

**KENTUCKY TEACHER EDUCATION  
AND  
CERTIFICATION  
1971 Edition**

Division of Teacher Education and Certification  
Bureau of Instruction  
Department of Education  
Frankfort

Published By  
Wendell P. Butler  
Superintendent of Public Instruction

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## Foreword

The Kentucky guidelines for teacher education and certification are intended to promote effective and efficient instruction through the professional competency of the teacher.

It is important that the guidelines and regulations be kept up to date in order to facilitate rather than to impede sound instructional practices and procedures. Thus while this bulletin summarizes the regulatory guidelines for teacher education and certification for 1971 it may also serve as a basis for studying needed changes for the future.

Wendell P. Butler  
Superintendent of Public Instruction

## Preface

The official regulations of the Kentucky State Board of Education are published by the Legislative Research Commission in the form of a handbook called *Kentucky Administrative Regulations Service*. The distribution of the handbook is necessarily quite limited. The purpose of this Educational Bulletin is to give wider distribution of the regulations of the State Board of Education which relate to teacher education and certification.

This publication includes the regulations adopted by the State Board of Education through March, 1971. For the most part the statutes and regulations pertaining to teacher education and certification are presented without further explanation or comment. Throughout this Educational Bulletin the numerical references to the Kentucky Revised Statutes and to the State Board of Education regulations have been included as a part of the sub-titles. Occasionally explanatory material has been inserted within boxes in order to give further clarity to the actual regulations.

It should be noted that while the regulations for teacher education and certification are legally adopted by the Kentucky State Board of Education the decision making process which precedes this adoption is designed to insure a broad base of participation. The Kentucky Council on Public Higher Education has the legal responsibility for prescribing curricula for teacher education and for making recommendations to the State Board of Education for adoption. The Council has created an Advisory Committee on Teacher Education which takes the initiative for studying matters relating to teacher education and certification and for presenting proposals for the consideration of the Council.

The Advisory Committee on Teacher Education is made up of members from the state colleges and universities, from the private colleges, from the teaching profession at large, and from the State Department of Education. Appropriate sub-committees are established from time to time to give intensive study to particular problems. Additional persons are added as members of the sub-committees as needed in order to provide appropriate representation and competence for the area to be studied. In practice the Advisory Committee on Teacher Education gives earnest consideration to any written proposal or request submitted to it by an individual or by an organized group.

Within the Kentucky State Department of Education the Division of Teacher Education and Certification has been assigned the respon-

sibility for administering the regulations, procedures, and policies relating to teacher education and certification.

**Sidney Simandle, Director**  
**Division of Teacher Education and Certification**  
**Bureau of Instruction**

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# **I. SELECTED STATUTORY PROVISIONS RELATING TO TEACHER EDUCATION AND CERTIFICATION**

## **A. CERTIFICATION REQUIRED OF SCHOOL EMPLOYEES**

**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. . . .

**161.020 [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.

## **B. AUTHORITY FOR THE ISSUANCE, REVOCATION, AND SUSPENSION OF TEACHER CERTIFICATION**

**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 161.120 shall be issued in accordance with the published rules and regulations of the State Board of Education through the Superintendent of Public Instruction. In the case

of non-tax supported schools, standards for teacher certification shall provide for the certification without further educational requirements of any administrator, supervisor, or teacher who has attended, and received a bachelor's degree from, a college or university accredited by a national or regional association in the United States, or who, at the discretion of the State Board of Education has the equivalent degree from a foreign college or university of comparable standing.

(2) Certificates shall be issued, reissued and renewed to persons who have completed, at the state universities of Kentucky, at Kentucky State College 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) 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 161.120. 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 institutions.

**161.040 General Qualifications for Certificates.** — No person shall receive or hold any certificate who does not present evidence of good moral character and 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

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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.

**161.120 [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.

**161.780 Termination of Contract by Teacher or Superintendent.** No teacher or superintendent shall be permitted to terminate his contract within thirty days prior to the beginning of his school term without the consent of the board; any such teacher or superintendent shall be permitted to terminate his contract at any other time when schools are not in session by giving five days' written notice to the employing board of education. Upon complaint by the employing board to the State Superintendent of Public Instruction and after investigation by him, the certificate of a teacher or superintendent terminating his contract in any other manner than provided in this section may be suspended for not more than one year (1942, c. 113, § 7; 1944, c. 98).

### C. COUNCIL ON PUBLIC HIGHER EDUCATION

**164.010 Council on Public Higher Education; Membership.** There shall be a Council on Public Higher Education in Kentucky, to be composed of nine lay members appointed by the Governor and of the president or chief executive officer of each four-year state institution of higher education in the state. The nine lay members

shall constitute the voting membership of the Council. They shall be appointed for regular terms of four years, with the initial appointment of two members for one year, three members for two years, two members for three years and the remaining two members for four years. Any person holding either an elective or appointive state office or who is a member of the governing board of any state or private college or university in Kentucky shall be ineligible for membership or appointment on the Council during his membership or term of office. When the Council meets to consider curricula for teacher education, three persons who are from accredited institutions of higher learning, and who have been appointed by the Executive Committee of the Kentucky Association of Colleges, Secondary and Elementary Schools, 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) Engage in analyses and research to determine the overall needs of higher education in the Commonwealth.

(2) Develop and transmit to the Governor comprehensive plans for public higher education which meet the needs of the Commonwealth. The plans so developed shall conform to the respective functions and duties of the state colleges and universities, the community colleges, and the University of Kentucky as provided by statute.

(3) Determine the amount of entrance or registration fees or both and approve the qualifications for admission to the public institutions of higher education. In determining the entrance and registration fees for non-Kentucky residents, the Council shall consider the fees required of Kentucky students by institutions in adjoining states, the resident fees charged by other states, the total actual per student cost of training in the institutions for which the fees are being determined, and the ratios of Kentucky students to non-Kentucky students comprising the enrollments of the respective institutions.

(4) Consider the requirements and review the budget requests of the institutions of public higher education as to their appropriate level of support considering the functions of the institutions and the anticipated available resources for higher education. The individual institutions' budget requests, including tuition and registration fee schedules for all categories of students, along with Council recommendations, shall be submitted to the Governor through

the Department of Finance not later than November 15 of each odd numbered year.

(5) Require reports from the executive officer of each institution it deems necessary for the effectual performance of its duties.

(6) Publish annually a report of the educational and financial affairs of the institutions and disseminate other information relating to higher education.

(7) Approve all new professional schools and review and make recommendations to the Governor regarding proposed new community colleges and four-year colleges.

(8) Prescribe the curricula for teacher education.

(9) Elect a chairman annually from the voting membership. The Council shall appoint an executive director and such staff as may be necessary; and their salaries shall be determined in the same manner as other state employes.

(10) Shall constitute the representative agency of the Commonwealth in all matters of higher education of a general and state-wide nature which are not otherwise delegated to one or more institutions of higher learning. Such responsibility may be exercised through appropriate contractual relationships with individuals or agencies located within or without the Commonwealth. The authority includes but is not limited to contractual arrangements for programs of research, specialized training, and cultural enrichment.

#### D. RANKING OF TEACHER QUALIFICATIONS

157.390 Classification of Teachers; procedure for determination of amounts for teachers salaries, and other expenses. (1) (a) 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 thirty semester hours of additional approved graduate work, and those teachers who, as of September 1, 1962, were included in Rank I, having 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 for calculation of the amount to be included in the foundation program.

**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; provided, however, that effective July 1, 1965, no teacher in Rank VI shall be included in calculating the amount to be included in the foundation program.

**Rank VII** Those holding certificates and who have fewer than thirty-two semester hours of approved college training, or the equivalent; provided, however, that effective July 1, 1964, no teacher in Rank VII shall be included in calculating the amount to be included in the foundation program.

(b) 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.

## II. TEACHER CERTIFICATION PROCEDURES

### A. APPLICATIONS FOR TEACHER CERTIFICATION 42.005, 43.030

1. Application for teacher certification shall be made on official forms prepared by the Department of Education. Application for teacher certification shall be supplemented by official transcripts showing all college credits necessary for the requested certification.
2. All certificates shall be issued as of July 1 of the first school year for which the certificates are initially valid provided requirements have been completed by September 1 of the first year of the validity period and shall expire on June 30 of the year in which the validity period ends. If requirements for a 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.
3. 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.
4. 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 has been or will be conferred at the next commencement exercise and also a statement of the date upon which the degree has been or will be conferred.

**B. RECOGNITION OF TEACHER PREPARATION  
COMPLETED IN OUT-OF-STATE INSTITUTIONS  
42.005**

1. 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.

Please refer also to the "recency of credit" provision which is described in item G, SBE 42.830.

A basic concept with respect to out of state preparation is "... a curriculum substantially equivalent . . ." An applicant for certification as a high school principal, for example, must show the completion of a preparation program which is both equal in length to the Kentucky programs and which is "substantially equivalent." Thus an applicant prepared in another state for principalship who presents only the master's degree and evidence of certification in the other state would not be eligible for Kentucky certification as a high school principal since the Kentucky guidelines call for a master's degree plus 15 semester hours of additional graduate study. Likewise an applicant presenting preparation totaling a master's degree plus 15 semester hours of graduate study (or more) would not be eligible for certification as a high school principal unless the program was specifically designed by his college or university for preparation as a high school principal.

The certificate applications for the positions in administration and supervision should be routed through the institution where the graduate study was completed; the college or university officials will indicate on the application form the specific curriculum pursued at the institution and will indicate the type of certification which would be issued in the respective state; upon receipt of this information on the application form along with the official transcripts of credits the Division of Teacher Education and Certification will then determine the eligibility for Kentucky certification.

2. In the transfer of credits from an out-of-state college, a deficiency of not more than ten per cent may be permitted except in supervised teaching, or its equivalent, in the issuance of a certificate. In issuing a certificate on deficiency, no entire subject area should be eliminated.
3. 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.
4. A certificate issued with stipulated course deficiencies may be limited to two years.

#### **C. CERTIFICATION REVIEW COMMITTEE**

**42.005**

1. a. In handling certificate applications from career teachers from other states the Division of Teacher Education and Certification should process the applications in accordance with the certification regulations and identify course deficiencies whenever they are indicated.
- b. A Certification Review Committee shall be appointed by the State Superintendent of Public Instruction for the purpose of reviewing each case referred to it by the Division of Teacher Education and Certification and shall have the prerogative of waiving any or all course deficiencies for teachers who present evidence of competency as required by the board.
- c. The Certification Review Committee shall have the prerogative of choosing the manner in which the competency is to be determined—from written evidence presented by the teacher, by personal interview, referral from interviews by specialists, referral from standardized testing, etc.

#### **D. PLAN FOR RELEASING TEACHING CERTIFICATES AT TIME OF GRADUATION**

**42.008**

Any State Board regulations regarding the filing of application forms or transcripts of credits which are in conflict with the

special plan worked out between the colleges and universities and the State Department of Education for the release of certificates at the time the student graduates may be waived.

**E. CERTIFICATE FOR TEACHING IN NON-TAX SUPPORTED SCHOOLS**

1. In accordance with KRS 161.030 as revised by the 1970 session of the General Assembly, there is herewith established a Certificate for Teaching in Non-Tax Supported Schools which shall be based upon the completion of a bachelor's degree program.
2. The Certificate for Teaching in Non-Tax Supported Schools shall be issued, upon recommendation by the chief administrative officer of the school, for a one-year period for service in the specific non-tax supported school in which the teacher is to be employed.
3. The application for the original issuance of the certificate shall be supplemented by official transcripts showing all college credits earned.
4. The certificate may be reissued annually upon the same conditions as for the original issuance.
5. The Certificate for Teaching in Non-Tax Supported Schools shall be valid for any position of administrator, supervisor, or teacher in the school for which the certificate is issued.

**F. ADJUSTMENT PERIOD FOR KENTUCKY TEACHER EDUCATION GRADUATES**

**42.884**

1. A person who qualifies for teacher certification at the time of graduation, based upon the completion of an approved four-year program of preparation at a Kentucky teacher education institution, shall continue to be eligible for a period of five years for the issuance of the certificate (dating from September 1 following the time of graduation).
2. If application is made later than five years but less than ten years after graduation the certificate may be issued with the condition that any deficiencies for meeting the current requirements must be made up within a two-year period. The total amount of such deficiencies shall not exceed 12 semester hours, the amount which would have been required for re-

newal, had the certificate been issued at the time of graduation.

3. Applicants who have completed at a Kentucky teacher education institution an approved program of teacher preparation-certification for elementary or secondary teaching ten or more years prior to the date of the application must meet the same requirements for the initial issuance of the Kentucky certificate as are required for the renewal of the certificate had it actually been issued. [This regulation has been clarified in SBE 42.830.]

**G. CERTIFICATION OF TEACHER PREPARED MORE THAN TEN YEARS BEFORE MAKING APPLICATION**  
**42.830**

1. A person who has completed a four-year program of teacher preparation ten or more years prior to the date of application for certification shall be issued the comparable current Kentucky certificate bearing the condition that 12 semester hours of additional preparation selected from a planned Fifth Year Program be completed at a minimum rate of 6 semester hours a year within a two-year period and provided further that:
  - a. The 12 semester hour condition shall be reduced by the amount of graduate level credit completed during the previous ten-year period;
  - b. The 12 semester hour condition shall be reduced by the amount of full-time teaching experience at the appropriate level completed during the previous ten-year period (at the rate of one full year for 4 semester hours);
  - c. A person who has held a Kentucky teaching certificate which was issued upon the basis of a four-year program of teacher preparation, which certificate expires prior to July 1, 1976, without having met renewal requirements, may be reissued the comparable current Kentucky certificate under the same conditions outlined above;
  - d. The certificates expiring after July 1, 1976, shall not be subject to reissuance under this regulation inasmuch as a planned Fifth Year Program is required for renewal.
  - e. Any certificate bearing the condition for completing additional academic preparation which expires without the conditions being satisfied shall not be subject to reissuance

under this regulation until all of the original conditions have been satisfied.

#### H. TEACHING EXPERIENCE

42.825

1. If a teacher holds a certificate which may be renewed upon basis of teaching experience, such experience as a substitute teacher may be counted toward the renewal of a certificate provided that:
  - a. The holder of the certificate has been employed officially by the board of education as a substitute teacher;
  - b. Is paid by the board of education;
  - c. Substitutes some in each semester of the school year totaling no less than 30 days in the total school term;
2. The Superintendent of Public Instruction shall approve the types of experiences which may be accepted under the law and regulations of the State Board of Education in renewing certificates.

#### I. EXPERIENCE IN ARMED FORCES

42.826

1. 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.
2. 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.

#### J. REINSTATEMENT OF CERTIFICATES

42.821

1. 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 superin-

tendent, 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.

2. 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.

**K. AUTHORIZATION FOR TEN YEAR RENEWAL PERIOD**  
42.882

1. When the renewal of any provisional certificate requires the completion of additional academic course work in lieu of teaching experience, the credits shall be selected from the planned Fifth Year Program.
2. The following certificates may be renewed for ten-year periods upon completion of the respective renewal requirements:
  - a. Provisional and Standard elementary and secondary teaching certificates numbered 10,000 or above when the holder has a bachelor's degree;
  - b. Provisional High School Certificates numbered below 10,000 when the holder has a degree;
  - c. Librarian certificates;
  - d. Special education certificates.

**L. CERTIFICATE SUSPENSION FOR VIOLATION OF CONTRACT**  
8.091

Whenever a local school district desires redress as provided in Section KRS 161.780, the board of education shall submit a written complaint to the State Superintendent of Public Instruction requesting the suspension of the certificate held by the teacher in question and setting forth the facts of the case. The complaint shall be accompanied by a true copy of the contract which was signed by the teacher in question and an extract from the minutes of the local board of education showing the action of employment of the teacher.



Upon receipt of the request for certificate suspension, the Superintendent of Public Instruction shall notify the teacher by mail of the complaint and give the teacher opportunity to show cause why the certificate should not be suspended. After due investigation, the Superintendent of Public Instruction may take action regarding the suspension of the teaching certificate.

**M. PERSONNEL QUALIFICATIONS FOR NEW SCHOOL POSITIONS**  
**42.510**

The Superintendent of Public Instruction shall be authorized to determine the qualifications and certification requirements for positions in which no program of preparation-certification has been established by the Kentucky State Board of Education.

### **III. PROCEDURES FOR APPROVAL OF TEACHER EDUCATION PROGRAMS**

#### **A. FILING CURRICULA**

**43.020**

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.

#### **B. EVALUATION OF TEACHER EDUCATION INSTITUTIONS**

**43.020, 43.030**

1. 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 of Public Higher Education and adopted by the State Board of Education.
2. For the evaluation of teacher education institutions the Superintendent of Public Instruction shall use the standards

of the National Council for the Accreditation of Teacher Education or standards developed by the Department of Education in cooperation with the teacher education institutions.

3. The Division of Teacher Education 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. Teacher education institutions are encouraged to conduct experimental programs in teacher education and to conduct demonstration programs relating to teacher preparation; however, if the programs are not in accord with the usual state guidelines regarding teacher preparation-certification, a written proposal shall be submitted in advance to the Division of Teacher Education and Certification for approval. Whenever a proposal contains significant variations from the usual state guidelines the college shall present the proposal to the Advisory Committee on Teacher Education for a recommendation to the Council on Public Higher Education.
5. a. The preparation program of the teacher education institution shall conform to the curriculum guidelines; however, upon recommendation of the institution a variation of 25 per cent within any of the categories of general education or general requirements may be permitted for an individual to compensate for the differences in course offerings or transfer credits.  
b. A teacher education institution may evaluate and accept competency for teacher certification purposes for any of the specific curriculum requirements when the teacher candidate can demonstrate proficiency by reason of previous education, unusual experience, or proficiency examination at a level equivalent to the usual requirements in that curriculum area.

### **C. STANDARDS FOR COURSES IN PROFESSIONAL EDUCATION**

**43.060, 43.030**

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**.
5. 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.

#### **D. STANDARDS FOR PROFESSIONAL LABORATORY EXPERIENCES**

##### **43.050**

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. The scholastic standing for the area or the major and/or minor shall be no less than "C". 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 development 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.

#### **E. COMMISSIONS FOR SUPERVISING TEACHERS SBE 43.070**

1. A Standard Elementary Commission may be issued in accordance with the following standards:
  - a. The applicant shall hold a valid elementary certificate based on the completion of a four-year program of preparation or a certificate endorsed for teaching at the elementary level;
  - b. The applicant shall have completed one course in the supervision of student teaching;
  - c. The applicant shall have had a minimum of two years of experience teaching in the elementary grades and shall have served successfully as a supervising teacher;
  - d. The applicant shall have completed requirements for a master's degree or an approved fifth-year program;
  - e. The applicant shall be recommended for the commission by his superintendent or designated school official and by the appropriate college official;
  - f. The Standard Elementary Commission shall be valid continuously for supervising student teachers and shall permit the holder to serve as a supervising teacher with all teacher preparing institutions.
2. A Standard Secondary Commission may be issued in accordance with the following standards:

- a. The applicant shall hold a valid secondary certificate based on the completion of a four-year program of preparation or a certificate endorsed for teaching at the secondary school level;
  - b. The applicant shall have completed one course in the supervision of student teaching.
  - c. The applicant shall have had a minimum of two years of experience teaching in the secondary grades and shall have served successfully as a supervising teacher;
  - d. The applicant shall have completed requirements for a master's degree or an approved fifth-year program;
  - e. The applicant shall be recommended for the commission by his superintendent or designated school official and by the appropriate college official;
  - f. The Standard Secondary Commission shall be valid continuously for supervising student teachers and shall permit the holder to serve as a supervising teacher with all teacher preparing institutions;
  - g. The Standard Secondary Commission shall be valid in the area, major, and minor fields of preparation.
3. The following guidelines shall be used by teacher education institutions in selecting supervising teachers who are not eligible for the Standard Commission. No commission will be issued until the teacher has met the requirements for a Standard Commission.
    - a. The teacher must hold a valid certificate for the grade or subject(s) taught;
    - b. The teacher must have no less than one year of teaching experience;
    - c. The teacher should have taught in the school system prior to supervising a student teacher;
    - d. The teacher must demonstrate an interest in and a willingness to participate in the continuous improvement of student teaching;
    - e. In the judgment of the college and the school's administration, the teacher is a truly professional person;
    - f. The teacher must be recommended for the position of supervising teacher by his school's administration and by the college.
  4. Each college shall submit a plan by which it renders services to the supervising teachers and the schools in which they serve.



5. This regulation to expire June 30, 1971.

A progress report on the selection and utilization of supervising teachers by the teacher education institutions is scheduled to be prepared for the consideration of the State Board of Education at its June, 1971, meeting. The above regulations in SBE 43.070 are subject to whatever action may be taken by the State Board of Education at that time.

## F. GRADUATE STUDY

### 43.081

1. Teacher education institutions offering approved programs for certification at the graduate level shall be accredited for graduate study by the regional accrediting association.

## G. CORRESPONDENCE AND EXTENSION

### 42.845

1. [The following definitions apply to credit earned by correspondence and extension:]
  - a. *Extension credit*—Credit earned in a course offered in an off-campus, temporary setting, with students and instructor in class attendance. (Definition used by the Southern Association Standards p. 26 of recent publication)
  - b. *Correspondence credit*—Credit earned in a course offered on an individual basis and requiring the preparation of lessons in written form. Class attendance is not involved and the lessons are usually transmitted by mail.
  - c. *Residence credit*—Credit earned in regularly scheduled classes on the campus of an institution of higher learning.
  - d. *\*Travel credit*—Credit earned in travel courses conducted by an institution of higher learning and with one or more members of the regular resident faculty in direct control of the course. Travel credit may be counted as residence credit.
  - e. *\*Foreign Travel and Study credit*—Credit earned in residence abroad involving an academic program supple-

mented by seminars, readings, reports, or similar academic exercises based on the same criteria for credit as independent study on the campus of the institution granting the credit. (Southern Association Standards, p. 36 of recent publications)

2. A college desiring to offer extension or correspondence work for credit toward the issuance 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 Board and shall furnish such information as is necessary for such approval. No institution shall offer extension and/or correspondence courses for credit to be used in issuing or extending certificates until its program for such courses has been approved by the State Board of Education.
3. Extension and/or correspondence credit may be accepted for for the issuance or renewal of certificates only from standard four-year colleges which are members of the Southern Association of Colleges and Schools or other regional accrediting association.
4. Credit for the issuance or renewal of certificates earned in an extension class shall be valid only 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. However, an institution may employ instructors for extension courses who are not regular resident members of its faculty provided that the same degree of careful selection is exercised in the employment of such instructors as is followed in the employment of faculty members for regular resident instruction, and provided further that the person selected has taught one-year of part-time classes or one complete summer session on the campus of an accredited college. When the extension instructor is a public school official or employee, he may 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 a part of the regular teaching load of resident faculty members.

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\*Credit shall not be permitted for travel per se, nor shall credit be allowed for commercial programs designed by commercial firms. (Southern Association provision). Commercial transportation, however, may be used by institutions of higher learning in conducting travel courses as described in this section.

6. Students will be admitted to extension and/or correspondence courses who satisfy all prerequisites for these courses in exactly the same manner as is required of residence students.
7. Where courses are required for a degree, not more than one-half of the course requirements in any field of general education may be taken by extension and/or correspondence and not more than six semester hours in a major or minor field may be completed in this manner.
8. 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.
9. Effective September 1, 1965, a teacher employed on a full-time basis shall not be allowed to receive credit through extension and/or correspondence for more than a maximum of four semester hours each semester or 8 semester hours during the regular school year of nine months.
10. The minimum time within which one three-semester hour course may be completed by correspondence shall be five weeks; two three-semester hour courses ten weeks; one two-semester hour course four weeks; two two-semester hour courses eight weeks; and one three-semester hour course plus one two-semester hour course nine weeks.
11. The following limitations shall apply to the amounts of credit acceptable for the issuance or renewal of teaching certificates based on undergraduate work—
  - a. Extension and/or Correspondence credit—32 semester hours
  - b. Foreign Travel and Study credit—32 semester hours
  - c. Television and Radio credit\*—16 semester hours (Does not apply to closed circuit TV or radio courses on campus)
  - d. The maximum allowance to be made for any combination of the foregoing shall be 40 semester hours.
12. Examination for correspondence work shall be conducted in the following manner:
  - a. In all cases where practicable, examinations shall be given on the campus of the institution giving the work.
  - b. In cases where it is impracticable to comply with regulation "a" above, the examination may be given at any of the following institutions:

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\*TV and radio courses offered on campus shall carry residence credit.

Alice Lloyd College	Morehead State College
Asbury College	Murray State College
Bellarmino College	Paducah Junior College
Berea College	Pikeville College
Bethel College	St. Catherine College
Brescia College	Sue Bennett College
Campbellsville College	Transylvania College
Cumberland College	University of Kentucky (also established centers)
Eastern Kentucky State College	University of Louisville
Georgetown College	Ursuline College
Kentucky State College	Villa Madonna College
Lees Junior College	Western Kentucky State College
Lindsey Wilson College	

Charging a fee is optional with an institution for proctoring an examination. If a fee is charged, it shall not exceed \$3.00.

13. The minimum charge per semester hour for undergraduate work by extension and/or correspondence shall be \$9.00 and the minimum charge for graduate work by extension shall be \$10.00 per semester hour.
14. Extension and correspondence practices of all institutions, insofar as they affect students, should be as uniform as practicable. To that end, directors should seek to discover and adopt the best practices for conducting extension and correspondence teaching.
15. Students in residence shall not be permitted to do extension or correspondence work without permission of their dean.
16. All certificates based on credits below college graduation and requiring additional credits for renewal may be renewed on credits earned in approved institutions of higher learning, provided that at the time of renewal no more than the maximum credit indicated in Item 11 of this Section shall have been earned by extension, correspondence, foreign travel courses, television and radio courses, or any combination of these means of study.
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 either correspondence or any form of off-campus work shall be so designated on the official transcript.

19. Credit for the following courses, earned by correspondence, will not be accepted on the issuance or renewal of teaching certificates—

Teaching of Reading

Literature for Children

Public School Art—courses required for certification

Public School Music—courses required for certification

Courses in Library Science

Child Growth and Development—courses required for certification

Courses in administration and supervision

Laboratory courses in subject fields

Professional courses requiring observation, participation, and/or teaching when offered for residence credit.

Fundamentals of Elementary Education—courses for certification

#### **H. GUIDELINES FOR THE GENERAL EDUCATION COMPONENT INCLUDED IN THE PROGRAMS OF PREPARATION FOR TEACHERS**

43.042

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 program of general education in an institution preparing students for certification shall be the same for all certificates—elementary, secondary, special.
3. The general education program of an institution shall be submitted to the Department of Education 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. Upon recommendation of the preparing institution a twenty per cent leeway in one of the categories of general education may be allowed but with no reduction in the total requirement for general education.
4. Appropriate fields of concentration including majors and minors may be built upon the general education program.
5. No remedial course may be counted within the minimum of 45 semester hours of general education.
6. The individual courses making up the general education pro-

gram 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.

7. Any requirement in general education may be satisfied by a special examination provided advanced courses are pursued in satisfying the requirements.
8. With the approval of the Council on Public Higher Education, an institution engaged in the preparation of teachers may offer an alternate plan of general education.
9. A Kentucky education institution may accept the general education pattern from another regionally accredited institution if it totals 45 semester hours for a graduate of that institution as fulfilling the general education requirements for teacher certification. This shall in no way reduce the other requirements or prerequisites for approved curricula.

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## **IV. RANKING OF TEACHER QUALIFICATIONS UNDER THE FOUNDATION LAW**

### **A. GENERAL RANKING PROCEDURES**

#### **42.851**

1. The State Department of Education shall maintain and evaluate transcripts of college credits for ranking purposes. Whenever a rank is established or changed for certified personnel, the rank shall be reported to the individual and to the appropriate offices within the Department of Education. Transcripts submitted for emergency certification for substitute teaching shall be evaluated and recorded and thereafter may be returned to the employing school district.
2. It shall be the responsibility of the individual teacher to place on file with the State Department of Education and with the local school superintendent all official transcripts of approved college credits that affect qualifications for ranking purposes under the Foundation Law.
3. "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 classification as may be determined by the State Board of Education.
4. 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.

### **B. SALARY SCHEDULING AND RANKING OF TEACHERS FOR FOUNDATION PROGRAM CALCULATION**

#### **21.115**

For purposes of calculating the foundation program, the qualifications of the teacher employed and on the salary schedule on October 1, shall determine the rank for the unit for the entire year



and any position staffed by an uncertified person on October 1 shall be declared vacant. Any vacancy staffed after October 1 shall be assigned a fraction of a unit calculated to the nearest one tenth of a unit. The effective date of certification shall be the determining factor in calculating all units. Any changes of personnel on the salary schedule after October 1, any vacancies filled after October 1, and any new positions established for which certification and ranking are required, shall be reported on the salary schedule amendment made on February 1 and due in the State Department of Education, Division of Finance on or before February 5. No part of a unit shall be granted for positions staffed after February 1, and any payments made to teachers who are not properly certified shall be considered to be illegal payments and in violation of KRS 161.020.

**C. FIFTH YEAR PROGRAM FOR RENEWAL OF PROVISIONAL TEACHING CERTIFICATES**  
**42.857**

The following plans may satisfy the planned fifth year requirement for the renewal of provisional teaching certificates and shall qualify for a Rank 2 classification under the Foundation Law.

**PLAN I** The completion of a master's degree from a regionally accredited college or university.

**PLAN II** The completion of a planned fifth year program in accordance with the following guidelines:

- a. The fifth year program shall be planned individually with each applicant by the teacher education institution which shall be an institution approved for offering programs leading to the standard teaching certificates. Once the fifth year program has been planned with the individual, the planning institution may authorize in advance the completion of a maximum of 6 semester hours of the program at a senior college. Course work earned by the applicant prior to planning the fifth year program may be evaluated for acceptance by the planning institution.
- b. The fifth year program shall consist of 32 semester hours credit with an academic standing of no less than is required at the planning institution for the teacher education graduates and of the total program.  
at least 18 semester hours must be earned in residence at the planning institution;

at least 12 semester hours shall be graduate level course work;

at least 12 semester hours shall be in professional education; and

at least 12 semester hours shall be from other academic disciplines.

- c. Credit earned by correspondence shall not apply toward the fifth year program.

**D. GUIDELINES FOR A RANK I CLASSIFICATION  
UNDER THE FOUNDATION LAW  
42.855**

1. Teacher education institutions desiring to offer programs leading toward a Rank I classification for teachers under the Foundation Law shall submit their guidelines for Rank I programs to the State Department of Education for approval.
2. For a Rank I classification under the Foundation Law the 30-semester-hour program of graduate study shall be planned in consultation with the student's adviser at the graduate school attended and shall be related to the professional needs of the teacher.
3. The appropriate official designated by the teacher education institution shall certify to the State Department of Education when the curriculum requirements have been completed for the Rank I program at the institution.
4. Of the 30-semester-hour program at least 15 semester hours shall be taken at the college making the recommendation. The remaining 15 semester hours credit may be taken at the same institution or, upon approval of the college adviser, at other institutions.
5. All course work for Rank I shall carry graduate credit and at least 15 semester hours credit shall be from courses open only to graduate students. An academic standing of "B" shall be required on the 30 semester hours submitted for Rank I and no credit shall be accepted for courses carrying a grade lower than "C".
6. Twenty-four out of a total of 60 semester hours completed in a combination of the master's degree program and the 30-semester-hour program 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 communications.

7. All guidelines except (6) are applicable not only to the programs for elementary and secondary teachers for Rank I but also for preparation-certification programs for school leaders, guidance counselors, librarians, and school psychometrists—effective September 1, 1962.
8. A person who has completed a specialists degree in education with a total of 30 semester hours of graduate work or a specialists program such as in reading, special education, and similar special programs with a total of 30 semester hours of graduate work or a doctorate shall qualify for Rank I.

#### E. RANKING QUALIFICATIONS OF LIBRARIANS

42.880

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

#### F. RANKING OF VOCATIONAL TRADE INSTRUCTORS

42.860

**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.

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.

**G. RANKING OF TEACHERS OF VOCATIONAL DISTRIBUTIVE EDUCATION**

**42.870**

**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 distributive education certificate and 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 years experience as an employee in a distributive occupation. 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.

## V. KINDERGARTEN SCHOOL PREPARATION-CERTIFICATION GUIDELINES / 42.375

1. The preparation of kindergarten teachers shall be a dual preparation program for both the kindergarten level and the elementary school level. The same program of general education, general requirements, and professional preparation shall be required as stated for the Provisional Elementary Certificate and in addition the specialized preparation for kindergarten education shall be included.
2. The specialized preparation for kindergarten teaching shall consist of a minimum of 10 semester hours of course work distributed in the following three major areas:
  - a. *Guidance of the Pre-School Child.* This area shall focus more specifically on the physical, emotional, mental, and psychological development of the child under six, and the role of the kindergarten teacher in working with such a child. This course shall be in addition to the institutional requirement for elementary teachers in Human Growth and Development.
  - b. *Fundamentals of Kindergarten Education.* This block of work shall focus primarily on such topics as the following: kindergarten curriculum; materials; organization of the kindergarten program; creative experiences for the pre-school child (drama, art, music, etc.); parent education and home visitation; understanding of families; community resources; planning learning experiences; and evaluation of pupil programs and progress. Direct observation and participation within this block of work are considered essential.
  - c. *Practicum in Kindergarten Education.* This block of work relates to the direct, guided, supervised experiences with kindergarten children under the supervision of a qualified classroom teacher. This may be a separate course or may be an integral part of the institution's regular student teaching program.
3. Teacher education institutions are strongly encouraged to provide the prospective kindergarten teacher with support-

ing electives such as the following: psychology of individual differences; psychology of the exceptional child; abnormal psychology; mental hygiene; linguistics; nutrition; speech correction; and, psychology of learning.

4. Persons holding valid teaching certificates for the elementary school level may qualify for an endorsement for kindergarten teaching by completing the specialized preparation for kindergarten teaching. The specialized program may be offered by teacher education institutions at the undergraduate and/or graduate level.
5. Persons holding a valid teaching certificate for the secondary level may qualify for kindergarten teaching by (1) completing the requirements for a full endorsement for teaching at the elementary school level and (2) completing the specialized preparation for kindergarten teaching.
6. A provisional certificate valid for teaching only at the kindergarten level may be issued upon completion of an approved bachelor's degree program in home economics with a major in child development and including preparation for kindergarten teaching as follows.
  - a. The same general education requirements in effect for elementary and for secondary teachers (minimum of 45 semester hours)
  - b. The core courses representing the following areas in home economics: foods and nutrition; clothing and textiles; and, home management and family economics
  - c. Specialized preparation in child development including:
    - (1) Child development and family living; including all stages of the individual and family (minimum of 18 semester hours)
    - (2) A supervised practicum with pre-primary children, including specific experiences with five year olds (minimum of 4 semester hours)
  - d. Additional specialized preparation including course work in each of the following areas:
    - (1) Children's literature
    - (2) Teaching of reading/communication skills
    - (3) Fundamentals of mathematics for elementary teachers (3 semester hours). First half of mathematics requirements for elementary teachers based on guidelines for NASDTEC-AAAS and of CUPM.

(4) The exceptional child

(5) Curriculum development in early childhood and elementary education.

7. Provisional certification for kindergarten teaching shall be valid for a period of ten years and shall be renewed only upon completion of a planned fifth year program of college work. The certificate may be extended for life upon completion of three years successful teaching experience at the kindergarten level during the validity period of the certificate and upon completion of a planned fifth year program of college work.

8. Provisional and Standard Elementary Certificates issued after September 1, 1971, shall be valid for teaching at the kindergarten level only upon completion of the endorsement program for kindergarten teaching.

## **VI. ELEMENTARY SCHOOL PREPARATION-CERTIFICATION GUIDELINES**

### **A. PROVISIONAL ELEMENTARY CERTIFICATE 42.360**

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**

##### **a. 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.

##### **b. Mathematics and Natural Science—12 semester hours**

Including physical science: astronomy, chemistry, earth science, 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. Student laboratory experience may be required by the respective institutions. In mathematics, 3 semester hours are recommended.

##### **c. Social Science—12 semester hours**

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

##### **d. Health and Physical Education—3 semester hours**

(This requirement may be satisfied by courses in nutrition, health, or physical education.)

#### **2. General Requirements—26 semester hours**

##### **a. School Music—4 semester hours**



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

**b. School Art—4 semester hours**

**c. Social Science—6 semester hours**

(In addition to social science included in general education)

**d. English—6 semester hours**

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

**e. Mathematics for Elementary School Teachers—6 semester hours**

It is strongly recommended that all students entering the preparatory program of elementary teachers in September, 1964, and thereafter take six hours of college mathematics specifically designed for the needs of future elementary teachers. Beginning with September, 1968, all teachers to be certified for elementary schools must meet this requirement which is based on the Guidelines for NASDTEC-AAAS and of CUPM. (Adopted September 9, 10, 1964)

**3. Pre-Professional Preparation—12 to 18 semester hours recommended**

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—24 semester hours**

The following areas of professional preparation shall be included with a total of 24 semester hours (an over-all average of "C" shall be required on all professional education courses):

**a. Human Growth and Development and the Curriculum—3 to 6 semester hours**

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.

**b. Introduction to Education and/or School Organization—2 to 6 semester hours**

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

**c. Fundamental Processes and Learning Materials—6 to 12 semester hours**

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.

**d. Student Teaching—8 semester hours**

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.

**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.

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

9. Beginning September 1, 1966 the Provisional Elementary Certificate issued to become effective from July 1, 1967 and thereafter shall be valid for a period of ten years and shall be renewed only upon completion of a planned fifth year program of college work.

The provisional teaching certificates may be extended for life upon completion of three years successful teaching experience during the validity period of the certificate and upon completion of a planned fifth year program of college work.

It is recommended that teachers who obtain a provisional teaching certificate continue their preparation toward the requirements for a standard teaching certificate. Teachers who do not choose to work in this direction may elect to take the planned fifth year program of college work instead. The details of the fifth year program are presented in Section IV of this bulletin.

10. 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 eight.

11. 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. (March 28, 1961)

**B. Provisional Elementary Certificate With Professional Commitment  
42.352**

The Provisional Elementary Certificate with Professional Commitment, beginning with the school year 1961-1962, may be issued upon the following plan.

1. An applicant may be issued a Provisional Elementary Certificate with Professional Commitment valid for one year provided that:
  - a. 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;
  - 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 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
- h. 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.)

The qualifications of teachers holding the professional commitment type certificate will be ranked on the basis of regular certification. For example, a teacher having this certificate and the bachelor's degree would be classified in Rank 3 under the Foundation Law, a teacher having this certificate and the master's degree may be classified in Rank 2.

### C. STANDARD ELEMENTARY CERTIFICATE

42.370

1. Effective from September 1, 1968, the Standard Elementary Certificate shall be issued to a person who meets the requirements of law and the general regulations of the State Board of Education and who files a transcript of credits showing the completion of the four-year curriculum for the prepara-

tion of elementary teachers as recommended by the Council on Public Higher Education and approved by the State Board of Education, and who, in addition thereto, completes the requirements for a master's degree in a standard graduate school, and completes the curriculum prescribed for the Standard Elementary Certificate.

2. 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.)
3. Effective from September 1, 1968, the curriculum leading to the Standard Elementary Certificate shall be developed by the respective teacher education institutions according to the following guidelines and submitted for approval by the State Board of Education through the Division of Teacher Education and Certification:
  - a. Completion of the requirements for the master's degree, which shall be based upon at least thirty semester hours of graduate credit. For students who write a thesis, a minimum of twenty-four semester hours shall be required.
  - b. At least fifteen semester hours of the graduate credit required for the master's degree must be in courses open only to graduate students.
  - c. A minimum of nine semester hours of graduate credit shall be selected from the following areas of professional education in accordance with the needs of the individual teacher:
    - (1) A general study of curriculum development
    - (2) Research methodology
    - (3) Advanced study in human growth and development
    - (4) Advanced study in reading (required unless waived on basis of previous advanced study in reading)
    - (5) The psychology of learning
    - (6) A seminar in instruction devoted to the method of teaching
    - (7) Foundations in education—sociological, psychological, philosophical, historical

- d. A minimum of twelve semester hours graduate credit shall be selected to strengthen the academic specialization of the elementary school teacher in such fields as English, social studies, science, mathematics, fine arts, et cetera.
  - e. The remaining nine semester hours of graduate credit may be selected from courses designed to strengthen the preparation of the teacher; the selection should be on the basis of the individual needs of the teacher in keeping with policies developed by the institution. It is anticipated that persons who have definitely decided to continue their preparation in school administration might use these electives to get a better foundation in the behavioral sciences. Such courses would be a benefit both to classroom teachers and to prospective school administrators.
4. The Standard Elementary Certificate shall be issued for a period of ten years and 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 by the end of the ten-year period, 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 two years of experience or six semester hours graduate work for each of the years required experience.
  5. The Provisional and Standard Elementary Certificates based upon a minimum of four years of college preparation shall be valid for teaching grades one through eight.

## **VII. JUNIOR HIGH SCHOOL (MIDDLE SCHOOL) PREPARATION-CERTIFICATION GUIDELINES**

### **A. BASIC BELIEFS REGARDING THE PREPARATION OF TEACHERS FOR JUNIOR HIGH SCHOOL AGE CHILDREN**

The following beliefs are basic to the preparation program for teachers of the junior high school age children:

1. The junior high school, generally speaking, should be composed of grades 7, 8, and 9. [This statement does not rule out other possible combinations such as grades 6, 7, and 8.]
2. The organizational patterns will vary but, basically, the philosophy underlying the junior high school and the curriculum for the junior high school should consider this age child as its prime responsibility.
3. Junior high school teachers should meet all of the personal and professional prerequisites of other teachers as they relate to high quality of selection and preparation but, in addition, junior high school teachers should understand the problems and needs of children of this age.
4. The junior high school is not entirely a continuation of elementary school but some of the basic skills which are started in elementary school are continued in junior high school and for this reason changes should be made in the preparation of teachers for this age student. The junior high school should be considered as a transitional period planned to meet the needs of the early adolescent and to provide for him a better type of general education as well as specific preparation that would fit him for later school work.
5. Junior high school teachers should understand the basic philosophy and problems which relate to junior high schools and should also be thoroughly familiar with curriculum appropriate to the junior high school age child. They should possess the skills and knowledge in the subject or subjects which they will be expected to teach.
6. In order to provide basic general education and to enable this program to fit in easily with the present approved pro-



gram, the same general education program should be required that is currently required for secondary teachers.

7. In addition to the presently approved professional education courses (elementary or secondary program), junior high school teachers should have preparation as indicated in Section B. 3.

## **B. THE CURRICULUM FOR JUNIOR HIGH SCHOOL TEACHERS**

### **42.115**

#### **1. General Education**

The same general education requirements currently approved for senior high school teachers shall be used for junior high school teachers and courses taken in general education may be applied to the majors, minors, and/or semi-majors.

#### **2. Specialization**

Any one of the following three plans may be followed in completing the academic requirements for the junior high school certificate:

Plan 1. Two majors of at least 24 semester hours each and one semi-major of 12 semester hours

Plan 2. One major of at least 24 semester hours and three semi-majors of 12 semester hours each.

Plan 3. One major of at least 30 semester hours, one minor of 18 semester hours, and one semi-major of 12 semester hours.

In all cases, the majors, minors, and semi-majors shall be chosen from the approved list of subject fields. [see section C.]

The subject areas shall total 60 semester hours in the combination of majors, minors, and semi-majors.

#### **3. Professional Education**

Methods courses shall be in addition to the required preparation in the subject of specialization (major, minor, or semi-major) and as a part of the regular professional education courses, junior high school teachers of the academic subjects must have the following preparation:

- (a) Teaching of reading (3 semester hours minimum) (This should apply to all language, English, social studies, and science teachers.)

(b) Adolescent psychology (3 semester hours minimum) (This requirement is in addition to human growth and development and the course should be designed especially for junior high school age pupils.)

(c) Junior high school philosophy, organization, and curriculum (3 semester hours minimum) (This could, and perhaps should, be the methods and materials course that precedes student teaching and should be organized especially for junior high school teachers.)

(d) At least one course in the field of testing, evaluating, and counseling and guidance be included. This was considered highly desirable but was not listed as requirement at the undergraduate level.

### C. TEACHING MAJORS, SEMI-MAJORS, AND MINORS APPROVED FOR JUNIOR HIGH SCHOOL TEACHERS

1. Subjects from which majors may be chosen by applicants for the junior high school certificate are (each major shall require at least 24 semester hours):

biology

biology (18 hours) and health (6 hours)<sup>1</sup>

chemistry

dramatics (6 hours) and speech (18 hours)<sup>1</sup>

economics (6 hours) and sociology (18 hours)<sup>1</sup>

English and communications<sup>2</sup>

French

geography

German

history

history (18 hours, must include American History) and political science (6 hours)<sup>1</sup>

humanities and fine arts<sup>3</sup>

languages<sup>4</sup>

Latin

mathematics<sup>5</sup>

physics

political science

science<sup>6</sup>

social science<sup>7</sup>

Spanish

The majors carrying footnotes have been established specifically for, and are limited to junior high school teacher certification. The majors not carrying footnotes are acceptable majors for grades nine through twelve as well as for junior high school certification.

<sup>1</sup>In a combination of subjects for majors, not less than the designated number of hours shall be included in each field.

<sup>2</sup>**English and Communications:** 24-30 semester hours to be made up of composition, 6 semester hours; linguistics, advanced composition, or phonetics, 3 semester hours; books and literature for adolescent children, 3 semester hours, (may be offered as a library science course); speech, 3 semester hours; literature, 9 semester hours (American Literature to be included).

<sup>3</sup>**Humanities and Fine Arts:** 24 semester hours with a minimum of 6 semester hours in each of three fields to be chosen from the following: music, art, humanities, appropriate philosophy and appropriate literature courses. The remaining 6 semester hours are to be electives from any one of these fields.

<sup>4</sup>**Languages:** 24 semester hours made up of any two languages with 12 semester hours or two full years of study each.

<sup>5</sup>**Mathematics:** 24 semester hours including 6 semester hours of work designed especially to present the newer concept of mathematics, including algebra. The remainder will be chosen from the regular planned curriculum.

<sup>6</sup>**Science:** 24-30 semester hours with a minimum of 6 semester hours in three fields chosen from the following: physics, chemistry, biological sciences, and earth science. The student will be required to have at least 6 semester hours in physical science (physics or chemistry) and 6 semester hours in biological sciences. Three semester hours of botany and 3 semester hours of zoology may be taken to meet the biological sciences requirement.

<sup>7</sup>**Social Science:** 24-30 semester hours with a minimum of 6 semester hours in each of three fields to be chosen from the following: history (required), geography (required), political science or government, economics, social anthropology, and sociology.

2. Subjects from which semi-majors may be chosen by applicants for the junior high school certificate are (each semi-major

shall require 12 semester hours except that 18 semester hours shall be required in all semi-majors which include a combination of subjects):

Any foreign language  
biology  
chemistry  
dramatics (6 hours) and speech (12 hours)<sup>1</sup>  
geography  
geology (6 hours) and geography (12 hours)<sup>1</sup>  
history  
history (12 hours) and political science (6 hours)<sup>1</sup>  
mathematics<sup>2</sup>  
physics  
special semi-major for breadth of preparation<sup>3</sup>

3. Subjects from which minors may be chosen by applicants for junior high school certification were not included in the report which was adopted into regulations. It is presumed that the minors are those listed in the guidelines for high school certification. Requirements for the minor at the high school level were subsequently raised to a minimum of 21 semester hours credit in one subject.

<sup>1</sup>In a combination of subjects for semi-majors, not less than the designated number of hours shall be included in each field.

<sup>2</sup>A semi-major in mathematics shall include 6 semester hours of work designed especially to present the newer concepts of mathematics (including algebra), and the remaining electives shall be chosen from the planned curriculum.

<sup>3</sup>The majors and semi-majors listed above are those normally taught in a junior high school but for the purpose of breadth in preparation, *one* semi-major of 12 semester hours may be chosen from the following:

art  
dramatics  
economics  
health  
journalism  
political science  
psychology  
sociology  
speech

#### D. VALIDITY, RENEWAL, AND EFFECTIVE DATES

1. The special certification for junior high school teachers shall become effective in September, 1966. The junior high school certificate shall be valid in grades 5 through 9 and shall be endorsed for teaching at the high school level for any subject assignment in which the teacher holds a regular high school teaching major or minor.
2. When this program becomes effective, teachers in senior high school or in elementary school will be able to convert to this certificate by meeting the additional requirements [all the deficiencies for the junior high school curriculum as determined by the college].
3. Teachers of art, music, physical education, and all vocational subjects will be eligible to teach in junior high school provided they hold a certificate valid for high school or 12-grade teaching.
4. The junior high school certificate shall be valid for a period of ten years and shall be renewed only upon completion of a planned fifth year program of college work.  
The provisional teaching certificates may be extended for life upon completion of three years successful teaching experience during the validity period of the certificate and upon completion of a planned fifth year program of college work.

It is recommended that teachers who obtain a provisional teaching certificate continue their preparation toward the requirements for a standard teaching certificate. Teachers who do not choose to work in this direction may elect to take the planned fifth year program of college work instead. The details of the fifth year program are presented in Section IV of this bulletin.

#### E. STANDARD JUNIOR HIGH SCHOOL CERTIFICATE 42.116

1. The Standard Junior High School Certificate shall be issued to a person who meets the requirements of law and the general regulations of the State Board of Education and who files a transcript of credits showing the completion of the

four-year curriculum for the preparation of junior high school teachers as recommended by the Council on Public Higher Education and approved by the State Board of Education, and who, in addition thereto, completes the requirements for a master's degree in a standard graduate school, and completes the curriculum prescribed below for the Standard Junior High School Certificate.

2. The curriculum leading to the Standard Junior High School Certificate shall be developed by the respective teacher education institutions according to the following guidelines and submitted for approval by the State Board of Education through the Division of Teacher Education and Certification:

- a. Completion of the requirements for the master's degree, which shall be based upon at least thirty semester hours of graduate credit. For students who write a thesis, a minimum of twenty-four semester hours graduate credit shall be required.
- b. At least fifteen semester hours of the graduate credit required for the master's degree must be in courses open only to graduate students.
- c. A minimum of nine semester hours of graduate credit shall be selected from the following areas of professional education in accordance with the needs of the individual teacher:
  - (1) A general study of curriculum development
  - (2) Research methodology
  - (3) Advanced study in human growth and development
  - (4) The psychology of learning
  - (5) A seminar in instruction devoted to the method of teaching
  - (6) Foundations in education—sociological, psychological, philosophical, historical.
- d. A minimum of twelve semester hours in graduate credit shall be selected to strengthen the academic specialization of the junior high school teacher and/or to further develop the general education background.
- e. The remaining nine hours of graduate credit may be selected from courses designed to strengthen the preparation of the teacher; the selection should be on the basis of the individual needs of the teacher in keeping with policies developed by the institution. (It is anticipated that persons who have definitely decided to continue

their preparation in school administration might use these electives to get a better foundation in the behavioral sciences. Such courses would be a benefit both to classroom teachers and to prospective school administrators.)

3. The Standard Junior High School Certificate shall be issued for a period of ten years and 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 by the end of the ten-year period, 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 two years of experience or six semester hours graduate work for each of the years required experience.

## VIII.

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## **VIII. HIGH SCHOOL PREPARATION-CERTIFICATION GUIDELINES**

### **A. PROVISIONAL HIGH SCHOOL CERTIFICATE— ISSUANCE AND RENEWAL 42.010**

1. The Provisional High School Certificate shall be issued upon the completion of a four-year program of teacher preparation, including the bachelor's degree, which has been developed by the teacher education institution and approved by the State Board of Education as meeting the curriculum guidelines and other pertinent legal requirements. The curriculum guidelines shall include the regulations SBE 42.010 through SBE 42.049.
2. The Provisional High School Certificate shall be issued initially for a period of ten years and shall be renewed only upon completion of the Planned Fifth Year Program of college work as defined in SBE 42.857. The certificate may be extended for life upon completion of three years of successful teaching experience during the validity period of the certificate upon completion of the Planned Fifth Year Program of college work.
3. The Provisional High School Certificate shall be valid for teaching in grades seven and eight in any school organization and in grades nine through twelve.

### **B. CURRICULUM GUIDELINES FOR THE PROVISIONAL HIGH SCHOOL CERTIFICATE 42.011**

The program of teacher preparation leading to the Provisional High School Certificate shall be developed by the teacher education institution to include the components of general education, pre-professional preparation, professional preparation, and specialization as outlined below.

1. **General Education—45 semester hours.**
  - a. **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.

- b. **Mathematics and Natural Science**—12 semester hours, including physical science: astronomy, chemistry, earth science, 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. Student laboratory experience may be required by the respective institutions. In mathematics, 3 semester hours are recommended.
- c. **Social Science**—12 semester hours (anthropology-cultural, contemporary problems, economics, geography, government, history, political science, sociological foundations, sociology, Western civilization).
- d. **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 (an over-all average of "C" shall be required on all professional education courses):

- a. **Area I—Human Growth and Development and the Curriculum, 3-6 semester hours.**

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.

b. **Area II—Introduction to Education and/or School Organization, 2-6 semester hours.**

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; and 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.

c. **Area III—Fundamental Processes and Learning Materials, 2-6 semester hours.**

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.

d. **Area IV—Student Teaching, 8 semester hours.**

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.

#### 4. SPECIALIZATION

- a. Each curriculum shall require an area of concentration with a minimum of 48 semester hours exclusive of courses in methods; or two majors; or one major and two minors; or one major and one minor when credit in both is 48 semester hours exclusive of courses in methods.
- b. As a permissive option which may be exercised immediately but as a mandatory requirement after September 1, 1972, in addition to meeting institutional requirements,

candidates for teacher certification must complete an approved teaching major of not less than 30 semester hours or an approved area of concentration totaling no less than 48 semester hours. Additional teaching fields may be elected from the list of approved areas, majors, and minors. Courses in methods must be in addition to these requirements.

- c. When a student is awarded an advanced standing in a subject field by a college or university due to previous training, experience, or as a result of an examination, the college or university may recommend the student for certification when he has achieved a level of competency equivalent to a normal teaching major or minor.

### C. SPECIALIZATION FOR THE PROVISIONAL HIGH SCHOOL CERTIFICATE; AREAS OF CONCENTRATION 42.012

The following areas of concentration are designed for the specialization component of the Provisional High School Certificate, including the indicated preparation for each area.

1. **Agriculture.** An agricultur area shall require the completion of the vocational agriculture curriculum as defined in SBE 42.016.
2. **Art.** A teaching area in art shall include a course or courses in methods related to elementary and secondary art education and a minimum of 48 semester hours credit in courses related to the following areas: art history, two dimensional design, drawing, painting, and three dimensional design.
3. **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.
4. **Distributive Education.** A minimum of 48 semester hours appropriate subject matter shall comprise an area in distributive education. The content shall include the following subject matter (though not necessarily discrete courses): accounting, economics, marketing, law, finance, statistics, management, and data processing. Student teaching shall be

done in distributive education. Occupational experience shall be required as stated in SBE 42.013, item 7.

5. **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. The remaining 18 semester hours may be distributed among the following fields: Speech, dramatics, and journalism. Beginning with fall semester of 1964, an area in English must include a course in linguistics.
6. **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 languages, 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. **Health, Physical Education and Recreation.** A teaching area in health, physical education and recreation shall consist of a minimum of 48 semester hours.
8. **Home Economics.** A home economics area shall require the completion of the vocational home economics curriculum as defined in SBE 42.017.
9. **Industrial Arts.** An area of concentration for teaching industrial arts shall consist of a minimum of 48 semester hours credit. Of this total, at least 45 semester hours shall be in laboratory courses. Laboratory courses in industrial arts shall consist of experiences in at least five of the following areas: woods, metals, drafting, graphic arts, power mechanics, general shop, crafts and electricity. The maximum concentration in any one area shall be 18 semester hours. In addition, there shall be a course in professional industrial arts education.
10. **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):
  - a. Applied music, including enough piano to insure competency to play simple accompaniments and materials such as are found in the Golden Book—16 semester hours;
  - b. Music theory including harmony, sightsinging, dictation, counterpoint, and form and analysis—16 semester hours;

- c. 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;
  - d. Music history, appreciation, and literature—10 semester hours.
  - e. Methods and materials in music education—4 semester hours. (Methods and materials may be offered in the department of education or department of music.)
11. **Mathematics-Physical Science.** A teaching area in mathematics-physical science shall consist of a minimum of 48 semester hours credit including chemistry, physics, and mathematics with no fewer than 15 semester hours credit in each.
  12. **Science.** A teaching area in science shall 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.
  13. **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 minimum of 6 semester hours in each and with a maximum of 12 semester hours in any one of these subjects.
  14. **Vocational Industrial and Technical Education.** An area of concentration for teaching vocational industrial and technical education shall require the completion of the curriculum as defined in SBE 42.018.

**D. SPECIALIZATION FOR PROVISIONAL HIGH SCHOOL  
CERTIFICATE: TEACHING MAJORS  
42.013**

1. A teaching major shall require a minimum of 24 semester hours credit in the subject, with the following exceptions: a teaching major in English shall require a minimum of 30 semester hours credit; a teaching major in art shall require a minimum of 30 semester hours credit; a teaching major in

industrial arts shall require 33 semester hours credit plus 3 semester hours credit in professional industrial arts education.

2. 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.
3. Effective from September 1, 1972, each teaching major in a single subject shall require 30 semester hours credit unless otherwise indicated. Majors in subject combinations shall require 36 semester hours credit. In a combination of subjects for majors, not less than 12 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.
4. The following teaching majors are designated for the specialization component for high school certification including the additional preparation where indicated: accounting, accounting-general business, accounting-secretarial practice, agriculture, art (see item 5), biology, biology-health, chemistry, distributive education (see items 6 and 7), dramatics-speech, earth science, economics, economics-sociology, English (see item 8), French, general business, general business-secretarial practice, geography, German, health, health-physical education, health-safety, history, history-political science, home economics, industrial arts (see item 9), journalism, Latin, library science (see item 10), mathematics, music, physical education, physics, political science, psychology, Russian, secretarial practice, sociology, Spanish, special education, speech.
5. A teaching major in art shall include a course or courses in methods related to elementary and secondary art education and a minimum of 30 semester hours in courses related to each of the following areas: art history, two dimensional design, drawing, painting, and three dimensional design.
6. A minimum of 30 semester hours appropriate subject matter shall comprise a major in distributive education. The content shall include the following subject matter areas (though not necessarily discrete courses): accounting, economics, marketing, law, finance, statistics, management, and data processing. Student teaching shall be done in distributive education.
7. The program of preparation for distributive education shall include work experience. For students who have had prior experience in distributive occupations the requirement shall be one semester of supervised cooperative experience in dis-

tributive occupations (a minimum of 200 hours), the experience being planned to give students diversified experiences relating to marketing and distribution. For students having no prior experience in distributive occupations the requirement shall be one semester of supervised cooperative experience in distributive occupations (a minimum of 200 hours) plus the equivalent of one summer of approved full-time (a minimum of 400 hours) experience in distributive occupations. At the discretion of the teacher education institution, the summer experience may be waived, provided the student has had satisfactory experience equivalent to this period and within eight years from the time the candidate is to be certified.

8. Beginning with the fall semester of 1964, a major in English must include a course in linguistics.
9. A teaching major in industrial arts shall consist of a minimum of 33 semester hours credit plus a course in professional industrial arts education. The laboratory courses shall consist of a minimum of 6 semester hours each in at least three of the following areas: woods, metals, drafting, graphic arts, power mechanics, general shop, crafts, and electricity. One of the above areas shall be drafting. None of the areas shall exceed 9 semester hours for a major.
10. 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.

**E. SPECIALIZATION FOR PROVISIONAL HIGH SCHOOL CERTIFICATE: TEACHING MINORS**  
**42.014**

1. Each teaching minor shall require the completion of at least 18 semester hours credit except that 24 semester hours credit shall be required for a minor in English and for combination minors.
2. Until September 1, 1972, in a combination of subjects for minors not less than 6 semester hours shall be in each subject within the minor. Effective September 1, 1972, teaching minors in a combination of subjects shall be discontinued.
3. Effective from September 1, 1972, each teaching minor in a single subject shall require 21 semester hours credit unless otherwise indicated. A teaching minor in English shall require 24 semester hours.

4. The following teaching minors are designated for the specialization component for high school certification including the additional preparation where indicated: accounting, accounting-general business, accounting-secretarial practice, any foreign language, agriculture, art (see item 5), biology, chemistry, dramatics, dramatics-speech, earth science (see item 6), economics, economics-sociology, English (see item 7), general business, general business-secretarial practice, geography, geology, geology-geography, health, history history-political science, home economics, journalism, library science, see item 81. Mathematics, music, physical education, physics, political science psychology, secretarial practice, sociology, special education, speech.
5. A teaching minor in art shall include a course or courses in methods related to elementary and secondary art education and a minimum of 18 semester hours in courses related to art appreciation, and/or art history, two dimensional design, drawing, painting, and three dimensional design, drawing, painting, and three dimensional design.
6. For secondary certification, the minor in earth science must be taken in conjunction with a major or minor in another science or in mathematics.
7. Beginning with the fall semester of 1964, a minor in English must include a course in linguistics.
8. 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.

**F. PROVISIONAL HIGH SCHOOL CERTIFICATE WITH PROFESSIONAL COMMITMENT**

**42.015**

The Provisional High School Certificate with Professional Commitment may be issued beginning with the school year 1961-1962 upon the following plan:

1. 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 and 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 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.
2. 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.

**G. CURRICULUM GUIDELINES FOR THE PROVISIONAL  
HIGH SCHOOL CERTIFICATE FOR VOCATIONAL  
AGRICULTURE**

**42.016**

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 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.

1. The applicant shall have completed the approved curriculum in vocational agriculture at an institution approved by the State Board of Education for preparing teachers of vocational agriculture.
2. The applicant shall have completed the following professional education: at least 17 semester hours in agricultural education to include 9 semester hours in methods of teaching vocational agriculture to high school students and to young people and adults in agriculture, including special emphasis on psychology of learning, and at least 8 semester hours of student teaching with not less than one-half semester of actual experience in teaching classes in a local high school.
3. The applicant shall have completed a minimum of 50 semester hours in technical agriculture with at least 6 semester hours in each of the following areas: animal science; plant and horticulture science; soil science; agricultural economics (shall include farm management); agricultural mechanics (courses shall be selected from farm power and machinery, metal working and welding, electricity, and farm buildings and construction.)
4. 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.)
5. 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.

6. The applicant shall be approved by the teacher training staff and shall be recommended for certification by the staff.
7. The Provisional High School Certificate for Vocational Agriculture shall also qualify the holder to serve as an instructor for the institution-on-the-farm training.

#### H. CURRICULUM GUIDELINES FOR THE PROVISIONAL HIGH SCHOOL CERTIFICATE FOR VOCATIONAL HOME ECONOMICS

42.017

1. The Provisional High School Certificate for Vocational Home Economics, 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 who file transcripts of standard college credits showing the completion of the requirements for the bachelor's degree and who have completed the four-year approved curriculum for vocational home economics teachers at an institution approved by the State Board of Education for preparing teachers of vocational home economics.
2. The curriculum for vocational home economics shall include the components of general education, professional education, home economics specialization, directed teaching experience, and other directed experiences as outlined below.
  - a. **General Education**—45 semester hours. This area shall include: Communication and humanities, 18 semester hours; art, 4 semester hours (May be considered a part of humanities if it is the type course which is included in general education for all students. If it is applied definitely to area of home economics, this requirement may be designated as home economics and considered as a part of the 48 semester hours in home economics); physical and biological science, 15 semester hours (the physical science must include at least one course in chemistry); social science, 12 semester hours (this area must include work in economics and sociology).
  - 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**—48 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; Electives in home economics, 4 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: Experience in teaching three different type units; experience in guiding home experiences including the use of the conference period; experience in making home visits; experience with FHA or NHA; experience in assisting with teaching at least one organized group of adults; 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 teacher in-school and out-of-school groups.
- e. **Other Directed 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 experiences 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 program 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.

**I. CURRICULUM GUIDELINES FOR THE PROVISIONAL HIGH SCHOOL CERTIFICATE FOR VOCATIONAL INDUSTRIAL AND TECHNICAL EDUCATION**

**42.018**

The Provisional High School Certificate for Vocational Industrial and Technical Education shall be based upon a curriculum containing the components of general education, technical industrial education, pre-professional education, and professional industrial education as outlined below.

1. **General Education**—45 semester hours credit including English and/or communications, 12 semester hours; Humanities, 6 semester hours; Science and/or Mathematics, 12 semester hours; Social Science, 12 semester hours; Health and Physical Education, 3 semester hours.
2. **Technical Industrial Education**—48 semester hours credit to include laboratory courses in the area in which the individual proposes to teach. A maximum of 18 semester hours credit may be allowed by proficiency examination. A maximum of 6 semester hours credit may be allowed for supervised work experience. A minimum of 2,000 clock hours of planned and supervised work experience shall be required in the occupation for which the person plans to teach.
3. **Pre-Professional Education**—6 semester hours to include general psychology and industrial psychology.
4. **Professional Industrial Education**—18 semester hours credit to include Methods in Industrial Education, Principles of Trade and Industrial Teaching, Trade and Job Analysis, Instructional Materials, and Student Teaching. Student teaching shall be done in the occupation in which the individual plans to teach and shall be performed in an approved area vocational school under an approved cooperating teacher. The college supervisor will be a vocational industrial teacher educator on the faculty of the college or university who will also teach the professional methods course in industrial education.

**J. STANDARD HIGH SCHOOL CERTIFICATE**

**42.100**

1. Effective from September 1, 1967, the Standard High School Certificate shall be issued to a person who meets the require-

ments of law and the general regulations of the State Board of Education and who files a transcript of credits showing the completion of the four-year curriculum for the preparation of secondary teachers as recommended by the Council on Public Higher Education and approved by the State Board of Education, and who, in addition thereto, completes the requirements for a master's degree in a standard graduate school, and completes the curriculum prescribed below for the Standard High School Certificate.

2. 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.)
3. Effective from September 1, 1967, the curriculum leading to the Standard High School Certificate shall be developed by the respective teacher education institutions according to the following guidelines and submitted for approval by the State Board of Education through the Division of Teacher Education and Certification:
  - a. Completion of the requirements for the master's degree, which shall be based upon at least thirty semester hours of graduate credit. For students who write a thesis, a minimum of twenty-four semester hours graduate credit shall be required.
  - b. At least fifteen semester hours of the graduate credit required for the master's degree must be in courses open only to graduate students.
  - c. A minimum of nine semester hours of graduate credit shall be selected from the following areas of professional education in accordance with the needs of the individual teacher:
    - (1) A general study of curriculum development
    - (2) Research methodology
    - (3) Advanced study in human growth and development
    - (4) The psychology of learning
    - (5) A seminar in instruction devoted to the method of teaching

(6) Foundations in education—sociological, psychological, philosophical, historical.

d. A minimum of twelve semester hours in graduate credit shall be selected to strengthen the academic specialization of the secondary teacher and/or to further develop the general education background. Persons holding the Provisional High School Certificate for Vocational Agriculture may satisfy this section of the requirements with a minimum of six semester hours graduate credit rather than twelve.

e. The remaining nine hours of graduate credit may be selected from courses designed to strengthen the preparation of the teacher; the selection should be on the basis of the individual needs of the teacher in keeping with policies developed by the institution. (It is anticipated that persons who have definitely decided to continue their preparation in school administration might use these electives to get a better foundation in the behavioral sciences. Such courses would be a benefit both to the classroom teachers and to prospective school administrators.)

4. The Standard High School Certificate shall be issued for a period of ten years and 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 by the end of the ten-year period, 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 two years of experience or six semester hours graduate work for each of the years required experience.

5. The Provisional and Standard High School Certificate shall be valid for teaching in grades seven and eight in any school organization, and in grades nine through twelve.

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## **IX. EXTENDING THE VALIDITY OF ELEMENTARY AND HIGH SCHOOL CERTIFICATES**

### **A. ENDORSEMENT OF ELEMENTARY SCHOOL CERTIFICATE FOR THE HIGH SCHOOL LEVEL**

**42.841**

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

1. 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).
2. All requirements completed in general education as outlined for secondary certification.
3. 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.
4. 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.

### **B. ENDORSEMENT OF HIGH SCHOOL CERTIFICATES FOR THE ELEMENTARY SCHOOL LEVEL**

**42.840, 42.839**

1. Endorsement of High School Certificates for Classroom Teaching at the Elementary School Level

A certificate valid for teaching at the high school level may be endorsed for classroom teaching at the elementary school



level upon completion of 18 semester hours credit including the following preparation:

- a. Child Growth and Development
- b. The Teaching of Reading
- c. The Elementary School Curriculum  
(May be satisfied by a general course such as the Fundamentals of Elementary Education or by special methods courses in the Teaching of Science and/or Social Studies)
- d. Mathematics for the Elementary School Teacher—a two course sequence or one graduate course
- e. The Teaching of Elementary School Mathematics
- f. Children's Literature
- g. School Art and/or School Music

The high school certificate may be endorsed for one year upon completion of three of the required preparation areas carrying at least 6 semester hours credit. Priority should be given to the first three areas listed.

Subsequent one year endorsements may be made upon completion of 6 semester hours additional credit in courses selected from the list.

This plan shall become effective for persons beginning the endorsement procedure after September 1, 1966.

2. Endorsement of 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:

1. A course dealing with the fundamentals of elementary education or a course in curriculum development, including emphasis upon the elementary curriculum;
2. A course in materials and methods in the special subject at the elementary and/or 12-grade level;
3. A course in child growth and development dealing with the elementary-age child unless this has been covered in the secondary program;
4. 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.

Credit for the following courses must be earned in residence or in off-campus study centers: Child Growth and Development, Fundamentals of Elementary Education, Teaching Reading, Children's Literature, Public School Art, and Public School Music. Credit earned by correspondence in these courses is not acceptable for certification purposes.

**C. EXTENDED VALIDITY OF HIGH SCHOOL TEACHING CERTIFICATES FOR EXPERIMENTAL PROGRAMS IN ELEMENTARY SCHOOLS**

**42.842**

A school district which plans an experimental program in new patterns of organization or instruction in the elementary school may assign experienced high school teachers to serve at the elementary school level in the experimental program provided:

1. The school superintendent submits to the Head of the Bureau of Instruction before July 15 a written report of the experimental program which shows the need for using successful high school personnel in the program.
2. A commitment is made by the school superintendent to submit a progress report at end of midterm (presumably by February 1), which includes an evaluation of the effectiveness of the teaching assignment.
3. The proposal receives written approval by the Head of the Bureau of Instruction prior to the opening of the school term.

The qualifications of the high school teachers assigned to the experimental program will be ranked on the basis of their preparation and their high school certificates.

Credit for the following course may be earned in residence or at off-campus study centers: Child Growth and Development, Fundamentals of Elementary Education, Teaching Reading, Children's Literature, Public School Art, and Public School Music. Credit earned by correspondence in these courses is not acceptable for certification purposes.

### C. EXTENDED VALIDITY OF HIGH SCHOOL TEACHING CERTIFICATES FOR EXPERIMENTAL PROGRAMS IN ELEMENTARY SCHOOLS

A school district which plans an experimental program in new patterns of organization or instruction in the elementary school may gain experimental high school credit for some of the elementary school level in the experimental program provided:

1. The school superintendent submits to the Head of the Bureau of Instruction before this is a written report of the experimental program which shows the need for such a program and high school program in the program.

2. A committee is made up of the school superintendent to submit a report to each of the members of the committee of the Board of Education on a written report of the Head of the Bureau of Instruction.

3. The proposal is given written approval by the Head of the Bureau of Instruction prior to the opening of the school term. The qualifications of the high school teachers assigned to the experimental program will be ranked on the basis of their preparation and their high school certificates.

4. The experimental program will be ranked on the basis of their preparation and their high school certificates.

5. The experimental program will be ranked on the basis of their preparation and their high school certificates.

6. The experimental program will be ranked on the basis of their preparation and their high school certificates.

7. The experimental program will be ranked on the basis of their preparation and their high school certificates.

## X. SCHOOL LIBRARIAN PREPARATION-CERTIFICATION GUIDELINES

### A. CERTIFICATION FOR ELEMENTARY SCHOOL LIBRARIANS

42.390

1. An elementary teaching certificate based upon a baccalaureate degree or a master's degree will be valid for elementary school librarianship, provided the following courses in library science have been completed.
2. Curriculum
  - a. School library organization and ad- 3 semester hours  
ministration
  - b. Books, references, and related ma- 9 semester hours  
terials for children and young people,  
which include the content of the  
course, Children's Literature (These  
9 hours will be considered as fulfill-  
ing the specific requirements in  
Children's Literature in the ele-  
mentary curriculum.)
  - c. Cataloging and classification 3 semester hours
  - d. 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 re-  
quired in student teaching.
3. 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." [Section VI. A. 9]
4. [An elementary school teaching certificate which has been endorsed for elementary school librarianship] may be valid for high school or 12-grade librarianship upon completion of Fundamentals of Secondary Education or a comparable course.

Credits earned by correspondence are not acceptable toward satisfying the certification requirements in any library science courses or in such courses as Teaching of Reading, Fundamentals of Elementary Education, Fundamentals of Secondary Education, Children's Literature, Child Growth and Development.

## B. CERTIFICATION FOR HIGH SCHOOL LIBRARIANS 42.110

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

### 2. Curriculum

- |   |                  |
|---|------------------|
| a. School library organization and administration   | 3 semester hours |
| b. Books, references, and related materials for children and young people, which include the content of the course, Children's Literature | 9 semester hours |
| c. Cataloging and classification  | 3 semester hours |
| d. 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.

If library science is selected as a major toward meeting the requirements for a high school teaching certificate 3 semester hours credit in library practice must be presented in addition to the minimum of 30 semester hours credit in library science for the major. For a minor, 3 semester hours in library practice must be presented in addition to the minimum requirement of 21 semester hours credit in library science.

3. 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." [Section VIII. A. 11]
4. [A high school teaching certificate which has been endorsed for high school librarianship] 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.

Credits earned by correspondence are not acceptable toward satisfying the certification requirements in any library science courses or in such courses as the Teaching of Reading, Fundamentals of Elementary Education, Fundamentals of Secondary Education, Children's Literature, Child Growth and Development.

### C. STANDARD CERTIFICATE FOR SCHOOL LIBRARIANSHIP 42.400

1. 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.

#### 2. Curriculum

##### a. Plan I

- (1) Completion of requirements for a Provisional High School Certificate or Provisional Elementary Certificate based upon a baccalaureate degree
- (2) Completion of the master's degree in library science
- (3) Completion of
 

Teaching Reading	3 semester hours
Fundamentals of Elementary Education	3 semester hours
Child Growth and Development	3 semester hours
Fundamentals of Secondary Education	3 semester hours

b. *Plan II*

(1) Completion of requirements for a Provisional High School Certificate or Provisional Elementary Certificate based upon a baccalaureate degree

(2) Completion of a master's degree

(3) Completion of

(a) School library organization and administration 3 semester hours

(b) Books, references, and related materials for children and young people, which include the content of the course, Children's Literature 9 semester hours

(c) Cataloging and classification 3 semester hours

(d) 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.

(e) 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.)

(4) Completion of

Teaching Reading 3 semester hours

Fundamentals of Elementary Education 3 semester hours

Child Growth and Development 3 semester hours

Fundamentals of Secondary Education 3 semester hours

c. 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.

- d. 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.

Credits earned by correspondence are not acceptable toward satisfying the certification requirements in any library science courses or in such courses as the Teaching of Reading, Fundamentals of Elementary Education, Fundamentals of Secondary Education, Children's Literature, Child Growth and Development.

3. The Standard Certificate for Librarianship may be extended for life upon three years successful experience as librarian 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 renewed 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 two years experience or six semester hours of graduate work for each of the year's required experience.

#### D. RECRUITMENT PLAN FOR SCHOOL LIBRARIANS 40.190

1. Beginning with the 1967-68 school year, special approval may be obtained for a classroom teacher to serve for a two-year period as a school librarian provided:
  - a. The teacher holds a certificate based upon completion of a four-year curriculum in teacher education and the bachelor's degree;
  - b. The teacher has completed at least 9 semester hours of credit in library science, selected from the curriculum for the preparation of school librarians;
  - c. The teacher acknowledges the fact that the remaining requirements for full certification as a school librarian must be completed within the two-year approval period;
  - d. The request for approval is submitted by the local school superintendent to the Division of Teacher Education and Certification on forms provided by that office.



d. 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.

Credited earned by correspondence are not acceptable toward satisfying the certification requirements in any library science courses or in such courses as the Teaching of Reading, Fundamentals of Elementary Education, Fundamentals of Secondary Education, Children's Literature, Child Growth and Development.

The Standard Certificate for Librarianship may be extended for life upon three years successful experience as librarian during the life of the certificate. If the holder fails to meet the requirements for the extension before the certificate expires, the certificate may be renewed 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 two years experience or six semester hours of graduate work for each of the years' required experience.

#### D. RECRUITMENT PLAN FOR SCHOOL LIBRARIANS

40190  
Beginning with the 1957-58 school year, special approval may be obtained for a classroom teacher to serve for a two-year period as a school librarian provided:  
a. The teacher holds a certificate based upon completion of a four-year course in teacher education and the bachelor's degree.  
b. The teacher has completed at least 9 semester hours of credit in library science, selected from the curriculum for the preparation of school librarians.  
c. The teacher acknowledges the fact that the remaining requirements for full certification as a school librarian must be completed within the two-year approval period. The request for approval is submitted by the local school superintendent to the Division of Teacher Education and Certification on forms provided by that office.

## **XI. TEACHERS FOR EXCEPTIONAL CHILDREN PREPARATION-CERTIFICATION GUIDELINES**

1. 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.
2. The preparation for certification in speech and hearing may include (a) the completion of the usual preparation program for either elementary, junior high, or high school classroom teaching as well as the specific curriculum which is prescribed for the designated category of exceptionality; or (b) the completion of a program which includes the general education component of classroom teacher preparation plus the subject specialization and professional education outlined in the curriculum guidelines for speech and hearing.
3. Certification for teaching in any category of exceptionality other than speech and hearing shall require the completion of the usual preparation program for either elementary, junior high, or high school classroom teaching as well as the specific curriculum which is prescribed for the designated category of exceptionality. The separate categories of exceptionality are designated as follows:
  - a. Educable Mentally Retarded
  - b. Trainable Mentally Retarded
  - c. Orthopedically Handicapped
  - d. Partially Seeing
  - e. Blind
  - f. Hard of Hearing
  - g. Deaf
  - h. Neurologically Impaired
  - i. Emotionally Disturbed
  - j. Speech and Hearing

It is strongly recommended that teacher education institutions give consideration to offering combined programs for certain categories. While the guidelines list separate categories of exceptionality, certain combinations appear to be feasible: educable mentally retarded and trainable mentally retarded; partially seeing and blind; hard of hearing and deaf. A rationale could be made for other combinations as well.

## B. TEACHERS FOR THE EDUCABLE MENTALLY RETARDED

1. When a student pursues the four-year program of preparation for elementary school teachers, a minimum of 12 semester hours credit in special education may be accepted as part of the 24 semester hours of required work in professional education as follows:
  - a. Survey course in education for exceptional children
  - b. Nature and needs of mentally retarded children, including the interpretation of psychological tests
  - c. Educational procedures for the educable mentally retarded children, including methods, curriculum and materials as well as language development
  - d. Three semester hours credit in student teaching with educable mentally retarded children. A maximum of 4 semester hours credit in student teaching with educable mentally retarded children may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching for other certificates for classroom teaching. A teacher with two years of experience may take credit in approved professional laboratory experiences in lieu of student teaching.
2. The additional courses for a major or minor for the secondary level may be selected from the following:
  - a. The teaching of reading is required
  - b. Arts and crafts for the mentally retarded
  - c. Abnormal psychology
  - d. Mental deficiency
  - e. Speech and language development
  - f. Guidance and testing.

**C. TEACHERS FOR THE TRAINABLE MENTALLY RETARDED**

**42.422**

1. When a student pursues the four-year program of preparation for elementary school teachers, a minimum of 12 semester hours credit in special education may be accepted as part of the 24 semester hours of required work in professional education as follows:
  - a. Survey course in education for exceptional children
  - b. Nature and needs of mentally retarded children, including the interpretation of psychological tests
  - c. Educational procedures for the trainable mentally retarded children, including methods, curriculum and materials as well as language development
  - d. Three semester hours credit in student teaching with trainable mentally retarded children. A maximum of 4 semester hours credit in student teaching with trainable mentally retarded children may be accepted in partial fulfillment of the 8 semester hours requirement in student teaching for other certificates for classroom teaching. A teacher with two years of experience may take credit in approved professional laboratory experiences in lieu of student teaching.
2. The additional courses for a major or minor for the secondary level may be selected from the following:
  - a. The teaching of reading is required
  - b. Arts and crafts for the mentally retarded
  - c. Abnormal psychology
  - d. Mental deficiency
  - e. Speech and language development
  - f. Guidance and testing.

**D. TEACHERS FOR THE ORTHOPEDICALLY HANDICAPPED**

**42.423**

1. When a student pursues the four-year program of preparation for elementary school teachers, a minimum of 12 semester hours credit in special education may be accepted as part of the 24 hours required in professional education as follows:
  - a. Survey course in education of exceptional children

- b. Medical aspects of crippling and special health conditions, including educational implications
- c. Educational practices for the crippled and those with special health problems, including methods, curriculum and materials as well as language development
- d. Three semester hours credit in student teaching with special classes for the crippled and those with special health problems. A maximum of 4 semester hours credit in student teaching with 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 for other certificates for classroom teaching. A teacher with two years of experience may take credit in approved professional laboratory experiences in lieu of student teaching.

2. The additional courses for a major or minor for the secondary level may be selected from the following:

- a. Guidance and testing
- b. Speech and language development
- c. Abnormal psychology
- d. Nature and needs of physically handicapped children
- e. Diagnostic and remedial reading
- f. Education of the mentally retarded.

#### **E. TEACHERS FOR THE PARTIALLY SEEING**

**42.424**

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

- a. Survey course in education for exceptional children
- b. Educational procedures for children who are partially seeing, including methods, curriculum and materials
- c. Nature and needs of children who are partially seeing
- d. Anatomy, physiology and hygiene of the eye, including educational implications
- e. Three semester hours credit in student teaching with the partially seeing. A maximum of 4 semester hours credit in student teaching with partially sighted children may be accepted in partial fulfillment of the

8 semester hour requirement in student teaching for other certificates for classroom teaching. A teacher with two years of experience may take credit in approved professional laboratory experiences in lieu of student teaching.

2. The additional courses for a major or minor for the secondary level may be selected from the following:
  - a. Typewriting
  - b. Remedial reading
  - c. Guidance and testing
  - d. Abnormal psychology
  - e. Speech and language development.

## **F. TEACHERS FOR THE BLIND**

### **42.425**

1. When a student pursues the four-year program of preparation for elementary school teachers a minimum of 15 semester hours credit in special education may be accepted as part of the 24 semester hours required in professional education as follows:
  - a. Survey of exceptional children
  - b. Nature and needs of children who are blind
  - c. Educational procedures for the blind
  - d. Braille
  - e. Anatomy and physiology and hygiene of the eye, including educational implications
  - f. Three semester hours credit in student teaching with children who are blind. A maximum of 4 semester hours credit may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching for other certificates for classroom teaching. A teacher with two years of experience may take credit in approved professional laboratory experiences in lieu of student teaching.
2. The additional courses for a major or minor for the secondary level shall be selected from the following:
  - a. Typewriting
  - b. Remedial reading
  - c. Guidance and testing
  - d. Abnormal psychology
  - e. Speech and language development.

**G. TEACHERS FOR THE HARD OF HEARING**  
**42.426**

1. When a student pursues the four-year program of preparation of elementary school teachers, a minimum of 15 semester hours credit in special education may be accepted as part of the 24 semester hours of required work in professional education as follows:
  - a. Survey of exceptional children
  - b. Educational procedures for the hard of hearing, including methods, curriculum and materials (not language development)
  - c. Auditory training and speech reading
  - d. Speech and language development
  - e. Three semester hours credit in student teaching with children who are hard of hearing. A maximum of 4 semester hours credit in student teaching with children who are hard of hearing may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching for other certificates for classroom teaching. A teacher with two years of experience may take credit in approved professional laboratory experiences in lieu of student teaching.
2. The additional courses for a major or minor for the secondary level may be selected from the following:
  - a. Anatomy and physiology of the ear (hearing, testing, and interpretation of results)
  - b. Psychology of the hard of hearing
  - c. Speech correction (nine semester hours credit recommended)
  - d. Phonetics.

**H. TEACHERS FOR THE DEAF**  
**42.427**

1. When a student pursues the four-year program of preparation of elementary school teachers, a minimum of 15 semester hours credit in special education may be accepted as part of the 24 semester hours required work in professional education as follows:
  - a. Survey of exceptional children
  - b. Educational procedures, including methods, curriculum and materials for teaching the deaf
  - c. Methods for teaching language to the deaf

- d. Methods for teaching speech to the deaf
  - e. Speech reading and auditory training
  - f. Three semester hours credit in student teaching with children who are deaf. A maximum of 4 semester hours credit may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching for other certificates for classroom teaching. A teacher with two years of experience may take credit in approved professional laboratory experiences in lieu of student teaching.
2. The additional courses for a major or minor for the secondary level shall be selected from the following:
- a. Anatomy and physiology of the ear
  - b. Speech correction
  - c. Hearing, testing, and interpretation of results
  - d. Psychology of the deaf.

**I. TEACHERS FOR THE NEUROLOGICALLY IMPAIRED**  
**42.428**

1. When a student pursues the four-year program of preparation for elementary school teachers, a minimum of 14 semester hours credit in special education may be accepted as part of the 24 semester hours of required work in professional education as follows:
- a. Survey of education of exceptional children
  - b. Nature and needs of children with neurological impairment
  - c. Learning disorders
  - d. Human learning processes
  - e. Three semester hours credit in student teaching with children who are neurologically impaired. A maximum of 4 semester hours credit in student teaching with neurologically impaired children may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching for other certificates for classroom teaching. A teacher with two years of experience may take credit in approved professional laboratory experiences in lieu of student teaching.

**J. TEACHERS FOR THE EMOTIONALLY DISTURBED**  
**42.429**

1. When a student pursues the four-year program of preparation for elementary school teachers, a minimum of 12 semester



hours credit in special education may be accepted as part of the 24 semester hours of required work in professional education as follows:

- a. Abnormal psychological development
- b. Human learning process
- c. Nature and needs of emotionally disturbed children
- d. Methods of teaching children with emotional disorders
- e. Three semester hours credit in student teaching with children who are emotionally disturbed. A maximum of 4 semester hours credit in student teaching with emotionally disturbed children may be accepted in partial fulfillment of the 8 semester hour requirement in student teaching for other certificates for classroom teaching. A teacher with two years of experience may take credit in approved professional laboratory experiences in lieu of student teaching.

#### **K. TEACHERS FOR SPEECH AND HEARING**

**42.430**

1. The combined subject specialization and professional education components for preparation in speech and hearing shall include a minimum of 30 semester hours from the following areas:
  - a. Mental hygiene
  - b. Child psychology
  - c. Elective in psychology
  - d. Survey of exceptional children
  - e. 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
  - f. 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
  - g. Audiometry and hearing rehabilitation (hearing tests, interpretation, and therapy)
  - h. Three semester hours credit in student teaching which 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

If certification is desired for regular classroom teaching at the elementary, junior high, or secondary school level in addition to speech and hearing, five semester hours additional credit in student teaching with normal children in a regular classroom situation will be required.

**L. PROVISIONAL CERTIFICATION FOR SPECIAL EDUCATION**

**42.441**

1. The completion of the baccalaureate degree shall be the minimum basis for the provisional certification in special education.
2. Beginning September 1, 1966, the Provisional Certificate in Special Education issued to become effective from July 1, 1967, and thereafter shall be valid for a period of ten years and shall be renewed only upon completion of a planned fifth year program of college work.
3. The provisional teaching certificates may be extended for life upon completion of three years successful teaching experience during the validity period of the certificate and upon completion of a planned fifth year program of college work.

**M. STANDARD CERTIFICATION FOR SPECIAL EDUCATION**

**42.444**

1. The Standard Certificate for Special Education shall be issued upon completion of the following requirements:
  - a. Qualification for provisional certification for special education
  - b. Master's degree including a minimum of 9 semester hours credit in professional education and a minimum of 12 semester hours credit in non-professional courses.
2. The Standard Certificate for Special Education shall be issued for a period of ten years and may be extended for life on 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 on the basis of two years of experience or six semester hours graduate work for each of the years required experience.

**N. PLAN FOR RECRUITMENT OF SPECIAL  
EDUCATION TEACHERS**

**42.446**

1. 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 six semester hours selected from the approved program.

A one-year certificate endorsement for teaching speech and hearing may be issued for a person who has a bachelor's degree and a regular teaching certificate and who has completed at least six semester hours credit selected from the approved preparation program for speech and hearing teachers; provided that, in order to comply with the provisions of KRS 161.100 in establishing the need for employing emergency teaching personnel, the board of education and the superintendent of the local school district shall declare the following statements to be true:

- a. Our school district has given due attention to all inquiries from prospective teachers regarding possible employment in our school system;
- b. Diligent efforts have been made to recruit teachers for the vacant positions, and, furthermore, these vacancies have been made known locally by appropriate means;
- c. No qualified teachers have applied for any of these positions and to our knowledge qualified teachers are not available for any of the positions.

A minimum of six additional semester hours selected from the required program shall be earned for additional annual endorsement.

**O. MISCELLANEOUS PROVISIONS IN SPECIAL EDUCATION**

**42.448**

1. 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.
2. The certificate in special education shall be a twelve-grade certificate.

3. 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.
4. Experience on a special education certificate may be accepted on the renewal and/or life extension of the elementary or secondary certificate.
5. A teacher or supervisor of special education for exceptional children who was employed prior to April 12, 1952, as a teacher or supervisor of special education may serve on any valid teaching certificate in the area of special education in which he has been employed and/or in which he has had previous education.

**P. CERTIFICATION FOR THE SUPERVISION OF  
SPECIAL EDUCATION**

**42.451**

1. A certificate that is valid for teaching in special education may be further endorsed for the Supervision of Special Education when the following requirements are completed:
  - a. Two years of successful experience as a teacher of special education or as a public school speech and hearing teacher.
  - b. A master's degree and an approved curriculum for the supervision of special education which shall include 15 semester hours credit covering the three areas of (1) organization, supervision and administration of special education programs, (2) special education class areas other than the area of exceptionality of the special education teaching certificate, and (3) speech and hearing unless the teaching certificate is in the area. A minimum of one course shall be taken in each of these three designated areas of study and with a balance in these three aspects of the program.
2. The endorsement for the Supervision of Special Education shall be on a continuing basis so long as the teaching certificate is valid.

The teacher of a regular classroom may serve on a regular classroom 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.

Experience on a special education certificate may be accepted on the renewal unless the extension of the certificate or secondary certificate.

A teacher or supervisor of special education for exceptional children who was employed prior to April 12, 1952, as a teacher or supervisor of special education may serve on any valid teaching certificate in the area of special education in which he has been employed within the period he has had previous education.

## 1. CERTIFICATION FOR THE SUPERVISION OF SPECIAL EDUCATION

42-151

A certificate that is valid for teaching in special education may be further endorsed for the supervision of special education when the following requirements are completed:

1. Two years of successful experience as a teacher of special education or as a public school principal and having received a master's degree and an approved curriculum for the supervision of special education which shall include 18 semester hours credit covering the three areas of (1) organization, supervision and administration of special education programs; (2) special education class more often than the area of exceptionalities of the special education teaching certificate; and (3) speech and hearing unless the teaching certificate is in the area. A minimum of one course shall be taken in each of these three designated areas of study.

2. The endorsement for the supervision of special education shall be on a continuing basis so long as the teaching certificate is valid.

## XII.

### Posi

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## **XII. GUIDANCE COUNSELOR PREPARATION-CERTIFICATION GUIDELINES**

### *Position Statement—July 26, 1968*

The sub-committee charged with the responsibility for recommending guidelines for certification of high school guidance counselors, elementary guidance counselors, and school psychometrists recommends the following position statement for inclusion in the Certification Bulletin.

These guidelines have been formulated after a careful review of the recommendations set forth by the Association for Counselor Education and Supervision, a division of the American Personnel and Guidance Association. In general, the sub-committee of the Advisory Committee believes that the proposed pattern of preparation is in keeping with these recommendations. However, colleges and universities are urged to review the recommendations of ACES in planning their institutional programs since they are of a more comprehensive nature than the sub-committee feels appropriate for this bulletin.

### *Differentiation for Elementary and Secondary School Levels*

It is intended that guidance counselors for the elementary schools come from the ranks of certified and experienced elementary school teachers who take the prescribed curriculum with emphasis on the elementary school level. It is intended that high school counselors come from the ranks of certified and experienced high school teachers who take the prescribed curriculum with emphasis on the high school level.

Should an elementary school teacher wish to prepare for a position as high school guidance counselor it would be necessary to complete the plan for endorsing an elementary teaching certificate for teaching at the high school level. A high school teacher would need to complete the endorsement plan for teaching at the elementary school level in order to meet the prerequisites for serving as an elementary school guidance counselor.

A. Guidelines for Provisional and Standard Certification  
42.381

1. The prerequisites for provisional certification as a guidance counselor shall include:
  - a. A teaching certificate based upon the completion of a four-year program of preparation at the level for which the individual plans to seek certification as a counselor.
  - b. The completion of an approved master's program in guidance and counseling, and
  - c. A minimum of one year full-time classroom teaching experience or one year of approved supervised internship in the school setting for which the individual plans to seek certification as a counselor.
2. Guidance counselors shall be certified on a provisional basis upon completion of the master's degree including the following areas. (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.)
  - b. *Area II, Organization and Administration of Guidance and Personnel Services.* Preparation in this area should include a study of the organization and administration of guidance services as they relate to the total school program, emphasizing involvement of all school personnel, evaluation, referrals, facilities and financing.
  - c. *Area III, Appraisal, Assessment and Understanding the Individual.* Preparation in this area should include a study of individual and group instruments for individual appraisals (tests, inventories, anecdotal records); case study techniques, management of cumulative records; procedures in securing, recording, interpreting and using pertinent information about the individual.
  - d. *Area IV, Developmental Processes, Personality, and Behavior Change.* Preparation in this area should include a study of the following as they relate to behavior change: human growth and development, foundations and dynamics of human behavior and personality, learning theories and their applications, counseling and consultation with teachers, other school staff, and parents.

- e. *Area V, Theories and Methods of Counseling.* Preparation in this area should include a study of the major contemporary theories of counseling and a coverage of the relevant research findings, allowing for some time to be devoted to laboratory demonstration and participation.
- f. *Area VI, Career Development and Vocational Planning.*
  - (1) *Secondary.* Preparation in this area should include: theoretical concepts emphasizing the relationship of value priorities, scope of experience, and educational aspirations to processes of career development; study of psychological, sociological, and economic influences upon career planning, interrelationship of educational, personal, social, and career guidance; the value and dignity of work as it contributes to self-realization; study of human and material resources; and procedures for a comprehensive program of vocational guidance at different school levels.
  - (2) *Elementary.* Preparation in this area should include theories of career development, reorganization and utilization of occupational materials appropriate for elementary school children; techniques of working with teachers which will aid the pupil in career development.
- g. *Area VII, Group Guidance Procedures.* Preparation in this area should include the meaning, purposes, objectives, scope and methods of group guidance with emphasis on the articulation with all other educational activities.
- h. *Area VIII, Supervised Experiences in Guidance and Counseling.* Preparation in this area should include supervised experiences in actual work with students in the school setting for which the individual plans to seek certification as a counselor and shall include those experiences appropriate for the implementation of a total school program.
- i. *Area IX, Investigation and Research Procedures.* Preparation in this area should include a study of the nature and functions of research in education, characteristics of the most commonly used types of research; practice in methodology; training in research utilization. This area should also provide for studies in statistics, tests and measurements, data processing, and programming techniques.
- j. *Area X, Electives From General and/or Professional Education.* Preparation in this area should provide opportuni-



ties for the student to develop understanding and skills beyond the minimum requirements for the program. Co-operative arrangements with representatives of departments of schools offering courses in related fields should assure an interdisciplinary planning that will further enrich the student's general and professional education or background. The specific needs of the individual student in this area should be determined by the student's graduate committee.

- 3. The provisional certification for guidance counselors shall be issued for a period of five years and may be renewed upon the completion of a minimum of eight semester hours of graduate credit every five years from a program leading to the Standard Guidance Certificate.
- 4. The Standard Guidance Certificate for continuing service shall be issued when a person who has completed the curriculum for provisional certification completes in addition a thirty semester hour program of graduate study as planned by the college for guidance counselors and has completed at least one year's experience as a full-time counselor on a provisional certificate.
- 5. The effective date of this program shall be September 1, 1970.

**B. RENEWAL PROVISIONS FOR CERTIFICATION  
ISSUED PROR TO SEPTEMBER 1, 1970  
42.382**

- 1. Certification for the position of guidance counselor based on the preparation programs in effect under SBE 42.380 may be renewed in accordance with one of the following options.
  - Option I.** Provisional certification, issued initially for a period of ten years, may be renewed for each ten-year period on the basis of three years experience as a guidance counselor.
  - Option II.** Provisional certification, issued initially for a period of ten years, may be renewed for the next five-year period on three years experience as a teacher or as a guidance counselor completed during the ten years of initial issuance; for each five-year renewal period thereafter a minimum of 8 semester hours graduate credit shall be required selected from a program leading to the Standard Guidance Certificate.

### **XIII. SCHOOL PSYCHOMETRIST PREPARATION-CERTIFICATION GUIDELINES / 42.386**

1. The prerequisites for certification of school psychometrist shall include:
  - a. A bachelor's degree in psychology or qualifications for a regular teaching certificate based on a bachelor's degree
  - b. The completion of an approved master's degree program for school psychometrist, to include a minimum of 9 semester hours credit in professional education courses.
2. The approved curriculum shall include preparation covering the following areas and shall include a minimum of 9 semester hours credit in professional education course work:
  - a. AREA I, Philosophy, Organization and Administration of Pupil Personnel Services
  - b. AREA II, Human Development: Childhood and Adolescence
  - c. AREA III, Survey of Exceptional Children
  - d. AREA IV, Personality and Adjustment
  - e. AREA V, Statistics
  - f. AREA VI, Educational and Psychological Measurement
  - g. AREA VII, Individual Testing
  - h. AREA VIII, Supervised Practice in Psychometrics
  - i. AREA IX, Electives
3. The certificate for school psychometrist shall be issued for a period of five years and may be renewed for subsequent five-year periods upon completion within each period of two years experience as a school psychometrist. If any portion of the renewal experience is not completed the certificate may be renewed upon completion of six semester hours of additional graduate credit appropriate for the position of school psychometrist.
4. The effective date of this program shall be September 1, 1970.

# THE SCHOOL PSYCHOMETRIST PREPARATION CERTIFICATION

GUIDELINES / 12-886

The purpose of this program is to prepare individuals for a career in school psychology. The program includes the following components:

1. The completion of an approved master's degree program for school psychology to include a minimum of 30 semester hours credit in professional education courses.

2. The approved curriculum shall include coursework in the following areas and shall include a minimum of 9 semester hours credit in the school counseling coursework:

AREA I: Philosophy, Organization and Administration of Schools  
AREA II: Human Development, Childhood and Adolescence

AREA III: Survey of Exceptional Children

AREA IV: Treatment and Adjustment

AREA V: Statistics

AREA VI: Educational and Psychological Measurement

AREA VII: Individual Testing

AREA VIII: Survey of Practice in Psychology

AREA IX: Ethics

The candidate for school psychologist shall be issued for a period of five years and may be renewed for subsequent five-year periods upon completion within each period of two years of professional experience as a school psychologist. If any portion of the renewal experience is not completed the candidate may be renewed upon completion of six semester hours of additional coursework appropriate for the position of school psychologist.

4. The effective date of this program shall be September 1, 1970.

## XIV.

### A. CURRICULUM OF

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## **XIV. SCHOOL SOCIAL WORKER PREPARATION-CERTIFICATION GUIDELINES / 42.590**

### **A. CURRICULUM FOR THE PREPARATION-CERTIFICATION OF SCHOOL SOCIAL WORKER**

The curriculum for the preparation-certification of the school social worker shall include the content as described in the six areas defined below:

1. Area I—Philosophy, Organization and Administrative Relationship of School Social Work Services:  
the philosophy and scope of services of an adequate program;  
functions and responsibilities of personnel involved, including the school social worker;  
procedures in organization;  
orientation of total faculty;  
program evaluation;  
referral procedures; and  
financing and facilities.
2. Area II—Appraising, Assessment and Understanding the Individual:  
the study of human growth and development;  
case study techniques;  
management of cumulative records;  
procedures in securing, recording, interpreting, and using pertinent information about the home, school, community and the individual;  
psychology, including educational psychology, general psychology, psychology of adolescence and psychology of the typical child;  
mental hygiene and social psychiatry, including dynamics of human behavior and psychopathology.
3. Area III—Social Case Work and Group Work Techniques to Include Group Dynamics:  
theory of social case work, introductory and advanced, including principles and practices in social case work, interviewing, and methods and skills in diagnosis.

4. Area IV—Utilization of Community Resources in Social Work Services:  
securing and organizing valid social work information;  
procedures and resources for effective utilization of the information, involving relationships with the total school personnel;  
sociology and social problems, including courses dealing with delinquency, poverty, interracial and intercultural problems;  
community organization and public welfare services, including a study of the present legislation dealing with the care and protection of dependent, neglected, handicapped and delinquent children and adults.
5. Area V—Educational Information:  
philosophy of education;  
history of education;  
principles and methods of elementary and secondary instruction;  
and curriculum.
6. Area VI—Supervised Practice in School Social Work:  
actual experience in a school environment where a comprehensive program of school social work services is in operation or in an agency where a full-time social work supervisor is employed.

**B. PROVISIONAL CERTIFICATION FOR THE SCHOOL SOCIAL WORKER**

1. Provisional certification for the school social worker may be issued upon completion of a bachelor's degree and any one of the following programs:
  - a. A major in an approved curriculum for school social workers.
  - b. A valid teaching certificate plus 18 semester hours credit from an approved curriculum for school social workers.
  - c. Twenty-four semester hours credit from the approved curriculum for social workers earned in an accredited school for social workers.
2. Provisional certification for the school social worker shall be valid for a period of ten years and shall be renewed only upon completion of a planned fifth year program of college work from the approved school social work curriculum.

**C. PROVISIONAL CERTIFICATION FOR THE SCHOOL SOCIAL WORKER WITH A PROFESSIONAL COMMITMENT**

1. Provisional Certification for the School Social Worker with a Professional Commitment may be issued for a one year period under the following conditions:
  - a. The possession of a bachelor's degree from an accredited college or university, and
  - b. Admission to the approved program for school social work at an accredited college or university and the successful completion of 6 semester hours credit from the approved program, and
  - c. Request from a prospective employer for the issuance of this certificate, accompanied by formal agreement by the employer to adjust the worker's yearly work load to provide opportunity for earning additional college credit in the approved program and to allow participation in work conferences conducted for school social workers by the State Department of Education.
2. A person holding the bachelor's degree and a regular Kentucky teaching certificate may be issued the provisional certification for school social worker with professional commitment upon recommendation of the prospective employer accompanied by formal agreement by the employer to adjust the worker's yearly work load to provide opportunity for earning additional college credit in the approved program and to allow participation in work conferences conducted for school social workers by the State Department of Education.
3. Annual renewal of Provisional Certification for the School Social Worker with a Professional Commitment shall require:
  - a. The successful completion of 6 semester hours additional credit from the approved school social work curriculum, and
  - b. Participation in school social work conferences held on an in-service basis by the State Department of Education.

PROVISIONAL CERTIFICATION FOR THE SCHOOL SOCIAL WORKER WITH A PROFESSIONAL COMMITMENT

Professional Commitment may be issued for a one year period under the following conditions:

- A. The possession of a bachelor's degree from an accredited college or university and
- B. Admission to the approved program for school social work at an accredited college or university and the successful completion of 6 semester hours credit from the approved program and
- C. Request from a prospective employer for the issuance of this certificate accompanied by formal agreement by the employer to adjust the worker's regular work load to provide additional opportunities for earning additional college credit in work participation in work activities conducted for school social workers by the State Department of Education.

Approval is granted to the worker's degree and a regular job offer that is substantially equivalent to the professional one. This certificate shall be issued to the worker upon recommendation of the prospective employer accompanied by formal agreement by the employer to adjust the worker's regular work load to provide opportunity for earning additional college credit in the approved program and to allow participation in work activities conducted for school social workers by the State Department of Education.

Annual renewal of Provisional Certification for the School Social Worker with a Professional Commitment shall require the successful completion of 6 semester hours additional credit from the approved school social work curriculum. Participation in school social work activities held on an approved basis by the State Department of Education.

Students who have been and who continue to be employed by the State Department of Education shall be eligible to accept and who continue to be employed by the State Department of Education.

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## **XV. REHABILITATION COUNSELORS PREPARATION-CERTIFICATION GUIDELINES / 42.585**

### **A. STANDARD CERTIFICATION FOR REHABILITATION COUNSELORS**

1. The Standard Certificate for Rehabilitation Counselor shall be issued upon completion of a master's degree in vocational rehabilitation counseling or a graduate curriculum appropriate to the position of rehabilitation counselor which includes the following areas. 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.
  - a. Introduction to Vocational Rehabilitation. Basic concepts of rehabilitation; program philosophy; history and legal basis of the federal-state program; nature and extent of disability; trends in rehabilitation; and introduction to the rehabilitation process.
  - b. Introduction to the Medical Aspects of Rehabilitation Counseling. Basic orientation to medical aspects of disability; rehabilitation implications of common disability categories; basic anatomy, physiology, and pathology; standards for adequate medical evaluation; interpretation of medical evaluation; and methods for full utilization of the medical community and use of medical consultation.
  - c. Fundamentals of Vocational Rehabilitation Counseling Practices. Principles, techniques, and methods of counseling; fundamental aspects of human growth and behavior; counseling techniques for specific disability circumstances and settings.
  - d. Special Problems in Rehabilitation. Techniques for selected disability problems such as mental retardation, emotional disturbances, blindness, and deafness; use of community resources; and other selected special-emphasis areas.



- e. Supervised Practice in Vocational Rehabilitation Counseling.
2. a. The Standard Certificate for Rehabilitation Counselor shall be issued for a period of three years and renewable each ten year period on the basis of three years experience as a rehabilitation counselor.

## **B. PROVISIONAL CERTIFICATION FOR REHABILITATION COUNSELORS**

1. The Provisional Certificate for Rehabilitation Counselor shall be issued for a period of two years upon completion of a bachelor's degree in any academic field considered as satisfactory for a beginning employee as a rehabilitation counselor or teacher. The bachelor's degree shall be with a major, minor, or area of concentration in business administration, education, guidance, psychology, sociology, vocational rehabilitation, or the specific academic area of teaching as prescribed by the position description.
2. The first renewal of the Provisional Certificate for Rehabilitation Counselor shall be for a ten year period and shall require the completion of the agency Regional Counselor Induction Training program consisting of six weeks intensive classroom experience plus six weeks supervised field practice and/or other in-service training as recommended and conducted by the State Department of Education, Bureau of Rehabilitation Services. Subsequent ten year renewals shall be made upon the recommendation of the State Department of Education, Bureau of Rehabilitation Services, on the basis of satisfactory performance.
3. Persons employed as of December 1, 1968, in the position of rehabilitation counselor or teacher who have demonstrated competency and efficiency in the position as evaluated and attested by the Assistant Superintendent for Rehabilitation Services may be issued the Provisional Certificate for Rehabilitation Counselor.

## **C. EFFECTIVE DATE**

The certificates to be issued under provisions of this regulation may become effective on or after July 1, 1968.

**XVI. SCHOOL ADMINISTRATION  
AND SUPERVISION  
PREPARATION-CERTIFICATION  
GUIDELINES FOR PRINCIPALS,  
SUPERVISORS, DIRECTORS OF  
PUPIL PERSONNEL, SUPERINTENDENTS**

**A. THE PROFESSIONAL CERTIFICATE FOR SCHOOL  
ADMINISTRATION AND SUPERVISION  
42.720**

1. The Professional Certificate for School Administration and Supervision shall be issued initially upon completion of a program of preparation for one of the school leadership positions—elementary school principalship, secondary school principalship, supervisor of instruction, director of pupil personnel, or school superintendent. The certificate shall be endorsed for the specific position for which the program of preparation has been completed. The certificate shall be issued on a continuing basis.
2. Once the Professional Certificate for School Administration and Supervision has been issued and endorsed for one position it may be further endorsed for any of the other positions upon completion of the graduate curriculum requirements and the institutional program of selection and admission for the particular position.
3. The Professional Certificate for School Administration and Supervision may also be endorsed to show other programs of preparation-certification for which the holder is qualified.
4. The guidelines for the curricula for the positions of elementary school principalship, secondary school principalship, supervisor of instruction, director of pupil personnel and school superintendent shall be used by the teacher education institutions as a basis for the development of institutional curricula for the respective positions. When submitted to the Division of Teacher Education and Certification and approved by the State Board of Education, the institutional curricula will become the basis for the issuance of the Professional Certificate for School Administration and Supervision.

5. These new programs for elementary school principalship, secondary school principalship, supervisor of instruction, and director of pupil personnel shall become effective for all persons entering the graduate programs in the summer of 1967 and thereafter. Completion of the new programs for the Professional Certificate for School Administration and Supervision shall be required of all applicants for certification in school administration after September 1, 1970. Teacher education institutions may submit programs of preparation for approval at any time after July 1, 1966, and any candidate qualifying under the new program may be issued the Professional Certificate for School Administration and Supervision immediately thereafter.

**B. THE ELEMENTARY SCHOOL PRINCIPAL**  
**42.730**

1. The Elementary School Principal-Prerequisites for Certificate Endorsement  
The Professional Certificate for School Administration and Supervision may be endorsed for the position of elementary school principal when the following conditions are met:
  - a. The completion of the requirements for the Standard Elementary Certificate which is based on the master's degree program for elementary school teachers.
  - b. Admission to the curriculum for the elementary school principalship in accordance with the selection criteria adopted by the institution and successful progress throughout the program of preparation in accordance with the institutional criteria for retention in the program.
  - c. Three years of successful teaching experience prior to the issuance of a certificate; institutional requirements may include teaching experience as a prerequisite to certain courses in the curricula.
  - d. The completion of the institutional curriculum for the elementary school principal as developed by the institution in accordance with prescribed guidelines.
  - e. The following areas are considered as a part of the graduate curriculum for the standard elementary teaching certificate and must be completed as prerequisites for the curriculum for the elementary school principal:

- (1) A general study of curriculum development
- (2) Research methodology
- (3) Advanced study in human growth and development
- (4) Advanced study in reading (required unless waived on basis of previous advanced study in reading)
- (5) The psychology of learning
- (6) A seminar in instruction devoted to the method of teaching
- (7) Foundations in education—sociological, psychological, philosophical, historical.

2. Elementary School Principal—Curriculum Guidelines

The curriculum for the elementary school principal shall include a minimum of fifteen semester hours graduate credit beyond the master's degree and beyond the requirements for the standard elementary teaching certificate, and shall include the following areas of preparation among the total of 45 semester hours of graduate work [see also curriculum prerequisites in 1. e. above]:

- a. Curriculum construction in the elementary school (prerequisite, a general study of curriculum development)
- b. Administration of the elementary school
- c. Supervision of Instruction with emphasis on educational leadership
- d. Guidance and counseling
- e. Educational and psychological testing
- f. Seminar in administration.

**C. THE SECONDARY SCHOOL PRINCIPAL**

42.740

1. The Secondary School Principal—Prerequisites for Certificate Endorsement

The Professional Certificate for School Administration and Supervision may be endorsed for the position of secondary school principal when the following conditions are met:

- a. The completion of the requirements for the Standard High School Certificate which is based on the master's degree program for secondary school teachers.
- b. Admission to the curriculum for the secondary school principalship in accordance with the selection criteria adopted by the institution and successful progress throughout the program of preparation in accordance with the institutional criteria for retention in the program.

- c. Three years of successful teaching experience prior to the issuance of a certificate; institutional requirements may include teaching experience as a prerequisite to certain courses in the curricula.
  - d. The completion of the institutional curriculum for the secondary school principal as developed by the institution in accordance with the prescribed guidelines.
  - e. The following areas are considered as a part of the graduate curriculum for the standard secondary teaching certificate and must be completed as prerequisites for the curriculum for the secondary school principal:
    - (1) A general study of curriculum development
    - (2) Research methodology
    - (3) Advanced study in human growth and development
    - (4) The psychology of learning
    - (5) A seminar in instruction devoted to the method of teaching
    - (6) Foundations in education—sociological, psychological, philosophical, historical.
2. The Secondary School Principal—Curriculum Guidelines  
The curriculum for the secondary school principal shall include a minimum of fifteen semester hours graduate credit beyond the master's degree and beyond the requirements for the standard secondary teaching certificate and shall include the following areas of preparation among the total of 45 semester hours of graduate work [see also curriculum prerequisites in 1. e. above]:
- a. Curriculum construction in the secondary school (prerequisite, a general study of curriculum development)
  - b. Administration of the secondary school
  - c. Supervision of instruction with emphasis on educational leadership
  - d. Guidance and Counseling
  - e. Educational and psychological testing
  - f. Seminar in administration.

#### D. SUPERVISOR OF INSTRUCTION

42.750

- 1. Supervisor of Instruction—Prerequisites for Certificate Endorsement  
The Professional Certificate for School Administration and Supervision may be endorsed for the position of Supervisor

of Instruction (one program to cover both elementary and secondary levels) when the following conditions are met:

- a. The completion of the requirements for either the Standard Elementary Certificate or the Standard High School Certificate based on the master's degree program.
- b. Admission to the curriculum for Supervisor of Instruction in accordance with the selection criteria adopted by the institution and successful progress throughout the program of preparation in accordance with the institutional criteria for retention in the program.
- c. Three years of successful teaching experience prior to the issuance of the certificate; institutional requirements may include teaching experience as a prerequisite to certain courses in the curriculum.
- d. The completion of the institutional curriculum for the Supervisor of Instruction as developed by the institution in accordance with the prescribed guidelines.
- e. The following areas are considered as a part of the graduate curriculum for standard teaching certificates and must be completed as prerequisites for the curriculum for Supervisor of Instruction:
  - (1) A general study of curriculum development
  - (2) Research methodology
  - (3) A seminar in instruction devoted to the methodology of teaching
  - (4) Foundation in education
  - (5) Advanced study of human growth and development
  - (6) Psychology of learning

## 2. Supervisor of Instruction—Curriculum Guidelines

The curriculum for the Supervisor of Instruction shall include a minimum of fifteen semester hours graduate credit beyond the master's degree and beyond the requirements for the standard elementary or secondary teaching certificate [see also curriculum prerequisites in 1 . e. above]. The following areas of study shall be included among the total of 45 semester hours of graduate work included in the curriculum for Supervisor of Instruction. Graduate preparation for the standard teaching certificate may be applied toward these requirements. (Additional course work may be necessary in instances where the undergraduate and graduate prerequisites to these courses have not been completed.)

- a. Advanced study in reading instruction (prerequisite, Teaching of Reading)
- b. Curriculum construction at the elementary school level
- c. Curriculum construction at the secondary school level
- d. Supervision of instruction with emphasis on educational leadership
- e. Group dynamics
- f. School and community relations
- g. Educational and psychological testing
- h. Instructional programming for the exceptional children—academically talented, remedial work, handicapped, retarded
- i. Seminar in administration
- j. Special preparation in subject matter area—English, mathematics, science, social studies, fine arts, et cetera.

#### **E. THE DIRECTOR OF PUPIL PERSONNEL**

**42.760**

##### **1. The Director of Pupil Personnel—Prerequisites for Certificate Endorsement**

The Professional Certificate for School Administration and Supervision may be endorsed for the position of Director of Pupil Personnel when the following conditions are met:

- a. The completion of the requirements for either the standard elementary or the standard high school certificate based on a master's degree program.
- b. Admission to the curriculum for Director of Pupil Personnel in accordance with the selection criteria adopted by the institution and successful progress throughout the program of preparation in accordance with the institutional criteria for retention in the program.
- c. Three years of successful teaching experience prior to the issuance of the certificate; institutional requirements may include teaching experience as a prerequisite to certain courses in the curriculum.
- d. The completion of the institutional curriculum for the position of Director of Pupil Personnel as developed by the institution in accordance with the prescribed guidelines.
- e. The following areas are considered as a part of the graduate curriculum for the standard teaching certificate and

must be completed as prerequisites for the curriculum for the Director of Pupil Personnel:

- (1) A general study of curriculum development
- (2) Research methodology
- (3) Advanced study in human growth and development
- (4) The psychology of learning
- (5) A seminar in instruction devoted to the method of teaching
- (6) Foundations in education—sociological, psychological, philosophical, historical

2. The Director of Pupil Personnel—Curriculum Guidelines

The curriculum for the Director of Pupil Personnel shall include a minimum of fifteen semester hours graduate credit beyond the master's degree and beyond the requirements for the standard elementary or secondary teaching certificate [see also curriculum prerequisites in l. e. above]. The following content shall be included among the total of 45 semester hours of graduate work in the curriculum for the Director of Pupil Personnel.

Graduate preparation for the standard teaching certificate may be applied toward these requirements but shall not serve to reduce the total requirement of a master's degree plus fifteen semester hours graduate credit.

- a. *Basic Concepts of Pupil Personnel Services*—3 to 4 semester hours. The specific duties and functions involved in administering pupil personnel services—such as attendance services; guidance services; school health services; school psychological services; school social work services; and the other duties, services and responsibilities defined in the statutory provisions for the position of Director of Pupil Personnel.
- b. *Basic Concepts in Pupil Appraisal*—7 to 10 semester hours. Emphasis on the behavioral sciences, including an understanding of human growth and development; abnormal psychology; the exceptional child (including the academically talented); the family; and the community.
- c. *Pupil Personnel Accounting and Records Management*—3 to 4 semester hours. The specific procedures in pupil accounting which are the responsibility of the Director of Pupil Personnel; systematized records management including some attention to machine data processing.



## F. THE SCHOOL SUPERINTENDENT

42.770

### 1. The School Superintendent—Prerequisites for Certificate Endorsement

The Professional Certificate for School Administration and Supervision may be endorsed for the position of School Superintendent when the following conditions are met:

- a. The completion of the requirements for either the Standard Elementary Certificate or the Standard High School Certificate based on the master's degree program.
- b. Admission to the curriculum for School Superintendents in accordance with the selection criteria adopted by the institution and successful progress throughout the program of preparation in accordance with the institutional criteria for retention in the program.
- c. Five years of successful school teaching and/or school administrative experience or the equivalent — the equivalent to be determined by policy of the State Superintendent of Public Instruction; institutional requirements may include experience as a prerequisite to certain courses in the curriculum.
- d. The completion of the institutional curriculum for the School Superintendent as developed by the institution in accordance with the prescribed guidelines.
- e. The following areas are considered as a part of the graduate curriculum for standard teaching certificates and must be completed as prerequisites for the curriculum for School Superintendents:
  - (1) A general study of curriculum development
  - (2) Research methodology
  - (3) Advanced study in human growth and development
  - (4) The psychology of learning
  - (5) A seminar in instruction devoted to the method of teaching
  - (6) Foundations in education—sociological, psychological, philosophical, historical.

### 2. The School Superintendent—Curriculum Guidelines

The curriculum for the School Superintendent shall include a minimum of thirty semester hours graduate credit beyond the master's degree and beyond the requirements for the standard elementary or secondary teaching certificate [see also cur-

riculum prerequisites in 1. e. above]. 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 school leaders: sociology, psychology, anthropology, economics, business administration, political science, etc.

#### **G. INTERNSHIP PLAN FOR THE POSITION OF ASSISTANT PRINCIPAL**

##### **40.155 (2)**

The Superintendent of Public Instruction may approve the employment of an assistant principal on an internship basis under the following conditions:

- (a) The request must be made by the local school superintendent and approved by the local board of education.
- (b) The prospective assistant principal must have been admitted to the program of preparation-certification for the school principalship by the teacher education institution and must lack no more than 9 semester hours graduate credit for the completion of the total program.
- (c) The internship program must be planned jointly by the teacher education institution and the local school superintendent and must include provisions for completing certification requirements for principalship before September 1 of the following school year.

Arrangements for the internship plan for the position of assistant principal must be initiated by the local school superintendent using forms provided by the Division of Teacher Education and Certification. It is recommended that the planning for the internship position be done with the Division of Teacher Education and Certification and with the teacher education institution involved prior to June 1 for the following school term.

## **H. INTERSHIP PLAN FOR THE POSITION OF ASSISTANT SUPERINTENDENT**

### **40.150 (2)**

The Superintendent of Public Instruction may approve the employment of an assistant superintendent on an internship basis under the following conditions:

- (a) The request must be made by the local school superintendent and approved by the local board of education.
- (b) The prospective assistant superintendent must have been admitted to the program of preparation-certification for the school superintendency by the teacher education institution and must lack no more than 15 semester hours graduate credit for the completion of the total program.
- (c) The internship program must be planned jointly by the teacher education institution and the local school superintendent and must include provisions for completing the academic requirements within a two-year maximum period with at least 9 semester hours progress the first year.

Arrangements for the internship plan for the position of assistant superintendent must be initiated by the local school superintendent using forms provided by the Division of Teacher Education and Certification. It is recommended that the planning for the internship position be done with the Division of Teacher Education and Certification and with the teacher education institution involved prior to June 1 for the following school term.

## **I. ADJUSTMENT PROVISIONS RELATING TO PREVIOUS PREPARATION-CERTIFICATION PROGRAMS FOR PRINCIPALS, SUPERVISORS, AND SCHOOL LEADERS**

### **42.615, 42.617**

1. 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, but who lacked appropriate experience may be issued the certificate when he has met the experience requirement.
2. Persons who lack only the experience prerequisite for the issuance of the Provisional Certificate for Principalship, the Provisional Certificate for Supervision, or the Standard Certi-

ificate for School Leaders under the requirements in effect between September 15, 1960, and September 1, 1970, may have until July 1, 1973, to complete the experience requirement.

The Standard Certificate for School Business Administrators may be issued when the following conditions are met:

a. The completion of the institutional curriculum for the position of school business administrator as developed by the Institute and including the following courses (at either the graduate or undergraduate level):

- History and Philosophy of Education
- School Organization and Administration (two courses)
- School Law
- Business Law
- Principles of Accounting (a two course sequence)
- Governmental or Public School Accounting
- Public Finance and Taxation
- Public School Finance
- School Plant Planning
- Office and Personnel Management

These courses or course credits may be obtained in alternate ways rather than in separate courses—the organization of content may be determined by each institution.

b. Completion of the master's degree at a recognized college or university.

c. Completion of three years experience as a school business administrator in addition to the experience requirements for the professional certificate. Previous experience in a school position having comparable responsibilities may be counted toward this experience requirement.

The Standard Certificate for School Business Administrators shall be valid for continuous service provided it is not inactive for longer than a four-year period. After an absence from active school service for a period of more than four years, the certificate for school business administrator may be reinstated upon completion of 6 semester hours graduate credit earned in a college or uni-



## **XVII. SCHOOL BUSINESS ADMINISTRATORS PREPARATION-CERTIFICATION GUIDELINES / 42.600**

1. The Standard Certificate for School Business Administrator may be issued when the following conditions are met:

- a. The completion of the institutional curriculum for the position of school business administrator as developed by the institution and including the following courses (at either the graduate or undergraduate level):

History and Philosophy of Education

School Organization and Administration (two courses)

School Law

Business Law

Principles of Accounting (a two course sequence)

Governmental or Public School Accounting

Public Finance and Taxation

Public School Finance

School Plant Planning

Office and Personnel Management

These areas or course content may be offered in integrated courses rather than in separate courses—the organization of content may be determined by each institution.

- b. Completion of the master's degree at a recognized college or university.
- c. Completion of three years experience as a school business administration (in addition to the experience prerequisite for the provisional certificate). Previous experience in a school position having comparable responsibilities may be accepted toward this experience requirement.
- d. The Standard Certificate for School Business Administrator shall be valid for continuous service provided it is not inactive for longer than a four-year period. After an absence from active school service for a period of more than four years, the certificate for school business administrator may be reinstated upon completion of 6 semester hours graduate credit earned in a college or uni-

versity accredited by a regional accrediting association and approved by the advisor to the applicant for reinstatement.

2. The Provisional Certificate for School Business Administrator may be issued when the following conditions are met:
  - a. The completion of the institutional curriculum for the position of school business administrator, including 18 semester hours selected from the curriculum required for the standard certificate.
  - b. Completion of the bachelor's degree at a college or university accredited by a regional accrediting association.
  - c. Completion of at least two years successful experience in government, business, or education.
  - d. The Provisional Certificate for School Business Administrator will be issued on the condition that upon employment in the position the holder will participate fully in the work conference held by the State Department of Education as in-service education. The provisional certificate shall be issued for a four-year period and will be subject to renewal once upon completion of 8 semester hours credit selected from the curriculum for the standard certificate.
3. The programs of preparation-certification for the Standard and Provisional Certificates for School Business Administrator may become effective immediately and shall be required

## **XVIII. VOCATIONAL EDUCATION PREPARATION-CERTIFICATION GUIDELINES**

### **A. SUBJECTS FOR WHICH ONE-YEAR AND TEN-YEAR VOCATIONAL EDUCATION CERTIFICATES MAY BE ISSUED**

**42.120**

1. One-year and ten-year vocational education certificates may be issued to teachers in the following subject areas when the appropriate occupational experience and educational preparation have been met:
  - a. Health — any recognized occupational area for which programs may be offered under the State Plan for Vocational Education
  - b. Technical — any recognized occupational area for which programs may be offered under the State Plan for Vocational Education
  - c. Trades and Industry — any recognized occupational area for which programs may be offered under the State Plan for Vocational Education

### **B. ISSUANCE OF ONE-YEAR CERTIFICATES FOR VOCATIONAL EDUCATION**

**42.121**

1. A Certificate for Vocational Education valid for one year shall be issued initially upon high school graduation or its equivalence determined by evidence of an acceptable score on a GED test administered by an approved testing center and three years of successful and appropriate occupational experience in the area to be taught. Adequacy of work experience shall be determined by the Department of Education. One year of occupational experience shall be equated with 2000 clock hours. The certificate will be valid for teaching only the subject stated on the face of the certificate.
2. A maximum of one year of the required work experience may be satisfied by completion of one year of additional



education beyond high school graduation or its equivalence in the State approved preparatory vocational education program for the occupation to be taught. The one year of additional education beyond high school graduation may be equated with 30 semester hours of college credit or 1320 clock hours of other approved postsecondary instruction.

3. A graduate of the State approved preparatory vocational education program for the occupation to be taught plus the completion of an associate degree program approved for the preparation of vocational technical teachers may be certified to teach in a particular vocational field.

### C. RENEWAL OF ONE-YEAR CERTIFICATES FOR VOCATIONAL EDUCATION

#### 42.122

1. The first renewal of the one-year Certificate for Vocational Education shall be made for full-time instructors upon satisfactory teaching experience gained during the life of the certificate and upon completion of 6 semester hours of additional credit in professional education earned as a part of an approved curriculum for vocational teacher preparation.
2. Subsequent renewals for full-time instructors shall be made upon completion of 4 semester hours of additional credit from an associate degree or baccalaureate degree program approved for vocational teacher preparation.
3. Upon request of the teacher and prior approval by the Department of Education, the one-year certificate may be renewed upon completion of 4 semester hours of additional credit in a course or institute designed to give special assistance to the specific needs of the teacher and is accepted for credit in an approved vocational teacher education institution. These credit hours do not reduce the number of hours of credit in professional education required for the ten-year certificate.
4. If the applicant has completed all course requirements, the certificate may be renewed upon satisfactory teaching experience gained each year during the life of the certificate until the teaching requirement is met for the ten-year certificate.
5. When the teaching position cannot be filled by a fully qualified teacher with a bonafide certificate, then an applicant holding a one-year Certificate for Vocational Education but who is unable to meet the renewal requirements of 4 additional semester hours, may have the certificate renewed

when the extenuating circumstances have been adequately documented and the renewal has been approved by the Department of Education.

#### D. ISSUANCE OF TEN-YEAR CERTIFICATES FOR VOCATIONAL EDUCATION

##### 42.123

1. A Certificate for Vocational Education may be issued for a ten-year period when the applicant has completed four years of satisfactory teaching experience in an approved program operated under the State Plan for Vocational Education and has completed one of the following educational programs:
  - a. If an undergraduate, completion of 24 semester hours of credit in professional courses or 18 semester hours of credit in professional courses and 6 semester hours of credit in basic or technical courses included in an approved curriculum for vocational teacher preparation
  - b. If a graduate of an approved associate degree program in vocational education, completion of 18 semester hours credit in professional courses included in an approved curriculum for vocational teacher preparation
  - c. If a college graduate with a baccalaureate degree, completion of 18 semester hours credit in professional courses included in an approved curriculum for vocational teacher preparation
2. The program offerings constituting the approved professional education courses shall be drawn from the following curriculum areas and shall include minimum preparation as indicated:

Curriculum Areas	Minimum Requirements
Vocational education foundations	4 semester hours
Vocational education curriculum and course construction	4 semester hours
Method in teaching	4 semester hours
Research	2 semester hours
Vocational guidance	
Personnel placement	
Administration	
Supervision	

**E. RENEWAL OF TEN-YEAR CERTIFICATES FOR VOCATIONAL EDUCATION**

**42.124**

1. The ten-year Certificate for Vocational Education may be renewed for a ten-year period upon three years of successful experience in a vocational education program operated under the State Plan for Vocational Education provided the applicant can show that he has kept abreast of modern practices in the vocational subject he is teaching, or it may be renewed upon completion of 6 semester hours of approved college work in the area of his need. Two semester hours of approved college work in the area of his need may be substituted for one of the years of successful experience in an approved vocational education program.

**F. MISCELLANEOUS PROVISIONS RELATING TO VOCATIONAL EDUCATION CERTIFICATION**

**42.125**

1. **Endorsement of Provisional or Standard High School Certificate**
  - a. When requirements have been met for the issuance or renewal of one-year or a ten-year certificate in a vocational education field, 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 Vocational Education.
2. **Certification for Part-Time Special Vocational Teachers**
  - a. Certification for a part-time or short-term special vocational education teacher shall be issued upon high school graduation or its equivalence and two years of responsible work experience in the occupation to be taught. The certificate shall be valid for one year for teaching the special subject stated on the face of the certificate.
3. **Certification for Vocational Education Specialist**
  - a. Certification for a vocational education specialist shall be issued upon the basis of unique knowledge or experience or special preparation that qualifies the person to be outstanding in the vocational subject to be taught. The determination of such qualifications shall be made by the Department of Education. The certificate shall be valid

for one year for teaching the specific subject stated on the face of the certificate.

**4. Restriction on Issuance of the Certificate for Vocational Education**

- a. The one-year and ten-year Certificates for Vocational Education shall be issued and renewed only for vocational teachers employed by public schools or by the State Department of Education.

**5. Certification Issued Before June 30, 1971**

- a. The validity of any T and I Certificate which is in force on June 30, 1971, shall not be impaired by the revisions of July 1, 1971, and such certificates shall be renewed on the basis of the statutes and regulations under which the certificate was originally issued.

**6. Certification Issued Before September, 1935**

- a. 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 the basis of two years' teaching experience or completion of 6 semester hours of standard college work.
- b. A teacher of industrial arts as used in this regulation means a teacher employed in the public schools to teach industrial arts to full-time, regularly enrolled students in junior high schools and/or senior high schools, that do not meet the requirements of the State Plan for Trade and Industrial Education (adopted September 21, 1945).

**G. CERTIFICATION FOR THE ADMINISTRATION, SUPERVISION, AND COORDINATION OF VOCATIONAL EDUCATION**

**42.126**

**1. Designation of Certificate as but One of Several Requirements for Certain Vocational Education Positions**

The Certificate for the Administration, Supervision, and Coordination of Vocational Education shall be established to signify the completion of a prescribed curriculum for the administration, supervision, and coordination of vocational education programs.

The certificate does not of itself qualify the holder for any vocational education position but rather it is designated as

one of the several requirements for certain positions of administration, supervision, and coordination as identified in the Kentucky State Plan for Vocational Education. The complete enumeration of qualifications for the vocational education positions may be found in the Kentucky State Plan for Vocational Education.

**2. Issuance of the Certificate for the Administration, Supervision, and Coordination of Vocational Education**

The Certificate for the Administration, Supervision, and Coordination of Vocational Education shall be issued for continuing service when the following conditions are met:

- a. The completion of a bachelor's degree
- b. The completion of the requirements for a ten-year teaching certificate for any one of the areas of vocational education authorized by the Kentucky State Plan for Vocational Education
- c. The completion of at least two years of teaching experience in a vocational education teaching assignment
- d. The completion of the institutional curriculum for administration, supervision, and coordination of vocational education programs as developed by the institution in accordance with the prescribed guidelines.

**3. Initial Issuance for a One-Year Period**

The Certificate for Administration, Supervision, and Coordination of Vocational Education programs may be issued for an initial period of one year upon completion of 8 semester hours of credit selected from the prescribed curriculum and upon completion of the other prerequisites outlined in item 2 above. The remaining curriculum requirements shall be completed by September 1 of the calendar year following the year of initial issuance. The certificate may then be renewed for continuing service.

**4. Prescribed Guidelines for the Curriculum for Administration, Supervision and Coordination of Vocational Education**

The curriculum in administration, supervision, and coordination of vocational education programs shall include a minimum of 15 semester hours of graduate level credit above and beyond the course requirements for the ten-year teaching certificate, to include the following content areas:

- a. Organization and administration of vocational education
- b. Administration and supervision of education personnel

- c. Program planning, research, and evaluation in vocational education
- d. Vocational guidance; industrial psychology; human relations

5. Endorsement of Vocational Teaching Certificates

When a qualified person is not available for a critical administrative position, the Superintendent of Public Instruction may approve a one-year endorsement of a vocational teaching certificate for the administration, supervision, and coordination of vocational education, provided the application includes a plan of in-service growth and development showing how the applicant and his employer will work toward meeting the full requirements.

of program planning, research, and evaluation in vocational education... and Vocational Guidance, Industrial Psychology, human relations, and...  
2. Enhancement of Vocational Training Centers  
When a qualified person is not available for a critical administrative position, the superintendent of public instruction may approve one-year enhancement of a vocational teaching certificate for the administration, supervision, and coordination of vocational education, provided the application includes a plan of in-service growth and development showing how the applicant and his employer will work toward meeting the full requirements.

The authority to issue such certificates will be vested in the superintendent of public instruction, who will be authorized to issue such certificates to any person who meets the full requirements of the certificate and who is recommended by the employer for such a position.

Such certificates will be issued for a period of one year, and may be renewed for a second year if the applicant is recommended by the employer for such a position. The certificate will be issued to the applicant if the superintendent of public instruction is satisfied that the applicant meets the full requirements of the certificate and is recommended by the employer for such a position.

The certificate will be issued to the applicant if the superintendent of public instruction is satisfied that the applicant meets the full requirements of the certificate and is recommended by the employer for such a position. The certificate will be issued to the applicant if the superintendent of public instruction is satisfied that the applicant meets the full requirements of the certificate and is recommended by the employer for such a position.

**XIX. EMERGENCY  
CERTIFICATION  
REGULATIONS / 42.810**

**POLICY STATEMENTS BY THE STATE BOARD  
OF EDUCATION**

The following motion was taken from Page 192 of the minutes of the Quarterly Meeting of the Kentucky State Board of Education held in Frankfort, Kentucky, on December 8, 1965.

“WHEREAS, the desegregation of pupils in the public schools of Kentucky is resulting in the closing of a number of heretofore all-Negro schools; and

WHEREAS, many teachers in these heretofore all-Negro schools have not been and are not being absorbed in the desegregated school systems at all or in teaching capacities commensurate with their training and abilities; and

WHEREAS, instances have been reported of employment of emergency certificated teachers by local school districts despite the availability of fully qualified and certificated Negro teachers: Therefore be it

RESOLVED That it shall henceforth be the policy of the Kentucky State Board of Education to be carried out by the State Department of Education that no emergency certificate application shall be approved until the requesting district has received from the Kentucky State Department of Education a list of all available teachers in and out of the school district without regard to race and the said school district has reported to the State Department of Education acceptable reasons for not filling vacancies from among the available, qualified teachers without regard to race.”



**STATUTORY AUTHORITY FOR EMERGENCY  
CERTIFICATION**

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 . . .

**1. Compliance with Statutory Provisions for Emergency Certification**

In order to comply with KRS 161.100 in establishing the need for employing emergency teaching personnel the board of education and the superintendent of the local school district shall declare the following statements to be true:

our school district gives due attention to all inquiries from prospective teachers regarding possible employment in our school system;

diligent efforts have been made to recruit teachers for the vacant positions, and furthermore, these vacancies have been made known locally by appropriate means;

no qualified teachers have applied for any of these positions and to our knowledge qualified teachers are not available for any of the positions.

**2. Request Form for Approval of Anticipated Emergency Positions**

The declaration on the part of the local school district shall be made by means of a Request Form for Approval of Anticipated Emergency Positions which is to be prepared and supplied by the Superintendent of Public Instruction.

**3. Approval of Request by Superintendent of Public Instruction**

The Request Form for Approval of Anticipated Emergency Positions shall be approved by the Superintendent of Public Instruction before any individual applications for emergency certificates are processed by the Department of Education. The Superintendent of Public Instruction may approve the request in whole or in part or he may deny approval depend-

ing upon the circumstances of teacher availability within the local district and within the Commonwealth and, as a further condition for approval, the Department of Education shall make available to the local school district the names of any unemployed qualified teachers who have sought assistance from the Department in locating employment.

#### **4. Dates for Filing Forms**

The local school district may submit the Request Form for Approval of Anticipated Emergency Positions to the Superintendent of Public Instruction after May 1 but no later than two weeks before the opening of schools in the particular district. Upon receiving approval of the Request Form for Approval of Anticipated Emergency Positions from the Superintendent of Public Instruction the local school district may file individual applications for emergency certification on behalf of the persons with whom the district desires to contract for employment in the emergency positions. The individual application for emergency certification shall be signed by the local school superintendent or his delegate, and shall be filed with the Department of Education prior to the date on which the teacher is to assume the official duties of the position.

#### **5. Dating of Emergency Certificates and Allocation of State Funds**

Should an application be received in the Department of Education after the opening of the school term the emergency certificate shall be dated from the date that the application is postmarked except for persons employed as replacement teachers. For purposes of emergency certification a replacement teacher shall be defined as a person whose employment begins after the opening of the school term and who replaces some other person who was previously employed for the same position. The emergency certificate for replacement teachers may be dated from the date of employment provided the certificate application is filed with the Department of Education within a maximum period of thirty days from the date the teacher assumes official duties. The allocation of funds under the Foundation Program Law shall be for the period of time actually covered by legal certification.

#### **6. Age Limitations for Emergency Certification**

An emergency certificate shall not 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 to teachers over 70 who secure a waiver from the Superintendent of Public Instruction based on a waiver of annuity benefits from the Teachers' Retirement System. Persons who have been retired on the basis of service by the Kentucky Teachers' Retirement System may be issued emergency certificates for substitute teaching for a maximum of 60 days.

#### **7. Issuance and Reinstatement of Elementary Emergency Certificates**

The issuance of new emergency certificates for elementary school positions for a period of one year and the reinstatement of emergency certificates for elementary school positions for a period of one year will be granted, provided that:

The applicant has a minimum average of "C" on total work as certified by the college.

Residence credits are recommended. The total credits by extension or correspondence may not exceed 16 semester hours out of a total of 64.

Preference in employment is given on the basis of the following factors:

- a. Academic preparation: priority shall be given to those with 96 semester hours of standard college credit. 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 96 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.
- b. Successful teaching experience.
- c. Evidence of continuing progress toward the completion of the four-year program of teacher education as determined by the local school district.
- d. Professional attitudes.

#### **8. High School Certificates**

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

The applicant is a graduate of an accredited college and has at least 9 semester hours credit in the subject for which the certificate is to be issued, and provided the

applicant has a minimum of an average of "C" in the subject. In extreme emergency situations, a minimum of 96 semester hours of approved college work may be accepted for new emergency certificates provided the applicant has 9 semester hours credit with a minimum average of "C" in the subject he will teach, and provided the applicant has an over-all average of at least a "C".

**9. 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.

**10. 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. (This type emergency certificate qualifies the teacher to serve in a basic unit but not in one classified as ASIS.)

**11. Emergency Certificates Not Authorized for Certain Positions**

No new emergency certificates may be issued for the positions of superintendency, assistant superintendency, principalship, assistant principalship, supervision, director of pupil personnel, guidance counselor, finance officer, school psychologist, school psychometrist, attendance worker, school lunch supervisor, or for positions in trades and industrial education.

**12. Emergency Certificates for Vocational Agriculture**

An emergency certificate for vocational agriculture may be issued to men who have 24 semester hours of technical agriculture, and a total of 96 semester hours of standard college work with at least average grades. He shall have had three full years of farm experience after the age of 14, and have a

good farm background. He must be recommended by the superintendent of schools and approved by the Director of Agricultural Education.

**13. Emergency Certificates for Substitute Teachers**

Emergency certificates for substitute teaching shall be issued or reinstated generally upon the same standards for emergency certification for full-time positions; however, the Superintendent of Public Instruction may consider an application upon the merits of the case. High school graduation shall be considered the minimum level of preparation considered even in the most extreme situations.

**14. 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 1971 summer session in the area of specialization. Those who have taught previously in an approved unit for a special class shall show evidence of satisfactory progress toward completion of all requirements in special education, but in an extreme emergency situation the individual application for the reinstatement of an emergency certificate issued previously will be considered upon its merits.

**15. Emergency Certificates for Librarianship**

a. An emergency certificate for the position of school librarian issued prior to the 1964-65 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.)

b. 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.

**16. Emergency Certificates for Acting Superintendent**

In the absence of a fully qualified person for the position of superintendent, an emergency certificate may be issued to an acting superintendent for an interim period. To be

eligible for such a certificate, the person must have a valid teaching certificate issued on a baccalaureate degree.

**17. Emergency Certificates for Adult Programs in Agriculture**

Emergency certificates may be issued to teach agricultural courses under the Manpower Development and Training Act (MDTA) and in other programs in agriculture to men who have a bachelor's degree with at least 24 semester hours of technical agriculture.

Men who have taught agriculture courses in either the MDTA program or other adult programs in agriculture since 1960 under the supervision of the Division of Agricultural Education shall be eligible for certification.

All applicants shall be recommended by the school superintendent and approved by the Director of Agricultural Education.

**18. Emergency Certificate for Acting Principal**

In the absence of a fully qualified person for the position of principal of a school an emergency certificate may be issued to an acting principal for an interim period provided the person lacks no more than 9 semester hours credit or one summer session of preparation for meeting the full certification requirements for serving as a school principal.

**19. Emergency Certificates for Replacement Teachers**

Whenever a vacancy in a professional position occurs during the school year by reason of death, maternity leave, medical leave, or other circumstances and a qualified person is not available to fill the vacancy as a replacement the local school district may request approval for filling the vacancy on an emergency basis. An emergency certificate for a replacement position shall be issued or reinstated generally upon the same standards for emergency certification as for similar full-time positions within the school district; however, the Superintendent of Public Instruction may consider each application upon the merits of the case.

eligible for such a certificate, the person must have a valid teaching certificate issued on a permanent basis.

17. Emergency Certificate for Adult Programs in Agriculture  
Emergency certificates may be issued to teach agricultural courses under the Manpower Development and Training Act (MDTA) and in other programs in agriculture to men who have a bachelor's degree with at least 24 semester hours of technical agriculture. Men who have taught agriculture courses in either the MDTA program or other adult programs in agriculture since 1960 under the supervision of the Director of Agricultural Education shall be eligible for certificates.

All applicants shall be recommended by the school superintendent and approved by the Director of Agricultural Education.

18. Emergency Certificate for Acting Principal  
In the absence of a fully qualified person for the position of principal of a school, an emergency certificate may be issued to an acting principal for an interim period provided the person holds no more than 9 semester hours credit or one semester session of preparation for meeting the full certification requirements for serving as a school principal.

19. Emergency Certificate for Replacement Teachers  
Whenever a vacancy in a professional position occurs during the school year by reason of death, maternity leave, medical leave, or other circumstances and a qualified person is not available to fill the vacancy as a replacement, the local school district may request approval for filling the vacancy on an emergency basis. An emergency certificate for a replacement position shall be issued or renewed temporarily upon the same standards for emergency certification as for similar full-time positions within the school district; however, the Superintendent of Public Instruction may consider such positions upon the merits of the case.

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