Teacher Education, January 11-15, 1959, Chicago, Illinois
14. The Daytona Beach Conference sponsored by the Southern States Work Conference on Educational Problems, June 5-14, 1959
15. The Kansas Conference sponsored by the National Commission on Teacher Education and Professional Standards, June 23-26, 1959

The Education of Teachers: Curriculum Programs, National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1201 Sixteenth Street, Northwest, Washington 6, D. C.

16. The San Diego Conference sponsored by the National Commission on Teacher Education and Professional Standards, June 21-24, 1960

The Education of Teachers: Role of Certification, National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1201 Sixteenth Street, Northwest, Washington 6, D. C.

17. The study sponsored by the American Association for the Advancement of Science and the National Association of State Directors of Teacher Education and Certification initiated December 1, 1959

(See June, 1960, SCIENCE EDUCATION NEWS.)

18. Meetings of the Advisory Committee and its sub-committees during the period, 1957-61

Teacher Education Circulars No. 126 through No. 132,

State Department of Education, Frankfort, Kentucky,
1961.

In addition to the above conferences, the Division of Teacher Education and Certification, in cooperation with the teacher education institutions in the state, held a series of science conferences in April and May, 1957, with the support of funds from the National Science Foundation. Approximately 500 persons participated in this series of conferences in which ways were discussed for improving the preparation of teachers in the area of science. Also, the Division of Teacher Education and Certification sponsored, in cooperation with Western Kentucky State College and the National Science Foundation, a State conference on the preparation of science and mathematics teachers in September, 1960, with 150 persons participating, including academic professors, professors in professional education, and public school representatives.

A conference on the preparation of English teachers was held in December, 1957, with 75 persons in attendance. Regional conferences of the Kentucky Commission on Teacher Education and Professional Standards of the Kentucky Education Association during the past few years have provided another opportunity for the State Department of Education, local school personnel and college staffs to share viewpoints on the preparation of teachers at all levels.

In addition to the Kentucky participants in the studies and conferences referred to above, over 100 members of the teaching profession served on subcommittees of the Advisory Committee on Teacher Education when this organization launched its concerted effort to revise the teacher preparation-certification standards. These individuals presented, in addition to their own viewpoints, the viewpoints of the organization they were representing. Thus, the total profession at all levels, as well as laymen, had opportunity to add quality to the decisions represented in the newly adopted program of teacher preparation and certification.

Appreciation is expressed to all who contributed directly or indirectly to Kentucky's Program of Teacher Preparation-Certification.

Louise Combs, Director
Division of Teacher Education
and Certification

TYPES AND VALIDITY OF KENTUCKY CERTIFICATES

Issued Prior to September 1, 1935, and
Between September 1, 1935, and September 1, 1953

Name of Certificate	Standards	Positions for which Valid						
		Elementary Teacher	Secondary Teacher	Principal	Supt.	Supervisor	Director Pupil Personnel	Librarian
(Issued Prior to September 1, 1935) Each certificate was numbered below 10,000								
Advanced	2 years college	x	x	x			*	
College	AB Degree	x	x	x	x	x	*	
College Elementary	1 year college	x						
Local Elementary	Examination	x						
Standard Administrative	AB Degree	x	x	x	x	x	x	
Provisional High School	2 years college	x	x	x			*	
Standard High School	AB Degree	x	x	x			*	
Standard Elementary	2 years college	x		x (el	em.	prin	cipal *	ship)
Standard	2 years college	x	x	x			*	
Attendance Officer	2 years college						x	
(Issued between September 1, 1935, and September 1, 1953) Each certificate was numbered 10,000 or above								
Provisional Elementary	2 years college	x						
Provisional Administrative	AB Degree	x	x	x	x	x	x	
Provisional High School	AB Degree		x					
Standard Elementary	AB Degree	x						
Standard Administrative	MA Degree	x	x	x	x	x	x	
Standard High School	MA Degree		x					
Attendance Officer	2 years college						x	
Provisional Attendance Officer	AB Degree						x	
Standard Attendance Officer	MA Degree						x	
Provisional for School Librarians	AB Degree							
Standard for School Librarians	MA Degree							

*Certificate may be endorsed upon request for position of director of pupil personnel in keeping with State Board regulation which specifies that any certificate valid for principalship, supervision or superintendency may be endorsed for position of director of pupil personnel.

CERTIFICATES

TYPES AND VALIDITY OF KENTUCKY CERTIFICATES

Issued after September 1, 1953

Name of Certificate				Standards	Positions for which Valid
Temporary Elementary (numbered 10,000 or above) (numbered 30,000 or above)				64 semester hours until September, 1958	Valid at elementary level, grades 1 through 8. If holder has degree certificate valid in 7th and 8th grades in junior high and in 9th grade junior high in subjects with 18 or more semester hours.
				96 semester hours until September, 1960	
Provisional Elementary (numbered 40,000 or above)				AB Degree	Validity same as above.
Standard Elementary (numbered 40,000 or above)				MA Degree	Validity same as above.
Provisional High School (numbered 10,000 or above)				AB Degree	Valid for teaching any subject to which assigned in grades 7 and 8 in any type of school organization and in grades 9 through 12 in any subject in which holder has a major or minor or area of concentration or other subjects in accordance with regulations and policies adopted from time to time by the State Board of Education.
Prov. High with Professional Commitment				AB without professional courses (1 year)	
Standard High School (numbered 10,000 or above)				MA Degree	Validity same as for Provisional High School.
Provisional Certificate for Director of Pupil Personnel (numbered 10,000 or above)				AB Degree	Valid for the position of director of pupil personnel and this certificate may be endorsed for teaching in accordance with program of teacher preparation completed.
Standard Certificate for Director of Pupil Personnel (numbered 10,000 or above)				MA Degree	Validity same as for Provisional Certificate for Director of Pupil Personnel.
Standard Certificate for School Librarians (numbered 10,000 or above)				MA Degree or MS Degree in Library Science On provisional basis with completion of 18 semester hours teaching certificates are endorsed for librarianship instead of a separate certificate being issued.	Valid for librarianship at the level for which the holder qualifies for teaching certificate. By completing certain additional work, the certificate may be validated for twelve-grade librarianship.

TYPES AND VALIDITY OF KENTUCKY CERTIFICATES

Issued after September 1, 1953

Name of Certificate	Standards	Positions for which Valid
Standard Special Education (numbered 10,000 or above)	AB Degree	Valid for serving in one of seven areas of special education at the elementary, secondary, or twelve-grade level.
*Provisional Certificate for Supervisors ¹	Until September 15, 1960, the AB Degree + 15 semester hours graduate work	Valid for service at a level consistent with the type of program completed. May be endorsed for the appropriate teaching level.
*Standard Certificate for Supervisors ²	Until September 15, 1960, the MA Degree	Validity same as for Provisional Certificate for Supervisors.
*Provisional Certificate for Principalship ¹	Until September 15, 1960, the AB Degree + 15 semester hours graduate work	Valid for service at a level consistent with the type of program completed. May be endorsed for the appropriate teaching level.
*Standard Certificate for Principalship ²	Until September 15, 1960, the MA Degree	Validity same as for Provisional Certificate for Principalship.
*Provisional Certificate for Superintendency	MA Degree	Valid for serving as superintendent. May be endorsed for the appropriate teaching level.
*Standard Certificate for Superintendency ²	Until September 15, 1960, the MA Degree + 24 semester hours graduate work	Validity same as for Provisional Certificate for Superintendency.
*Standard Certificate for School Leaders ²	After September 15, 1960, the MA Degree + 24 semester hours graduate work	Valid for serving as principal, supervisor, and superintendent.
Provisional Certificate for Guidance Counselor	MA Degree Until September, 1959, the provisional certificate required only 15 semester hours and teaching certificates were endorsed	Valid for service as guidance counselor at elementary, secondary and twelve-grade levels.

*Certificate may be endorsed upon request for position of director of pupil personnel in keeping with State Board regulation which specifies that any certificate valid for principalship, supervision, superintendency may be endorsed for position of director of pupil personnel.

¹After September 15, 1960, the MA Degree will be the standard.

²The Standard Certificate for School Leaders after September 15, 1960, will replace these three separate certificates.

TYPES AND VALIDITY OF KENTUCKY CERTIFICATES

Issued after September 1, 1953

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Name of Certificate	Standards	Positions for which Valid
Standard Certificate for Guidance Counselor	MA Degree + 24 semester hours graduate work Until September, 1959, the MA Degree was the standard. Teaching certificates were endorsed for the position instead of having a separate certificate issued.	Validity same as for Provisional Certificate for Guidance Counselor.
Trades and Industrial Education	Issued on specially developed requirements in the field of trade, industrial, and distributive education	Valid for teaching a specific subject in trades and industrial education.
Emergency	Standards are set annually	See Pages 401-410

Information on pages 294-297 is exactly as given in the 1959 Bulletin. Since that time revisions have been made as follows:

1. A new program for certificates in Special Education
(See pages 390-400.)
2. A new program for certification of School Psychometrist
(See pages 385-386.)

NEW DEVELOPMENTS IN TEACHER PREPARATION-CERTIFICATION IN KENTUCKY

In order for classroom teachers to be prepared for offering an instructional program that is appropriate to the needs of boys and girls in this rapidly changing society, the agencies and institutions responsible for teacher preparation strive continuously to maintain up-to-date programs which keep pace with the modern classroom needs and in keeping with current research findings. Following are some of the current trends and developments in the teacher preparation-certification programs in Kentucky:

1. The "approved program" approach: (a) a planned program by each college for each type of certification, (b) State Board approval, (c) recommendation by the college for each applicant's certification upon completion of the planned and approved program, (d) issuance of certificate by the Division of Teacher Education and Certification of the State Department of Education.
2. Teacher education accepted as a responsibility of the total instructional and administrative staff of an institution.
3. State structure for certification so designed to encourage each teacher education institution to develop a program of teacher preparation in the pursuit of excellence rather than in meeting minimum state standards.
4. Identification of competencies essential for each type school position with attention given to attitudes, values, and behavior in addition to completion of required courses.
5. Acceptance of importance of selection of teacher education students who hold values consistent with the democratic society.
6. Wider representation of all elements of the profession on committees making decisions and recommendations to the State Board in regard to teacher education and certification.
7. Accreditation of colleges and universities for teacher preparation by the State Department of Education in addition to the general accreditation by the Southern Association of Colleges and Secondary Schools.
8. Structure of state certification designed to provide guidelines for program development instead of specificity and rigidity in detailed course requirements.

9. Common core of broad general education in elementary and secondary programs.
10. Common core of professional education in elementary and secondary programs.
11. Simplified plan for transition from elementary to secondary certification and vice versa.
12. Giving elementary teachers professional status and recognition equal to that of high school teachers by setting the same standards of certification and preparation. (The degree was set as a minimum standard for high school teachers in 1934 by the Legislature. September, 1960, was set by State Board as target date for the degree standard for elementary teachers.)
13. Giving professional status to school leadership positions by setting the program of preparation commensurate with the responsibility (The minimum of a master's degree has been set for administrators new to the position after September, 1960.)
14. Reciprocity in certification based upon the "approved program" plan upon completion of degree programs in accredited institutions (complete reciprocity with institutions accredited by the National Council for Accreditation of Teacher Education.)
15. Issuance and renewal of teaching certificates for ten year periods.
16. Reduction in number of types of certificates by having more comprehensive programs appropriate for more than one type of school position and by endorsing some types of certificates for other types of positions.

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Section I

**LEGAL PROVISIONS FOR TEACHER EDUCATION
AND CERTIFICATION**

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Kentucky Revised Statutes
Teacher Education and Certification Laws

156.090 [4502-12] **Certificates of School Employees; Board to Publish Regulations Concerning.** The State Board of Education, upon the recommendation of the Superintendent of Public Instruction, shall publish bulletins containing information on the kinds and grades of certificates issued, the rules and regulations governing the issuance of each kind and grade of certificate, schools offering teacher-training courses, the renewal of certificates, the transfer of certificates to and from other states, the acceptance of credentials from institutions of other states, and such other information relating to the training and certification of teachers as it deems advisable.

157.250 **Qualifications of Teachers of Handicapped Children; Special Training for Teachers.** No person shall be employed to teach any class in any school authorized by KRS 157.230 unless he holds a valid teacher's certificate as provided by law and unless he has had such special training as the State Board of Education may require. The State Board of Education is hereby directed to develop plans for the proper education of teachers of mentally or physically handicapped children and to prescribe and issue such standards and regulations as may be necessary and reasonable for certifying teachers and supervisors for exceptional children.

157.390 **Classification of Teachers; procedure for determination of amounts for teachers salaries, and other expenses.** (1) The Superintendent of Public Instruction, under regulations of the State Board of Education, shall classify teachers in rank as follows:

RANK I. Those holding regular certificates and who have a master's degree and who have earned twenty-four semester hours of additional approved graduate work;

RANK II. Those holding regular certificates and who have a master's degree or its equivalent;

RANK III. Those holding regular certificates and who have an approved four-year college degree or the equivalent;

RANK IV. Those holding certificates and who have ninety-six to one hundred and twenty-eight semester hours of approved college training or the equivalent; provided, however, that persons holding emergency certificates shall not be classified higher than this rank;

RANK V. Those holding certificates and who have sixty-four to ninety-five semester hours of approved college training or the equivalent;

RANK VI. Those holding certificates and who have thirty-two to sixty-three semester hours of approved college training or the equivalent;

RANK VII. Those holding certificates and who have fewer than thirty-two semester hours of approved college training or the equivalent.

In determining ranks, the Superintendent of Public Instruction, under regulations of the State Board of Education, shall classify teachers who hold valid certificates in the respective ranks according to approved college semester hours of credit. The Superintendent of Public Instruction, in defining preparation for certain types of vocational teachers as equivalent to college training, shall give consideration to apprenticeship training and industrial experience.

(2) The amount to be included in the 1960-61 school year in the foundation program of a district for teachers' salaries shall be determined by multiplying the number of teachers in each rank, not to exceed the number of classroom units allowed, by the amount set forth in the following schedule for each rank:

Rank I	\$4400
Rank II	4100
Rank III	3800
Rank IV	2800
Rank V	2500
Rank VI	2100
Rank VII	1800

Beginning with the school year 1961-62, the amount to be included in the foundation program of a district for teachers' salaries shall be determined by multiplying the number of teachers in each rank, not to exceed the number of classroom units allowed, by the amount set forth in the following allotment schedule for each rank:

Rank I	\$4600
Rank II	4300
Rank III	4000
Rank IV	2900
Rank V	2600
Rank VI	2200
Rank VII	1900

Provided, the amount to be included for vocational units, supervisory units, and units for administrators, directors of pupil personnel and special instructional services shall be increased proportionately if the

personnel for such units are employed for longer than the regular school term and such employment is approved by the Superintendent of Public Instruction under regulations of the State Board of Education. Where the actual number of teachers employed by the district varies from the number allowed under the provisions of KRS 157.310 to 157.440, the number to be included in each rank shall be in the same ratio that the number of teachers actually in each rank is to the total number of teachers employed.

(3) The amount to be included in the foundation program for other current expenses shall be determined by multiplying the number of classroom units by nine hundred dollars.

(4) The amount to be included in the foundation program for capital outlay shall be determined by multiplying the number of classroom units by six hundred dollars.

(5) The amount to be included in the foundation program of each district for transportation shall be determined by multiplying the aggregate attendance of transported children by the allowable cost per pupil per day for that district determined in accordance with the provisions of KRS 157.370.

(6) The total cost of the foundation program for each district shall be the sum of the allotments in subsections (2), (3), (4), and (5) of this section.

160.350 Superintendent of Schools; Appointment; Term; Salary; Vacancy; Qualifications; Removal. (Excerpt) . . . Before any superintendent assumes his duties he shall present to the board of education that elected him a statement signed by the Superintendent of Public Instruction that he has been duly issued a certificate of administration and supervision issued in accordance with the provisions of law and which qualifies him to hold the position to which he has been elected, and he shall hold such certificate throughout the period of his employment. . . .

161.720 Definitions for Teachers' Tenure Law. (1) The term "teacher" for the purpose of KRS 161.720 to 161.810 shall mean any person for whom certification is required as a basis of employment in the public schools of the state with the exception of the superintendent.

(2) The term "year" as applied to terms of service means actual service of not less than seven school months within a school year, provided, however, that any board of education may grant a leave of absence for professional advancement with full credit for service.

(3) The term "limited contract" shall mean a contract for the employment of a teacher for a term of four years or less.

(4) The term "continuing service contract" shall mean a contract for the employment of a teacher which shall remain in full force and effect until the teacher resigns or retires or until it is terminated or suspended as provided in KRS 161.790 and 161.800.

(5) The term "continuing status" means employment of a teacher under a continuing contract.

(6) The term "standard" or "college" certificate for the purpose of KRS 161.720 to 161.810 shall mean any certificate issued upon the basis of graduation from a standard four-year college.

164.010 Council on Public Higher Education; Membership. There shall be a Council on Public Higher Education in Kentucky, to be composed of the president or chief executive officer of the University of Kentucky, Eastern Kentucky State College, Western Kentucky State College, Murray State College, Morehead State College and Kentucky State College; a member, other than the Superintendent of Public Instruction, of the board of regents of each of the state colleges to be selected by the board of regents of each state college; three appointive members of the board of trustees of the University of Kentucky to be selected by the board of trustees of the University; two lay members of the State Board of Education to be selected by the State Board of Education; the dean of the College of Education of the University of Kentucky; and the Superintendent of Public Instruction, who shall be chairman of the Council. When the Council meets to consider curricula for teacher training, three persons who are from accredited institutions of higher learning, who are not members of the Council, and who have been appointed by the Executive Committee of the Association of Kentucky Colleges and Universities, shall be invited to meet with the Council in an advisory capacity.

164.020 Powers and Duties of the Council. The Council on Public Higher Education in Kentucky shall:

(1) Coordinate the work and determine the curricular offerings of the state institutions of higher learning in Kentucky on the basis of efficiency and economy.

(2) Determine the amount of entrance fees and the qualifications for admission to each and such institutions.

(3) Consider the budgetary requirements of each of such institutions and, on the basis of the needs of the various institutions as indi-

cated by the individual budgets submitted, recommend to the Department of Finance a budget covering the needs of the institutions.

(4) Require such reports from the executive officers of each of such institutions as it deems necessary for the effectual performance of its duties.

(5) Publish at least biennially a report of the educational and financial affairs of such institutions.

(6) Elect a secretary on the recommendation of the chairman. The Council shall elect such staff as may be necessary, limited to available appropriations, on recommendation of the chairman. The staff shall be employes of the Council; shall be responsible to the chairman as representative of the Council; and their salaries shall be determined in the same manner as other state employes.

161.010 [4502-2] **Definitions of Terms Used in KRS 161.020 to 161.130.**—As used in KRS 161.020 to 161.130.

(1) "Standard college or university" means an institution that is a member of the Association of Colleges and Universities of the Southern States, the American Association of Teachers Colleges, or the Kentucky Association of Colleges and Universities, or that is recognized as an accredited four-year institution by the University of Kentucky.

(2) "Standard college or university work of graduate grade" means approved work in a standard college or university that has a program of work extending beyond four years of college or university work.

(3) "Semester" means eighteen weeks (one-half year) of standard college or university work.

(4) "Semester hour" means one academic or college hour per week for one semester.

161.020 [4502-6; 4502-10; 4502-11; 4503-2] **Certificates Required of School Employees; to be Filed; Validity of Certificates Issued Under Former Law.** (1) No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, attendance officer, or other public school position for which certificates may be issued, or receive salary for services rendered in such position, unless he holds a certificate of legal qualifications for such position.

(2) No person shall enter upon the duties of a position requiring certification qualifications until his certificate has been filed or credentials registered with the board of education employing him.

(3) The validity of any certificate or license in force on June 14, 1934, is not impaired by the provisions of KRS 161.020 to 161.130,

and such certificate or license shall be reissued or renewed in accordance with the terms of the law applying at the date of issue.

Richardson v. Bell County Board of Education, 296 Ky. 520. Positions of teacher and Asst. Supt. incompatible. (February 1, 1944.)

Martin v. Knott County Board of Education, 575 Ky. 483. Qualifications of applicant as teacher must be determined at the time he begins to fulfill contract and not at the time that application is made. (November 22, 1938.)

161.030 [4502-1] **Certification Authority.** (1) The Certification of all superintendents, principals, teachers, supervisors, attendance officers and other administrative, supervisory or instructional employees is vested in the State Board of Education. All certificates issued under KRS 161.010 to 161.130 shall be issued in accordance with the published rules and regulations of the State Board of Education through the Superintendent of Public Instruction.

(2) Certificates shall be issued, reissued and renewed to persons who have completed, at the state teachers colleges of Kentucky for white persons or at the College of Education of the University of Kentucky, the curricula prescribed by the Council on Public Higher Education and approved by the State Board of Education for the certificates.

(3) Certificates shall be issued to persons who have attended the state institutions for colored persons in accordance with law and in accordance with the rules and regulations of the State Board of Education.

(4) The State Board of Education shall approve the curricula of any standard college or university, or of any department thereof for the training of teachers, when the curricula comply with the rules and regulations of the State Board of Education and are equivalent to any or all the curricula prescribed for the state institutions for the issuance of certificates to students of the state institutions, and when the institution has otherwise met the terms and conditions provided in KRS 161.010 to 161.130. Any student of such institution who has completed any of these curricula or the equivalent thereof, as approved by the State Board of Education, and who in addition thereto has completed the prescribed requirements for the issuance of certificates for teaching to students of the state institutions may, by the State Board of Education, be granted a certificate for teaching of the same validity and tenure as certificates issued to students completing like requirements in the state institution.

Daviess County Board of Education vs. Vanover, 219 Ky. 565; and **McLeod v. State**, 122 S. W. 737. When a teacher has completed the qualifications required by the Commonwealth of Kentucky and is not otherwise unfit morally or in ill health, and meets the educational standard fixed by the county board of education, he has the right to teach in the common schools and that an attempt of the county board to prevent married women who meet the above qualifications from teaching in the county schools is unauthorized, and an abuse of discretion. (April 29, 1927.)

161.035 **Validity of Certificates Issued Prior to 1950.** The validity of any certificate which is in force on June 30, 1950, shall not be impaired by the repeal of KRS 161.050 to 161.090 and such certificate shall be issued, renewed or extended in accordance with the terms of the law applying at the date of issue of such certificate.

161.040 **General Qualifications for Certificates.**—No person shall receive or hold any certificate who does not present evidence of good moral character or who is under eighteen (18) years of age.

161.100 [4502-5] **Emergency Certificates.** — When a district board of education satisfies the State Board of Education that it is impossible to secure qualified teachers for a position in a school under the control of the district board, the State Board of Education may, on approval of the Superintendent of Public Instruction, issue emergency certificates to persons who meet the qualifications determined by the State Board of Education for emergency certificates. An emergency certificate shall be valid only for the specific job for which issued and for the current school term. The State Board of Education may require the passing of a written examination before an emergency certificate is issued. The examination shall be prepared and administered and the papers graded in the State Department of Education under the direction of the Superintendent of Public Instruction, in accordance with rules and regulations approved by the State Board of Education.

161.110 [4502-13] **When Certificates to be Renewed.**—The State Board of Education may renew any certificate for teaching or for holding administrative position which expires on June 30 of any year if renewal requirements have been completed and filed with the Superintendent of Public Instruction before September 1 of the year in which the certificate expires.

161.120 [4502-9] **Revocation of Certificates.** — Any certificate issued under KRS 161.010 to 161.110, or any certificate or license issued under any previous law to superintendents, principals, teachers, supervisors, attendance officers or other administrative, supervisory or instructional employees may be revoked by the State Board of Education, on the written recommendation of the Superintendent of Public Instruction, for immorality, misconduct in office, incompetency or willful neglect of duty. Before the certificate is revoked the defendant shall be given a copy of the charges against him and an opportunity, upon not less than ten days' notice, to be heard in person or by counsel.

Additional grounds for revocation of certificates, KRS 158.990, 159.990, 161.990.
Removal of school employees, KRS 156.110.
Suspension of certificates in case of breach of contract by teachers, KRS 161.780.

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Section II

**TEACHER EDUCATION AND CERTIFICATION
REGULATIONS
AND
GUIDELINES FOR PROGRAM PLANNING**

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TEACHER EDUCATION AND CERTIFICATION REGULATIONS AND GUIDELINES FOR PROGRAM PLANNING

Until 1950, the Kentucky Legislature defined by law the types of certificates to be issued, set the standards for each in terms of college preparation, and determined the balance between professional education and academic subject matter to a large degree. In 1934, the Legislature created a Council on Public Higher Education and gave to it the function of determining the program of preparation (curriculum) for each type of certificate identified by the Legislature and within the framework of the standards enacted into law by the Legislature. Then, the 1950 Legislature, after the Council had been functioning sixteen years, gave to the Council on Public Higher Education and to the State Board of Education full responsibility for defining the types of certificates, setting standards in terms of college preparation and determining the program of preparation (curriculum) for each type of certificate.

The Legislature retained authority (as indicated in Section I) to require certification of all school personnel, to set the minimum age for certification, and to set the age at which a teacher shall retire from the profession.

The placing of final certification authority in regard to standards and curricula to the State Board of Education in Kentucky is in keeping with the nationwide practice as revealed in the following statement by T. M. Stinnett and Earl Armstrong:

. . . In 1959, authority for fixing requirements for, to issue, to reissue, and to revoke teachers' certificates is almost completely vested by legislative authority in the respective state departments or boards of education. Only five states (Colorado, Indiana, Montana, Nebraska, and North Dakota) report that their legislatures retain some measure of the certification authority in law. In the laws vesting authority in the state education agencies, certain specifications are retained in most states. These specifications usually deal with age, citizenship, health, oath, and special course requirements (notably state history and constitution) . . . ¹

¹Armstrong, W. Earl and Stinnett, T. M. *A Manual on Certification Requirements For School Personnel in the United States*, 1959 Edition, National Education Association of the United States, 1201 Sixteenth Street, Northwest, Washington 6, D. C.

Today, all but six states have a Council on Public Higher Education or a Council on Teacher Education. Colorado, Florida, Illinois, Indiana, Kentucky, New Hampshire, Tennessee, and Texas report that their Councils are created by law. The remaining ones are voluntary or extra-legal.

The Council on Public Higher Education in Kentucky performs its major function—that of determining the curricula for teacher education through an Advisory Committee on Teacher Education which was established in 1933, a year prior to the creation of the Council on Public Higher Education by the Legislature. The Advisory Committee involves a large representation from the public school personnel on all committees which study various phases of the teacher preparation—certification program from time to time and make recommendations. Since 1950, the Advisory Committee on Teacher Education has worked closely with the Commission on Teacher Education and Professional Standards of the Kentucky Education Association, with many other professional groups and with individual members of the profession in revising standards for teacher certification.

Through the Commission on Teacher Education and Professional Standards all members of the teaching profession have a well organized way “to be heard” on all matters pertaining to the standards of their profession—selection, admission, teacher education—certification and accreditation of the institutions which prepare teachers. Today, more than ever before, Kentucky’s program of the preparation and certification of school personnel reflects the expressed views of members of the teaching profession. One distinguishing mark of any profession is that its members determine the standards. Certification in Kentucky is a professional process within a legal framework. Section II of this Bulletin presents the regulations and guidelines for program planning as officially adopted by the State Board of Education.

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FILING CURRICULA

1. Each college or university offering curricula for the preparation of school personnel shall file with the State Board of Education a copy of each curriculum offered before the date said curriculum is to be offered, which curriculum shall be submitted on forms prepared by the Superintendent of Public Instruction.

2. The State Board of Education, through the Superintendent of Public Instruction, shall examine each curriculum for the preparation of school personnel filed by an accredited institution. A curriculum filed in accordance with the program guidelines and standards as prescribed by the Council on Public Higher Education and adopted by the State Board of Education shall be approved.

3. When a curriculum has been approved by the State Board of Education for the preparation of teachers, administrators, or other school personnel, it shall become the basis on which an institution recommends to the State Department of Education that a certificate be issued for the position for which the curriculum has been designed.

4. No college or university may offer curricula for the preparation of school personnel unless it is a standard college or university as defined in Section 161.010, Kentucky Revised Statutes, and meets the requirements of law and regulations of the State Board of Education.

5. The first two-year program of the four-year curriculum for the preparation of elementary and secondary teachers may be submitted by a standard junior college for approval.

6. Curricula four years or more in length for the preparation of school personnel may be submitted for approval only by accredited senior colleges and universities and/or accredited graduate schools.

7. All observation, participation, and supervised student teaching required for the issuance or renewal of certificates shall be done according to the standards prescribed by the Council on Public Higher Education and adopted by the State Board of Education.

8. All institutions of higher education offering curricula for the preparation of school personnel shall be regularly evaluated by the Superintendent of Public Instruction or his representatives to determine whether such institutions are meeting the requirements of law, the regulations of the State Board of Education and standards prescribed by the Council on Public Higher Education and adopted by the State Board of Education.

9. The Superintendent of Public Instruction shall prepare or cause to be prepared blanks and report forms needed to carry into effect the laws and regulations of the State Board of Education relating to teacher preparation and certification.

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ACCREDITED AND APPROVED COLLEGES

1. Sixty-seven semester hours constitute the maximum that can be accepted from a junior college. The sixty-seven hours shall include any work already completed in other institutions previous to the date of completion of work in the junior college. (When a student has a total of 67 semester hours from one institution or from a combination of institutions, no additional work may be accepted for credit from a Junior college.)
2. All senior colleges now approved by the State Board of Education to offer teacher education programs remain on the approved list until September 1, 1954.
After September 1, 1954, the approved list of senior colleges offering teacher education programs shall include the following:
 - (a) Those colleges accredited by the American Association of Colleges for Teacher Education;
 - (b) Those colleges accredited by the National Council for Accreditation of Teacher Education;
 - (c) Those colleges accredited by the Southern Association of Colleges and Secondary Schools whose teacher education programs have been approved by the State Board of Education on the basis of criteria developed by the AACTE, or on the basis of criteria developed by the National Council for the Accreditation of Teacher Education, or on the basis of criteria developed by the State Department of Education;
 - (d) Those colleges which do not qualify under (a), (b), or (c), may be placed on probationary status for a period during which time evidence must be presented to indicate that a reasonable effort is being made to comply with standards and criteria used in accrediting colleges which are on the approved list.
 - (e) All junior and senior colleges now approved by the State Board of Education to offer teacher education programs may remain on the approved list until September 1, 1955.
3. The Division of Teacher Training and Certification of the State Department of Education shall be authorized to appoint an Advisory Committee or Committees to assist in developing standards and criteria to be used in evaluating teacher education programs and to appoint committees to participate in the evaluation of teacher education programs.
4. Curricula may be offered in senior colleges:
 - (a) Curricula for elementary teachers

- (b) Curricula for secondary teachers
 - (c) Curricula for administrators and supervisors in institutions of higher learning approved to offer graduate programs.
5. All junior colleges now approved by the State Board of Education to offer teacher education programs remain on the approved list until September 1, 1954.
 6. After September 1, 1954, the approved list of junior colleges offering the first two years of a teacher education program shall include the following:
 - (a) Those junior colleges accredited by the Southern Association of Colleges and Secondary Schools whose teacher education programs have been approved by the State Board of Education on the basis of criteria developed by the State Department of Education, or
 - (b) Those junior colleges which do not qualify under (a) may be placed on probationary status for a period during which time evidence is presented to indicate that a reasonable effort is being made to comply with standards and criteria used in accrediting junior colleges which are on the approved list.
 - (c) All junior and senior colleges now approved by the State Board of Education to offer teacher education programs may remain on the approved list until September 1, 1955.
 7. All institutions of higher education, both junior and senior colleges, consider the preparation program for elementary teachers as a four-year program.
 8. Within the first two years of the program for the preparation of elementary teachers, a maximum of 12 semester hours of professional education courses may be offered as follows:
 - (a) Orientation to Education—maximum 3 semester hours;
 - (b) Human Growth and Development—maximum 6 semester hours;
 - (c) Fundamentals of Elementary Education with special emphasis on materials and methods and the problems of beginning teachers—maximum 4 semester hours.
 9. Courses in appreciation of art and music are to be considered as special education and may be offered during the first two years of college work.
 10. Courses in general psychology shall be considered as general education rather than professional education.
 11. The normal load shall be considered as 16 semester hours, but exceptionally strong students may take a maximum of 21 semester

hours. The maximum number of hours which may be completed in summer terms shall be:

- (a) In a summer term of five weeks—a maximum of six semester hours
- (b) In a summer term of six weeks—a maximum of seven semester hours
- (c) In a summer term of eight or nine weeks—a maximum of ten semester hours
- (d) In a summer term of ten weeks—a maximum of twelve semester hours
- (e) In a summer term of twelve weeks—a maximum of fourteen semester hours

(Shall become effective with the summer term of 1958 and may become effective with the summer term of 1957.)

A teacher who is undergraduate holding what is considered a full-time teaching position may earn no more than six semester hours of undergraduate work per semester while he is actually teaching.

- 12. A year of graduate study shall require the completion of the requirements for a master's degree in a standard graduate school.
- 13. A college graduate shall be defined as a person who has been certified by the registrar of an accredited four-year college as having completed all the requirements for the baccalaureate degree in that institution. Such certification shall be accompanied by a statement that the degree will be conferred at the next commencement exercise and also a statement of the date upon which the degree will be conferred.
- 14. The 24-Semester-Hour Program. The guidelines are as the following:
 - (a) There should be a differentiation between the 24-semester-hour program for elementary and secondary teachers.
 - (b) The 24-semester-hour program shall require 36 weeks in residence.
 - (c) A maximum of six semester hours of the 24 may be earned off-campus—study center or in colleges and universities. (In courses where both graduate and undergraduate students are enrolled, the same) Regulations and principles apply, whether on-campus or off-campus, and each college will be responsible

for administering the regulations. (Lesson plans and assignments shall show that the two groups of students are distinctly different.)

- (d) All of the course work shall be in courses which carry graduate credit but a minimum of 15 semester hours shall be earned in courses open only to graduate students.
- (e) One-half of the course work in the 24-semester-hour program shall be earned as a full-time student. (18 weeks)
- (f) The student shall have a standing of "B" on the 24 semester hours and no credit in a course lower than "C" shall be accepted.
- (g) That a minimum of 12 of the 24 semester hours shall be in academic work and a minimum of 27 semester hours in academic work (27 out of a total of 54 semester hours) shall be included in a combination of the master's degree program and the 24-semester-hour program. The minimum of 27 semester hours of academic work shall be in the candidate's major, or minor, or area of preparation or in supporting courses from other disciplines as approved by the institution, including such courses as the behavioral sciences, the social sciences, philosophy, the humanities and communication.
- (h) Those who qualify for Rank I by following the 24-semester-hour program for school leaders shall also complete requirements for the Standard Elementary or Standard High School Certificate by the time the 24 semester hours are completed.
- (i) The completion of an approved program for Rank I may become effective September 1, 1961, and shall become effective September 1, 1962.
- (j) A 24-semester-hour program based on these guidelines may be offered beginning June 1, 1961. A person who is now completing, in good faith, 24 semester hours according to current regulations may have until September, 1962, to complete the work.
- (k) The appropriate college official will certify to the State Department of Education when an approved 24-semester-hour program has been completed.
- (l) That the 24-semester hour program for Rank I shall be planned by the college and submitted to the State Department of Education prior to the offering of the program.

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15. Courses in methods, supervision, curriculum development, and similar courses given in academic departments under departmental numbering and classification are not to be considered as "courses other than professional education." They may be accepted by the college as professional education.

Adopted by State Board of Education, March 29, 1961.

16. Junior Colleges Offering Teacher Education Programs: The first two years of a teacher education program for elementary and secondary teachers offered in the following junior colleges:

Bethel College, Hopkinsville, Kentucky
 Caney Junior College, Pippa Passes, Kentucky
 Lees Junior College, Jackson, Kentucky
 Lindsey Wilson College, Columbia, Kentucky
 Midway Junior College, Midway, Kentucky
 Paducah Junior College, Paducah, Kentucky
 Saint Catharine Junior College, Saint Catharine, Kentucky
 Southeastern Christian College, Winchester, Kentucky
 Sue Bennett College, London, Kentucky
 Loretto Junior College*, Nerinx, Kentucky

(Approved for offering the first two years of the liberal arts program exclusive of professional education)

Adopted by State Board of Education, March 29, 1961.

17. APPROVED CURRICULA OFFERED IN SENIOR STATE COLLEGES

Name of College	Curricula Offered					
	Elem. Cert.		H. S. Cert.		Adm. & Super.	
	4 yrs	5 yrs	4 yrs	5 yrs	5 yrs	6 yrs
Eastern Kentucky State	x	x	x	x	x	
Morehead State	x	x	x	x	x	
Murray State	x	x	x	x	x	
University of Kentucky	x	x	x	x	x	x
Western Kentucky State	x	x	x	x	x	
Kentucky State	x		x			

*Accredited by Southern Association December, 1960.

18. APPROVED CURRICULA OFFERED IN SENIOR NON-STATE COLLEGES

Name of College	Curricula Offered					
	Elem. Cert.		H. S. Cert.		Adm. & Super.	
	4 yrs	5 yrs	4 yrs	5 yrs	5 yrs	6 yrs
Asbury College	x		x			
Bellarmino College			x			
Berea College	x		x			
Bowling Green College of Commerce			x			
Brescia College	x		x			
Campbellsville College	x		x			
Centre College	x		x			
Cumberland College	x		x			
Georgetown College	x	x*	x	x*		
Kentucky Wesleyan College	x		x			
Nazareth College (on two campuses)	x	x	x	x	x**	
Transylvania College	x		x			
Union College	x		x			
University of Louisville	x	x	x	x	x	x
Ursuline College	x		x			
Villa Madonna College	x		x			
Pikeville College	x		x			

*Approval includes, in addition to professional education, academic areas as follows: English, three courses; History, four courses; Sociology, three courses; Biology, six courses; one course in science for elementary teachers.—Effective as of September, 1957.

**For principalship only.

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STANDARDS FOR PROFESSIONAL LABORATORY EXPERIENCES

1. Provision shall be made for supervised student teaching and for other professional laboratory experience prior to student teaching and provision for professional laboratory experiences should be provided following student teaching.
2. Any school in which supervised teaching is done shall be selected in accordance with the following criteria:
 - a. The school may be on the campus of the college and under the sole direction of the college or the school may be a public or private school.
 - b. Each supervising teacher within the on-campus and/or off-campus school shall hold a supervising teacher commission.
 - c. The school plant shall meet the standards of safety and health of the State Department of Education as adopted for public schools—see September, 1953, bulletin of State Department of Education, Volume XXI, Number 7.
 - d. The school shall have a library, supplies, and equipment adequate to meet the curriculum needs of the pupils and shall have an adequate professional library available for staff and student teachers.
 - e. The school and college should provide a minimum block of time of from one-half day for a total semester to full day for one-half a semester for student teaching experiences for both elementary and secondary teachers.
 - f. The school shall encourage student teacher participation in all professional and community activities engaged in by the regular staff, such as, faculty meetings, continuing in-service programs, Parent-Teacher Association meetings, and meetings of teachers' associations.
 - g. The school should provide for frequent conferences between student teachers and supervising teachers. Each student teacher should have no less than three school periods per week for conferences with supervising teachers and/or with others who can contribute to his professional growth.
 - h. The ratio of student teachers to supervising teachers should not exceed two at any one time—per semester, quarter, or period of supervised teaching.

3. a. Each institution shall develop a plan for selection and admission of students to the student teaching program. The plan should identify criteria including scholastic standing as one important criterion. It is desirable that the student have an average above "C" on his total preparation and an average above "C" in his majors and minors or area of concentration. (This would refer to elementary education where elementary education is considered a major.)
- b. He shall have demonstrated his readiness for student teaching and shall have completed the professional education courses prerequisite to student teaching. (Each institution may determine the appropriate prerequisites.)
- c. An undergraduate student shall have been in residence in that college for at least one semester and a graduate student shall have been in residence one summer session of at least eight weeks prior to admission to student teaching.
- d. He should be assigned in student teaching in his major subject or subjects and he shall have completed not less than a minor in the field in which student teaching is done.
- e. He shall have received the approval of the committee on admission to student teaching.
4. The college shall provide for off-campus student teaching a qualified coordinator to supervise the student teaching work, and shall provide opportunity for sufficient conferences between coordinator, supervising teachers, and administrators. The coordinator should be a full-time college staff member whose first responsibility is the task of coordinating student teaching. It is recommended that the ratio of coordinators to student teachers be no more than 1 to 20. (Where student teachers are in one off-campus center this number may be increased.)
5. The college should provide opportunities for student teachers and supervising teachers to participate in a seminar or problems course in conjunction with and/or immediately following student teaching for the purpose of discussing problems encountered during student teaching.
6. Each institution preparing teachers should participate in a planned and continuing program of orientation and in-service education for supervising teachers to aid them in increasing their effectiveness. A workshop for beginning supervising teachers and a follow-

up workshop at intervals of not less than five years should be included in such a program. (This may be a state-wide or an institutional program.)

7. When a college engaged in teacher education desires to try out new plans for conducting student teaching, it should be encouraged to do so, but significant variations from these regulations should be with advanced approval of the Council on Public Higher Education and the State Board of Education.
8. When a college maintains an on-campus laboratory school, it should provide through its various functions opportunities such as the following:
 - a. Initial experiences in general classroom observation and participation with emphasis on observing teachers who have deep professional insights and who are sensitive to the developmental needs of children.
 - b. Resources for college faculty and laboratory teachers to do basic research in learning theories.
 - c. Special experiences for student teachers, such as, a longitudinal case study of children.
 - d. Experimentation in school and classroom organization, in evaluation of teaching materials and in methods.
 - e. Experiences in observing in action a total teaching staff that stands together in a unified approach to its program and problems.

(Adopted June 23, 1959)

STANDARDS FOR COURSES IN PROFESSIONAL EDUCATION

A college which offers professional courses for the preparation of teachers shall meet the following standards:

1. Provision shall be made for identifying, developing and evaluating the competencies which are considered desirable in professionally educated teachers. The processes involved in this phase of the professional program should begin early and continue throughout the professional program of each prospective teacher.
2. There shall be a planned program for selection, admission and guidance of prospective teachers. The college shall show evidence of follow-up activities which will serve as a check on the quality of its teacher education programs. The college shall conduct periodic surveys to discover the teacher education needs of its service area.
3. There shall be a department or division of professional education, adequately staffed and equipped to carry out the purposes of the curriculum.
 - a. Instructors of courses in elementary education should have graduate preparation and experience in elementary education. Instructors of courses in secondary education should have graduate preparation and experience in secondary education.
 - b. There should be a professional library covering the field of professional education, which library should be well supplied with children's books, including the state-adopted textbooks.
4. Provision shall be made for the educational staff and the academic staff concerned with preparation of teachers to work cooperatively in planning, providing and evaluating the total teacher education program.

COMMISSIONS FOR SUPERVISING TEACHERS

1. Commission for Supervised Student Teaching for Elementary Grades

- a. A Standard Elementary Commission may be issued in accordance with the following standards:

- (1) The requirements for issuing the Standard Elementary Certificate shall be met.
- (2) The applicant shall have completed one course in the supervision of elementary schools or supervision of student teaching.
- (3) The applicant shall have had a minimum of two years of experience teaching in the elementary grades.
- (4) The applicant shall have completed requirements for a master's degree with a major in elementary education at the graduate level.

- b. The Standard Elementary Commission shall be valid continuously for supervised student teaching.

2. Commission for Supervised Student Teaching for High Schools

- a. A Standard Secondary Commission may be issued in accordance with the following standards:

- (1) The requirements for the Provisional High School Certificate shall be met.
- (2) The applicant shall have completed one course in the supervision of instruction in the secondary grades or a course in supervision of student teaching.
- (3) The applicant shall have two years experience teaching in the secondary grades.
- (4) The applicant shall have completed requirements for a master's degree with a major in secondary education or in a teaching field.

- b. The Standard Secondary Commission shall be valid in major and minor fields of preparation.

- c. The Standard Secondary Commission shall be valid continuously for supervised student teaching.

3. Temporary Commissions may be issued for a two-year period to a holder of an elementary or a secondary certificate based upon completion of the four-year program of preparation and a minimum of a bachelor's degree (elementary certificates for the ele-

mentary supervising teachers and a secondary certificate for secondary supervising teachers) provided that:

- a. Recommendation is made by the appropriate college official and local superintendent of schools.
- b. The teacher is willing to work with student teachers and who reflects a professional attitude. (The application for the commission shall be signed by the college official and superintendent with indication that the teacher is willing to serve and application shall be filed prior to the assignment of the student teacher.)
- c. The factors necessary to renewal are agreed upon by the college and the school system and submitted to the State Department of Education along with application for renewal in advance of assignment for the third year. Renewal factors may include successful experience as a supervising teacher, additional graduate study or undergraduate where needed for strengthening teacher's competency, approved travel, approved participation in national conferences, and in-service activities.
4. That each college employing supervising teachers in off-campus situations be requested to submit a plan by which it renders services to the supervising teachers and the school in which they serve. Such a plan would indicate whether or not the college provides to the school the services of consultants for the on-going program, for the action research and for the over-all in-service teacher education program for the school or school system and would include other ways in which the college cooperatively works with the school in raising the quality of teaching. The plan would, also, include criteria by which the college selects the supervising teachers.

(Adopted by State Board of Education June 23, 1959)

GRADUATE STUDY

1. The graduate degree granted by the four State Colleges, namely, Eastern Kentucky State College, Western Kentucky State College, Morehead State College, and Murray State College, shall be a professional degree which shall be known as Master of Arts in Education.
2. A person may be admitted to graduate study in education in any of the four institutions named above if he is a graduate of a four year standard college. A person may receive a master's degree in education when he has completed other requirements set out in those regulations and in addition thereto has completed a four-year curriculum for the education of elementary or secondary teachers as prescribed by the Council on Public Higher Education or holds a certificate based upon four years of standard college and valid for teaching in the state in which it was issued.
3. The student shall have an average standing of 2.0 and no credit shall be granted for a grade below "C".
4. Graduate students may take upper division courses but at least 50 per cent of all course work must be in courses open to graduate students only.
5. Requirements for the master's degree may be satisfied by one of the following plans:

Plan I — With a thesis

The residence requirements shall be 36 weeks (No off-campus or extension work, or work in other institutions, except that six semester hours may be completed in another institution upon approval of the institution granting the degree.) The minimum course credit shall be 24 semester hours.

Plan II — Without a thesis

The residence requirements shall be 36 weeks. The minimum credit shall be 30 semester hours, 24 of which must be earned in residence; 6 semester hours may be completed in off-campus work or by extension, or in any other institution or other ways looked upon as desirable by the institution granting the degree.

6. Every candidate for a master's degree in education shall present a minimum of 9 semester hours of graduate credit in professional education and must have had a minimum of 27 semester hours at the undergraduate level and/or graduate level.

The minimum time in which a student who does not have a minimum of 12 semester hours in education upon being admitted to the graduate school shall be 45 weeks to complete course requirements for his master's degree.

7. The remainder of the course work shall be determined by the institution in terms of the student's need, provided that it shall be upper division and/or graduate courses.
 8. The student shall pass a final examination on all fields presented toward fulfillment of requirements for the degree of master of arts in education.
 9. Except as provided in item 5, transferred credit shall not be used to reduce either the residence requirements or minimum number of semester hours required for the master's degree.
 10. Teachers holding what would ordinarily be considered a full time position shall not be permitted to receive graduate credit for more than 4 semester hours during any semester.
 11. Residence credit for part-time study at the graduate level shall be one and one-half weeks for each semester hour of credit and shall apply to students who carry less than a minimum full-time load.
 12. One-half of the course requirements and one-half of the residence work shall be done as a full-time graduate student. In evaluating residence credits a summer term of 8 weeks with a minimum load of 6 semester hours of credit be regarded as 9 weeks in residence.
 13. The University of Kentucky is authorized to grant the Master of Arts Degree in Education on the same basis as is being granted by the four state colleges.
 14. A person may be admitted to graduate study in education in any of the four institutions (Eastern, Western, Murray, and Morehead) and in the University of Kentucky, provided that a student who lacks no more than 6 semester hours for completing requirements for a degree at the undergraduate level be permitted to enroll and remove his undergraduate deficiency while proceeding with his graduate program; provided further, that this regulation shall apply only to undergraduate students who are doing graduate work in the institution granting the graduate degree.
- Credit for full-time residence will not be granted for a semester or term during which a student is removing his undergraduate de-

iciencies. The residence requirement will be reduced one week for each semester hour of undergraduate deficiency being removed.

15. New regulations governing graduate work shall go into effect for all persons entering the graduate program on or after the adoption of the program by the State Board and all students, now regularly enrolled in the graduate program, shall be permitted to graduate under present regulations, or under the new regulations. (adopted March 18, 1949)
16. Institutions in Kentucky which offer graduate programs in library science shall be permitted to include library science at the graduate level. (Effective July 1, 1961)

APPLICATIONS AND TRANSFER OF CREDITS

1. No certificate shall be issued to an applicant until **written application** has been made upon forms furnished by the State Department of Education, and **official transcript** has been filed showing all college credits earned up to the time application is made.
2. **Application for Certificate** must be made upon forms prepared by the Department of Education. The application form will be mailed upon request.
3. Each applicant for a certificate must be recommended by a school official and the signature of the recommending officer shall be on the application. The recommendation will be to the effect that the applicant has completed a program of preparation for the appropriate certificate as approved by the State Department of Education.
4. ***All certificates shall be issued** as of July 1 of the school year in which they are issued provided requirements have been completed by September 1 of the first year for which the certificate is valid and shall expire on June 30 of the year in which the validity period ends. If requirements for the certificate are completed after September 1 of the school year for which the certificate is to be initially valid, the certificate shall be issued as of the date the requirements were completed and shall expire on June 30 of the year in which the validity period ends.
5. **Time Limit for Renewals**—Any certificate for teaching or for holding an administrative position, which expires on June 30, of any year, may be renewed provided renewal requirements have been completed and filed with the Superintendent of Public Instruction before September 1, of the year in which the certificate expires; provided, further, that the certificate shall be renewed as of July 1, of the year in which it expires.
6. **Reciprocal Relations**—A certificate may be issued to a person educated in an accredited institution outside of Kentucky when he has completed a curriculum substantially equivalent to the curriculum required for the issuance of the certificate applied for, and has completed all general requirements for certificates in Kentucky.

*Adopted by State Board of Education, March 29, 1961

- 7. Official transcripts** of credits are transcripts that are certified by the registrar of the institution in which college training was done or in which training was validated.
- 8. Recommendations by the official** certifying the transcript shall state that, as far as the applicant's record in that institution is concerned, the certificate should be granted.
- 9. Transcripts of credits** shall show the applicant's field of preparation by giving a summary of major and minor fields with the credit earned in each major field or minor field.
- 10. Transcripts of college credits** shall show that the applicant has completed all college entrance requirements.
- 11. Transcripts of credits of all applicants for certificate** shall show that the quality of work done (average point standing) by the applicant in college shall be as high as the minimum quality maintained for graduates of the college certifying the transcript.
- 12. Official transcripts** shall show only the work for which the college gives the applicant full credit toward graduation in the institution certifying the transcript.
- 13. Official transcripts** shall state whether the quality (average point of standing) of work done by the applicant is equal to the quality of work which the institution certifying the credit will accept toward graduation.
- 14.** In the transfer of credits from an out-of-state college, a deficiency of not more than 10 per cent may be permitted except in Supervised Teaching, or its equivalent, in the issuance of a certificate. In issuing a certificate on a deficiency no entire subject area should be eliminated.
- 15.** A person who is qualified for a certificate in another state based on a four-year curriculum completed in a college accredited by a national or a regional accrediting agency may be issued a comparable certificate in Kentucky, provided that the decision relative to additional work to be taken to satisfy deficiencies shall be left to the discretion of the Division of Teacher Education and Certification.

CERTIFICATION OF ELEMENTARY TEACHERS

PROVISIONAL ELEMENTARY CERTIFICATE

The Provisional Elementary Certificate valid for ten years shall be issued to persons who meet the general requirements of law and the regulations of the State Board of Education and file transcripts of standard college credits showing completion in an accredited college or university a program developed upon the following guidelines:

1. **General Education*** 45 semester hours

Communications and Humanities 18 semester hours

Including English Composition—6 semester hours; literature — 3 semester hours, and 9 semester hours selected from literature, fine arts (music, art and drama), journalism, speech, foreign languages, philosophy, religion.

Mathematics and Natural Science 12 semester hours

Including Physical Science: Astronomy, chemistry, geology, physics; Biological Science: Anthropology—physical, bacteriology, botany, general biology, physiology, psychology foundations, zoology; Mathematics.

At least 3 semester hours shall be in the field of physical science and at least 3 semester hours in the field of biological science. In mathematics, 3 semester hours are recommended. At least 6 of the 12 hours must afford the student laboratory experience.

Social Science 12 semester hours

(Anthropology-cultural, contemporary problems, economics, geography, government, history, political science, sociological foundations, sociology, Western civilization.)

*See Appendix A

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Health and Physical Education

3 semester hours

(This requirement may be satisfied by substituting the general requirements in nutrition, health and physical education.)

2. General Requirements

School Music

4 semester hours

(Two courses are recommended—one in each of two semesters)

School Art

4 semester hours

Health in the Elementary School

2 semester hours

Nutrition (unless completed as part of the general education requirements in health)

2 semester hours

Physical Education in the Elementary Schools

2 semester hours

Social Science

6 semester hours

(In addition to social science included in general education.)

English

6 semester hours

(Including Children's Literature and in addition to English included in general education.)

3. Pre-Professional Preparation

It is desirable that students have a pre-professional block of preparation in addition to general education in the foundations of philosophy, psychology, sociology and anthropology. It is recommended that a balanced program of 12 to 18 semester hours in the foundations be selected from general education and/or electives. (May include such courses as sociology, anthropology, psychology, biology, philosophy, etc.)

4. Professional Preparation

The following areas of professional preparation shall be included with a total of 24 semester hours:

Area I Human Growth and Development and the Curriculum Recommended Preparation Preparation in this area should include a study of how children grow, learn and develop socially, physically, emotionally and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge

3-6 sm. hrs. for teaching and learning; a study of learning theories and the teaching-learning processes; purposeful observation of the behavior of the child, adolescent, and youth.

***Area II Introduction to Education and/or School Organization**

Recommended Preparation Preparation in this area should include a study of teaching as a profession; the purpose of education in a democracy; an analysis of the function of schools today; a study of classroom and school organization; the teacher's expanding role in the educational program; an analysis of each phase of the school program including guidance services, library services, evaluation and reporting on a system-wide, school-wide, and on an individual basis, etc.

2-6 sm. hrs.

Area III Fundamental Processes and Learning Materials

Recommended Preparation Preparation in this area should include a broad view of the teaching-learning processes; instructional materials in the different subject fields (**reading, arithmetic, social studies, language arts, science, etc.); use of library materials, audio-visual aids, and other resources in providing learning experiences fitted to achievement and maturity level of children and youth; and preparation in how to supervise study and how to develop study habits.

6-12 sm. hrs.

Area IV Student Teaching

Recommended Preparation Preparation in this area should provide a variety of experiences in the various functions of a teacher in the total school program; experiences with children and young people in the learning process; experiences with various records necessary to the over-all management of a school as performed by the classroom teacher; experiences with a total faculty in action in a unified approach to its program and problems; seminar

8 sm. hrs.

*This area should be offered as a course or as a unit in another course or incorporated in another area of the professional block.

**This may be covered in a communicative skills course.

experiences during and following student teaching in order to provide for need-experiences for each teacher.

5. Professional Laboratory Experiences in Lieu of Student Teaching

A teacher education institution shall be permitted to substitute for any part of or all of student teaching, required for certification, other desirable laboratory experiences on campus after the prerequisites to student teaching have been met and provided there is satisfactory evidence that: A Teacher has had two or more years of successful experience in the public schools or in a private school on a legal certificate.

A teacher who has had a minimum of four years of successful experience may upon recommendation by the superintendent, principal, and supervisor be permitted by the college to waive four semester hours of the eight semester hours required in student teaching or of the professional laboratory experiences.

6. Teaching Minors

Any college which so desires may include a major or minor in the program of preparation for elementary teachers.

7. Eight semester hours of credit in military science may be allowed veterans who have completed basic training (minimum of 90 days of service). Required physical education activity courses may be waived for such veterans, but no credit shall be allowed for these courses.

Completion of baccalaureate degree shall be required for the Provisional Elementary Certificate.

The Provisional Elementary Certificate is valid on a continuing basis provided that the certificate is registered at the end of each ten-year period in the Division of Teacher Education and Certification of the State Department of Education on evidence of three years of teaching experience or 12 semester hours of additional graduate work (4 semester hours of graduate work for each of the three years the teacher fails to teach).

This program may become effective September, 1959, and shall become effective for all students entering college September, 1960. All persons recommended by the college for certification after September 1, 1964, will be required to meet the present requirements which became effective September, 1960, for entering freshmen.

The Provisional and Standard Elementary Certificates based upon a minimum of four years of college preparation shall be valid for teaching in grades one through nine, provided the ninth grade is non-departmentalized.

TEMPORARY ELEMENTARY CERTIFICATE

Renewal—The Temporary Certificate shall be subject to renewal each two-year period on basis of 16 semester hours of additional college credits in courses prescribed for the four-year elementary curriculum. (Only four semester hours of the 16 hours required for the first renewal may be taken by correspondence or extension.) No certificate shall be issued under this regulation after September 1, 1958. Adopted by State Board of Education, March 29, 1961

PROVISIONAL ELEMENTARY CERTIFICATE WITH PROFESSIONAL COMMITMENT

The Provisional Elementary Certificate with Professional Commitment, beginning with the school year 1961-62, may be issued upon the following plan:

An applicant may be issued a Provisional Elementary Certificate with Professional Commitment valid for one year provided that:

- (1) The applicant holds a baccalaureate degree granted by an accredited college and has completed nine semester hours of the professional education curriculum including Human Growth and Development; Fundamentals of Elementary Education; and Teaching Reading; and
- (2) The applicant (in-state or out-of-state) meets the same criteria for admission to a teacher education program as regular students, secures a statement from the appropriate college official that he has been admitted to teacher education; and
- (3) The applicant makes a written professional commitment to the institution to which he is admitted to teacher education that he or she will complete the work for full certification, stating that he will work toward completion of all deficiencies as determined by the institution (Copy of commitment including list of deficiencies shall be submitted to the Division of Teacher Education and Certification with application for the certificate.); and
- (4) The applicant's certificate will be released when he furnishes a statement either with the original application or afterwards show-

ing that a superintendent is employing him and describing the plan the superintendent will follow in providing assistance to the teacher during the first year of teaching; and

- (5) The applicant fulfills his commitment by completing all deficiencies in the institution to which he was admitted to teacher education except those courses for which the institution gives permission to be completed elsewhere; and
- (6) The applicant is recommended for the original professional commitment certificate and by the appropriate college official; and
- (7) The privilege of holding a Provisional Elementary Certificate with Professional Commitment is granted annually upon the completion of at least eight semester hours of college work selected from the list of deficiencies and upon the recommendation of the college and the local superintendent; and
- (8) The Provisional Elementary Certificate issued to a person who previously held the professional commitment certificate only upon completion of all deficiencies and upon recommendation of the appropriate college official. (The issuance of this type certificate will continue so long as annual evaluation reveals the need for this type of certification program and so long as the evaluation provides evidence that the teachers who hold this type certificate are, in the judgment of the local superintendents, giving satisfactory service.)

Adopted by State Board of Education, March 29, 1961

STANDARD ELEMENTARY CERTIFICATE

The program leading to the issuance of the Standard Elementary Certificate should point toward the development of the following competencies:*

1. Understanding about how children grow, develop, and learn, and competencies in using better these understandings in meeting the needs of learners at the different maturity levels, including:
 - a. Being able to deal with learners more effectively as whole beings, and as growing, developing personalities; and to develop the curriculum in terms of children as whole beings;
 - b. Knowing better how to plan to carry on and to evaluate with learners;
 - c. Using better counseling procedures in working with learners at a given maturity level, helping learners to read better, and study effectively;

*Also see Appendix B.

- d. Keeping children in regular attendance through maintaining a better emotional climate, fostering mental health, safeguarding physical well-being, and dealing with boys and girls as people.
2. Competencies in identifying more accurately community needs and in using resources in helping to meet these needs through the school program, including:
 - a. Understanding better the specific ways the schools can help people in improving the quality of total living;
 - b. Using more effectively community culture as a point of departure in helping learners grow, develop and learn;
 - c. Understanding better, community organizations, and discovering and utilizing community leaders in the total school enterprise;
 - d. Making community surveys, and interpreting and evaluating results for school-community improvements;
 - e. Helping to solve social and economic problems of the community through the school program.
3. Competencies in identifying, classifying, and organizing learning materials and experiences more effectively in terms of learner needs, including:
 - a. Knowing better how to identify learning materials and experiences and to adapt them to the maturity levels of learners;
 - b. Knowing the present status of Kentucky's resources and using these resources more effectively in the learning program;
 - c. Willingness to seek help when needed;
 - d. Knowing how to relate subject-matter experiences to the interests, abilities, and aptitudes of learners, and to the social and economic problems of the community;
 - e. The ability to identify and the disposition to follow valid research findings.
4. Competencies in establishing and maintaining good work relations in the school and community, including:
 - a. Getting the school under way through more effective advanced planning, and through continuous planning with learners, and with colleagues in the school and adults in the community;
 - b. Being more sensitive to personal problems of learners, fellow teachers, and adults in the community;

- c. Being more sensitive to problems as they appear, and the ability to assess the total situation so that the "setting" of the problem may be understood;
- d. The ability and disposition to recognize and utilize expertness in fellow teachers and everyday citizens;
- e. Participation in local professional organizations, and the ability to use more effectively workshop and problem-solving techniques.

The Standard Elementary Certificate valid for ten years shall be issued to a person who meets the requirements of law and general regulations of the State Board of Education and files a transcript of credits showing the completion of the four-year curriculum for the training of elementary teachers as prescribed by the Council on Public Higher Education, and who, in addition thereto, completes the requirements for a master's degree in a standard graduate school, as prescribed. A teacher who holds an old type certificate number below 10,000 (issued prior to September, 1935) and who is a college graduate may be considered qualified from a standpoint of certification to proceed with the graduate program and to receive the master's degree without being required to meet current requirements for a certificate based upon a degree. (This would mean in reality that the teacher who received the old type certificate and who has a degree but who does not have practice teaching would not be required to make up the practice teaching.)

The curriculum, which is to be approved by the State Board of Education, leading to the Standard Elementary Certificate shall be based upon the following:

1. Completion of the requirements for the master's degree which shall be based upon at least 30 semester hours of graduate work. For students who write a thesis, a minimum of 24 semester hours shall be required.
2. At least 15 of the 30 hours required for the master's degree must be in courses open only to graduate students. Nine of the 15 hours must be in professional education courses.
3. At least 9 semester hours of the required work shall be in professional education courses designed to develop the recommended competencies.
4. At least 12 semester hours of the total hours required for the degree shall be non-professional subject matter courses. These

courses must be selected from the fields of study required in general education and/or in subject matter courses used in partial fulfillment of the four-year elementary curriculum for elementary certification.

5. The Standard Elementary Certificate may be extended for life upon three years of successful teaching experience during the life of the certificate. If the holder fails to meet the requirements for life extension before the certificate expires, the certificate may be registered at the end of each ten-year period in the Division of Teacher Education and Certification of the State Department of Education on basis of four semester hours of graduate work for each of the three years the teacher fails to teach.

Adopted by State Board of Education, March 29, 1961

6. The Provisional and Standard Elementary Certificates based upon a minimum of four years of college preparation shall be valid for teaching in grades one through nine, provided the ninth grade is non-departmentalized.

(Adopted by the State Board of Education on December 16, 1954)

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CERTIFICATION OF SECONDARY TEACHERS

Provisional High School Certificate

The Provisional High School Certificate, valid for ten years, shall be issued to a person who meets the general requirements of law and the regulations of the State Board of Education and files a transcript of college credits showing the completion in an accredited college or university a program developed upon basis of the following guidelines:

1. General Education* **45 semester hours**

Communications and Humanities **18 semester hours**

Including English Composition — 6 semester hours; literature — 3 semester hours, and 9 semester hours selected from literature, fine arts (music, art and drama), journalism, speech, foreign languages, philosophy, religion

Mathematics and Natural Science **12 semester hours**

Including Physical Science: Astronomy, chemistry, geology, physics; Biological Science: Anthropology — physical, bacteriology, botany, general biology, physiology, psychology foundations, zoology; Mathematics

At least 3 semester hours shall be in the field of physical science and at least 3 hours in the field of biological science. In mathematics, 3 semester hours are recommended. At least 6 of the 12 hours must afford the student laboratory experience.

Social Science **12 semester hours**

(Anthropology-cultural, contemporary problems, economics, geography, government, history, political science, sociological foundations, sociology, Western civilization)

*See Appendix A

Health and Physical Education

3 semester hours

(The content and course arrangements to be determined by each college)

2. Pre-Professional Preparation

It is desirable that students have a pre-professional block of preparation in addition to general education in the foundations of philosophy, psychology, sociology and anthropology. It is recommended that a balanced program of 12 to 18 semester hours in the foundations be selected from general education and/or electives. (May include such courses as sociology, anthropology, psychology, biology, philosophy, etc.)

3. Professional Preparation

A minimum of 17 semester hours of professional preparation shall be developed within the following areas:

Area I Human Growth and Development and the Curriculum

Recommended Preparation

3-6 sm. hrs.

Preparation in this area should include a study of how children grow, learn and develop socially, physically, emotionally and mentally; a study of children's developmental patterns through adolescence and the implications of this knowledge for teaching and learning; a study of learning theories and the teaching — learning processes; purposeful observation of the behavior of the child, adolescent and youth.

***Area II Introduction to Education and/or School Organization**

Recommended Preparation

2-6 sm. hrs.

Preparation in this area should include a study of teaching as a profession; the purpose of education in a democracy; an analysis of the function of schools today; a study of classrooms and school organization; the teacher's expanding role in the educational program; an analysis of each phase of the school program including guidance services, library services, evaluation and reporting on a system-wide, school-wide, and on an individual basis, etc.

*This area may be offered as a course or as a unit in another course or incorporated in another area of the professional block.

Area III Fundamental Processes and Learning Materials

Recommended Preparation Preparation in this area should include a broad view of the teaching-learning processes; instructional materials in the different subject fields, including reading; use of library materials, audio-visual aids, and other resources in providing learning experiences fitted to achievement and maturity level of children and youth; and preparation in how to supervise study and how to develop study habits.

2-6 sm. hrs.

Area IV Student Teaching

Recommended Preparation Preparation in this area should provide a variety of experiences in the various functions of a teacher in the total school program; experiences with children and young people in the learning process; experiences with various records necessary to the over-all management of a school as performed by the classroom teacher; experiences with a total faculty in action in a unified approach to its program and problems; seminar experiences during and following student teaching in order to provide for need-experiences for each teacher.

8 sm. hrs.

Professional Laboratory Experiences in Lieu of Student Teaching

A teacher education institution shall be permitted to substitute for any part of or all of student teaching, required for certification, other desirable laboratory experiences on campus after the prerequisites to student teaching have been met and provided there is satisfactory evidence that:

A teacher has had two or more years of successful experience in the public schools or in a private school on a legal certificate.

A teacher who has had a minimum of four years of successful experience may upon recommendation by the superintendent, principal, and supervisor be permitted by the college to waive four semester hours of the eight semester hours required in student teaching or of the professional laboratory experiences.

This program may become effective September, 1959, and shall become effective for all students entering college September, 1960. All persons recommended by the college for certification after September 1, 1964, will be required to meet the present

requirements which became effective September, 1960, for entering freshmen.

Adopted by the State Board of Education, March 29, 1961

4. **Majors, Minors and Areas of Concentration**

Each curriculum shall require (a) an area of concentration with a minimum of 48 semester hours exclusive of courses in methods, or (b) two majors, or (c) one major and two minors, or (d) one major and one minor when credit in both is 48 semester hours exclusive of courses in methods.

5. **Completion of a baccalaureate degree**

6. **Teaching Areas**

a. **Social Studies:** A teaching area in social studies shall consist of a minimum of 48 semester hours distributed as follows: 18 semester hours in history, including 6 semester hours in American History and 6 semester hours in European History; 30 semester hours selected from political science, economics, sociology, and geography (cultural anthropology may be included in this area) with a maximum of 12 semester hours in any one of these subjects.

b. **English:** A teaching area in English shall consist of a minimum of 48 semester hours, 30 semester hours of which shall be in the following fields: Grammar, composition, and literature, and the remaining 18 semester hours may be distributed among the following fields: Speech, dramatics, and journalism.

c. **Science:** A teaching area in science may consist of a minimum of 48 semester hours, 15 (or more) of which shall be in biology or chemistry or physics, 12 (or more) in each of the other two of these fields (biology, chemistry, physics), 3 semester hours (or more) in geology, and the remainder shall be selected from the sciences.

A teaching area in science may consist of a minimum of 48 semester hours including chemistry, physics and mathematics with no fewer than 15 semester hours in each.

d. **Music:** A teaching area in music shall consist of a minimum of 48 semester hours and may consist of 60 semester hours distributed approximately as the following (each institution may plan its own distribution)

Applied music, including enough piano to insure competency to play simple ac-

companiments and materials such as are found in the Golden Book

16 semester hours

Music theory including harmony, sight-seeing, dictation, counterpoint, and form and analysis

16 semester hours

A course in conducting plus music electives, two of which may include participation in vocal or instrumental ensembles, such as glee club, choir, orchestra, band or chamber groups

14 semester hours

Music history, appreciation, and literature

10 semester hours

Methods and materials in music education (Methods and materials may be offered in the department of education or department of music)

4 semester hours

The high school certificate with an area in music may be endorsed for teaching music at the elementary or 12-grade level when the holder has completed work which provides an understanding of the structure and function of the elementary school, an understanding of the normal growth and development of the child from grades one through grade 12, and has completed a course in methods and materials in teaching music at the elementary level. This course may or may not be included in the 4 semester hours stated above.

- e. **Health, Physical Education and Recreation:** A teaching area in health, physical education and recreation shall consist of a minimum of 48 semester hours.
- f. **Agriculture:** An agriculture area shall require the completion of the vocational agriculture curriculum. (See item 10)
- g. **Home Economics:** A home economics area shall require the completion of the vocational home economics curriculum. (See item 11)
- h. **Industrial Arts:** A teaching area in industrial arts shall consist of a minimum of 48 semester hours with a minimum of 42 in laboratory courses in industrial arts. The 42 semester hours of laboratory courses in industrial arts shall include experiences in at least five of the following areas with no more than a maximum of 12 semester hours in any one area: Woods, metals, drafting, graphic arts, power and transportation, general shop, crafts, electricity. A 3-semester-hour course in professional

industrial arts education shall be in addition to the 48 semester hours.

- i. **Art:** A teaching area in art shall consist of 48 semester hours to be made up of courses that will give the student a variety of experiences in each of the following areas: Drawing and painting, design, sculpture and ceramics, history and appreciation of art. Art education (methods) for secondary schools shall be in addition to the 48 semester hours.
 - j. **Business Education (Commerce):** A teaching area in business education shall consist of a minimum of 48 semester hours in commerce (business education) as the following: Accounting—8 semester hours, secretarial practice—14 semester hours, general business — 18 semester hours, elective in commerce — 8 semester hours. A course in business education (methods and materials) shall be in addition to the 48 semester hours.
 - k. **Foreign Languages:** A teaching area in foreign languages shall consist of a minimum of 48 semester hours with a distribution among the languages as the following: 18 semester hours in the leading language, 12 semester hours in two other languages, and 6 semester hours elective. The 6 hours should be in one of the other languages among those selected for the area of concentration.
7. **Subject fields in which majors may be chosen** by applicants for high school certificates (24 semester hours except that 30 semester hours are required for a major in English and all majors including a combination of subjects):

Agriculture	German
Art	Health and Physical Education
Biology	History
Biology and Health	History and Political Science
Business Education:	Home Economics
*Accounting	Industrial Arts
*General Business	Latin
*Secretarial Practice	**Library Science
Chemistry	Mathematics
Dramatics and Speech	Music
Economics and Sociology	Physical Education
English	Physics
French	Political Science
Geography	Spanish

In a combination of subjects for majors, not less than 8 semester hours shall be in each subject within the major. **Methods courses shall be in addition to the required preparation in the subject of specialization.**

8. **Subject fields in which minors may be chosen** by applicants for high school certificates (18 semester hours are required for a minor except that 24 semester hours are required for a minor in English and for all minors made up of a combination of subjects):

Any Foreign Language	Geology and Geography
Agriculture	Health
Art	History
Biology	History and Political Science
Business Education:	Home Economics
*Accounting	Journalism
*General Business	**Library Science
*Secretarial Practice	Mathematics
Chemistry	Music
Dramatics	Physical Education
Dramatics and Speech	Physics
Economics	Political Science
Economics and Sociology	Psychology
English	Sociology
Geography	Speech

In a combination of subjects for minors, not less than 6 semester hours shall be in each subject within the minor.

9. **Eight semester hours of credit in military science may be allowed** veterans who have completed basic training (minimum of 90 days of service). Required physical education activity courses may be waived for such veterans, but no credit shall be allowed for these courses.
10. **The Provisional High School Certificate for Vocational Agriculture**, valid for ten years, shall be issued to a person who meets the requirements of law and general regulations of the State Board of

*A major in each subject in business education shall require 24 semester hours or a major in a combination of two of these subjects shall require 30 semester hours. A minor in each subject shall require 18 semester hours or a minor in a combination of two of these subjects shall require 24 semester hours.

**A major or minor in library science shall require, in addition to the required semester hours, a minimum of 3 semester hours in library school practice as a part of student teaching or in addition to student teaching.

Education and files a transcript of standard college credits showing the completion of the requirements for a vocational teacher of agriculture based on at least a baccalaureate degree, and who has met requirements as set by the Council on Public Higher Education and approved by the State Board of Education as the following:

- a. The applicant shall be a graduate in agriculture from the College of Agriculture, University of Kentucky, with at least 60 semester hours in technical agriculture or shall have had equivalent training in agriculture, principles of economics, and sciences contributing to agriculture; or the applicant shall be a graduate from the agriculture curriculum of the Kentucky State College or from a college whose training in agriculture, principles of economics, and sciences contributing to agriculture is approved by the Kentucky State College.
- b. The applicant shall have the following professional education:

Agricultural Education 181 — Teaching Vocational Agriculture (including special emphasis on psychology of learning)	15 semester hours
Agricultural Education 182 — Adult-Farmer Schools and Young-Farmer courses in agriculture	3 semester hours
Agricultural Education 283 shall be completed during the first year in which the holder of the certificate teaches	3 semester hours
- c. The applicant shall have a minimum of 60 semester hours in agriculture, approximately as the following:

Crops	9 semester hours
Soils	6 semester hours
Horticulture	6 semester hours
Animal Husbandry	21 semester hours
Agricultural Entomology	4 semester hours
Farm Shop	6 semester hours
Agricultural Economics	3 semester hours
Farm Management and Marketing	6 semester hours
- d. Applicants must have three full years of farm experience after the age of 14 years. (This point shall be determined by the teacher training staff.)
- e. An applicant who has met the requirements for teaching vocational agriculture outside Kentucky may be approved by

the State Supervisor of Agricultural Education, upon taking such additional training in agricultural education as may be necessary to adjust his training so that he can work in Kentucky's program of vocational agriculture.

- f. The applicant shall be approved by the teacher training staff and shall be recommended for certification by the staff.
- g. **Certification of Institutional-on-the-Farm Instructors:** The Provisional High School Certificate for Vocational Agriculture shall also qualify the holder to serve as an instructor for institutional-on-the-farm training.

11. The **Provisional High School Certificate for Vocational Home Economics** shall be issued to a person who meets the requirements and the general regulations of the State Board of Education and files a transcript of standard college credits showing the completion of the requirements for a baccalaureate degree in home economics from an institution approved to train vocational home economics teachers, and who has met the requirements set by the Council on Public Higher Education and approved by the State Board of Education.

a. **General Education** **45 semester hours**

This area shall include:

- | | |
|---|-------------------|
| Art | 4 semester hours |
| Physical and biological sciences (the physical science must include at least one course in chemistry) | 15 semester hours |
| Social science (work in this area must include at least one course in economics and one in sociology) | 12 semester hours |

b. **Professional Education** **18 semester hours**

(With a minimum of one course in home economics methods, 8 hours in directed teaching in home economics, and instruction in adult education for homemakers)

c. **Home Economics** **44 semester hours**

- | | |
|--|------------------|
| Clothing and Textiles | 9 semester hours |
| Family Economics and Home Management | 7 semester hours |
| Family Relations and Child Development | 8 semester hours |
| Foods and Nutrition | 9 semester hours |

Health and Home Care of the Sick	2 semester hours
Housing, Home Furnishing, Equipment	9 semester hours

d. Directed Teaching Experience

Directed teaching experience shall consist of observing and teaching in-school and out-of-school (older youth and adult) groups including:

- (1) Experience in teaching three different type units
- (2) Experience in guiding home experiences including the use of the conference period
- (3) Experience in making home visits
- (4) Experience with FHA or NHA
- (5) Experience in assisting with teaching at least one organized group of adults
- (6) Experience with other responsibilities of a home economics teacher

Directed teaching experience shall consist of a minimum of 100 hours of observing and teaching. A minimum of 60 lessons shall be taught by the student teacher including teaching in-school and out-of-school groups.

e. Other Experiences

- (1) **Home making experiences:** Prospective teachers shall have some practical experiences with managerial responsibilities in a home.
- (2) **Residence in home management house:** Prospective teachers shall have not less than six weeks of directed experience in a home management house.
- (3) **Directed experience with children:** Prospective teachers shall have had experience in observing and working with pre-school children during the time they are taking work in child development.
- (4) **Community experiences:** The prospective teacher shall have had experience in making community contacts which will enable her to be aware of other educational opportunities, such as, working with PTA and working with community programs of recreation and health, etc.
- (5) **Work Experiences:** Prospective teachers shall be encouraged to get some work experience under guidance that will help to develop homemaking skills and an insight into problems of wage earners.

The Provisional High School Certificate is valid on a continuing basis provided that the certificate is registered at the end of each ten-year period in the Division of Teacher Education and Certification of the State Department of Education on evidence of three years of teaching experience or 12 semester hours of additional graduate work (4 semester hours of graduate work for each of the three years the teacher fails to teach).

The high school certificate should be valid in grades seven and eight in any school organization.

This program, items 1-11, may become effective September, 1959, and shall become effective for all students entering college September, 1960. All persons recommended by the college for certification after September 1, 1964, shall be required to meet the present requirements which became effective September 1, 1960, for entering freshmen.

(Adopted by State Board of Education, March 29, 1961)

PROVISIONAL HIGH SCHOOL CERTIFICATE WITH PROFESSIONAL COMMITMENT

The Provisional High School Certificate with Professional Commitment may be issued beginning with the school year 1961-62 upon the following plan:

An applicant may be issued a Provisional High School Certificate with Professional Commitment, valid for one year, provided that:

(a) The applicant holds a baccalaureate degree granted by an accredited college and has at least a minor of 18 semester hours as approved by the institution in the subject he is to be assigned to teach and 6 semester hours in professional education, including a course in Human Growth Development; and

(b) The applicant (in-state or out-of-state) meets the same criteria for admission to a teacher education program as regular students, secures a statement from the appropriate college official that he has been admitted to teacher education; and

(c) The applicant makes a written professional commitment to the institution to which he is admitted to teacher education that he or she will complete the work for full certification, stating that he will work toward completion of all deficiencies as determined by the institution (Copy of commitment including list of deficiencies shall be submitted to the Division of Teacher Education and Certification with application for the certificate.); and

(d) The applicant's certificate will be released when he furnishes a statement either with the original application or afterwards showing that a superintendent is employing him and describing the plan the superintendent will follow in providing assistance to the teacher during the first year of teaching; and

(e) The applicant fulfills his commitment by completing all deficiencies in the institution to which he was admitted to teacher education except those courses for which the institution gives permission to be completed elsewhere; and

(f) The applicant is recommended for the original professional commitment certificate and by the appropriate college official; and

(g) The privilege of holding a Provisional High School Certificate with Professional Commitment is granted annually upon the completion of at least 8 semester hours of college work selected from

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the list of deficiencies and upon the recommendation of the college and the local superintendent; and

(h) The Provisional High School Certificate is issued to a person who previously held the professional commitment certificate only upon completion of all deficiencies and upon recommendation of the appropriate college official.

The issuance of this type certificate will continue so long as annual evaluation reveals the need for this type of certification program and so long as the evaluation provides evidence that the teachers who hold this type certificate are, in the judgment of the local superintendents, giving satisfactory service.

(Adopted by the State Board of Education, March 29, 1961)

STANDARD HIGH SCHOOL CERTIFICATE

The program leading to the issuance of the Standard High School Certificate should point toward the development of the following competencies:*

1. Understanding how children grow, develop, and learn, and competencies in using better these understandings in meeting the needs of learners at the different maturity levels, including:
 - a. Being able to deal with learners more effectively as whole beings, and as growing, developing personalities; and to develop the curriculum in terms of children as whole beings;
 - b. Knowing better how to plan and carry on, and to evaluate with learners;
 - c. Using better counseling procedures in working with learners at a given maturity level, helping learners to read better, and study effectively;
 - d. Keeping children in regular attendance through maintaining a better emotional climate, fostering mental health, safeguarding physical well-being, and dealing with boys and girls as people.
2. Competencies in identifying more accurately community needs, and in using resources in helping to meet these needs through the school program, including:
 - a. Understanding better the specific ways the schools can help people in improving the quality of total living;
 - b. Using more effectively community culture as a point of departure in helping learners grow, develop and learn;
 - c. Understanding better, community organizations, and discovering and utilizing community leaders in the total school enterprise;
 - d. Making community surveys, and interpreting and evaluating results for school-community improvements;
 - e. Helping to solve social and economic problems of the community through the school program.
3. Competencies in identifying, classifying, and organizing learning materials and experiences more effectively in terms of learners:
 - a. Knowing better how to identify learning materials and experiences and to adapt them to the maturity levels of learners;

*Also see Appendix B.

- b. Knowing the present status of Kentucky's resources and using these resources more effectively in the learning program.
 - c. Willingness to seek help when needed;
 - d. Knowing how to relate subject-matter experiences to the interests, abilities, and aptitudes of learners, and to the social and economic problems of the community;
 - e. The ability to identify and the disposition to follow valid research findings.
4. Competencies in establishing and maintaining good work relations in the school and community, including:
 - a. Getting the school under way through more effective advanced planning, and through continuous planning with learners, and with colleagues in the school and adults in the community;
 - b. Being more sensitive to personal problems of learners, fellow teachers, and adults in the community;
 - c. Being more sensitive to problems as they appear, and the ability to assess the total situation so that the "setting" of the problem may be understood;
 - d. The ability and disposition to recognize and utilize expertness in fellow teachers and everyday citizens;
 - e. Participation in local professional organizations, and the ability to use more effectively workshop and problem-solving techniques.

The Standard High School Certificate valid for ten years shall be issued to a person who meets the requirements of law and general regulations of the State Board of Education and files a transcript of credits showing the completion of the four-year curriculum for the training of high school teachers as prescribed by the Council on Public Higher Education, and who, in addition thereto, completes the requirements for a master's degree in a standard graduate school as prescribed. A teacher who holds an old type certificate numbered below 10,000 (issued prior to September, 1935) and who is a college graduate may be considered qualified from a standpoint of certification to proceed with the graduate program and to receive the master's degree without being required to meet current requirements for a certificate based upon a degree. (This would mean in reality that the teacher who received the old type certificate and who has a degree but who does not have practice teaching would not be required to make up the practice teaching.)

The curriculum leading to the Standard High School Certificate shall be based upon the following:

1. Completion of the requirements for the master's degree which shall be based upon at least 30 semester hours of graduate work. For students who write a thesis, a minimum of 24 semester hours shall be required.
2. At least 15 of the 30 hours required for the master's degree must be in courses open only to graduate students. Nine of the 15 hours must be in professional education courses.
3. At least 9 semester hours of the required work shall be in professional education courses designed to develop the recommended competencies.
4. At least 12 of the 30 semester hours required for the degree shall be non-professional subject matter courses. These courses must be selected from the general education courses and from the list of subjects in which majors and/or minors may be completed on the undergraduate level and used in partial fulfillment of requirements for the bachelor's degree and the Provisional High School Certificate. (The 12-semester-hour requirement is not applicable to holders of Provisional High School Certificates for Vocational Agriculture—a minimum of 6 semester hours acceptable.)

The Standard High School Certificate may be extended for life upon three years' successful teaching experience during the life of the certificate. If the holder fails to meet the requirements for life extension before the certificate expires, the certificate may be registered at the end of each ten-year period in the Division of Teacher Education and Certification of the State Department of Education on basis of four semester hours of graduate work for each of the three years the teacher fails to teach.

(Adopted by State Board of Education, March 29, 1961)

COMPETENCIES OF THE TEACHER OF INDUSTRIAL ARTS

A program of industrial arts teacher education should seek to develop the following competencies in each person preparing to teach in this subject matter field of the school curriculum:*

1. In Area of Program Planning

- a. Ability to determine the extent of community needs, whether they be social, vocational, recreational or civic, and to organize accordingly an effective industrial arts curriculum in terms of a total comprehensive program of education;
- b. Ability to develop objectives of the industrial arts program and plan and present instruction in order to achieve these objectives;
- c. Ability to practice long term planning in developing the industrial arts program based on sound and discernible educational trends and needs of the community;
- d. Ability to plan the industrial arts laboratory, select equipment and direct its installation in conformance with sound principles of school planning, practice of economy of materials, and utilization of space;
- e. Ability to determine the type and quality of laboratory supplies, economize on their purchase, and organize, store and dispense in an efficient manner;
- f. Ability to devise an adequate financial plan for the purchase of annual supplies and equipment;
- g. Ability to develop a safety consciousness on the part of the student that will enable him to avoid accidents in the school and in other life activities.

2. In Area of Teaching—Learning

- a. Ability to select and develop effective instructional devices that will expedite learning;
- b. Ability to experiment and practice elementary techniques of research in discovering new industrial materials and techniques, new projects and problems, and new methods of instruction;

*Also see Appendix B.

- c. Ability to organize and maintain safety tested instructional facilities in a manner that will promote efficiency and provide a wholesome instructional environment;
- d. Ability to organize and direct student personnel in a manner that will develop a cooperative attitude and a sense of responsibility in a wholesome democratic atmosphere;
- e. Ability to demonstrate skilled performance and technical understanding as a craftsman-teacher in a wide area of industrial activities;
- f. Ability to understand and practice wholesome human relations with students which indicate an understanding of the complex problems relative to human growth and development;
- g. Ability to develop enthusiasm for learning and to maintain a classroom morale which reflects the influence of strong personal traits of the teacher and his ability to inspire students to learn;
- h. Ability to direct pupils in a study of occupations and industrial problems, so as to contribute to their social understanding and to enable them to make a more intelligent vocational choice in the future;
- i. Ability to direct students in the various instructional areas in a manner that will enable them to develop individual interest patterns that will contribute to the objective of self-realization;
- j. Ability to determine student achievement and evaluate the quality of his own instruction.

3. In Area of Personal and Professional Growth and Relationships

- a. Ability to cooperate with his teacher associates and administration officials in developing the best educational program that existing conditions and limitations permit;
- b. Ability to maintain a propriety in his daily habits that will result in the respect of his students, colleagues, and school patrons;
- c. Ability to grow professionally through continuous in-service education.

4. In Area of Public Relations

- a. Ability to understand and to discuss problems relative to his program, the school, community, nation and society in general, as to indicate an educational background commensurate with the qualifications and position that he holds;
- b. Ability to interpret his area of education to the school and community through the various media of communication available.

(Adopted by State Board of Education on June 23, 1959)

COMPETENCIES OF THE MUSIC TEACHER (12-GRADE MUSIC TEACHER)

It is recognized that the teacher of music needs an understanding of the scope of a total school program, ability to function as a member of a total faculty team, and needs depth of understanding of learning processes based upon an understanding of children and how they develop. The preparation program for teachers of music should provide for these and all other professional competencies essential for any classroom teacher as identified in teacher education circulars* on preparation programs for elementary and secondary teachers and should provide for broad general education in addition to the following special competencies:**

1. The effective music teacher must possess a sensitivity to and a critical awareness of the elements of aesthetic musical performance, inspiring a musical response which represents the optimum possibilities of the pupils at each grade level. He must develop a pattern of behavior in which he constantly evaluates and insists upon musical accuracy and expression in any given situation. (Musically sensitive person who is able to evoke a musical response of quality)
2. The music teachers must be prepared to demonstrate musicianship through performance on some instrument or voice.
Whereas mechanical skills involved in instrumental or vocal performance may be taught by way of verbal explanation, musicianship must be demonstrated through performance.
3. The music teacher must possess a functional command of piano. The ability to use the piano effectively is essential in the classroom and other teaching situations and in the study of music scores. The music teacher must be able to read, transpose, and improvise accompaniments for the classroom, assembly singing, informal school and community functions; and must be able to play simple accompaniments for students' solos.
4. The music teacher must be prepared to teach singing and the instruments of the band and orchestra.

*Competencies adopted by State Board of Education—sections 43.001 and 43.004 of State Board regulations.

**Also see Appendix B.

Many schools have only one music teacher. He must teach voice and all the instruments himself, both to individuals and to groups.

5. The music teacher must have the ability to teach ensembles and be a capable conductor.

The musical, technical, and social significance of music experience is distinctly different in ensembles of varying sizes and types. Effective directing and coaching of the various ensembles presupposes performing experience in those types of ensembles.

All school music teachers must conduct choral and/or instrumental ensembles. The success of the students' performance depends to a great extent upon the effectiveness of the conducting. Successful group singing in informal school and community situations also depends largely upon the effectiveness of the conductor.

6. The music teacher must have the ability to use his knowledge of the structural elements of music, including sight singing, harmony, aural recognition, form, counterpoint, and arranging.

The structural elements of music are equivalent to the rhetoric and grammar of oral and written language and are basic to any type of music performance. The music teacher frequently needs to arrange or re-arrange pieces of music so they can be performed by various combinations of instruments or voices. He must be able to edit existing arrangements so they will conform to his students' abilities. Since children are by nature creative, the music teacher must be equipped to channel and direct their creative efforts.

7. The music teacher must possess a broad general education, including an understanding of the history and literature of the fine arts and the humanities.

The music teacher must be a broadly educated person and professionally competent. As a person and as a teacher he must understand himself in relation to his environment, his special field in relation to the other fields of human knowledge and his age in relation to the past and the future. An understanding and a degree of intimacy with the great aesthetic creations of the ages is important for all persons but particularly so in the case of teachers in the arts fields. Proper

understanding of any style or specific work of an art depends upon one's ability to perceive it in its historical perspective.

8. The music teacher must be able to exercise leadership in developing a comprehensive program of music based upon sound philosophy and concepts basic to musical learning, growth and development.

The quality of the over-all program of music and its place in the total school program will be determined by the leadership of the music teacher.

9. The music teacher must be able to evaluate music education materials, including scores, song series, books, records, texts, etc., in terms of their quality and their educational value and to evaluate supplies and equipment.

In music teaching, especially in the grades, it is often necessary to adapt materials to the unit approach. The search for appropriate materials is therefore a constant problem, not only for the music instruction per se but for music experience which enhances and enriches other teaching areas. The music teacher is also called upon to suggest music and materials for all types of community activities. The teacher must know what, where, when, and at what price to buy teaching material and aids.

10. As a specialist in an area of broad appeal, the music teacher must be willing to advise, to cooperate, and, if called upon, to lead in the community's cultural development.

(Adopted by State Board of Education on June 23, 1959)

PLAN FOR ENDORSING HIGH SCHOOL CERTIFICATES IN ART OR MUSIC OR PHYSICAL EDUCATION FOR SERVICE AT THE ELEMENTARY LEVEL

A Provisional or Standard High School Certificate issued upon the four-year or five-year program of preparation with an area of concentration or a major or a minor in music or art or physical education may be endorsed for service at the elementary or 12-grade level upon completion of the following:

- (a) A course dealing with the fundamentals of elementary education or a course in curriculum development, including emphasis upon the elementary curriculum.
- (b) A course in materials and methods in the special subject at the elementary and/or 12-grade level;
- (c) A course in child growth and development dealing with the elementary-age child unless this has been covered in the secondary program;
- (d) Student teaching at both the elementary and secondary levels is recommended for an applicant who is qualifying for 12-grade service while completing the four-year program of preparation.

CONVERSION OF HIGH SCHOOL CERTIFICATES TO THE ELEMENTARY TEACHING LEVEL

A high school certificate based upon completion of the four-year program of preparation may be converted to the elementary teaching level upon completion of the following courses:

Child Growth and Development
Fundamentals of Elementary Education
Teaching Reading
Teaching Arithmetic
Children's Literature
Public School Art
Public School Music

The certificate may be endorsed for teaching at the elementary level for one year upon completion of 7-10 semester hours which include the

first three courses. An annual endorsement will require the completion of 6 additional semester hours.

When all of these courses have been completed, the regular Provisional Elementary Certificate may be granted or the high school certificate may be endorsed for elementary teaching for the same validity period as the high school certificate.

(Adopted by State Board of Education on June 23, 1959)

CONVERSION OF ELEMENTARY CERTIFICATES TO THE SECONDARY TEACHING LEVEL

An elementary certificate, when the holder has a degree, may be endorsed for teaching at the secondary level when the following have been met:

- (a) Completion of a major or a minor (as certified by the college and in keeping with majors and minors as designated for high school certification);
- (b) All requirements completed in general education as outlined for secondary certification;
- (c) Completion of Fundamentals of Secondary Education or a new course covering this area and offered as a part of the new program of preparation for secondary teachers;
- (d) Completion of Adolescent Psychology unless this area of study has been included in a course in Human Growth and Development.

(When a recognized minor has been completed, the endorsement may be made for one year and each subsequent endorsement will require completion of additional requirements in keeping with this plan.) The holder of the elementary certificate based upon completion of the four-year elementary curriculum may qualify for the regular Provisional High School Certificate upon completion of a major or minor with a total of 48 semester hours in the major and minor.

(Adopted by State Board of Education on June 23, 1959)

THE CERTIFICATION OF SCHOOL LEADERS

(Principals, Supervisors, and Superintendents)

The development of an effective school leader involves more than knowledge of specific facts and the acquisition of technical skills. It involves the development of consistent theories, values, relationships and understandings of his role.

Theory — a consistent body of understandings and concepts appropriate to our society. It is in terms of a consistent, articulated theory that experience, events, problems, and issues can be meaningfully interpreted and used for subsequent guidance.

Attitudes and Values — the recognition of self worth and the worth of others and process for the cooperative solution of problems. Behavior and personality are geared to the attitudes, beliefs, and values an individual holds, to the way he "sees" himself and others.

Relationships — those satisfying relationships with others in a group, students and staff and others. The characteristics that enable men to be successful educational leaders stem from the quality of the relationships they have with other persons and the degree of freedom they have within themselves to function to the maximum of their capacities and potentialities.

Understanding of job — the tasks and role of educational leadership in today's social matrix. The educational administrator functions in a community contexture and the expectancies of the community and the relationships with groups shape much of his effectiveness in the performance of his job.

There are certain general competencies which are essential for all persons who are in positions of educational leadership.

1. The educational leader must be competent in the arts of communication, such as, listening, speaking, reading and writing. He should have an appreciation of the contributions of the various disciplines such as the sciences, social studies and the humanities. The general education of the administrator should also give him a comprehensive understanding of the organizational and political structure and functions of the various governmental units in our social system.

The effectiveness of the educational leader depends to a large degree upon his ability to understand others, to accept others,

and to work with them. The preparation of the educational leader must, therefore, include opportunities for the development of special skills and abilities which are needed in democratic leadership. The administrator needs to develop skill in securing all the available facts before decisions are made and then taking into consideration the feelings of others.

Closely related to the above area of human relations is the necessity for an understanding of the sociological functions of the educational leader. The administrator or supervisor must have a clear-cut view of his community and its problems. The ability to enlist community cooperation in educational ventures is dependent upon both human relations and an understanding of the sociological problems of the groups with which he must work. He must have the ability to work with other people, recognizing the worth, values, abilities, and attitudes of all.

Within the area of general professional education for educational leadership there are certain broad competencies that are common to all persons, whether they hold the position of superintendent, supervisor, principal, or some other office. Among these are the following:

- a. An abiding faith in people—respect for self and others
- b. An understanding of the way in which children and young people develop and learn
- c. An understanding of the total school program and the ability to view each phase—the elementary school and the secondary school—as a part of a continuous 12-grade program
- d. An understanding of curriculum development and the ability to plan with pupils, teachers, and parents, and the ability to lead in the cooperative approach to the improvement of learning
- e. An understanding of personnel problems and the ability to work with teachers and pupils, and the ability to recognize and use leadership qualities of a staff
- f. The ability to help in the improvement of facilities and the selection, purchase, and care of equipment and supplies
- g. The ability to stimulate and coordinate the efforts of the school to improve the in-service professional preparation and growth of teachers

- h. The ability to look at the long-time total achievements rather than only at the immediate solution of specific problems
 - i. An understanding of and an abiding faith in public education
 - j. An understanding of educational philosophy, with particular emphasis upon the development of a sound philosophy on the part of the educational leader himself
 - k. The ability to create an atmosphere in which democratic leadership can grow and flourish—conditions that are relatively free from threat and in which all can work together constructively.
2. In the preparation of the superintendent, the following more specific competencies should be developed.
 - a. Ability to visualize and consider the total school program from an over-all and comprehensive point of view
 - b. The ability to improvise organizational and procedural arrangements which will encourage and develop democratic procedures in the attack on educational problems
 - c. The ability to cut through details and to move as rapidly as is possible without neglecting the democratic process
 - d. An understanding of the role of taxation in school affairs
 - e. A knowledge of school law and governmental machinery
 - f. An understanding of the relationship of the state and the local districts in the joint financing of an education program
 - g. Specialized professional skills and techniques should also be developed in such things as administering business affairs—accounting, budgeting, building, maintenance, supply management, insurance, personnel administration, office management, debt management, etc.
 - h. The superintendent should have the ability to conduct educational surveys, evaluate educational programs, plan school plants, and serve as the over-all educational leader of the community.
 3. In the preparation of the supervisor, the following more specific competencies should be developed:

- a. Open-mindedness in regard to current developments in education
 - b. The ability to stimulate and coordinate the efforts of the school or school system in professional growth
 - c. The ability to help teachers to become self-directive
 - d. An understanding of the learning process and its implications for teaching and supervision
 - e. The ability to develop wholesome attitudes with teachers toward observational visits, conferences and other supervisory techniques.
4. In the preparation of the principal, the following specific competencies should be developed:
- a. The ability to interpret the school program to the students, parents and community
 - b. The ability to organize a faculty for the purpose of program-planning
 - c. An understanding of the over-all program of the school and the place which it holds in the total system-wide program
 - d. An understanding of guidance and counseling activities
 - e. The ability to evaluate a school program in terms of purposes which have been cooperatively developed
 - f. The ability to assume responsibility for the supervision of building facilities
 - g. Ability to organize and administer a total school program efficiently and effectively without subordinating instructional activities to this end
 - h. Skill in organizing and conducting groups in planning and acting by democratic processes.

THE PREPARATION PROGRAMS

Basic Assumptions

Some basic assumptions:

1. Those for whom the preparation program is designed will have been admitted through some recruitment selection and admission process.
2. The recruitment, selection and admission process will be based upon reliable data concerning the needs for administrators in Kentucky, the changing nature of the prospective positions, the abilities and resources of the preparing institution, and the characteristics of the persons applying for admission.
3. The recruitment, selection, and admission process will have called for previous successful educational experience of the applicant.
4. The preparation program is on the graduate level.
5. The experiences should be designed to provide opportunities for the applicant, such as:
 - a. To develop understandings of and abilities in the job of administrative leadership of education in our culture and communities;
 - b. To develop values, attitudes, and beliefs which will foster his leadership performance and potential;
 - c. To work effectively with people, in various groupings, organizations, and agencies.

In the light of these general assumptions the experiences in the preparation program should include provisions for:

1. Working with groups, institutions, and individuals in a community including such as the county and home demonstration agents, the Chamber of Commerce, welfare and social agencies, church bodies, and social and civic groups
2. Interning within a selected school, or school system, or state department of education
3. Developing and carrying forward a planned project, case studies, analyses, and organized investigations of important community, school, and individual problems

4. Advising with students preparing to teach
5. Working with other aspects of education: e.g., curriculum, vocational education, guidance and counseling, etc., within the institution and in the field
6. Working with related disciplines and agencies within the institution and with these in the field
7. Interpreting important problems, issues, limitations and accomplishments to the public.

These experiences can be most effectively provided through arrangements, sometimes referred to as field work, internships, surveys and studies, and research projects.

These will require certain conditions and situations, such as:

1. Cooperative arrangements with selected school and agencies on and off campus
2. Adequate institutional staffs
3. A low teacher-student ratio
4. Assistantships offered by the institution
5. A reconstruction of present preparation programs
6. A longer period of time to complete than the present programs require, perhaps two years above the A. B. Degree
7. Tailoring programs to the purposes, backgrounds, capabilities, etc., of the individuals admitted
8. Adequate institutional support for personnel, materials, travel, etc.

Institutions offering programs for the preparation of school leaders must have such programs approved by the Council on Public Higher Education and the State Department of Education.

The effective date for issuance of certificates on basis of the approved programs shall be September 15, 1960.

***PROVISIONAL CERTIFICATION FOR PRINCIPALSHIP**

The holder of a Provisional certificate for elementary or secondary teaching based on a four-year program of preparation may have that certificate validated for principalship upon the following conditions:

*The State Department of Education, in administering this regulation, may endorse teaching certificates or issue a separate certificate.

1. The completion of an approved curriculum leading to the master's degree;
2. Three years of successful teaching experience in the elementary or secondary schools.

The curriculum submitted by each institution for approval as the program of preparation for this position shall include professional education and academic courses, in relation to the students' needs, designed to develop the desired competencies in the four areas—theory of educational administration, attitudes and values, relationships, and understanding of the job. Professional experiences should be drawn from supervision, curriculum development, philosophy, research, school finance, pupil personnel, and other professional content. In addition, experiences in such fields as the following should provide good preparation for the principal: sociology, psychology, anthropology, economics, business administration, political science, etc.

(Adopted by State Board of Education, March 29, 1961)

The provisional certification for principalship shall be valid for a period of four years and subject to renewal upon the basis of two years of successful experience and completion of eight additional semester hours of graduate work acceptable toward the standard certificate for school leaders.

***PROVISIONAL CERTIFICATION FOR SUPERVISOR**

The holder of a Provisional certificate for elementary or secondary teaching based on four-year preparation may have that certificate validated for supervision upon the following conditions:

1. The completion of an approved curriculum leading to the master's degree;
2. Three years of successful teaching experience in the elementary or secondary schools.

The curriculum submitted by each institution for approval as the program of preparation for this position shall include professional education and academic courses, in relation to the students' needs, designed to develop the desired competencies in the four areas—theory of educational administration, attitudes and values, relationships, and understanding of the job. Professional experiences should be drawn from supervision, curriculum development, philosophy, research, school finance, pupil personnel, and other professional content.

In addition, experiences in such fields as the following should provide good preparation for the supervisor: sociology, psychology, anthropology, economics, business administration, political science, etc.

(Adopted by State Board of Education, March 29, 1961)

The Provisional certification in supervision shall be valid for a period of four years and subject to renewal upon the basis of two years' successful experience and completion of eight additional semester hours of graduate work acceptable toward the standard certificate for school leaders.

***PROVISIONAL CERTIFICATION FOR SUPERINTENDENT**

The holder of a Provisional certificate for elementary or secondary teaching based on four-year preparation may have that certificate validated for superintendency upon the following conditions:

1. The completion of an approved curriculum leading to the master's degree.
2. Four years of successful teaching experience in the elementary or secondary schools.

The curriculum submitted by each institution for approval as the program of preparation for this position shall include professional education and academic courses, in relation to the student's needs, designed to develop the desired competencies in the four areas—theory of educational administration, attitudes and values, relationships, and understanding of the job. Professional experiences should be drawn from supervision, curriculum development, philosophy, research, school finance, pupil personnel, and other professional content. In addition, experiences in such fields as the following should provide good preparation for the superintendent: sociology, psychology, anthropology, economics, business administration, political science, etc.

(Adopted by State Board of Education, March 29, 1961)

The Provisional certification in superintendency shall be valid for a period of four years and subject to renewal upon the basis of two years' successful experience and completion of eight additional semester hours of graduate work acceptable toward the standard certificate for school leaders.

*The State Department of Education, in administering this regulation, may endorse teaching certificates or issue a separate certificate.

THE STANDARD CERTIFICATE FOR SCHOOL LEADERS

The holder of a provisional certificate for principalship, supervision, or superintendency may be issued the Standard Certificate for School Leaders (all these three) upon the following conditions:

1. The completion of at least 24 semester hours of work above the master's degree;
2. Four years of successful experience as a school leader.

The curriculum submitted by each institution for approval as the program of preparation for this position shall include professional education and academic courses, in relation to the students' needs, designed to develop the desired competencies in the four areas—theory of educational administration, attitudes and values, relationships, and understanding of the job. Professional experiences should be drawn from supervision, curriculum development, philosophy, research, school finance, pupil personnel, and other professional content. In addition, experiences in such fields as the following should provide good preparation for the school leaders: sociology, psychology, anthropology, economics, business administration, political science, etc.

(Adopted by State Board of Education, March 29, 1961)

The Standard Certificate for School Leaders shall be valid for continuous service provided it is not inactive for longer than a four-year period.

(Adopted by State Board of Education on June 23, 1959)

ADJUSTMENT PLAN FOR PRINCIPALSHIP AND SUPERVISORY CERTIFICATE

An adjustment plan shall be made whereby a person who completed course requirements for the Standard Principalship or Standard Supervisory Certificate prior to September 15, 1960, (when the new program became effective) but who lacked appropriate experience may be issued the certificate when he has met the experience requirement.

(Adopted by State Board of Education on March 29, 1961)

CERTIFICATION STANDARDS FOR SCHOOL LIBRARIANSHIP

Competencies

The program for the preparation of school librarians should point toward the development of the following competencies:

1. An understanding of how children and young people develop and learn
2. Ability to work with pupils and faculty in their planning for classwork
3. An understanding of curriculum development and an adequate knowledge of materials related to the curriculum
4. An understanding of the community and the ability to use community resources in helping to develop the school program
5. Ability to develop and maintain satisfactory human relations with other members of staff and with students
6. Willingness to assume proportionate share of school duties
7. Ability to interpret the library program to administrators, faculty, supervisors, students and parents
8. Ability to contribute to the improvement of in-service growth of teachers
9. Ability to make the library a real contributing part of the total school program
10. An understanding of the school's philosophy and educational program
11. Ability to make the library attractive and functional
12. Ability to understand and appraise books in terms of interests, needs and abilities of individual students
13. Ability to use and teach effectively the use of all library resources
14. Ability to organize and administer a library program effectively.

Certification for Elementary School Librarianship

An elementary teaching certificate based upon a baccalaureate or a master's degree will be valid for elementary* school librarianship, provided the following courses in library science have been completed:

*IMPORTANT NOTE: This certificate may be valid for high school or 12-grade librarianship upon completion of Fundamentals of Secondary Education or a comparable course.

1. School library organization and administration 3 semester hours
2. Books, references, and related materials for children and young people, which include the content of the course, Children's Literature (These 9 hours will be considered as fulfilling the specific requirements in Children's Literature in the elementary curriculum.) 9 semester hours
3. Cataloging and classification 3 semester hours
4. School library practice 3 semester hours
This requirement may be met by one-third of the student teaching having been devoted to school library practice or by 3 semester hours in school library practice being taken in addition to the full amount required in student teaching.

Under the State Board regulations, credits earned by correspondence in library science, teaching of reading, children's literature, and child growth and development are not acceptable for certification purposes.

(Either teaching experience or experience as a school librarian will meet certificate renewal requirements. For renewal provisions, see regulations listed in "Certification of Elementary Teachers.")

Certification for High School Librarianship

A high school certificate based upon a baccalaureate or a master's degree will be valid for high school* librarianship, provided the following courses in library science have been completed:

1. School library organization and administration 3 semester hours
2. Books, references, and related materials for children and young people, which include the content of the course, Children's Literature 9 semester hours
3. Cataloging and Classification 3 semester hours

*IMPORTANT NOTE: This certificate may be valid for elementary or 12-grade librarianship upon completion of Fundamentals of Elementary Education or a comparable course with a minimum of 3 semester hours and Teaching of Reading with a minimum of 3 semester hours.

4. School library practice

3 semester hours

This requirement may be met by one-third of the student teaching having been devoted to school library practice or by 3 semester hours in school library practice being taken in addition to the full amount required in student teaching.

IMPORTANT NOTE: A person who is completing requirements for a high school certificate is required to have one major of 24 semester hours and two minors of 18 semester hours each or one major and one minor with credits totaling 48 semester hours. If library science is used as a major or a minor, 3 hours in library practice are required over and above the requirements of 24 semester hours for a major and 18 semester hours for a minor; however, if subjects other than library science are used for majors and minors, the certificate may be endorsed for library science when the 18 semester hours listed above are completed.

Under the State Board regulations, credits earned by **correspondence** in library science, teaching of reading, children's literature, and child growth and development **are not acceptable for certification purposes.**

(Either teaching experience or experience as a school librarian will meet certificate renewal requirements. For renewal provisions, see regulations listed in "Certification of Secondary Teachers.")

Standard Certificate for Librarianship*

A Standard Certificate for School Librarianship valid for ten years for holding the position of librarian in any public school (an elementary school, a secondary school, or a 12-grade school) may be issued to a person who has met requirements in accordance with Plan I or Plan II as follows:

*When the Provisional Elementary Certificate is used as a basis, and when Fundamentals of Secondary Education has not been completed, the Standard Librarian Certificate shall be valid for elementary school librarianship only.

When the Provisional High School Certificate is used as a basis and Teaching Reading and Fundamentals of Elementary Education have not been completed, the Standard Librarian Certificate shall be valid for secondary librarianship only.

Plan I

- A. Completion of requirements for a Provisional High School Certificate or Provisional Elementary Certificate based upon a baccalaureate degree
- B. Completion of the master's degree in library science
- C. Completion of
 - 1. Teaching Reading 3 semester hours
 - 2. Fundamentals of Elementary Education 3 semester hours
 - 3. Child Growth and Development 3 semester hours
 - 4. Fundamentals of Secondary Education 3 semester hours

Plan II

- A. Completion of requirements for a Provisional High School Certificate or Provisional Elementary Certificate based upon a baccalaureate degree
 - B. Completion of a master's degree
 - C. Completion of
 - 1. School library organization and administration 3 semester hours
 - 2. Books, references, and related materials for children and young people, which include the content of the course, Children's Literature 9 semester hours
 - 3. Cataloging and Classification 3 semester hours
 - 4. School library practice 3 semester hours
This requirement may be met by one-third of the student teaching having been devoted to school library practice or by 3 semester hours in school library practice being taken in addition to the full amount required in student teaching.
 - 5. Electives in library science in the field of school librarianship 9 semester hours
- (These 27 semester hours may be completed at the graduate or undergraduate level.)

D. Completion of

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|---|------------------|
| 1. Teaching Reading | 3 semester hours |
| 2. Fundamentals of Elementary Education | 3 semester hours |
| 3. Child Growth and Development | 3 semester hours |
| 4. Fundamentals of Secondary Education | 3 semester hours |

Under the State Board regulations credits earned by **correspondence** in library science, teaching of reading, children's literature, and child growth and development **are not acceptable for certification purposes.**

These regulations were adopted by the State Board of Education on June 23, 1955 and revised by the State Board on December 8, 1955.

PREPARATION-CERTIFICATION OF GUIDANCE COUNSELORS

Competencies

The program of preparation of guidance counselors should point toward the development of the following:

1. Ability to exercise leadership in the development of a comprehensive and effective program of guidance services
2. Ability to assist teachers in assuming responsibility for guidance and counseling of their pupils
3. Ability to coordinate planning with administrators and other staff members in matters relating to guidance services
4. Ability to foster and develop pupil responsibility in accepting guidance and counseling
5. Ability to provide necessary services in the psychological, personal, social, moral, educational, and vocational assessment of pupils
6. Ability to work with teachers, gathering, presenting and interpreting data and information which aid the student in personal, emotional, social, educational, and vocational development
7. Ability to encourage and assist parents to meet their responsibility to work with the school and to utilize their assistance in the implementation of the guidance program
8. Ability to help in the cooperative evaluation of the curriculum and instructional program
9. Ability to work with school administrators, parents, teachers, and other school personnel as well as with community agencies in the improvement of services for children and youth
10. Ability to lead in the evaluation of the guidance program on the basis of the nature and quality of guidance and counseling services in accordance with recommended and accepted criteria
11. Ability to organize and maintain current and reliable information files on higher education, special education, and occupational opportunities.

Preparation—Certification for Guidance Counselors

1. Guidance counselors shall be certified on a provisional basis upon completion of the master's degree including the following areas:*

AREA I Philosophy, Organization and Administrative Relationships of Guidance Services

Recommended Preparation Preparation in this area should include philosophy and scope of services of an adequate program; functions and responsibilities of personnel involved, including the counselor; procedures in organization; orientation of total faculty; program evaluation; referral procedures; and financing facilities.

AREA II Appraising, Assessment, and Understanding the Individual

Recommended Preparation Preparation in this area should include a study of human growth and development; individual and group instruments for individual appraisal (tests, inventories, anecdotal records); case study techniques; management of cumulative records; procedures in securing, recording, interpreting, and using pertinent information about the individual.

AREA III Individual Counseling

Recommended Preparation This area should include theory, techniques and actual practice in counseling interviews.

AREA IV Educational and Occupational Information

Recommended Preparation This area should include securing and organizing valid educational and occupational information; procedures and resources for effective utilization of the information, involving relationships with the total school personnel.

AREA V Supervised Practice in Guidance and Counseling

Recommended Preparation This area should include actual experiences in a school environment where a comprehensive pro-

*These areas or course content may be offered in integrated courses rather than in separate courses. The organization of the areas or course content may be determined by each institution in planning the program which will be submitted to the State Department of Education as a basis for certification.

gram of guidance services is in operation and where a full-time guidance counselor is employed.

AREA VI Group Guidance Procedures

Recommended Preparation This area should include the meaning, purposes, scope and techniques of group guidance.

AREA VII Electives from General Education and/or Professional Education

Recommended Preparation This area should further the student's general and professional education in accordance with his needs and this area of experiences should be determined by the student's graduate committee.

2. The prerequisites for certification of guidance counselors shall include:
 - A teaching certificate based upon the completion of a four-year program of preparation;
 - Three years of teaching experience
 - or
 - Two years of teaching experience and one year of employment in fields other than teaching.
3. The Standard Certificate for Guidance Counselor shall be based upon the completion of the curriculum for provisional certification for guidance counselors and the completion of 24 additional semester hours of graduate study for guidance counselors as planned by each college and approved by the State Board of Education for certification.
4. The provisional certification for guidance counselors shall be for a period of ten years and renewable each ten-year period on the basis of three years of experience as a guidance counselor. (In administering provisional certification, teaching certificates may be endorsed for service as guidance counselor when requirements have been met.)
5. The Standard Certificate for Guidance Counselor shall be a "continuing" certificate.
6. A person to whom provisional certification for guidance counseling is granted between the date of adoption of these regulations and September 15, 1959, on basis of the current 15-semester-hour program, shall have until September, 1962, to complete new require-

ments for guidance counselor. (A teaching certificate endorsed on a provisional basis for guidance counseling in the summer of 1959 will carry a notation to the effect that the endorsement is effective until September, 1962.)

7. The effective date of the new program shall be September 15, 1959.

(Adopted by State Board of Education June 23, 1959)

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PREPARATION-CERTIFICATION OF SCHOOL PSYCHOMETRISTS

The Provisional or Standard Guidance Certificate may be endorsed for the position of School Psychometrist provided the preparation includes the following six areas* as part of his preparation for the Provisional or Standard Guidance Certificate or in addition to it:

Definition

The school psychometrist is a skilled technician employed by the local school district to assist principals, supervisors, guidance officers and teachers in the measurement of the abilities, achievements, progress and other characteristics of school pupils. The school psychometrist employs his specialized knowledge and skills in the measurement of pupil characteristics and abilities in the schools under the direction of the school's administrative and supervisory officers. While he has specialized in the evaluation and measurement of the psychological and educational traits of young persons, and in the statistical treatment of numerical data obtained by evaluative methods, he is neither a psychologist nor an instructional supervisor.

AREA I Philosophy, Organization and Administrative Relationships of Guidance Services

Preparation in this area should include philosophy and scope of services of an adequate program; functions and responsibilities of personnel involved, including the counselor; procedures in organization; orientation of total faculty; program evaluation; referral procedures; and financing and facilities.

AREA II Appraisal, Assessment, and Understanding of the Individual

Preparation in this area should include a study of human growth and development; individual and group instruments for individual appraisal; case study techniques; management of cumulative records; procedures in securing, recording, interpreting, and using information about the individual.

AREA III Educational and Psychological Measurement and Research

Preparation in this area should include studies of educational measurements; statistics or psychometrics; and research methods and utilization. Such studies shall con-

tribute to an understanding of the measurement and interpretation of the intellectual, social, and emotional development of pupils, including measurements of special talents, interests, and personality. Preparation in research should include methods of research and the use of research findings for solution of school problems.

AREA IV Exceptional Children

This area should include a study of the academically talented, those with special talents, and children with other particular gifts as well as those who are handicapped.

AREA V Supervised Practice in Testing

This area should include actual experience in a school environment in setting up a testing program, in administering the tests, and in the preparation and practical use of the test data in the overall instructional program. Experiences should be provided with a wide range of testing instruments dealing with mental ability, achievements, aptitudes, personal adjustment, etc. and shall afford some familiarity with individual intelligence testing.

AREA VI Electives from General Education and/or Professional Education

This area should further the student's general and professional education in accordance with his needs and this area of experiences should be determined by the student's graduate committee.

(Adopted by State Board of Education, March 29, 1961)

*These areas or course content may be offered in integrated courses rather than in separate courses. The organization of the areas or course content may be determined by each institution in planning the program which will be submitted to the State Department of Education as a basis for certification. (Effective date—September 1, 1961)

REGULATIONS GOVERNING ISSUANCE AND RENEWAL OF CERTIFICATES IN THE FIELD OF TRADE AND INDUSTRIAL EDUCATION

(WHICH ALSO INCLUDES DIVERSIFIED OCCUPATIONS EDUCATION) AND DISTRIBUTIVE EDUCATION

1. Issuance of Yearly Certificates

A certificate valid for one year shall be issued when the general requirements as set forth in the State Plan of Vocational Education in the field of trade and industrial and distributive education have been met and when the applicant has completed a course in theory, methods, and practices in teaching of vocational industrial education in high schools, trade schools and area vocational schools. Such a course shall ordinarily be required prior to the time that a person begins his teaching; however, in the event he is employed during the school year and is, therefore, unable to complete the course before beginning his teaching, it will be required that this person successfully complete the course prior to the reissuance of the yearly certificate.

The certificate will be valid for teaching only the subject stated on the face of the certificate, i.e. Auto Mechanics Coordination, Distributive Occupations, Related Subjects in area schools.

2. Renewal of Yearly Certificates

The yearly certificate for full-time instructors may be renewed upon a full year of satisfactory teaching experience gained during the life of the certificate and upon presentation of two semester hours in Trade and Industrial or Distributive Education earned in residence at a teacher training institution designated in a State Plan for Vocational Education as an approved institution for training Trade and Industrial or Distributive Education teachers. If the applicant has not completed the course in theory, methods, and practices in teaching ordinarily required of all beginning teachers, this course must also be completed in addition to the year of experience before the renewal may be granted. If the applicant has already completed all course requirements for a certificate, experience only will be required for renewal.

3. Issuance of Four-Year Certificates

When a person has completed 24 semester hours in teacher training courses in Trade and Industrial or Distributive Education if an

undergraduate, or has completed 16 semester hours if a graduate, and has served four years in a program of Trade and Industrial or Distributive Education, he may be issued a certificate valid for four years. Trade Analysis, Teaching Methods, and Principles and Philosophy of Vocational Education are required courses for all applicants. One-half of the credits may be earned by extension or correspondence courses.

4. Renewal of Four-Year Certificates

This certificate may be renewed every four years upon three years of successful experience in a program of Trade and Industrial or Distributive Education operated under the State Plan for Vocational Education, provided the applicant can show that he has kept abreast of modern practices in the trade and distributive subjects he is teaching and has taken special courses when requested to do so by the Director of Trade and Industrial and Distributive Education. It may also be renewed upon completion of one-half year of additional college work. One-half of the college work should be in Vocational Education.

5. Endorsement of Regular High School Certificates for Vocational Subjects

When requirements have been met for the issuance or renewal of a one-year or a four-year certificate in the field of Trade and Industrial and Distributive Education, a holder of a high school certificate may have that certificate validated for the same subject and for the same length of time as provided for under regulations for issuance or renewal of the certificate for Trade and Industrial or Distributive Education.

6. Issuance of Yearly Special Part-Time Certificate

A special certificate, valid for one year and for teaching part-time* and extension classes in the field of trade and distributive occupations in the subject stated on the face of the certificate, may be issued provided (1) that the applicant has an academic education equivalent to four years of high school, (2) that the applicant has at least three full years of experience of journeyman grade in a recognized trade or three years of successful experience in a distributive occupation, and (3) that the applicant is to be employed in a program of Vocational Trade and Industrial or Distributive

*A part-time instructor is one who teaches apprentices or others for a period of 10 to 250 hours during the year, usually in the evenings.

Education sponsored by the public school system in accordance with the state plans for vocational education.

The yearly certificate for part-time instructors may be renewed upon evidence of successful teaching in a part-time course during the school year for which the certificate is valid. Persons who do not meet renewal requirements of the certificate may be issued a new certificate upon application.

All teachers of industrial arts, who hold the two-year T. and I. Certificates issued on or before the effective date of the new School Code, September, 1935, may have their certificates renewed every two years on basis of two years teaching experience or on six semester hours of standard college work.

A teacher of industrial arts as used in this regulation, means a teacher employed in the public school to teach industrial arts and trades to full time regularly enrolled students in junior high schools and/or senior high schools, which schools do not meet the requirements of the state plans for Trades and Industrial Education or Distributive Education (Adopted September 21, 1945).

PREPARATION-CERTIFICATION OF TEACHERS OF EXCEPTIONAL CHILDREN

Each institution desiring to offer the total program or a partial program for the preparation of teachers of exceptional children shall submit a planned program or partial program for State Board of Education approval in accordance with the following guidelines:

GENERAL EDUCATION

All types of certificates for teachers of exceptional children shall include the same general education as is included in the program of preparation for elementary and/or secondary teachers. (Each institution submits its program of general education through the Division of Teacher Education and Certification to the State Board of Education for approval.)

MAJORS OR MINORS OR GENERAL REQUIREMENTS

If the student pursues the secondary program of teacher preparation as a basis for preparation for teaching exceptional children, the same areas, majors, and/or minors may be included as for secondary teachers except that one area or one major or one minor may be in the area of special education.

If the student follows the elementary program, the same 26 semester hours of general requirements shall be included as for elementary teachers. (See page 335.)

PROFESSIONAL REQUIREMENTS AND/OR SPECIALIZATION

Each of the following types of certificates may be issued upon the completion of a program developed according to the Items 1 and 2 and according to the following guidelines in professional education and in the area of specialization:

MENTAL RETARDATION (EDUCABLE)—(Area of Preparation)

Professional Requirements. When a teacher pursues the four-year program for preparation of elementary teachers, a minimum of 12 semester hours in special education in the following areas may be accepted as part of the 24 semester hours of required work in professional education:

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Survey Course in Education for Exceptional Children

Nature and Needs of Mentally Retarded Children, including the Interpretation of Psychological Tests

Educational Procedures for the Educable Mentally Retarded Children, including Methods, Curriculum and Materials as well as Language Development

A minimum of 3 semester hours or a maximum of 4 semester hours in student teaching of educable mentally retarded children may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching. (A teacher with 2 years of experience may take in lieu of the 3 semester hours professional laboratory experiences.)

When the student is pursuing the secondary program of preparation, a minimum of 9 semester hours described above may be used in partial fulfillment of a major or minor. Each college which offers a major or minor in mental retardation will determine the additional courses with which to supplement the required 9 semester hours and will submit the total for approval. (24 semester hours for a major—18 semester hours for a minor.)

Area of Specialization. The additional courses may be selected from the following:

*The Teaching of Reading (required for those pursuing the secondary curriculum)

Arts and Crafts for the Mentally Retarded

Abnormal Psychology

Mental Deficiency

Speech and Language Development

Guidance and Testing

SPECIAL CLASSES FOR THE ORTHOPEDICALLY HANDICAPPED AND FOR THOSE WITH SPECIAL HEALTH PROBLEMS (PHYSICALLY HANDICAPPED)—(Area of Preparation)

The physically handicapped group usually includes orthopedically handicapped children and children with special health problems when they are taught in special classes, and children to whom hospital instruction is given, and homebound children who are given instruction at home. Teachers who provide home and hospital instruction may serve on any type of regular teaching

*Required

certificate provided the teacher teaches at the level for which the certificate is valid. This certification, therefore, applies to teachers who teach in special classes for the orthopedically handicapped special health problems.

Professional Education. When a student pursues the four-year program of preparation for elementary teachers, a minimum of 12 semester hours in special education may be accepted as part of the 24 hours required in professional education as follows:

Survey Course in Education of Exceptional Children
Medical Aspects of Crippling and Special Health Conditions,
including Educational Implications
Educational Practices for the Crippled and those with Special
Health Problems, including Methods, Curriculum and Ma-
terials as well as Language Development.

A minimum of 3 semester hours or a maximum of 4 semester hours in student teaching of special classes for the crippled and those with special health problems may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching. (A teacher with 3 years of experience may substitute for the 3 semester hours one of the courses listed below in addition to those selected for a major or minor.)

When the student is pursuing the secondary program of preparation, a minimum of 9 semester hours described above (exclusive of student teaching) may be used in partial fulfillment of a major or minor. Each college which offers a major or minor in this area of specialization shall determine the additional courses with which to supplement the required 9 and will submit the total for approval. (24 semester hours for a major—18 semester hours for a minor.)

Area of Specialization. The additional courses may be selected from the following:

Guidance and Testing
Speech and Language Development
Abnormal Psychology
Nature and Needs of Physically Handicapped Children
Diagnostic and Remedial Reading
Education of the Mentally Retarded

THE PARTIALLY SEEING—(Area of Preparation)

Professional Education. When a student pursues the four-year program of preparation for elementary teachers, a minimum of 12 semester hours in special education may be accepted as part of the 24 semester hours required in professional education as follows:

Survey Course in Education for Exceptional Children

Educational Procedures for Children Who Are Partially Seeing, including Methods, Curriculum and Materials

Nature and Needs of Children Who Are Partially Seeing

Anatomy, Physiology and Hygiene of the Eye, including Educational Implications

A minimum of 3 semester hours or a maximum of 4 semester hours in student teaching of the partially seeing may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching. (A teacher with 3 years of experience may substitute for the 3 semester hours a professional laboratory course.)

When the student is pursuing the secondary program of preparation, a minimum of 9 semester hours described above (exclusive of student teaching) may be used in partial fulfillment of a major or minor. Each college which offers a major or minor in this area of specialization shall determine the additional courses with which to supplement the required 9 and will submit the total for approval. (24 semester hours for a major—18 semester hours for a minor.)

Area of Specialization. The additional courses may be selected from the following:

Typewriting

Remedial Reading

Guidance and Testing

Abnormal Psychology

Speech and Language Development

HARD OF HEARING—(Area of Preparation)

Professional Education. When a student pursues the four-year program of preparation of elementary teachers, a minimum of 15 semester hours in special education as follows may be accepted as part of the 24 semester hours of the requirements in professional education:

Survey of Exceptional Children

Educational Procedures for the Hard of Hearing, including Methods, Curriculum and Materials (Not Language Development)

Auditory Training and Speech Reading

Speech and Language Development

A minimum of 3 semester hours or a maximum of 4 semester hours in student teaching with children with this handicap may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching. (A teacher with 2 years of experience may substitute for the 3 semester hours professional laboratory experiences.)

*When a student is pursuing the secondary program of preparation, a minimum of 12 semester hours described above (exclusive of student teaching) may be used in partial fulfillment of a major or minor. Each college which offers a major or minor in this area of specialization shall determine the additional courses with which to supplement the required 12 and will submit the total for approval. (24 semester hours for a major—18 semester hours for a minor.)

Anatomy and Physiology of the Ear (hearing, testing, and interpretation of results.)

Psychology of the Hard of Hearing

*Speech Correction

Phonetics

DEAF—(Area of Preparation)

Professional Education. When a student pursues the four-year program of preparation of elementary teachers, a minimum of 15 semester hours in special education as follows may be accepted as part of the 24 semester hours of the requirements in professional education:

Survey of Exceptional Children

Educational Procedures, including Methods, Curriculum, and Materials for Teaching the Deaf

Methods for Teaching Language to the Deaf

*A total of 9 semester hours suggested in speech for the student pursuing the secondary program with an area, or major, or minor in the "hard of hearing" area of preparation.

Methods for Teaching Speech to the Deaf

Speech Reading and Auditory Training

A minimum of 3 semester hours or a maximum of 4 semester hours in student teaching with children with this handicap may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching. (A teacher with 2 years of experience may substitute for the 3 semester hours professional laboratory experiences.)

When a student is pursuing the secondary program of preparation, a minimum of 12 semester hours described above (exclusive of student teaching) may be used in partial fulfillment of a major or minor. Each college which offers a major or minor in this area of specialization shall determine the additional courses with which to supplement the required 12 and will submit the total for approval. (24 semester hours for a major—18 semester hours for a minor.)

Area of Specialization. The additional courses to be included in the majors or minors shall be selected from the following:

Anatomy and Physiology of the Ear

Speech Correction

Hearing, Testing, and Interpretation of Results

Psychology of the Deaf

MENTAL RETARDATION (TRAINABLE)—(Area of Preparation)

The program of Preparation — Certification of teachers of the Trainable Mentally Retarded shall be the same as the program for the Educable Mentally Retarded except that a course entitled:

“Educational Procedures for the Trainable Mentally Retarded Children, including Methods, Curriculum and Materials, as well as Language Development” shall replace the course entitled “Education Procedures for the Educable Mentally Retarded Children, including Methods, Curriculum and Materials, as well as Language Development;” and,

The 3 or 4 semester hours in student teaching in special education shall be with the trainable mentally retarded children.

SPEECH AND HEARING THERAPIST (Itinerate—the teacher works with children throughout the school or school system rather than being responsible for one classroom of children.)—Area of Preparation)

Professional Education and/or Specialization. These two segments of either the elementary or secondary curriculum for preparation of teachers shall include a minimum of 30 semester hours from the following areas:

Mental Hygiene

Child Psychology

Elective in Psychology

Survey of Exceptional Children

Study of phonetics; language development, biological, psychological and social foundations of speech and hearing disorder, including anatomy, physiology and function of auditory and speech mechanism.

Study of pathologies in oral communication and procedures in management of children and youth with speech and hearing disorder, including diagnosis and evaluation, therapeutic methods and materials.

*Audiometry and hearing rehabilitation. (Hearing tests, interpretation, and therapy.)

Practice teaching shall include experience in both speech and hearing and part of the minimum of 200 clock hours in such experience shall be in a public school situation with children who have speech and hearing difficulties—3 semester hours.

If dual certification (regular secondary or elementary, in addition to speech and hearing) is desired, five additional semester hours in student teaching with normal children in a regular classroom situation will be required. Also, if regular certification is desired, the secondary teacher shall have an area in Speech and Hearing or another minor. A college, desiring to offer an area, may plan for the 18 additional semester hours.

Persons currently qualified to serve in a unit designated "Speech Correction" will be considered qualified to serve in a unit designated in the future as "Speech and Hearing Therapy."

BLIND—(Area of Preparation)

Professional Education. When a student pursues the four-year program of preparation for Elementary Teachers a minimum of

*9-12 semester hours suggested.

15 semester hours in special education as follows may be accepted as part of the 24 semester hours of the requirements in professional education.

Survey of Exceptional Children

Nature and needs of children who are blind

Educational procedures for the blind

Braille

Anatomy and physiology and hygiene of the eye, including educational implications

A minimum of 3 semester hours or a maximum of 4 semester hours in student teaching with children with this handicap may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching. (A teacher with 2 years of experience may substitute for the 3 semester hours professional laboratory experiences.)

When a student is pursuing the Secondary Program of preparation a minimum of 12 semester hours (exclusive of student teaching) as described above may be used in partial fulfillment of a major or minor. Each college which offers a major or minor in this area of preparation may determine the additional courses for the major or minor. (24 semester hours for a major—18 semester hours for a minor.)

Area of Specialization. The additional courses to be included in the major or minor shall be selected from the following:

Typewriting

Remedial Reading

Guidance and Testing

Abnormal Psychology

Speech and Language Development

SUPERVISION—(Area of Preparation)

The holder of a Special Education Certificate in a specific area of exceptionality may have that certificate endorsed for Supervision of Special Education programs upon the following conditions:

Two years of successful experience as a teacher of Special Education or as a public school speech and hearing therapist. Completion of an approved curriculum leading to a master's degree.

The professional education courses for the preparation of the supervisor shall include 15 semester hours covering the three areas of (a) organization, supervision and administration of special education programs, (b) special education class areas other than the area of exceptionality of the Special Education teaching certificate, and (c) speech and hearing unless the teaching certificate is in the area. A minimum of one course should be taken in each and with a balance in these three aspects of the program. The remaining curriculum may be selected from the professional education curriculum for general supervision or from general education.

The endorsement shall be on a continuing basis so long as the teaching certificate is valid provided the holder is not inactive as a supervisor for longer than a four-year period. If the holder is inactive for more than four years, requirements current at the time the applicant desires a certificate shall be met.

The completion of the baccalaureate degree shall be minimum basis for the Provisional* Certificate in Special Education. The completion of the master's degree including a minimum of 9 semester hours in professional education and a minimum of 12 semester hours in non-professional courses shall be the minimum for the Standard Certificate in Special Education. (Effective 1961-62)

The Provisional Certificate in Special Education shall be valid for ten years on a continuing basis provided the certificate is registered at the end of each ten-year period in the Division of Teacher Education and Certification of the State Department of Education on evidence of three years teaching experience or 12 semester hours additional graduate work (4 semester hours graduate work for each year the teacher fails to teach). The Standard Certificate in Special Education shall be valid for ten years and may be extended for life on three years of experience during the life of the certificate. If the holder fails to meet the requirements for life extension before the certificate expires, the certificate may be registered at the end of each ten-year period in the Division of Teacher Education and Certification on the basis of four

*It is recommended that teaching certificates be endorsed for each area of preparation in special education completed and that the endorsement indicate "Provisional" or "Standard."

semester hours of graduate work in lieu of each of the three years the holder fails to teach.

A student may pursue the four-year program of preparation for elementary or for secondary teachers as a basis for preparing for certification for teaching exceptional children. The student may qualify for dual certification.

A student completing a four-year program of preparation for secondary or elementary teachers in an institution which does not offer an approved program in special education may plan cooperatively with an institution which has this approval and with the State Department of Education for completing the segment of preparation in special education in an institution which is approved for offering the program.

An institution which provides a program of preparation for teachers of exceptional children may offer the special education segment of the program as graduate or undergraduate courses.

This program may become effective any time after an institution has submitted its program to the State Board of Education through the Division of Teacher Education and Certification and has received approval. It shall become effective for freshmen entering the program September, 1961.

The certificate in Special Education shall be a twelve-grade certificate.

The teacher of Home Instruction and/or Hospital Instruction may serve on a regular elementary certificate if the majority of the children are of elementary school age or on a secondary certificate if the majority of the children are of high school age. It is recommended that these teachers qualify for special education certificates.

A teacher who qualified in another state on basis of completion of a four-year program of teacher preparation including a planned and approved program in special education in an accredited college may be issued a comparable certificate in Kentucky under the State Board plan of reciprocity.

A holder of a regular elementary or secondary certificate (if the holder has a degree) may have the regular certificate endorsed for a specific area of special education for one year

upon completion of a minimum of 9 semester hours selected from the approved program. A minimum of 6 additional semester hours selected from the required program shall be earned for additional annual endorsement. (The rank will be based on the regular certificate and highest degree held.)

Experience on a special education certificate may be accepted on the renewal and/or life extension of the elementary or secondary certificate.

EMERGENCY CERTIFICATE REGULATIONS 1961-62

- I. An emergency certificate may be issued to a person or reinstated under the following conditions:
 - A. After all qualified and employable teachers have been employed, the employing district board of education shall file a request on form TC-7 with the Superintendent of Public Instruction for approval to employ emergency teachers. The request shall be approved prior to issuance of emergency certificates. It is essential that the application for the issuance of each emergency certificate be on file in the Division of Teacher Education and Certification **prior to the date on which the teacher assumes official duties.**
 - B. No emergency certificate may be issued or reinstated to a person who is under 18 years of age or to a person who is over 70 years of age, except for teachers who secure a waiver from the Superintendent of Public Instruction based on a waiver of annuity benefits from the Teachers' Retirement System.
 - C. The formal application for each certificate shall be signed by the local superintendent.
- II. Regulations for Issuance of Emergency Certificates
 - A. **Employment of Emergency Teachers**

When the local superintendent and board of education furnish to the State Superintendent of Public Instruction satisfactory evidence (on the attached form TC-7) that the following policies have been followed, they may employ* emergency teachers in accordance with State Board regulations:

 1. That efforts are being made to improve the over-all program of instruction through a continuing in-service program. Plans may be developed in cooperation with the Consultant on In-Service Teacher Education of the Divi-

*Action on employment of emergency teachers may be taken after the request form has been *submitted* to and *approved* by the State Superintendent of Public Instruction. The request form TC-7 may be acted upon by the local Board of Education after July 1 and shall be submitted to the State Superintendent of Public Instruction within two weeks of the opening of schools.

sion of Teacher Education and Certification who will approve the plans before submitting them to the Superintendent of Public Instruction. Plans for safeguarding the quality of instruction in schools staffed with emergency teachers shall be reported on the request form.

2. A list of all legally qualified teachers who are not employed shall be submitted with appropriate statements on the request form.

B. Issuance and Reissuance of Emergency Certificates in Non-Isolated Schools

1. An emergency certificate shall not be issued to a teacher for a one-teacher non-isolated school.
2. Only in rare cases, where evidence justifies it, will an application for an emergency certificate be considered for a teacher of a non-isolated school of more than one teacher with an enrollment of less than 100.

C. Issuance of New Elementary Emergency Certificates

New emergency certificates for elementary positions may be issued for a period of one year, provided that:

1. The applicant has completed the first two years of course work included in a four-year elementary teacher education program in an accredited junior or senior college. After all persons have been employed who have completed the approved program of 64 semester hours, applications may be made for emergency certificates for persons who have 64 semester hours of work earned in an accredited college.*
2. The applicant has a minimum average of "C" on total work as certified by the college.
3. Residence credits are recommended. Total credits by extension or correspondence may not exceed 16 semester hours out of a total of 64.

*In a system where an extreme teacher shortage exists, a local superintendent and board of education may set a lower standard and submit evidence supporting the need for a standard lower than the 64 semester hours. The proposed standard with the evidence of need shall be presented on the request form to the Superintendent of Public Instruction for approval prior to the employment of teachers on the lower standard.

D. Reinstatement of Elementary Emergency Certificates

Elementary emergency certificates may be reinstated for a period of one year, provided that:

1. Preference is given to applicants who have 64 or more semester hours of preparation with a minimum average of "C", who have had successful experience, and who possess professional attitudes.
2. Preference is given to applicants who have earned a minimum of eight semester hours of additional college credits since the last emergency certificate was issued, selected from the elementary curriculum, and provided the eight additional hours have been earned in residence or in off-campus study center (no part of the eight semester hours credit may be earned by correspondence).

E. High School Emergency Certificates

An emergency certificate may be issued to an applicant who is a graduate of an accredited college and who has nine semester hours in the subject for which the certificate is to be issued. In extreme emergency situations a minimum of two years of approved college work may be accepted for new emergency certificates, provided the applicant has nine semester hours in the subject he will teach, and provided application is submitted prior to employment. A high school emergency certificate may be reinstated if the holder has nine hours in the subject to be taught. The reinstatement of an emergency certificate issued on less than a degree shall require eight additional semester hours earned in residence or in off-campus study centers.

F. Emergency Certificates for Teachers of Home Economics

Teachers of home economics shall be graduates in home economics of an approved institution. If, however, teachers possessing the above qualifications are not available, an emergency certificate may be issued, valid for a period of one year, to persons who have completed 24 semester hours in home economics with a minimum of three semester hours in at least four areas included in the regular home economics curriculum, such as, food, clothing, child development, home management, family relations, etc.; three semester hours in methods in secondary education; and a total of 96 semester hours of standard college work.

G. Emergency Certificates for Teachers of Industrial Arts

An emergency certificate for position of teacher of industrial arts in a junior and/or senior high school shall require a minimum of 96 semester hours of standard college work, including a minimum of 12 semester hours of industrial arts acceptable in the industrial arts teacher preparatory curriculum. Reinstatement will require evidence of improvement in preparation.

H. Emergency Certificates for Superintendents

In the absence of a fully qualified person for the position of superintendent or assistant superintendent, an emergency certificate may be issued to an acting superintendent or assistant superintendent for the interim period. The prerequisite for the issuance of the emergency certificate shall be a valid teaching certificate based upon a baccalaureate degree.

I. Emergency Certificates for Principals

No emergency certificate will be issued for the position of Principal, or assistant principal.

J. Emergency Certificates for Substitute Teachers

Emergency certificates for substitute teachers will be issued or reinstated upon the merits of the application. A 32-semester-hour standard is the recommended minimum. High school graduation shall be the minimum level considered even in the most extreme situations. Emergency certificates for substitute teachers shall not be issued after the close of the school year during which the teacher served.

K. Emergency Certificates for Directors of Pupil Personnel

1. An emergency certificate now in effect for the position of director of pupil personnel may be reinstated if the emergency continues and each case will be considered upon its merits.
2. No new emergency certificate may be issued for this position.

L. Emergency Certificates for Institutional-on-the-Farm Training Program

1. The applicant shall have been teaching in the Institutional-on-the-Farm Training Program on or before July 1, 1949,

or shall have a B. S. Degree with a minimum of 60 semester hours in technical agriculture.

2. Applicant must have three full years of farm experience after the age of 14 years.
3. Applicant shall be recommended by the superintendent of schools and approved by the Director of Agricultural Education.

M. Emergency Certificates for Special Education Programs

A teacher of special classes for exceptional children shall have a minimum of 64 semester hours of college training, provided that the teacher completes the maximum special education training available during the 1961 summer session in the area of specialization. Any other application for an emergency special education certificate for a person who does not meet these requirements will be considered on its merits.

N. Emergency Certificates for Librarianship

1. An emergency certificate for the position of school librarian issued prior to the 1961-62 school year may be reinstated annually on completion of an additional 6 semester hours credit selected from the prescribed curriculum in library science. (If the 18 semester hours prescribed credit in library science have been completed, the additional credit may be in other courses needed for full certification).
2. A person who has been approved on a regular basis (on a regular certificate and not on an emergency basis) for a given school year but who fails to complete the prescribed additional credits in library science within the specified two-year period may be granted an emergency certificate for one year only.
3. When it becomes necessary to employ a school librarian new to the position, each case will be considered upon its merits provided the applicant has a minimum of 9 semester hours in approved library science, and provided, further, that a program of library science services is worked out cooperatively by the local system and the Division of Instructional Services. (For high school librarianship, a degree is recommended. For the elementary position, no one who has less than 96 semester hours will be considered).

- O. When an application is submitted for an emergency certificate for any position for a person who does not meet the above standards, consideration will be given on the merits of the case by the Superintendent of Public Instruction, provided the application is submitted before the teacher is employed and assigned to the position.

Form TC-4
Rev. 3/28/61

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Form TC-4
Rev. 3/28/61

Commonwealth of Kentucky
Department of Education

DIVISION OF TEACHER EDUCATION AND CERTIFICATION
Frankfort, Kentucky

Date of Application _____ Opening Date of School _____
or
Date When Teaching is to Begin _____

APPLICATION FOR EMERGENCY CERTIFICATE

New _____

Reinstatement _____
number of emergency certificate

NOTE: See Instructions and Policies on Reverse Side

Superintendent of Public Instruction
Frankfort, Kentucky

The Board of Education of _____ certifies that an emergency
(School District)

exists in _____
(Name of School and Number of Teachers) (Classification: Isolated or Non-isolated)

19 _____ 19 _____
(For School Year)

We further certify that a qualified teacher has not applied for this position and
that to our knowledge a qualified teacher is not available for the above position. We
hereby apply for an emergency certificate to be issued to:

Mr. _____
Miss _____
Mrs. _____ for the position
(Name in Full) (Address)

of _____
(Teaching level or subject or position)

Recommendation is based on the following:

(Date of Birth)	(Years Teaching Experience)	(Total Number of Semester Hours)	(Number of Hours Completed Since Last Emergency Certificate)
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In consideration of the above conditions, we, therefore, respectfully request that
in compliance with KRS 161.040 and KRS 161.100 (Section 4502-5) Certification Law
enacted 1934 Session of the Kentucky General Assembly, and in compliance with
State Board regulations, you issue this emergency certificate authorizing this board
to enter into contract with the applicant to render services indicated in paragraph
one of this petition.

DO NOT WRITE IN THIS SPACE

Superintendent of Schools

Number and Date of Board Order

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GENERAL POLICIES AND INSTRUCTIONS

1. It is **very important** that the **number** of the emergency certificate held by the teacher be indicated on page one.
2. **Please do not** return the old emergency certificate!
3. The application should indicate the subject which the applicant will teach, if issued for high school teaching.
4. The application should indicate whether the applicant is a **full-time, replacement** or **substitute** teacher.
5. An emergency certificate issued for a position in one school system shall not be transferred to another school system unless the superintendent who secured the certificate agrees to give the teacher an honorable release.
6. The application, **certainly**, should be on file in the Division of Teacher Education and Certification prior to the teacher's reporting for work.

*Use 19

2. Have plans for a continuing in-service program been developed in cooperation with the State Department of Education Regional Consultant on In-Service Teacher Education?

yes no
If plans have not been developed, on what date have you invited the consultant to plan with you?

Date

3. Additional plans for safeguarding the quality of instruction in schools staffed with emergency teachers are:

4. The legally qualified teachers who are available but who have been refused employment by the local board of education are listed with appropriate reasons:

5. Check Item (a) or fill in Item (b)

(a) We, the board of education, request approval for the employment of new emergency teachers on the State Board standards

yes

no

or

(b) We request special approval to submit applications for new elementary emergency certificates on the following minimum standard:

semester hours of standard college work

This is requested because of the conditions described as the following:

6. We further certify, under obligation of our official oath, that the emergency teachers whose applications we shall submit will be for the best qualified persons available for the position and for persons who comply with State Board regulations in regard to college preparation.

SIGNED

Superintendent

School System

Number and Date of Board Order

MEMBERS, BOARD OF EDUCATION:

SIGNED

SIGNED

SIGNED

SIGNED

SIGNED

STATE BOARD OF EDUCATION REGULATIONS ON CORRESPONDENCE AND EXTENSION WORK

1. A college desiring to offer extension work for credit toward the issuance and/or renewal of certificates shall submit its application for the approval of such work to the State Board of Education upon forms approved by the State Board of Education and shall furnish such information as necessary as a basis of such approval. No institution shall offer courses for credit to be used in issuing or extending certificates until the extension program of such institution has been approved.
2. Residence credit shall be credit earned on the campus in regularly scheduled classes of an accredited institution of higher learning.
3. Extension credit may be accepted in the issuance of certificates only from standard four-year colleges which are members of the Association of Colleges and Universities of the Southern States or the American Association of Teachers Colleges or other regional accrediting associations.
4. Credit for the issuance and renewal of certificates earned in an extension class shall be valid when the class is taught by a regular resident member of the college faculty who teaches in his major field of preparation for college teaching, and further, an institution may employ instructors for extension courses who are not members of the regular resident college faculty provided that the same degree of careful selection is exercised in employment of instructors of extension courses as in the employment of faculty members for regular residence instruction, and provided the person selected has taught one year of Saturday classes or one complete summer session, and provided further, that when the extension instructor is a public school official or employee, he serve only as an instructor of an extension course organized for school personnel outside the school district in which the instructor is an official or employee.
5. Extension work shall be counted as part of the regular teaching load of resident faculty members.
6. The admission requirements and enrollment technique for students taking extension work must be the same as for regular students in residence.

7. Students will be admitted to extension courses who satisfy all prerequisites for those courses in exactly the same manner as in residence.
8. Where courses are required for a degree, not more than one-half of the course requirements in any field in general education may be taken by correspondence and not more than six semester hours in a major or minor field may be completed by correspondence and/or extension.*
9. The library facilities for any course offered by extension must be approved by the head of the department offering the credit. A written copy of the library regulations must be kept on file in the institution.
10. Students shall not be allowed to receive credit through extension and/or correspondence for more than six semester hours each semester or 12 semester hours during the regular school year of nine months or 16 semester hours within a calendar year.

The minimum time within which one three-semester-hour course may be completed shall be five weeks; two three-semester-hour courses shall be 10 weeks; one two-semester-hour course shall be four weeks; two two-semester-hour courses shall be eight weeks; one three-semester-hour course plus one two-semester-hour course shall be nine weeks.
11. A minimum of 75 percent of the credit required for a degree or certificate must be earned in residence in an accredited college.
12. Examination for correspondence work shall be conducted in the following manner:
 - a. In all cases where practicable, examination shall be given on the campus of the institution giving the work.
 - b. In cases where it is impracticable to comply with the regulation "a" above, examinations shall be given on the campus of a college belonging to a standard regional association and under the direction of the dean, registrar, or director of extension of the institution where the examination is given. Examinations for all correspondence courses will be given on-campus. If it is impracticable for the institution offering the course to administer the examination, it may be given in any

* Adopted by State Board of Education, March 29, 1961

one of the following institutions: Asbury College; Bellarmine College; Berea College; Bethel College; Brescia College; Campbellsville College; Caney Junior College; Cumberland College; Eastern Kentucky State College; Kentucky State College; Lees Junior College; Lindsey Wilson College; Morehead State College; Murray State College; Paducah Junior College; Pikeville College; St. Catharine College; Sue Bennett College; Transylvania College; Union College; University of Kentucky; University of Louisville; Ursuline College; Villa Madonna College; and Western Kentucky State College. (The fee for each examination shall be \$3.00—effective July 1, 1961)

13. Extension practices of all institutions, insofar as they affect students, shall be as uniform as practicable. To that end, directors should seek to discover and adopt the best practices for conducting extension teaching, both class and correspondence.
14. Students in residence shall not be permitted to do extension or correspondence work without permission of their dean.
15. Three-fourths of the total amount of credit required for the issuance of any certificate shall be in residence credit, provided that laboratory courses in subject fields, and professional courses requiring observation, participation, and/or teaching in campus or affiliated training school be in residence.
16. All certificates based on credits below college graduation and requiring additional credits for renewal may be renewed on credits earned by correspondence, extension, or in residence, provided that at the time of any renewal no more than 32 semester hours earned by correspondence and/or extension are accepted.
17. Graduate credit for renewal of certificates may be earned in an accredited graduate school in accordance with the usual rules of the institution granting the graduate credit.
18. Credit earned by correspondence, extension classes, travel courses, and credit earned through other off-campus programs, shall be so designated on the official transcript and shall be classed as extension or non-resident work.
19. After September 1, 1947, credit for correspondence in Teaching of Reading and Children's Literature shall not be accepted in the partial fulfillment in the requirements for certification.
20. No credit in required courses in Art or Music, earned through

correspondence study, may be accepted in the certification of elementary teachers. (This does not include courses earned in extension classes.)

21. No credit earned by correspondence after September 1, 1950, shall be accepted toward meeting requirements in administration and supervision for the issuance of the certificate in administration and supervision.
22. Work completed by correspondence in library science shall not be accepted in meeting requirements for the regular or emergency certificate which qualifies the holder to serve as part-time or full-time librarian.
23. Credit by correspondence in courses in Child Growth and Development begun after January 1, 1953, shall not be accepted for certification purposes.

CERTIFICATION OF DIRECTOR OF PUPIL PERSONNEL

1. Attendance Officer's Certificate issued upon the basis of two years' standard college training may be renewed for two years upon evidence that the holder has had two years' experience as attendance officer during the life of the certificate. After the first renewal, the provisional Attendance Officer's Certificate issued prior to September 1, 1953, will be reissued provided the holder presents evidence of having met the requirements of the curriculum prescribed by the Council on Public Higher Education for the issuance of the attendance officer's certificate. Attendance Officer's Certificate issued upon experience as attendance officer may be reissued for two years as long as the holder serves continuously as attendance officer in the district in which he was employed when his original attendance officer's certificate was issued to him under the Acts of 1934.

2. The Provisional Certificate for Director of Pupil Personnel:*

A teaching certificate based upon a four-year program of teacher preparation may be endorsed on a provisional basis for the position of Director of Pupil Personnel provided the applicant has had three years of successful experience as a teacher or as a director of pupil personnel and provided further that the applicant has completed the following prescribed courses:

Child Growth and Development

Guidance and Counseling

Pupil Accounting

If the courses listed have not been completed but all other requirements have been met, the teaching certificate may be endorsed with the stipulation that these courses must be completed within a two-year period.

3. The Standard Certificate for Director of Pupil Personnel:*

The Standard Certificate for Directors of Pupil Personnel may be issued upon completion of a master's degree as prescribed for a standard teaching or administrative certificate and three years of experience as a Director of Pupil Personnel (in addition to the three years of experience as a teacher or as a Director of Pupil

*(Adopted by State Board of Education, March 29, 1961)

Personnel required for a provisional endorsement) and the standard certificate shall be valid for continuous service provided the holder is not inactive for a period of four consecutive years.

The Standard Certificate for Director of Pupil Personnel may be endorsed for the teaching level for which the holder is qualified.

4. Endorsement of Administrative Certificates for Position of Director of Pupil Personnel. Any certificate valid for principalship, supervision, or superintendency may be endorsed for the position of director of pupil personnel.

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MISCELLANEOUS CERTIFICATE REGULATIONS

Experience in Armed Forces

Experience in the armed forces of the United States of America subsequent to July 1, 1940, may be substituted for teaching experience in the renewal of any certificate which may be renewed upon teaching experience, provided the applicant held a valid certificate at the time he entered the armed forces of the U. S. A.

If the holder of a valid certificate enters the armed forces of the U. S. A. after July 1, 1940, the certificate in force at the time the holder entered the armed forces of the U.S.A. shall continue in force after the holder has been discharged from the armed forces for the same period of time for which it was valid at the time he entered the armed forces of the U. S. A.

Teaching Experience

If a teacher holds a certificate which may be renewed upon the basis of teaching experience, such experience as a substitute teacher may be counted toward the renewal of a certificate when the holder of a certificate is under written contract with the board of education as a substitute teacher, holds a valid certificate, is paid by the board of education and does actual teaching during the school year; provided that such experience shall not be counted toward extending the certificate for life unless the holder actually teaches more than half the term in each school year submitted for the purpose of renewing the certificate.

The Superintendent of Public Instruction shall approve the types of experience which may be accepted under the law and regulations of the State Board of Education in renewing certificates.

Validating City Certificates

A certificate issued by a city board of education which certificate has continued in force by having been validated by the Superintendent of Public Instruction and which certificate was in force on June 30, 1938, may be re-validated for a period of two years by the Superintendent of Public Instruction upon presentation of a minimum of nine quarter hours of standard college work earned since the certificate was last validated and before September 1 of the year in which the last validation expires.

Reissuance of Certificates

The holder of a certificate number 10,000 or above (certificate issued since 1935) which has expired or expires before renewal re-

quirements have been completed may be issued a new certificate of the same type upon the same curriculum, provided that this regulation shall apply only **once** to any holder of such a certificate, and provided further that the **first** renewal of a certificate issued under this regulation on less than college graduation shall require six additional semester hours of standard college work in addition to the required two years of teaching experience.

College Credits Earned in Classes Conducted by the State Department of Education

College credit to the extent of one semester hour for each week spent in each summer term sponsored by the State Department of Education during the period 1922 to 1927 under Kentucky Acts of 1920 may be granted for certification and graduation purposes by an institution of higher learning, provided the person requesting credit was a high school graduate at the time he enrolled in the course, and provided that the maximum credit accepted for each summer term shall not exceed six semester hours.

Reinstatement of Certificates

Regular certificates may be reinstated for one year by the Superintendent of Public Instruction upon application by the holder and recommendation by the local school superintendent, provided that the holder has earned not less than one-third of the college credits required for renewal of this certificate, and provided that this reinstatement regulation applies only one time to each holder, and provided, further, that this regulation shall apply only to those cases in which there is no other way by which the holder may keep this certificate valid.

During the teacher shortage, regular certificates may be reinstated annually on the basis of experience, provided the holder is eligible to retire under the provisions of the Kentucky Retirement System and has not reached compulsory retirement age.

Renewal and/or Extension of Certificates Formerly Issued by the State Colleges

Under the law, the state colleges have authority to renew and extend for life certificates originally issued by the colleges.

The law of 1934 placed certification authority in the State Board of Education through the Division of Teacher Training and Certification for the issuance and renewal. The presidents of the state colleges in 1946 requested that certificates originally issued by the colleges be

extended and renewed through the Division of Teacher Training and Certification of the State Department of Education.

This policy was followed; however in 1948 the Council on Public Higher Education formally approved this administrative policy and adopted the following recommendation:

That extension and renewal of certificates issued by the colleges prior to the adoption of the new School Code in 1934 be performed by the Superintendent of Public Instruction through the Division of Teacher Training and Certification.

This recommendation later was approved by the State Board of Education.

Issuing Certificates for Ten-Year Periods

Beginning July 1, 1958, elementary and secondary certificates issued upon completion of the four-year or five-year program of preparation as prescribed by the State Board of Education shall be valid on a continuing basis, provided that the certificate is registered at the end of each ten-year period in the Division of Teacher Education and Certification of the State Department of Education on evidence of three years of teaching experience or 12 semester hours of additional graduate work, and provided that the certificate may become permanent or "life" upon three years of teaching experience and completion of the graduate program with a master's degree as prescribed by the State Board of Education.

Consistent with this plan, the following current certificates may be renewed for ten-year periods: (1) Provisional and Standard elementary and secondary teaching certificates numbered 10,000 or above when the holder has a bachelor's degree; (2) Provisional High School Certificates numbered below 10,000 when the holder has a degree; (3) Librarian certificates; (4) Special Education certificates.

Extension of Elementary Certificates

The holder of any type of elementary certificate, issued upon the two-year curriculum, which expires in 1958 or 1959 (without renewal requirements having been met) may have the certificate extended annually for the 1958-1959 and 1959-1960 school terms upon request by the local superintendent, provided he presents evidence of having employed all available qualified teachers, and provided the holder of a certificate expiring in 1958 and extended for 1958-1959 completes an additional six semester hours prior to the reinstatement for 1959-1960. (The certificate will be subject to regular renewal in 1960 upon regular renewal basis.)

QUALIFICATIONS OF TEACHERS FOR RANKING

Ranking of Teacher Qualifications Under the Foundation Program

1. The Division of Teacher Education and Certification shall maintain and evaluate transcripts of college credits which are supplied by the respective college authorities upon request of the individual teacher and shall certify the qualification ranks of teachers in respective school districts to the Division of Finance for purposes of determining amount allocated for teachers' salaries.

2. It shall be the responsibility of the individual teacher employed in the public schools to place on file all transcripts of approved college credits that affect qualification ranks in the office of the local superintendent and in the Division of Teacher Education and Certification.

3. The Division of Teacher Education and Certification shall base its ranking of teacher qualifications on verifiable records in its own possession, and may install a system of machine operation which will permit a continuous and up-to-date record of all teacher qualifications.

4. The deadline for earning credits to be counted in ranking shall be September 1 of the year in which ranking takes place. (Amendment to become effective July 1, 1961.) The deadline for filing credits for ranking purposes in the office of Teacher Education and Certification shall be October 31. (The qualifications of the teachers employed on October 1 will determine the rank for the unit for the total school year. The qualifications of a teacher who is teaching on February 1 in a position which has been left vacant the first half of the year will determine the rank of the one-half unit.)

5. The Division of Teacher Education and Certification shall rank only those teachers who hold valid certificates (regular or emergency).

6. "Equivalency" as used in KRS 157.390 (1) of the Foundation Program Act shall be used in determining ranks of librarians and of vocational teachers of distributive occupations and trades and industries and teachers of the deaf and other classifications as may be determined by the State Board of Education.

7. A maximum of 67 semester hours of credit may be accepted for ranking purposes from an accredited junior college. This maximum

shall include work earned in a senior college prior to the last date on which credits were earned in the junior college.

8. The Division of Finance and the Division of Teacher Education and Certification shall be jointly responsible for providing the Superintendent of Public Instruction with accurate information relative to the ranking of teachers in accordance with the provisions of KRS 157.390 (1). (September 28, 1960)

Ranking of Vocational Trade Instructors

Rank II Those holding a four-year Trade and Industrial Certificate and who have completed eight semester hours of approved training courses in the field of Trade and Industrial Education after receiving the four-year certificate, or those holding a four-year Trade and Industrial Education Certificate and a bachelor's degree.

Rank III Those teachers holding a regular one-year Trade and Industrial Education Certificate to teach a specific trade based on high school graduation or equivalent* plus three years' trade experience as a recognized journeyman beyond the learners level in the trade to be taught.

Ranking of Teachers of Vocational Distributive Education

Rank II Those holding a regular four-year Distributive Education Certificate and who have completed eight semester hours in approved courses in college subjects after receiving the four-year certificate, or those holding a four-year Distributive Education Certificate and a bachelor's degree.

Rank III Those holding a regular one-year Distributive Education Certificate based upon high school graduation or equivalent* plus a minimum of three full years' experience as an employee in a distributive occupation.

Ranking Qualifications of Librarians

1. In determining qualifications for ranking purposes, the graduate professional Bachelor's Degree in Library Science which was

*In the absence of a high school diploma, equivalency of high school graduation shall be determined by submitting evidence of an acceptable score on a G.E.D. Test administered by an approved testing center.

granted on basis of a year of advanced study in Library Science beyond the first baccalaureate degree shall be considered the equivalent of a master's degree.

2. Also, when 30 semester hours of credit in library science earned beyond the usual baccalaureate degree were completed prior to September 1, 1957, in an institution not offering an advanced degree in Library Science, or in an institution at the time it was in the transition of graduate programs in library science, this credit shall be considered for ranking purposes as equivalent to the master's degree.

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Section III

IN-SERVICE TEACHER EDUCATION

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IN-SERVICE TEACHER EDUCATION

Today the education of teachers doesn't stop with college graduation. In-service teacher education is one of the major functions of the Division of Teacher Education and Certification of the Bureau of Instruction and is an integral part of the over-all teacher education program.

In-service teacher education has been given impetus since 1948 when a national conference on this concept was sponsored by the National Commission on Teacher Education and Professional Standards. The National Commission describes in-service growth as follows:

In-Service Growth is that growth which takes place after the teacher is on the job. It is a continuation of the professional development which was begun during the pre-service period of preparation. In-service education is a process inherent in any planned program designed to make the individual a more effective teacher. This type of education should be an integral part of any school program.

A cooperative plan for the professional growth of teachers in service includes all of the education personnel in a given school situation—teachers, superintendents, principals, supervisors, special service staff, and staff members of colleges and of state departments of education.¹

In keeping with this concept, the State Department of Education in Kentucky initiated an effort in 1949 to stimulate the acceptance of this professional responsibility on part of the teaching profession in Kentucky. In 1950 the General Assembly authorized the establishment of a state-wide program of in-service teacher education with focus upon the twelve-grade faculty approach to the improvement of instruction. The law became effective July 1, 1950, lodging responsibility for the program in the State Department of Education. Each of the 33 colleges which offered programs of preparation for Kentucky teachers accepted a part in this new endeavor by making staff members available to local school systems which engage in in-service programs.

This, in reality, is a State Department—college—local school system approach. It is a cooperative way to improve the quality of education in the classroom through personal and professional growth of school

¹The Teaching Profession Grows in Service, National Commission on Teacher Education and Professional Standards, NEA, 1949, Page 9.

personnel. It is a cooperative approach to the strengthening of preparation offered future teachers in the colleges and universities.

The key steps in this cooperative effort toward better teaching and learning and toward better teacher preparation are:

1. The total staff identifying phases of the school program needing improvement;
2. The total staff (elementary and secondary) working together on crucial areas of the school program;
3. Studying to understand the latest research on how children grow, develop and learn;
4. Studying and sharing ways to use research in providing the best possible school program;
5. Meeting individual differences and needs of all children through materials and assignments based on each child's interests, ability and achievement level;
6. Evaluating the school program in terms of what is happening to the individual children;
7. Developing a system-wide plan of action for real improvement in the curriculum and classroom learning experiences.

In short, the teachers (elementary, secondary, emergency, qualified) principals and superintendents all sit down together and decide on the phases of the instructional program needing improvement; they share ideas, do research and find out what research says; and then they reach solutions. The solutions thus arrived at are ever so much better than some imported from another system or proposed by a so-called "expert."

In 1956 the state enterprise of in-service teacher education was expanded through a unique, cooperative arrangement. Each of four state colleges joined with the State Department of Education in this undertaking by accepting a share in the program through assuming half of the cost of the services of one staff member. Each of the four consultants has an office on a college campus. The over-all purpose of the whole arrangement is improvement in the quality of teacher-education programs, improvement in the product of the colleges and improvement in teaching in the public schools. The specific purposes of this joint enterprise are:

1. To improve and strengthen the relationships and the services of the State Department of Education and of the state colleges to the local school systems in the improvement of instruction through the education of teachers while in service;

2. To effect appropriate relationships between in-service and pre-service programs of teacher education by the involvement of college and local school staffs in efforts to keep abreast of new developments in learning theory and in curriculum processes;

3. To improve teacher preparation by bringing into the pre-service programs the findings, experiences, and needs revealed through the in-service cooperative experiences;

4. To provide a direct and unified attack upon the problem of upgrading teachers in the areas of greatest need;

5. To assist the college in providing follow-up services to its students who enter teaching and to serve school systems which participate in this cooperative program.

In-service teacher education conferences may be held two days out of the 180 school days. The State Board of Education provided, through Section 23.040 of the Kentucky State Board of Education regulations, the following:

Holidays and Professional Days

Two Day Conference

1. Any school district may devote two days of the 180-day school term to in-service conference prior to September 1 or prior to the opening of the school year, whichever is later.

2. If it is not feasible to hold such conferences prior to the opening of school, two days during the 180-day school term may be devoted to in-service education conferences.

3. Any school district may extend the school term beyond nine months sufficiently to permit all-day in-service activities involving the total professional staff.

4. Districts which have secured approval for in-service conferences shall be in session a minimum of 170 days to qualify for a term of nine months.

5. All plans for in-service conferences shall be approved by the Division of Teacher Education and Certification through the Bureau of Instruction by the Superintendent of Public Instruction prior to the dates on which in-service conferences are to be held.

Each year the number of school systems holding the two-day conferences as a major part of an all-year program of in-service growth of school personnel increases. This is a total faculty approach to the improvement of learning opportunities for each child as he moves

along in the school program from grade one through grade 12. Teachers in grade one through grade 12 find common concerns and work cooperatively in finding solutions to problems and in finding ways to add quality to learning experiences throughout the school program. This unified effort is valuable. The school administrator provides an opportunity for the staff to work with him in planning the one or two-day program and in working out ways for a continuing (all-year) program. The program is developed on the assumption that as teachers (all school personnel) grow, the learning program grows.

KRS 156.095 Program of In-service Teacher Training.—The State Department of Education is hereby authorized to establish, direct and maintain a state-wide program of in-service teacher training. Said program shall be organized and operated for the purpose of improving instruction in the public common schools and for the improvement of the leadership qualities and professional competence of principals, supervisors and teachers and for such other services in the improvement of instruction in the public common schools as may be approved from time to time by the State Board of Education on the recommendation of the Superintendent of Public Instruction.

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SECTION IV

HOW TO SECURE A CERTIFICATE

1. Complete a program of teacher preparation in an accredited college.
2. Secure an official application form from the local superintendent, or college registrar or college dean, or from the Division of Teacher Education and Certification of the State Department of Education.
3. Follow the directions attached to the application form. See form between 431 and 433.)

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Commonwealth of Kentucky
DEPARTMENT OF EDUCATION
Division of Teacher Education and Certification
Frankfort, Kentucky

DIRECTIONS FOR COMPLETING FORM TC-1, APPLICATION
FOR ISSUANCE OF CERTIFICATE

1. After completing sections 1, 2, 3, 4, and 5, and securing the official recommendation as indicated in section 6, the applicant should send the form to the college or university where the curriculum was completed for the certificate desired.
2. The college registrar, or other appropriate official, should complete page two and forward the application form with an official transcript of the applicant's college record to the Division of Teacher Education and Certification. The applicant should also request any other colleges attended to send official transcripts directly to the Division of Teacher Education and Certification. (Transfer credits which are included on the transcript of the recommending college need not be requested.)

Commonwealth of Kentucky
DEPARTMENT OF EDUCATION
Division of Teacher Education and Certification
Frankfort, Kentucky

INSTRUCTIONS FOR COMPLETING FORM TC-1
FOR ISSUANCE OF CERTIFICATION

1. After completing sections 1, 2, 3, 4, and 5, and marking the official
endorsement as indicated in section 6, the applicant should send
the form to the college or university where the certification was
sought for the candidate's desired.

2. The college or university or other appropriate official should complete
sections two and forward the application form with an official
stamp of the university or college to the Division of Teacher
Education and Certification. The applicant should also send a
copy of the application and record of official transcripts to the
Division of Teacher Education and Certification. The
form which are included on the transcript of the record
should not be repeated.

Commonwealth of Kentucky
 DEPARTMENT OF EDUCATION
 Division of Teacher Education and Certification
 Frankfort, Kentucky

Form TC-1
 2-15-57

APPLICATION FOR CERTIFICATE

DIRECTIONS TO THE APPLICANT: Please complete page one of this application form in strict accordance with the accompanying direction sheet otherwise your certification will be subject to unnecessary delay.

1. TO THE KENTUCKY STATE BOARD OF EDUCATION: I hereby apply for a Kentucky teaching certificate in my name and declare that all information given is true and correct.

Mr. Mrs. Miss	Signature, sign name in full	Address to which certificate should be mailed
Date of Birth	Name of certificate desired	Date of application

2. RECORD OF COLLEGE ATTENDANCE

Names of Colleges or Universities	Location	Dates of Attendance	Total semester Hours or Degrees Awarded

3. TEACHING RECORD SINCE LAST CERTIFICATE WAS ISSUED

School District	Position Held	Type of School — — — — (Check)			Month and Year Began	Month and Year End
		Elem.	Junior High	Secondary		
		Core	Dept.			

7. NAME OF APPLICANT.

8. NATURE OF ACADEMIC SPECIALIZATION

9. SUPERVISED STUDENT TEACHING RECORD (May be omitted if transcript shows requested information)

10. INSTITUTIONAL RECOMMENDATION OF APPLICANT

The undersigned certifies that the applicant earned the credits shown on the accompanying transcript, is at least 18 years of age, made a scholastic standing that is acceptable for graduation from this institution, and has completed our teacher education program for the certificate named below.

We recommend that the _____ be granted _____

APPENDIX A

AGREEMENTS ON GENERAL EDUCATION INCLUDED IN THE PROGRAMS OF PREPARATION FOR ELEMENTARY AND SECONDARY TEACHERS

1. Each college shall formulate its own program of general education on the basis of its own objectives and consistent with the philosophy and resources of the staff and in keeping with the standards of accrediting agencies.
2. The objectives of general education as given in the Report of the President's Commission on Higher Education are accepted as a basis for evaluating the general education programs of the colleges approved for teacher education. These objectives are:
 - a. To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideals
 - b. To participate actively as an informed and responsible citizen in solving the social, economic, and political problems of one's community, state and Nation
 - c. To recognize the interdependence of the different peoples of the world and one's personal responsibility for fostering international understanding and peace
 - d. To understand the common phenomena in one's physical environment, to apply habits of scientific thought to both personal and civic problems, and to appreciate the implications of scientific discoveries for human welfare
 - e. To understand the ideas of others and to express one's own ideas effectively
 - f. To attain a satisfactory emotional and social adjustment
 - g. To maintain and improve one's own health and to cooperate actively and intelligently in solving community health problems
 - h. To understand and enjoy literature, art, music, and other cultural activities as expressions of personal and social experience, and to participate to some extent in some form of creative activity
 - i. To acquire the knowledge and attitudes basic to a satisfying family life

- j. To choose a socially useful and personally satisfying vocation that will permit one to use to the fullest his particular interests and abilities
 - k. To acquire and use the skills and habits involved in critical and constructive thinking.
3. The program of general education in an institution preparing students for certification shall be the same for all certificates -- elementary, secondary, special.
 4. The general education program of an institution shall be submitted to the Division of Teacher Education and Certification as a part of its over-all program of teacher education for review and approval as a basis for submission of the program to State Board of Education for approval.
 5. Appropriate fields of concentration including majors and minors may be built upon the general education program.
 6. No remedial course may be counted with the minimum of 45 semester hours of general education.
 7. The individual courses making up the general education program of the college shall be a unified pattern permitting the student not only to gain breadth but depth in his understanding of himself and the world in which he lives.

The unity is most likely to be attained by carefully arranged sequence of courses increasing in depth and all of which have as their chief aim increasing the student's understanding of himself and the world in which he lives.

A random selection of courses within the four fields will not be a satisfactory general education pattern. Neither will a series of courses the purpose of which is to prepare a specialist within a given field be considered to be a sound general education program.

8. Any requirement in general education may be satisfied by a special examination provided advanced courses are pursued in satisfying the requirements.
9. With the approval of the Council on Public Higher Education, an institution engaged in the education of high school and elementary teachers may substitute its requirements in general education for the group requirements outlined above. (September 18, 1959)

APPENDIX B

TEACHER COMPETENCIES

The following competencies identified by the American Association of Colleges for Teacher Education have been used by the State Department of Education in accrediting teacher education institutions since the state accreditation program was inaugurated in 1954:*

1. He is intellectually mature. "Expresses carefully considered rather than impetuous judgments of public events. Views his own affairs and those of his profession in the light of a real understanding of the social, economic, and political factors operating in his community, nation, and world."
2. He is democratic. "Shows in his relations with other people, as individuals and as groups, that he reflects upon and practices the values of democracy, accepting both the freedoms and the responsibilities involved."
3. He believes in equality of opportunity. "Has developed an appreciation of people who are different from himself in cultural, racial, religious, economic, and national background, and is willing to accord them full equality of opportunity."
4. He understands the learning process. "Has gained a useful understanding of the learning process as it operates in human development and of effective methods of guiding it in children, youth, and adults."
5. He assumes educational responsibilities. "Has developed the ability and initiative to take responsibility for planning, guiding, and evaluating his own education and for helping others to learn."
6. He is sensitive to moral and ethical issues. "Has learned to identify issues of moral choice involved in his personal and professional life and has developed ethical principles and spiritual resources to guide his actions."

**Proposed Minimum Standards for State Approval of Teacher Preparing Institutions*, Committee of the National Association of State Directors of Teacher Education and Certification, U. S. Office of Education, Division of Higher Education, Circular No. 351, 1952, p. 2 and 3.

NOTE: Also for competencies of teachers see pages 339, 356, 359, and 362.

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7. He understands the community. "Has developed sufficient understanding of the activities and agencies of local communities to enable him to relate the educational activities of the school to the ongoing processes of community improvement."
 8. He understands group dynamics. "Has gained a working knowledge of the principles governing the formation and functioning of social groups and is able to use group processes in the improvement of individual and community life."
 9. He understands and supports the American system of education. "Understands the purposes, development, programs, financial support, and administrative organization of the American system of public education, and participates professionally in group planning of improved educational programs and in performing the special duties he assumes."
 10. He has a functional understanding of science. "Understands the physical and biological environment sufficiently well to guide children and youth in trying to use and control the environment for the welfare of all mankind."
 11. He is effectively articulate. "Is able to communicate his thoughts orally and in writing with enough clarity and logic to be effective as a teacher."
 12. He appreciates aesthetic values. "Has a real appreciation of aesthetic values as these are represented in painting, sculpture, architecture, music, literature, and other media of creative expression."
 13. He can teach. "Is able to demonstrate his ability to apply his intellectual, moral, aesthetic, and professional learnings as an effective teacher in a typical school situation."
 14. He knows his teaching fields. "Has acquired a teaching competence in both knowledge and skills, in the subject matter areas in which he expects to teach."