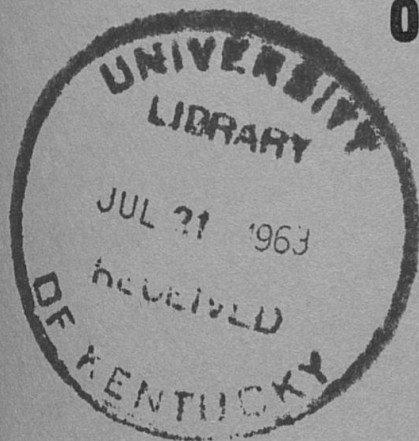


● Commonwealth of Kentucky ●

EDUCATIONAL BULLETIN

**SELECTION AND ADMISSION IN TEACHER
PREPARATION—TOWARD QUALITY TEACHERS
FOR THE FUTURE THROUGH A PROGRAM
OF SELECTION**



DEPARTMENT OF EDUCATION

WENDELL P. BUTLER

Superintendent of Public Instruction

ISSUED MONTHLY

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FOREWORD

In providing an "efficient system" of education throughout the State it is necessary that there be an adequate supply of competent teachers. On a nationwide basis selection of those admitted to teacher preparation programs has been identified as one positive approach to the development of competent teachers.

Selection in teacher preparation has been accepted by all the colleges and universities in Kentucky as an area of responsibility. Part II of this Bulletin presents the program, plans, and criteria for selection and admission to the programs of teacher preparation in the twenty-four colleges and universities in Kentucky. The new guidelines for a revision of teacher preparation programs, adopted June 23, 1959, by the State Board of Education, included, among others, the following:

"There shall be a planned program for selection, admission and guidance of prospective teachers."

In each college and university the revised teacher preparation program, including selection as an integral part, became effective with the college freshmen class of 1960-61. The graduates of these programs, those selected with promise for teaching, will be ready to enter the teaching profession in 1964. Our proposed safeguard against incompetent teachers in the classrooms of tomorrow is that of selection today.

Appreciation is expressed to the college officials who made the material in Part II available for publication. Special appreciation is expressed to Sidney Simandle of the Division of Teacher Education and Certification for the preparation of Part I and for the compilation of the total publication.

A companion to this Bulletin will be released within the next few months. The companion bulletin will present to the public and to the profession the work of a State Committee on Selection and Admission to Teacher Preparation Programs. The work of this Committee has focused upon ways to strengthen and to make more effective these programs of selection and admission.

Wendell P. Butler
Superintendent of Public Instruction

PART I
PREPARED BY
SIDNEY SIMANDLE
DIVISION OF TEACHER EDUCATION AND
CERTIFICATION

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SELECTION AND ADMISSION IN TEACHER PREPARATION

ALL KENTUCKY TEACHER EDUCATION INSTITUTIONS NOW HAVE FORMAL PLANS OF SELECTION AND ADMISSION TO THE FOUR-YEAR TEACHER EDUCATION PROGRAMS FOR ELEMENTARY AND SECONDARY TEACHERS.

In the last three to five years there has been an increased concern in Kentucky for the importance of establishing more formal and detailed procedures for screening teacher candidates at the college level. It can now be reported that all Kentucky teacher education institutions which offer four-year programs of preparation for elementary and secondary teachers have established formal plans of selection and admission to these programs. Furthermore, the junior colleges have agreed to follow procedures on their own campuses which are comparable to those being followed by the senior colleges during the first two years of the programs.

Selection and admission plans are also in operation at the graduate level for the fifth and sixth year programs for teachers and for the preparation programs for school administrators, but this Bulletin is limited to the information relating to the four-year preparation programs for elementary and secondary teachers.

STATE ACCREDITATION HAS SERVED TO STRENGTHEN PROGRAMS OF SELECTION AND ADMISSION TO TEACHER EDUCATION.

Accreditation of teacher education institutions has been transferred from the University of Kentucky to the State Department of Education. The University of Kentucky, through the Kentucky Association of Colleges, Secondary and Elementary Schools, announced in 1947 that accrediting privileges were being withdrawn in an effort to help set up other accrediting plans which would prove more effective. There was really an eight-year transition period. State Department accreditation got under way in 1955. This involved accreditation of all teacher education institutions which are not on the NCATE list. The official responsibility rests with the Division of Teacher Education and Certification; however, the program of accreditation is a cooperative one. A team approach is used. Each

evaluation team is composed of members of the Advisory Committee on Teacher Education, at least one member from the Commission on Teacher Education and Professional Standards, members of the public school teaching staffs, and one or more members of the State Department of Education. The NCATE standards and the minimum standards for State Approval of Teacher Preparing Institutions developed cooperatively by the directors of teacher education and certification across the country are used as a basis for the evaluation. Also, the Kentucky Standards on Professional Laboratory Experiences developed over a two-year period of study are used.

The accreditation standards include one section dealing specifically with the processes of selection and admission throughout the teacher preparation program. In preparation for the accreditation visits, the institutions did self-studies in which they evaluated their own teacher education programs—including provisions for selection and admission to teacher preparation. During the accreditation visit the team members rendered valuable consultative services and supplemented the informal discussions with written evaluation reports. As a result of this accreditation process, a greater concern was established for maintaining an adequate program of selection and admission in the Kentucky colleges which were evaluated by the State Department of Education for State accreditation.

NEW DEVELOPMENTS IN TEACHER PREPARATION-CERTIFICATION HAVE IMPLICATIONS FOR SELECTION.

The new developments in the plans for selection and admission to teacher education are "new" only to the degree that they represent actual practices. The concept of selection for teacher preparation has been accepted for many years. As long as twenty years ago, the Kentucky State Board of Education adopted a regulation which directed the teacher education institutions to establish a system of selection for prospective teachers. The text of this regulation may be found in the Department of Education Bulletin for May, 1941, Page 108. The regulation was never implemented to any appreciable extent because of the conditions which attended the World War II period. The war emergency caused such a shortage of teachers that the regulation was repealed.

In 1953, plans were made to discontinue the initial issuance of elementary certificates based on two years of preparation, and renewed attention was given to the need for establishing adequate

programs of selection and admission to teacher preparation. After a period of study by the Advisory Committee on Teacher Education, the Council on Public Higher Education made a recommendation which was adopted in 1955 by the State Board of Education. It developed, however, that the minimum standard of four years of preparation and the bachelor's degree for elementary teacher certification did not become finally effective until 1959. For this reason, the regulation developed in 1955 was not fully implemented until a later date.

In June, 1959, the State Board of Education adopted a comprehensive revision of the programs of preparation-certification for elementary and secondary teachers, following a two-year study by the Council on Public Higher Education and its Advisory Committee for Teacher Education. The new programs became effective with the college freshman classes for the 1960-61 school year and the first group of teachers to come through the new programs of preparation will graduate in June, 1964.

An integral part of the new program is a plan for the selection, admission and guidance of prospective teachers in terms of the competencies which are considered desirable for professionally educated teachers. The State Board Regulations which call for this plan were originally adopted in 1955 and have been carried forward in the new programs of preparation. Following are the excerpts from the regulations which relate to selection, admission and guidance:

"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.

"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."

Kentucky was one of the pioneering states in the nation (if not the first) to adopt the competency approach for the preparation of teachers, and a set of competencies have been incorporated into the programs of teacher preparation for elementary and secondary teachers for many years.

There has been a renewed interest in the competency approach as it relates to the development and operation of processes of selection and admission. The desirable competencies of teachers represent the goals toward which the teacher candidates are being developed and the competencies provide a frame of reference for assessing potential success in teaching as the students move through the preparation program.

The new curriculum in teacher education calls for a planned pattern of general education for all teachers based on the objectives of general education as given in the report of the President's Commission on Higher Education. The general education aspect of the curriculum requires a minimum of forty-five semester hours credit distributed among several areas of learning according to certain guidelines. Since a teacher is expected to be a generally well educated person, it naturally follows that one of the features of a plan of selection and admission to the teacher education program would be an appraisal of the candidate's background of general education. Perhaps the greatest value of such an appraisal is that the candidates who fall short of the minimum standards will have the areas of weakness identified and will have an opportunity to strengthen these weaknesses and reapply at a later date for admission to teacher education. Such persons will be stronger teachers in the end than they would have been had no appraisal been made of their general education development.

The teacher education curriculum also calls for competency in the subjects which are to be taught. It follows that a depth of preparation is necessary in the courses relating to the subjects which the teacher will teach. Each institution prescribes its own scope and sequence of courses for specialization in a particular subject field. The teacher must be able to relate the separate courses which he has taken in a given subject field into a unified and systematic body of knowledge which he can apply in the teaching situation. Somewhere in the selection process the teacher candidate must be appraised for competency in the teaching specialty.

Most institutions offer an introductory course early in the preparation program in order to acquaint the teacher candidates with the teaching profession and in order to permit them to make a self-appraisal of their potential for becoming members of the teaching profession. The introductory course also serves to provide important information to the committee which will later review the individual applications for admission to the teacher education program. Although

an effort is made to recruit promising prospects for the professional education sequence, it is still necessary to apply selection criteria during the professional preparation period.

The latter part of the teacher preparation program includes the professional education courses which are designed to give the candidate an understanding of the organization of public and private education in the United States, including some related history and philosophy; an understanding of how children grow and develop physically and mentally, and how the process of growth relates to the learning situation; an understanding of the teaching-learning process and the techniques involved. The professional courses are then climaxed by a period of internship, or "student teaching," under the guidance of a recognized professional teacher in an actual school situation.

THE GOVERNOR'S COMMISSION ON PUBLIC EDUCATION HAS EXPRESSED A DEEP CONCERN FOR STRENGTHENED PROGRAMS OF SELECTION AND ADMISSION IN TEACHER EDUCATION.

The Program Evaluation Survey which was made for the Commission on Public Education by the firm of Booz, Allen, and Hamilton, Management Consultants included a chapter on Teacher Education. This chapter presents a rather comprehensive overview of teacher education in Kentucky and devotes considerable space to an analysis of the practices in selection and admission. The following excerpt from the Program Evaluation Survey gives the specific recommendation.

"Admission to teacher education should occur at the beginning of the third year, particularly in the absence of demonstrably effective methods of selecting the best prospective teachers from among entering freshmen.

"Students indicating an interest in education as a career should be assigned an education advisor upon entering college and should elect the three semester hour introductory course in education in one of their first three semesters in college. This will permit them to assess the field and to be assigned as prospective candidates for admission to teacher education. The course should include one or more well-planned field experiences (see the recommendation below on elementary certification), giving students an opportunity

to study children in classroom situations. This would permit candidates to evaluate more effectively both their attitudes and aptitudes for careers in education.

“As sophomores, in the fourth semester, candidates should make formal application for admission to the program of teacher education. A screening committee at each institution composed of college administrators and members of the liberal arts and education faculties, working together, should admit candidates to the program of teacher education on the basis of clearly defined admission standards.

“A state-wide committee, carefully selected for the purpose by the state superintendent of public instruction and representing adequately those concerned with problems of teacher education, should develop criteria for admission to teacher education programs. These criteria should be standardized, to the extent possible, for use throughout the entire state. They might well include grade point standings, measures of motivation, competence in English and mathematics as demonstrated by scores on standardized state-wide proficiency examinations, recommendations of faculty, scores on standardized tests such as the Graduate Record Examination (sophomore norms), and any other criteria deemed sufficiently important.

“At the close of the junior year, when all candidates should file for permission to do student teaching, a screening committee representing the entire college faculty should evaluate the qualifications of the applicant for admission to student teaching, the threshold of professional service. Here again, established selective criteria should be used.

“This approach, while not significantly different from that now employed at several institutions of higher education in Kentucky, would be a first step in achieving state-wide standards of excellence in the selection of candidates for teacher education.”

It is significant that the new developments in teacher preparation-certification discussed in the previous section of this Bulletin took into account the need for strengthened procedures in selection and admission to teacher education well in advance of the study authorized by the Commission on Public Education. Furthermore, a State Committee on Selection and Admission to Teacher Education was

appointed in July, 1960, also in advance of the beginning of the Program Evaluation Survey conducted by the Booz, Allen and Hamilton Associates. Actually, the recommendation regarding the nature of the State Committee and its functions is identical with that of the Committee which was already in operation. The report of the State Study Committee on Selection and Admission to Teacher Education is being published as a companion report to this Bulletin.

AN ANALYSIS OF THE PROGRAMS WHICH WERE SUBMITTED BY THE TEACHER EDUCATION INSTITUTIONS REVEALS SEVERAL NEW DEPARTURES WITH RESPECT TO SELECTION AND ADMISSION IN TEACHER EDUCATION.

In this Bulletin is reproduced the descriptions of the plans for selection and admission to teacher education just as they were submitted by the respective institutions. It should be noted that several institutions which are known to have commendable plans have written brief descriptions of them. Therefore, the quality of the programs should in no way be judged by the mere length of the written description.

A review of the various plans reveals several new departures with respect to selection and admission, which are presented below.

1. All of the Kentucky teacher education institutions now have a deep commitment toward the concept of selective admission to teacher education curricula. It has always been recognized that such a program was desirable but in previous years it was not considered feasible because of the severe shortage of teachers, the pressures which might be exerted on tax-supported institutions, the pressures which might be exerted on denominational institutions, the absence of defensible criteria upon which to make sound judgments, etc. There is now a climate of both public and professional opinion that the quality of teachers entering the profession must be safeguarded, beginning with the program of preparation on the college campus.
2. General admission to college is no longer an automatic admission to teacher education as well. It is clearly indicated in the programs which have been reproduced in this Bulletin that even in the institutions which are considered as "teachers colleges" the students who are gen-

erally admitted at the freshman level must go through a further process of admission to teacher education. In almost all institutions, the point of application for admission to teacher education is during the latter part of the sophomore year.

3. The general education portion of teacher preparation is no longer assumed to be satisfied by an accumulation of courses from several different subject areas. Each institution has a prescribed plan for general education which is often further supplemented by comprehensive examinations for evaluation purposes. In the screening process, attempts are made to determine the adequacy of the general education background and to prescribe remedial programs for areas of weakness in the individual student's background.
4. There is increasing emphasis on the competency of the teacher in the field of specialization. The notion is that the teacher must be a scholar in the subject to be taught. This notion of the teacher-scholar calls for judgments and evaluations from the respective academic departments. Many faculty members now observe their students during the period of directed student teaching and there is increasing interest in the follow-up of new teachers on the job as a means of securing information which will help make better judgments of the candidates still on the college campus. In almost every program in this Bulletin the faculty representatives from the academic departments are specifically named as members of the institutional committee on selection and admission to teacher education.
5. Professional education courses are being used for the general education of persons who are not planning to become teachers, for exploratory experiences for persons who are considering the teaching profession as a career, and for screening purposes for persons who are planning for a teaching career. It is recognized that certain courses such as General Psychology, Introduction to Education, and Human Growth and Development, for example, have general education value as well as professional or pre-professional value. Most institutions have now made courses of this nature prerequisite to the other profes-

sional education courses. There is usually an opportunity for the members of the professional education faculty to become personally acquainted with the prospective teachers before a decision is made regarding their admission to the teacher education program.

6. The supervised student teaching experience is not the first contact that the teacher candidate has with children or youth. The preprofessional and professional education courses are designed to provide observational experiences and limited participation with children at all grade levels. This gives the teacher candidate an early and continuing opportunity to associate with children of different school ages; consequently, the teacher candidate can make a better decision regarding the area of service for which to prepare. In previous years, many persons who had planned to be secondary teachers discovered too late that they would really prefer working with elementary school children.
7. The professional education courses for the most part have been shifted upward to the junior and senior years. This provides an opportunity for making a later decision on the area of service—elementary or secondary. It also makes it possible for persons who did not make a decision regarding the choice of a career until the end of the sophomore year to enter the teacher education program with less loss of time.

CERTAIN INSTITUTIONAL REPORTS ON SELECTION AND ADMISSION TO TEACHER EDUCATION DESERVE A WORD OF EXPLANATION.

As indicated above, the plans for selection and admission to teacher education have been reproduced just as they were received from the respective institutions. No specific directions were given for the preparation of the written description of the plans; thus each institution felt free to present the plans to their own satisfaction.

Asbury College had just completed a self-study in preparation for an evaluation visit from the National Council on the Accreditation of Teacher Education. The college has given permission to reproduce Part III of their self-evaluation study which deals with selection and admission. The Asbury College report provides an example of the types of information requested by the accrediting agency as well as

depicting the plan of selection and admission. It should be noted that the NCATE standards were adopted by the State Board of Education for purposes of State accreditation of the institutions which are not now accredited through NCATE.

The report submitted by Campbellsville College includes a description of follow-up activities conducted by the college as a check on the quality of its teacher education programs. It should be pointed out that Campbellsville College has recently moved from a two-year program as a junior college to a four-year program of teacher preparation as a senior college. This institution adopted the new program of teacher preparation from the very beginning and has already graduated teachers who have come through the new program. The other institutions where commitments must be observed for students who started the old program the first group of new graduates will finish in June, 1964. Campbellsville College was in position to make some earlier follow-up studies.

Georgetown College submitted all of the forms used in their selection and admission program. A careful study of their report will show the operation of a program in all its facets—including the forms used for the internal administration of the program. In order to conserve space, it was necessary to describe many of the forms and reports rather than reproduce them in their entirety.

Several institutions submitted their programs with the notation that they were currently being revised during the 1962-63 school year. Because of the rapid development in this area, it is anticipated that most of the programs included in this Bulletin will be out of date within two or three years. Nevertheless, it is felt that the publication and distribution of this information will be particularly valuable at this time, when the institutions are searching for ideas and procedures which will improve their own programs.

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PART II

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ASBURY COLLEGE

Wilmore, Kentucky

(Note: This institution was visited in February, 1963 for re-evaluation by the National Council for the Accreditation of Teacher Education. As a description of the Asbury program of selection and admission in teacher education, the college has given permission to reproduce Standard III of the Self-Evaluation report in its entirety.)

STUDENT PERSONNEL PROGRAMS AND SERVICES

Asbury College is a liberal arts institution awarding the A. B. degree and is engaged in the preparation of teachers at both the Elementary and Secondary level.

There is no directed recruitment program conducted by the college, since voluntary applicants greatly exceed vacancies available. Students apply for admission on recommendation from Alumni and other interested constituents. In the academic year 1961-1962, the student body represented 36 states, the District of Columbia, and 17 foreign countries. At present, a maximum of 54 quarter hours of transfer credit may apply toward graduation.

1. AS A PART OF THE PREPARATION FOR TEACHING, EXPERIENCES AND MEMBERSHIP IN VARIOUS VOLUNTARY, ON-CAMPUS ORGANIZATIONS ARE AFFORDED.

a. Student National Education Association

Asbury College has had an active chapter of the professional organization for students for thirteen years. During this time the Asbury Chapter has furnished one national president, three state presidents, and eight other state officers. In addition, Asbury College is now furnishing the State First Vice-President.

For the school year 1961-62, membership reached a total of 314, which is second highest in the entire State of Kentucky.

The program for the past academic year included: A social get-together for those interested in the organization and its purposes; presentation of two films on some phase of teacher education; an address by the President of the Kentucky Education Association, who is also President of the Asbury College Alumni Association, relative to personal qualifications for teaching; a program in which two supervising teachers

ASBURY COLLEGE (Continued)

gave some of their expectations of student teachers; a panel of four student teachers designed to share some of their experiences while doing student teaching; and a social get-together conducted by the incumbent officers of the SNEA.

The SNEA instituted a scholarship program during the 1961-62 school year. Four, thirty-dollar scholarships were awarded to prospective teachers.

The Asbury Chapter of the SNEA attended the Kentucky Student Education Association annual Fall workshop. This statewide workshop provides opportunities for experience in leadership and professional growth in the teaching profession.

In the spring during the KEA Convention, the Asbury College SNEA participated in the KSEA Convention. Every voting delegate (31) was present. Our Chapter furnished the State First Vice-President.

b. Other Organizations Maintained for Student Teacher Education

Local chapters of the following organizations are maintained on campus for the professional advancement in specialized fields of teacher education:

- (1) Music Educators National Conference. (MENC)
Asbury College has the largest chapter in the State of Kentucky.
- (2) American Guild of Organists.
- (3) The Student Association for Health, Physical Education and Recreation.

2. ADVANCED PROFESSIONAL OR GRADUATE STUDY INFORMATION

Information is obtained from several campus sources by students who are interested in advanced education. Such information may be obtained from the Academic Dean, Registrar, special faculty representative who compiles current information on Fellowships and the like, director of teacher education, or other faculty advisors. When the information desired is directly related to the professional aspects of teacher education, the director of teacher education is usually the main source for information, and his office is considered the focal point for guidance related to advanced study in teacher education.

ASBURY COLLEGE (Continued)

3. ADMISSION POLICIES AND PRACTICES IN TEACHER EDUCATION

- a. The general admission policies of Asbury College are described in detail on page 23 of the ASBURY COLLEGE BULLETIN, 1962-63. Admission to the college does not automatically imply admission to the Teacher Education Program.

Policies governing the admission to and retention in the Teacher Education Program originate in, or are channeled through, the Teacher Education Committee. All teacher education curricula follow the same policies and procedure for screening purposes.

The terms "Program of Teacher Education" and "Program of Student Teaching" are not used synonymously here. The "Program of Teacher Education" pertains to the teacher education curricula in general, whereas, the "Program of Student Teaching" implies actual admission to the program of laboratory experiences of student teaching.

Screening for admission and retention in the Teacher Education Program is a continuous process and described by four distinct steps. First, during orientation week, all Freshmen and transfer students who are planning to teach are asked to attend a special meeting for orientation purposes. They register and declare their intentions for teacher education and are informed of the nature of the Teacher Education Program.

The second phase of the admission-retention process occurs during the Spring Quarter of the Freshman year at which time all who have declared their intention to enter the Teacher Education Program are screened by the Teacher Education Committee, even though they have met the general college standards for retention. The Committee makes a tentative judgment of each applicant at this stage based on his academic record, his personality, emotional adjustment, and ability to communicate.

The Committee has available the following information for these judgments: academic record, Minnesota Multiphasic Personality Inventory record, communication skills projected in their appearance before the Committee, and general observational data gathered by members of the Committee who

ASBURY COLLEGE (Continued)

have become acquainted with the applicants in classes and other campus activities.

The third step in the admission-retention process is initiated during the beginning of the Sophomore year. At this time students are required to make a formal application to the Teacher Education Program. Notices are sent to each Sophomore who has previously indicated his intention to enter the Teacher Education Program and was tentatively screened by the Teacher Education Committee. In addition, general announcements are made to inform other students who are interested in this program.

During the Junior year, candidates are formally admitted to the Student Teaching Program as the fourth step in the admission-retention process. This final step of the Teacher Education Program culminates in the professional experience of actual student teaching. At this point the Teacher Education Committee again screens each candidate. Juniors who have not previously applied for admission to the Teacher Education Program may be admitted if they have sufficient background and meet all other standard requirements.

In addition to other evaluating criteria used for admission to student teaching, quantitative criteria based on the college grade-point average is also used. The 1962-63 ASBURY COLLEGE BULLETIN, page 42, states: "A student wishing to be accepted as a candidate . . . must have an academic rating of 2.50 or better." This rating is based on a 4.0 scale. Subsequent to the formal acceptance into the Teacher Education Program by the Teacher Education Committee, if any characteristic which would weaken the teaching qualifications of a student is observed, regardless of previous action, his case is reviewed by the Committee. After formal admission to the Student Teaching Program, any detrimental change of status requires a review by the Committee. The ASBURY COLLEGE BULLETIN, 1962-63, page 42, states, "The Committee on Teacher Education reserves the right to refuse admission to this program for any student unless characteristics indicate definite success in the teaching profession." During the 1961-62 school year, ninety-two students formally applied for and were accepted into the Student Teaching Program.

ASBURY COLLEGE (Continued)

In addition to the cumulative grade-point average, the Committee considers the following data prior to the approval of the formal application to student teaching: Speech communication skills, character, personality, emotional and physical health, recommendations by five faculty members, and recommendation of the division chairman in the student's major field. The judgment relative to speech communication skills is based on classroom performance, interviews with faculty members, and appearance before the Teacher Education Committee. Character and personality evaluations are made from questionnaires returned by five faculty members. Each applicant must have the approval of the division chairman of his major teaching field before he will be considered by the Committee.

Emotional health and further personality evaluations are obtained through the formal administration of the Minnesota Multiphasic Personality Inventory (MMPI). This profile is interpreted by one of the School Psychologists who is a member of the Teacher Education Committee. All student teachers are required to submit a health certificate.

b. Profiles of Teacher Education Students

- (1) Chart I, page 28, presents profiles of the 1961-62 Freshman Class.
- (2) Chart II, page 29, shows a profile of students admitted to the Program of Teacher Education who were Juniors of the Fall, 1961-62 school year. Some of the students who were accepted into the Program of Teacher Education as Sophomores were not accepted into the Program of Student Teaching as Juniors.
- (3) Chart III, page 30, presents a profile of the 1961-62 graduates who were prepared to teach.

Each chart contains information which is self-explanatory. The intelligence test used is the California Capacity Questionnaire. At the beginning of the 1961-62 school year, Asbury College changed from the Kentucky Classification Battery achievement test to the national norm College Qualification Test. The College Qualification Test gives achievement scores in verbal, numerical, information-science, information-social studies, and total achievement.

ASBURY COLLEGE (Continued)

4. THE KINDS OF DATA COLLECTED ON PROSPECTIVE STUDENTS FOR SUBMISSION TO THE TEACHER EDUCATION COMMITTEE FOR ADMISSION TO STUDENT TEACHING

- a. Results of test scores obtained as Freshman (including I.Q. and personality).
- b. Academic standing.
- c. Classification of student and status in his major field.
- d. Personal evaluation profile.
- e. Recommendation by Division Chairman of his major teaching field.
- f. Each full-time faculty member is a part of the guidance program.

The following procedure is followed in this process:

- (1) When a student is accepted at Asbury College he is assigned an adviser as dictated by his statement of vocational or major preference in the admission application. In cases where no statement is forthcoming at this early stage, he is arbitrarily assigned to a temporary adviser.
- (2) When a student definitely chooses his major, he is assigned a new adviser in his major field.
- (3) The Registrar is an important part of the advisory system supplying the constant need for further information to the faculty advisers.
- (4) In addition to the resources of the Registrar's Office, each adviser is supplied with the following information relative to his advisees:
 - (a) Achievement Test scores and interpretations.
 - (b) Intelligence Test scores and interpretations.
 - (c) Interest Test profiles and interpretations.
 - (d) Personality Test results made available upon request from the Psychology Department.
 - (e) A complete set of major sheets in all curricula of the college.
- (5) Each student in the Teacher Education Program is not only assigned an adviser in his major field but is given an adviser in the Education Department, appropriate to his selection of either the elementary or secondary level of teaching. In this way each teacher education student receives guidance in the

ASBURY COLLEGE (Continued)

general academic area and in the professional education curricula as well.

- (6) The entire faculty, through representation in their respective divisions, participates in curriculum revisions. This first-hand knowledge of the curriculum and major sheets makes it possible for any faculty member to advise any student relative to the curriculum.
- (7) Copies of the major sheets included in the Faculty Manual are kept in a centrally located place and are readily accessible to all students.

5. ADMISSION TO TEACHER EDUCATION CURRICULUM

- a. Students preparing to teach are encouraged to enter the teacher education curriculum during the Freshman year. They are allowed, however, to enter at any time providing they can complete the curriculum. (Most of the teacher education graduates enter by the Sophomore year, at which time they make formal application to the Program of Teacher Education.) This obtains for both elementary and secondary for all subject fields.
- b. All students must follow the same sequence, regardless of when they enter the program.

6. SCHOLARSHIP REQUIREMENTS ARE AS FOLLOWS:

- a. Every student must complete the prescribed curricula.
- b. Every student must maintain a 2.50 cumulative point standing on a 4.0 scale.

7. IDENTIFICATION OF STUDENTS WHO ARE PREPARING TO TEACH

- a. All students preparing to teach can be readily identified.
- b. During Freshman Orientation Week, those Freshmen and new transfers desiring to be teachers tentatively identify themselves with the Teacher Education Program. These same students are brought before the Teacher Education Committee for screening during the Spring Quarter of their Freshman year.
- c. During the Sophomore year, formal application is made to the Program of Teacher Education, and a definite set of records is established.
- d. During the Junior year, formal application is made to the Program of Student Teaching.

ASBURY COLLEGE (Continued)

8. SYSTEMS OF RECORDS FOR TEACHER EDUCATION

Records of all students who have applied for admission to the Program of Teacher Education are filed in the Education Office and are available to members of the administration and faculty. Each record is established and actively maintained throughout the tenure of the student. Major items of information included in the records of each student are: health certificate, application for admission to the Program of Teacher Education, application for admission to the Program of Student Teaching, and student teacher personal data form—including autobiography, student teaching time record, student teacher conference reports, final reports of progress in student teaching, faculty evaluation questionnaires, summary of faculty evaluation questionnaires, division chairman's recommendation, college supervisor reports on student teaching, and notice of action taken by the Teacher Education Committee.

In addition, the faculty adviser of each student has the following information: confidential personal records, results of the interest inventory, and results of the intelligence and achievement tests. The results of the Minnesota Multiphasic Personality Inventory are kept in the office of the division chairman in charge of testing. This information is available to any faculty personnel working with the student. Major sheets containing the requirements for each major and minor are made available to the student for program planning.

9. GRADUATES ENTERING TEACHING

There were ninety-two who completed the Program of Teacher Education in 1961-62. The following information includes the number placed in school positions and the reasons given for those failing to enter the profession:

Graduates	Entering Teaching	Per Cent
Elementary 29	24	83
Secondary 63	54	86

Reasons stated for not entering teaching were: graduate study 5, family 7, and there were 2 who did not state any reason.

Many students secure teaching positions through the Placement Bureau, which is a part of the Department of Public Relations. During the Student Teaching Seminar, a meeting is held under the supervision of the Director of the Placement Bureau, inform-

ASBURY COLLEGE (Continued)

ing the student teachers of the services of this department. Forms and recommendation sheets are given to these prospective teachers who are requested to complete and return them to the Placement Bureau.

A number of representatives from various school systems contact the Placement Bureau to interview qualified students who are preparing for the teaching profession. When these representatives come to the campus the prospective teachers are notified, and a central place of meeting is arranged.

An adequate filing system has been set up in the Placement Bureau in which confidential information is kept on graduates who have satisfactorily completed the Teacher Education Program. This is made available to the school representative who comes to the campus or who writes requesting it. Full cooperation and assistance is given to aid prospective teachers in securing positions and public school systems in securing available qualified teachers.

10. RESPONSIBILITY FOR RECOMMENDATION

The responsibility for recommending all teachers for certification is vested in the Director of Teacher Education.

11. EVALUATION

A formal evaluation program at Asbury College includes the following:

- a. Doctoral dissertation by faculty member, Richard Steinhauser, studying the entire teacher education program at Asbury College.
- b. "Bluegrass Conference" for supervising teachers (in conjunction with the three other institutions of higher learning of the "Bluegrass" area) was conducted October 11, 1961, considering the theme, "Evaluating Student Teaching."
- c. The Fall 1961 Administrator's Conference (in conjunction with the same three institutions of higher learning) attended by Principals, Assistant Superintendents of the public schools, the Deans, and college supervisors of Student Teaching.
- d. Development of common criteria pertaining to the selection and retention of supervising teachers for the student teaching experiences (in conjunction with the same three institutions of higher learning).
- e. The follow-up program provides a means of further evalua-

ASBURY COLLEGE (Continued)

tion of the teacher education program.

- f. Continuous evaluation is made by the Curriculum Committee of Asbury College in cooperation with the State Department of Education and the Council on Public Higher Education of the State of Kentucky. The above council is comprised of the Deans of the State Institutions which prepare teachers, representatives of the private colleges which prepare teachers, the lay public, and representatives from the public schools.

The more informal evaluation includes the following:

- a. Personal contact with public school administrators and supervising teachers in the off-campus laboratory schools.
- b. Personal contact with local public school administrators where Asbury College graduates are employed.
- c. Visitation to the Asbury College campus of out-of-state superintendents, or their designates, for the purpose of employing teacher graduates.

CHART I

Profile of 1961-1962 Freshmen

RANK IN HIGH SCHOOL CLASS

N=334

Fifth	Per Cent
1	32.04
2	26.95
3	19.46
4	8.38
5	2.10
Not Given	11.08

C. C. Q. — I. Q. SCORES

N=335

Tenth	Range	Per Cent
1	135-118	31.6
2	117-114	15.2
3	113-108	18.8
4	107-103	18.2
5	102- 98	8.7
6	97- 93	5.7
7	92- 89	0.0
8	88- 83	0.0
9	82- 77	0.0
10	76- 64	

COLLEGE QUALIFICATION

TEST

N=339

Tenth	Per Cent
1	18.3
2	11.5
3	12.4
4	13.0
5	10.6
6	5.6
7	10.0
8	7.7
9	7.1
10	3.8

ASBURY COLLEGE (Continued)

CHART II

1961-1962 Juniors

RANK IN HIGH SCHOOL CLASS

Teacher Education		Others
N=67		N=99
Fifth	Per Cent	Per Cent
1	44.8	16.2
2	26.9	30.3
3	11.9	16.2
4	1.5	17.2
5	0.0	1.0
Not Given	14.9	19.2

C. C. Q. — I. Q. SCORES

N=67		
Tenth	Range	Per Cent
1	135-118	46.3
2	117-114	7.5
3	113-108	19.4
4	107-103	16.4
5	102- 98	3.0
6	97- 93	6.0
7	92- 89	1.5
8	88- 83	0.0
9	82- 77	0.0
10	76- 64	0.0

KENTUCKY CLASSIFICATION BATTERY

N=60	
Tenth	Per Cent
1	13.3
2	20.0
3	26.7
4	15.0
5	10.0
6	3.3
7	6.7
8	3.3
9	1.7
10	0.0

GRADE POINT AVERAGE

Teacher Education	Others
N=67	N=99
x 3.00**	x 2.65**

**Difference is significant at the 1% level of confidence

INTELLIGENCE TEST SCORES

Teacher Education	Others
N=67	N=99
x117.07**	x113.12**

**Difference is not significant

ASBURY COLLEGE (Continued)

CHART III

1961-1962 TEACHER EDUCATION GRADUATES

RANK IN HIGH SCHOOL CLASS

Teacher Education N=88		Others N=102
Fifth	Per Cent	Per Cent
1	46.6	20.6
2	17.0	25.5
3	10.2	21.6
4	2.3	10.8
5	0.0	4.9
Not Given	23.9	16.7

C. C. Q. — I. Q. SCORES

N=87		
Tenth	Range	Per Cent
1	135-118	34.5
2	117-114	8.0
3	113-108	19.5
4	107-103	11.5
5	102- 98	14.9
6	97- 93	10.3
7	92- 89	0.0
8	88- 83	1.0
9	82- 77	0.0
10	76- 64	0.0

KENTUCKY CLASSIFICATION BATTERY

N=87		
Teacher Education	Others	
Tenth	Per Cent	Per Cent
1	10.3	9.3
2	11.5	13.4
3	16.1	15.5
4	9.2	18.6
5	20.7	14.4
6	14.9	5.2
7	4.6	7.2
8	6.9	5.2
9	3.4	10.3
10	2.3	1.0

INTELLIGENCE TEST SCORES

Teacher Education	Others
N=87	N=98
x113.15**	x112.89**

**Difference is not significant

BELLARMINE COLLEGE

Louisville, Kentucky

Procedure for approval of admission to the Teacher Education Program at Bellarmine College in addition to the criteria for admission to the College:

1. Student discusses general plans with one of the Admissions Officers when arranging program for the fall semester of the freshman year. (At present, the chief Admissions Officer is Chairman of the Education Department and of the Teacher Education Committee.)
2. Student plans schedule each semester with representative of the Education Department.
3. In the second semester of the sophomore year, the student takes the sophomore comprehensive examination. This is evaluated on the basis of content, expression, organization, and development by a member of the English Department and the Education Department.
4. The student is rated by each member of the Teacher Education Committee. (The Committee is composed of the Chairman of the Education Department, the Dean whose field is English, a representative of one academic department, and an alumnus who is teaching in high school.) Using this evaluation and the transcript of the student's college record, his application for admission to the Teacher Education Program is approved, approved conditionally, or rejected by the Committee before the student enters the junior year.
5. During the junior and senior year, the student's program is planned by the Chairman of the Education Department in consultation with the Chairmen of the academic departments in which the student has selected his major and minor.
6. The student's record is again examined and his qualifications discussed by the Teacher Education Committee before he is approved for Student Teaching.
7. A student must have a minimum cumulative "C" average in order to be approved to do Student Teaching. Usually he will also be required to have a minimum "C" average in his major and minor teaching fields.

BELLARMINE COLLEGE (Continued)

Name _____ Date _____
 Entrance Examination Scores _____
 High School _____, Rank in Class _____ of _____
 Current Hours _____; Points _____, Index _____
 Teaching Major _____, Minor _____

Evaluation of applicant to Teacher Education Program by the members of the Committee based on records, personal contact, classroom contact, and/or interviews. Ratings: 5—excellent; 4—above average; 3—average; 2—below average; 1—poor.

Traits to be Evaluated	Ratings By The Five Committee Members					Average
	1	2	3	4	5	
General Intelligence						
Academic Achievement						
Language Competence (Oral and Written)						
Emotional Stability						
Maturity						
Character						
Responsibility (Self, School, Society)						
Potential as a Teacher						
Professional Motivation						
Committee Action _____						

Date _____

BEREA COLLEGE

Berea, Kentucky

Note: The program shown below is now under revision.

Admission and Selective Retention

The Department of Education is in the process of developing a seven-point program aimed at more effective guidance of students who are planning to become teachers. The points at which decisions will have to be arrived cooperatively by staff and student are as follows:

1. Upon admission to Berea College
 - a. Statement of Commitment
 - b. Recommendations from high school principal, a teacher, and a lay citizen of the community from which the student comes
 - c. Physical and psychological screening by college hospital
2. Upon completion of introductory courses to elementary and secondary education
3. Upon the completion of other courses in the education sequence
4. At or near the completion of the academic majors, minors, and areas of concentration
5. At time of application to student teaching
 - a. Must have at least 90 semester hours of credit
 - b. Completed Sophomore English Test and Senior Essay Test
 - c. Have done satisfactory work in preceding education courses
 - d. Have passed the language proficiency examination (if required)
 - e. Have favorable recommendations as to teaching qualities and academic achievement, from major professors
 - f. Have an over-all point standing of not less than 1.25 on a 3.00 point scale
 - g. Have a point standing of 1.5 in each major, minor, or area of concentration
 - h. Have favorable recommendations from Dean of Men and/or Women and the Dean of Labor
6. Student teaching experiences must be completed satisfactorily
7. Periodic follow-up will be conducted of students at 1, 5, and 10 year intervals in order to assess the product and evaluate the preparational program more effectively.

BOWLING GREEN COLLEGE OF COMMERCE Bowling Green, Kentucky

(Excerpt from a Letter Relative to Selection)

Under our system all prospective teacher trainees must be advised by one person—Miss She will not permit anyone to continue in that program beyond the sophomore year and to enter Education 201, the first course at the junior level, unless that student has a "C" average or higher, has at least 56 credits, and has met the prerequisites of the course as given in the catalog. The next time we revise the catalog we will list the prerequisite for this first course at the junior level as permission of the advisor. Although it is not stated this way in the catalog at present, it still works this way in actual practice.

We have had little difficulty in encouraging weak students to shift to other programs if, in fact, they do not drop out of college. A bigger problem for us is trying to encourage the better students that we find in other programs to go into the teacher education program.

We are on a selective admissions basis and have been more selective in admitting students to the College for next September than we were this past year, and we expect to raise the standards another notch by the fall of 1963. This automatically helps to minimize the problem of the poor student becoming qualified to teach. This is not a very formal way of handling this problem, but we have fewer than thirty students in the teacher education program from freshman to senior years so that each student and his record get very careful, personal attention.

BRESCIA COLLEGE

Owensboro, Kentucky

REQUIREMENTS FOR ADMISSION OF STUDENTS INTO THE TEACHER EDUCATION CURRICULUM

Requirements for admission to the Teacher Education Curriculum, as a freshman, or as a student with advanced standing, or as a special student, are the same as those for admission to Brescia College.

THE TEACHER EDUCATION PROGRAM, elementary and secondary, stipulates requirements which are solely for the guidance of a student in his or her preparation for the teaching profession. Brescia College includes and maintains those students who give definite promise of teacher potential. Students are expected to demonstrate developing personal and professional characteristics, attitudes and proficiencies which will recommend them as worthy candidates for the profession.

The faculty committee on teacher education evaluates cooperatively the fitness of the student for admission and guidance. The committee includes the Dean, the Registrar, the Head of the Department of Education, the College Director of student teaching, the College Supervisor of student teaching, the Head of the student's major or area of concentration, and the members of the faculty who have actual teaching contact with the prospective teacher.

The faculty committee takes into consideration the student's results in a battery of standardized testing during his or her freshman and sophomore years, and personal interviews. The committee bases its decision regarding recommendation on the personal qualifications that the individual possesses, the broadness of and success in the regular academic program and the potentialities for teacher competencies disclosed.

Admission to a course in education, therefore, does not guarantee that the individual is engaged in preparing for a teaching career. The preprofessional courses should aid the student in determining whether he desires to enter and whether he possesses the qualifications for entrance into teaching. Aptitude tests determine the feasibility of continuance in teacher education.

BRESCIA COLLEGE (Continued)

Students are admitted to the professional courses at the end of the sophomore year if they disclose the essential academic aptitudes and professional interests during their first two years.

The student shall have an average above "C" on his total preparation and an average above "C" in his majors and minors or area of concentration.

CAMPBELLSVILLE COLLEGE

Campbellsville, Kentucky

STANDARDS FOR COURSES IN PROFESSIONAL EDUCATION

I. Requirements for Admission to Teacher Education

The standards for admission to Teacher Education are inclusive of those for admission to college, and include other criteria outlined by the Division of Teacher Education.

Therefore, admission to the College does not guarantee that the student will be admitted to the Teacher Education Program.

Students who plan to pursue the Teacher Education Program should apply for admission at the beginning of their junior year. Application forms for admission to Teacher Education are secured from the office of the Director of Teacher Education.

In order to be admitted to the Teacher Education Program, the following requirements must be met by the candidate:

1. The student must complete a minimum of fifty-six semester hours or have junior standing.
2. The student must have an average of "C" or 2.0 in all courses completed.
3. The student must complete two courses in education which are orientation and introduction to education. Students are requested not to decide definitely upon a teaching career until the completion of both courses and until they understand some problems of the educational program.
4. The student must give evidence of good physical and mental health. In case the candidate has a mental or physical deficiency, the deficiency must be checked by a competent physician acceptable to the Teacher Education Committee.
5. The student must give evidence of personal and professional qualities essential to the teaching profession.
6. The student must have a tone and voice quality which is not objectionable to teaching. In event the candidate has a speech defect, Speech Therapy must be secured until a Speech test shows improvement.
7. The student must make a satisfactory score on a Teacher Aptitude Test, showing that the candidate has teacher potential.

CAMPBELLSVILLE COLLEGE (Continued)

8. The student must be accepted in the teaching area, major and minor, by the chairman of the departments. The academic standing in each field must be 2.1 as a minimum.
9. The student must furnish the department with two competent references from his pastor, a school administrator, or a business man.

II. Student Teaching Requirements

In order to be eligible for student teaching, a student must meet the following minimum requirements:

1. The student must be recommended by the head of the department in the field in which the teaching is done.
2. The student must receive the approval of the committee on admission to student teaching and a majority of the faculty members.
3. The student must have completed satisfactorily the prescribed foundation courses and professional requirements. No student will be admitted to the student teaching program who has less than eighty-seven semester hours.
4. The student must have attained a scholastic standing of 2.1 in the field of specialization, and an over-all standing of "C" or 2.0.
5. The student must have been in residence at Campbellsville College for at least one semester prior to admission to student teaching.
6. The student must have completed the equivalent of a minor in the field in which student teaching is done.

III. Student Teaching with Professional Laboratory Experiences

A student may substitute the professional laboratory experiences in lieu of student teaching with the following conditions:

1. The student will be held responsible in having the superintendent, principal, and supervisor recommend to the college the number of years in which he has had successful teaching experiences on a legal certificate.
2. The student will be required to take the student teaching course adjusted to the number of years of teaching and student teaching experiences.
 - a. A teacher with two years of successful experience in a public or a private school will be eligible to satisfy the requirement with eight semester hours.

CAMPBELLSVILLE COLLEGE (Continued)

- b. A teacher with four years of successful experience in either a public or a private school will be eligible to satisfy the requirement by completing a total of four semester hours.

IV. Desired Teacher Competencies

Campbellsville College is attempting through the Teacher Education Program to develop a professionally educated teacher with the following desired competencies:

1. To demonstrate a knowledge of the basic problems of the local and world community life and the responsibility of the school.
2. To demonstrate a high level proficiency in communication of verbal and numerical ideas, both oral and written.
3. To demonstrate creative and critical thinking in all areas of living.
4. To demonstrate a knowledge of an appreciation for the aesthetic values.
5. To demonstrate a knowledge of acceptable mental, social, and physical health.
6. To demonstrate a general knowledge in a wide range of subjects and in specific areas of interest.
7. To demonstrate a knowledge of the privileges and accompanying responsibilities of the teaching profession.
8. To demonstrate an adequate knowledge of human development and the learning process.
9. To demonstrate a knowledge of moral, spiritual, and ethical values that will provide sound guides for personal living.
10. To demonstrate a knowledge of the democratic way of living and working with others in all activities.

V. Follow-up Activities Serving to Evaluate the Quality of the Teacher-Education Program

There have been some follow-up studies made to check the quality of work done by the graduates of 1960 and 1961 who are employed as teachers in the Central Kentucky area. One study was made by the administration of the College and another was made by the Department of Teacher Education of the graduating class of 1960.

A Study Made by the Administration

1. Near the end of the first semester in which the graduate had

CAMPBELLSVILLE COLLEGE (Continued)

taught a questionnaire was sent him asking him the following questions:

- a. Do you consider your education enables you to do your work well?
- b. How can our Teacher Education Program be improved?
- c. How can the College assist you?
- d. Comments.

2. Questionnaire sent school administrators.

A questionnaire was sent the school administrators near the mid-term of the second semester in 1961 asking the following questions:

- a. Do you consider the teacher training received enables the teacher to do his work well?
- b. How can our Teacher Education Program be improved?
- c. Comments.

Summary of replies of questionnaires from former students and administrators.

- a. The suggestion given most often by the administrators for the improvement of the teacher training program were the placing of more emphasis upon:
 - (1) Standards and qualifications of prospective teachers, diverting unqualified persons into other fields.
 - (2) Developing good public relations (cooperation with faculty, school personnel, parents, and community).
 - (3) The importance of professional ethics, maturity, and leadership in persons going into the teaching profession.
 - (4) The use of better English as well as instruction in it.
- b. Suggestions for improvements in our Teacher Education Program which were mentioned most often by our former students who are teaching were:
 - (1) More methods courses offered.
 - (2) More training given on keeping the state record of attendance.
 - (3) More emphasis in the education courses on teacher-pupil relationship, grading, solving classroom problems, guidance and discipline (although one teacher said "less discussion on discipline problems").
- c. In commenting on how the College could help them now

CAMPBELLSVILLE COLLEGE (Continued)

and in the future, several former students made such suggestions as the following:

- (1) By giving them recommendations and by providing a continuing placement service for graduates.
 - (2) By holding fast to the very highest standards so that "my degree from Campbellsville College will carry the prestige a college graduate desires from his Alma Mater."
- d. Many of our former students who are teaching stated that that they were thankful for such things as:
- (1) An outstanding faculty which has given so much individual help to teacher trainees.
 - (2) Preparation to do my work well.
 - (3) A faculty which took a personal interest in me and Christian leadership.
 - (4) Being able to say "I am proud to be a Campbellsville College graduate."
3. Third follow-up of Campbellsville's graduates.

A third follow-up study is being made of the graduates of Campbellsville who are teachers. A questionnaire has been sent to the administrators of schools wherever the graduates are teaching. Responses to this questionnaire are good. Several replies have been made. Whenever most of the questionnaires have been completed, the results will be compiled. Copies of the letter by the College President and the questionnaire sent are included as follows:

Dear Administrator:

The goal of Campbellsville College is to produce outstanding, well-qualified teachers. In order to continually improve our teacher training program we plan to conduct a follow-up study each year on the students in our graduating class who enter the teaching profession.

After the students have been teaching a semester we ask them to help us in the evaluation and improvement of our teacher education program by filling out a questionnaire concerning the preparation they received at Campbellsville College for their work as a teacher.

We would appreciate your help in evaluating the quality of work being done by Campbellsville College graduates in

CAMPBELLSVILLE COLLEGE (Continued)

your school system. Would you please fill out the enclosed questionnaire concerning the teacher whose name appears at the top of the sheet?

Sincerely yours,
John M. Carter
President

Questionnaire sent to administrators in 1962.

Please evaluate the quality of work being done by Campbells-
ville College graduate -----.

Poor Fair Good Superior

Acceptance of Responsibility
Adequacy of Communication
Approach to Problems
Community Relations
Cooperation
Discipline
Extra Curricular Activities
Faculty and School Personnel Relations
Honesty or Integrity
Knowledge of Subject
Personality
Planning of Work
Professional Ethics and Attitudes
Providing for Individual Differences
Pupil-Teacher Relations

Please list any suggestions which you believe will im-
prove our teacher education program.

4. A follow-up study made by the Department of Education.

During the spring semester of 1961 a questionnaire was sent to 28 school superintendents of Central Kentucky by the Department of Education. The purposes of the study were to find out the anticipated areas of teacher shortages, and the quality of work being done by teachers who graduated from Campbellsville College. All superintendents replied by filling out the two questionnaires.

Copies of the letter and both questionnaires including the re-
quested information are enclosed.

From this study, there appeared to be a need for teachers during the next four years in the following fields:

CAMPBELLSVILLE COLLEGE (Continued)

Elementary Education, Foreign Language, Mathematics, Music, and Science.

From the same study there appeared to be no shortages of teachers in the following fields:

Business Education, Health and Physical Education, and Social Studies.

CURRICULUM COMMITTEE

Campbellsville College
Campbellsville, Kentucky

Dear Administrators:

The Curriculum Committee of Campbellsville College will appreciate your filling in the blanks below concerning subject or grade relating to the anticipated vacancies you may expect during the next five years.

Please list the number of teachers you now have in the first column and the anticipated vacancies in the other columns expected each year.

Grade or Subject	List Number of Vacancies Anticipated Each Year				
	1961 1962	1962 1963	1963 1964	1964 1965	1965 1966
Elementary	136	121	114	106	
Business Education	8	7	6	6	
English	17	15	17	14	
Art	6	5	1	2	
Music	24	18	19	13	
Foreign Language					
French	11	6	8	4	
German	2	1	0	0	
Latin	2	2	3	3	
Spanish	15	12	10	8	
Home Economics	10	7	6	5	
Mathematics	21	19	17	15	
Physical Education	6	7	6	6	

CAMPBELLSVILLE COLLEGE (Continued)

Grade or Subject	List Number of Vacancies Anticipated Each Year				
	1961 1962	1962 1963	1963 1964	1964 1965	1965 1966
Science	5	4	3	4	
Biology	9	10	3	4	
Chemistry	11	10	6	11	
Physics	14	7	6	6	
Social Science					
Economics	2	0	0	1	
Geography	3	3	4	1	
History	14	10	10	7	
Sociology	3	1	1	2	
Other Courses in Which You May Have Vacancies					

We will also appreciate your evaluating the quality of work being done by Campbellsville's graduates if you have any in your system. (Check one)

	Poor	Fair	Good	Superior
Adequacy of Communication		1	15	
Community Relations		1	15	
Cooperation		1	11	3
Discipline			15	
Extra Curricular Activities		1	13	1
Human Relations		1	14	
Honesty or Integrity			10	5
Knowledge of Subject		1	13	
Plans Work		3	16	
Personality			15	
Professional Attitude				
Provides for Individual Differences		1	13	
Pupil-Teacher Relations			15	

Please list on the reverse side any suggestions which you believe will improve our curriculum.

CAMPBELLSVILLE COLLEGE (Continued)

5. A follow-up study of the holding power of Campbellsville College.

The findings listed below are the results of the follow-up study of the 1957 Freshmen Class of CASC Colleges which was completed in April, 1961. The results suggest that some means may be developed to strengthen the holding power of the colleges.

The following tabulation summarizes the results for all colleges combined and for Campbellsville College separately:

	Total CASC Colleges	Campbells- ville College
Number of students entering the first year	4,477	198
Percent withdrawing during the first year	13%	15%
Percent withdrawing during before end of second year	47%	41%
Percent withdrawing before end of third year	67%	73%
Percent now enrolled	28%	20%
Percent already graduated	05%	03%
Percent attempting transfer elsewhere	23%	38%

The last figures imply that at least one third and perhaps one half of the students who drop attempt admission elsewhere.

We found in the 1961 CASC follow-up study that 101 freshmen entering in the fall plan to follow a four-year program, 71 a two-year program, and 6 a one-year program at Campbellsville College. This is practically the same as the percentage of students who do transfer. This would seem to indicate that our students who transfer plan to do so from the beginning of their freshman year and not because of any dissatisfaction with the College. A large number of these students transfer to professional schools and colleges of specialization for degrees in special fields in which we do not offer degrees.

CAMPBELLSVILLE COLLEGE (Continued)

Liberal arts colleges transfer 15% of their students as compared to CASC colleges 23% and Campbellsville College 38%. Typical colleges graduate 50% of their students, CASC colleges 33%, Campbellsville College 23%. We believe Campbellsville College will eventually graduate more than the 23% of the 1957 class indicated since a number of students from this class who are teaching were not enrolled at the College at the time the study was made, but plan to come back in summer terms to complete their work. Others are only temporarily working, in the services, or for other reasons.

6. Participation in the CASC Program.

Campbellsville College took part in the Council for the Advancement of Small Colleges (CASC) 1961 Freshman Testing Program in the fall.

CASC is composed of 45 small colleges similar to Campbellsville College, most of which are going through a period of transition and/or seeking regional accreditation.

CASC is doing cooperative testing, research, follow-up studies, correlations and predictions for these schools which would be impossible for the colleges to do individually. CASC forms will be of value for the comparison of Campbellsville College students with students of similar schools.

Information sheets were filled out concerning all freshmen and all were given the College Qualification Tests, Davis Reading Test, and Survey of Study Habits and Attitudes.

The study of the 1961 freshmen will continue until they graduate and after.

CENTRE COLLEGE OF KENTUCKY

Danville, Kentucky

(Note: This program was originally received in March, 1961.
The last paragraph was added in July, 1962.)

Here is a summary statement of the process of admission to the two programs of teacher education at Centre College.

1. Admission to the college is selective and is based particularly upon the following criteria:
 - a. Aptitude for college work as measured by the Scholastic Aptitude Tests of the College Entrance Examination Board.
 - b. Motivation for academic achievement as measured by relative success in high school and by other evidence available.
 - c. Desirable personal qualities as measured by statements of school officers, teachers, and others who are asked to evaluate the applicant.
 - d. Physical adequacy as reported by the family physician.
In most cases the applicant is also interviewed by a representative of the college.
2. Students are normally admitted to the curricula in teacher education at the end of the sophomore year. Admission requires an affirmative vote by the faculty committee on teacher education (six members). Before taking action in any case, the committee has at its disposal:
 - a. The student's academic record. (A minimum cumulative average of 2.00 is required. 4=A)
 - b. The student's record, professionally evaluated, on the California Personality Inventory.
 - c. The student's responses, professionally evaluated, on the White Personal Data Blank.
 - d. A report from the proper faculty member on an informal speech test.
 - e. Rating sheets from three or more faculty members.
 - f. Impressions derived from a personal interview between the student and the entire committee.
3. Students who wish admission to the teacher education curricula are expected to have completed by the end of the sophomore year courses in introductory psychology and either

CENTRE COLLEGE (Continued)

child growth and development or adolescent growth and development. They are also expected to have completed most of the general education requirements of the college. Students who desire to enter the curriculum in elementary education are urged to follow closely the sequence of freshman and sophomore courses for such students, as outlined in the catalog.

4. We really have no professional curricula other than those in teacher education.

Added note received in April, 1962:

The statement which we sent Mr. Simandle on March 4, 1961, reflects accurately our current practice. We have added another stipulation, but it relates to people who have already been admitted to the program. This stipulation runs to the effect that the affirmative recommendation of the chairmen of the departments in which the student seeks certification as a teaching major or minor shall be one of the prerequisites to Education 413 (Supervised Student Teaching in the High School). You will remember that the approval of our committee on teacher education is also a prerequisite to student teaching.

CUMBERLAND COLLEGE

Williamsburg, Kentucky

PLAN FOR THE PROCESS OF SELECTION AND ADMISSION TO THE TEACHER PREPARATION PROGRAM

At present five items are required in the process of selection and admission to the teacher preparation program:

1. An application must be filed during the sophomore year. These applications will normally be filed during the second semester of the sophomore year. The committee on Teacher Education (composed of the Academic Dean, Registrar, Faculty of the Department of Education—Department Heads serve as advisory members) meets regularly to process these applications. The student is notified that his application has been acted upon in one of the following ways: (1) Application approved, subject to continued satisfactory progress in the program; (2) Application accepted on probation under certain conditions; (3) Application not accepted at the time with reasons stated; (4) Application rejected, but with referral for guidance regarding some other vocational choice. Conferences are arranged at which time the student meets for guidance with the committee.
2. Testing: At present the Otis Quick Scoring Mental Ability Test is being used, but it is believed that other tests, such as an upper level English test may be added.
3. Personality Rating Charts are completed on each applicant by five teachers of the applicant's choice. However, attention is being given to reworking this item.
4. An average of "C" is required before a student may be admitted to teacher education.
5. A requirement of a grade of at least "C" in English Composition and General Psychology is to be enforced, starting with the fall of 1962.

CUMBERLAND COLLEGE (Continued)

CUMBERLAND COLLEGE

Williamsburg, Kentucky

To: _____ Address _____

From: The Committee on Admission to and Retention in Teacher
Education
Decision of the Committee:

() Application approved, subject to continued satisfactory progress in the program.

() Application accepted on probation under the following conditions:

() Application not accepted at this time because _____

() Application rejected, but with referral for guidance regarding some other vocational choice.

() Please meet with the Committee: Date: _____

Time: _____ Place: _____

Purpose: _____

Date: _____ Signed: _____

For the Committee

CUMBERLAND COLLEGE (Continued)

CUMBERLAND COLLEGE

Williamsburg, Kentucky

APPLICATION FOR ADMISSION TO TEACHER EDUCATION:

ELEMENTARY

Name _____ Date _____

Local Address _____ Phone _____

Home Address _____ Phone _____

High School Attended _____

Where located? _____ Did you graduate? _____

Semester hours completed in Elementary Education _____

Minor Field _____ Sem. Hrs. completed _____

At which grade level do you prefer to teach? _____

Community in which you prefer to teach _____

List five (5) teachers at Cumberland College whom you are willing to have recommend you:

Additional information, if any:

CUMBERLAND COLLEGE (Continued)

CUMBERLAND COLLEGE

Williamsburg, Kentucky

APPLICATION FOR ADMISSION TO TEACHER EDUCATION:
SECONDARY

Name _____ Date _____

Local Address _____ Phone _____

Home Address _____ Phone _____

High School Attended _____

Where located? _____ Did you graduate? _____

Major Field _____ Sem. Hrs. completed _____

Minor Field _____ Sem. Hrs. completed _____

Minor Field _____ Sem. Hrs. completed _____

Community in which you prefer to teach _____

List five (5) teachers at Cumberland College whom you are willing
to have recommend you:

Additional information, if any:

EASTERN KENTUCKY STATE COLLEGE

Richmond, Kentucky

A PROGRAM FOR IDENTIFICATION, SELECTIVE ADMISSION, AND GUIDANCE OF STUDENTS IN TEACHER EDUCATION

Purposes

The main purposes of a program for identification, selective admission, and guidance of students in teacher education are:

1. To improve the quality of teacher education in the institution.
2. To get into the preparation programs only those students who have reasonable possibilities of developing into capable teachers.
3. To interest students in appraising their aptitudes for various endeavors, teaching included.
4. To advise out of the teacher education program those students who do not seem to possess potentials necessary to develop into good teachers.

Assumptions

Certain assumptions must under-ly the implementation of a successful program for the selection of teachers by this institution. Among them are:

1. A good teacher is the most important prerequisite to a good learning situation.
2. Every pupil is entitled to good teachers.
3. The preparation of good teachers is the transcendent function of this institution.
4. An institution preparing teachers has a responsibility to various groups to prepare only teachers who are well qualified.

Among these groups are:

- a. Society in general
 - b. The pupils who will be taught by its graduates
 - c. The teaching profession
 - d. The students preparing to teach
5. Not all persons possess the abilities and personal characteristics necessary for successful teaching.
 6. The ability to select for teacher preparation exists with some reasonable assurance of success.

EASTERN KENTUCKY STATE COLLEGE (Continued)

7. A program of selective retention of candidates for the teaching profession is necessary in order to guarantee well qualified teachers for the schools of the nation.
8. The profession of teaching must not be conceived narrowly. It must be broad enough to include specific responsibilities in what has actually "become a constellation of highly specialized professional roles."
9. A satisfactory system of selection involves cooperation between the preparing institution and schools from which the candidates for the teaching profession come.

Characteristics of a Program of Identification, Selective Admission, and Guidance of Undergraduate Students in Teacher Education

1. The evaluation of students for entrance into the teacher education program should be comprehensive and thoroughgoing.
2. Selection should be sequential. It should begin while the pupil is in the grammar school, when feasible, and continue until the candidate is placed in an appropriate position. A follow-up program is also highly desirable.
3. A well-integrated program for the selection of students requires the cooperation and efforts of a large number of members of the faculty. For those faculty members who perform specific tasks in the program, the college authorities must provide adequate amount of time.
4. The successful implementation of a program of selection will require the services of highly specialized persons, such as physicians, psychologists, speech therapists, etc.
5. The successful implementation of a program of selection will require cooperative participation on the part of the student.
6. There should be periodic examination and evaluation of students admitted to the teacher education program.
7. The program for selection should be as simple as possible considering the complex nature of the selective process.

Prerequisites for Effective Selection

In order for there to be effective selection, the following conditions must exist:

1. The control of admission and retention must be in the hands of those charged with the responsibility of preparing teachers.

EASTERN KENTUCKY STATE COLLEGE (Continued)

2. There must be an adequate system of records which is organized and convenient for staff use.
3. The program must be coordinated.
4. There must be referral agencies for those needing special assistance.
5. Those who administer the program should be responsible to faculty thinking and policy.
6. Systematic review by means of established procedures which operate for all students is necessary.
7. Selection should be in the hands of a committee.
8. There should be a recognized method of appeal.

Minimum Criteria for the Selective Admission and Retention of Students for the Teacher Education Program

Students who aspire to be teachers should possess the following characteristics:

1. Above the average in intellectual ability
2. Good health and physical condition
3. Emotional stability and maturity
4. Social balance
5. A minimum level of proficiency in general culture, speech, and basic skills
6. A positive personality
7. Respect for democratic ideals
8. A strong commitment to the profession of teaching
9. The ability to work with children and youth
10. Evidences that the student will get satisfaction in being a teacher
11. The possession of habits of thought, attitudes, and values which fall within an acceptable range of human conduct
12. Mental health
13. The ability to become broadly educated
14. Ability to guide learning

Organization Structure for Implementing a Program for Identification, Selective Admission, and Guidance of Students in Teacher Education

In implementing a program for identification, selective admission, and guidance of students the following personnel is charged with heavy responsibilities:

EASTERN KENTUCKY STATE COLLEGE (Continued)

1. Freshmen and sophomore advisors
2. Instructors in Introduction to Education
3. Instructors in Education 315 and Education 316
4. The Committee on Teacher Education
5. The Associate Dean of Instruction in charge of Teacher Education
6. The heads of departments
7. The Director of Student Teaching
8. Supervisors of Student Teaching
9. The Dean of Instruction
10. The Dean of Students
11. The College Registrar
12. The Director of Placement
13. Other college officials and personnel

Criteria Used in Admission of Applicants to Teacher Education Programs

1. **Intelligence**

Before an applicant is admitted to a teacher education program he will be administered the School and College Aptitude Test (SCAT). An applicant scoring below the 25th percentile, college sophomore norms, will not be admitted to the programs, unless there are compensating strengths. Students who do not measure up on the quantitative part of the examination must do remedial study and improve their scores if they are to remain in the program.

2. **Scholarship**

In order to be admitted to the teacher education program the applicant must have at least a 1.25 grade point standing on a 3.0 scale (i.e. C plus). The same point standing will be required for admission to student teaching and for graduation.

3. **Physical Fitness**

Before being admitted to the teacher education program an applicant must present a certificate from a physician showing that he is physically fit and possesses good health.

4. **Interview**

Each student who makes application for admission to a teacher education program is interviewed by a team of two or more faculty members. The team will undertake to rate the applicant on such qualities as physical appearance, poise, dress,

EASTERN KENTUCKY STATE COLLEGE (Continued)

vitality, social attitude, cooperativeness, temperament, mental and emotional stability, respect for democratic ideals, commitment to teaching, etc. The results of such tests as the Minnesota Multiphasic Personality Inventory may be studied. The results of the committee will be made available to the head of the department in which the applicant seeks to major.

5. General Culture and Basic Skills

Before being admitted to a teacher education program an applicant must have completed at least 38 hours general education required by the institution for graduation or their equivalency.

6. Speech and Language Usage

The Sequential Test of Educational Progress (STEP) is given in writing to all applicants. The purpose is to determine students who have faults in English mechanics. Oral speech examinations will be given to all students taking English 102. Students showing weaknesses will not be admitted to the program until such deficiencies are removed.

At the beginning of his freshman year the student is assigned to an advisor who will remain his advisor until the end of the sophomore year. The advisor will work intensively with the student during his freshman year, and less so during his sophomore. The intense contact between advisor and advisee during the freshman year is brought about largely through the two-semester orientation classes in charge of the advisor. Among the activities engaged in during the freshman year is the giving of a battery of standardized tests.

Near the end of the sophomore year another battery of tests is given. The results of these tests are used in appraising the student's potential for entering the teacher education curriculum.

At the end of the freshman year each advisor will rate each advisee who has expressed a desire to enter the teacher education curriculum as to his potential to succeed in such curriculum.

Introduction to Education (Education 102)

During the second semester of his sophomore year each student who desires to enter a teacher education curriculum will enroll in Education 102, *Introduction to Education*. Among the activities of the course will be an appraisal of the student's aptitude for teaching. The teacher will rate each advisee as to his aptitude to become a teacher.

EASTERN KENTUCKY STATE COLLEGE (Continued)

ADMISSION TO A TEACHER EDUCATION PROGRAM

As has previously been indicated, Eastern students are expected to make application for upper division status during the semester that they are carrying a sufficient number of hours to make their total number of semester hours at least 58. Those students who desire to make application for admission to teacher education programs may secure application forms from the office of the Associate Dean in charge of Teacher Education.

The head of the department in which a student desires to major will make a thorough study of the record of the student during his first two years in the institution and make a recommendation to the Committee on Teacher Education as to whether or not the student should be admitted to the teacher education program. The Committee will then pass upon his application.

As noted previously, decision on the student's application will be one of three alternatives:

1. He will be admitted unconditionally.
2. He will be admitted conditionally.
3. He will be denied admission.

Those students who are denied admission to the teacher education program may have the right to appeal the decision of the Committee.

Major Advisor

Upon being admitted to a teacher education program the student will be assigned to some instructor in the department in which he is majoring, who will act as an advisor to the student during his junior and senior years.

Education 315 and Education 316

All students admitted to the teacher education program are expected to take these two courses.

At the end of each of these courses each instructor will give an appraisal of all students in his classes as to his opinion regarding their potential for teaching. This appraisal, with other factors, will be used for determining whether or not a particular student should be retained in the teacher education program.

Student Teaching

In his junior year the student makes application for student teaching. At this time the student's record is carefully reviewed by

EASTERN KENTUCKY STATE COLLEGE (Continued)

a committee from the department in which he is majoring. The head of the department is chairman of the committee. The committee will interview the applicant as a part of its appraisal of the student at this time. The committee makes recommendation to the Committee on Teacher Education as to whether or not the student should be admitted to student teaching.

Some criteria for admission to student teaching are:

1. A student must have a minimum of 18 weeks of residence.
2. A student must have a standing of 1.25 in his over-all standing and in the area in which he plans to do his student teaching.
3. A student must have completed the professional courses which are prerequisite to student teaching in the area in which he plans to teach, and he must be of senior standing.
4. A student must present a certificate of health. (This is the health examination form that is used in the public schools of Kentucky.)
5. No student on probation, academic or social, is eligible for student teaching.

Recommendation for Degree

Upon completion of all the work leading to the baccalaureate degree in teacher education the candidate will be recommended to the board of regents that the degree be conferred.

The completion of a curriculum, either for elementary teachers or for secondary teachers, carries with it the privilege of having a provisional certificate issued to the holder. This certificate is valid for ten years. It is valid on a continuing basis provided that the certificate is registered at the end of each ten-year period on evidence of three years of teaching experience or 12 semester hours of additional graduate work (4 semester hours of graduate work for each of the three years the teacher fails to teach).

EASTERN KENTUCKY STATE COLLEGE (Continued)

Added Note to Program for Eastern Kentucky State College

This institution has printed the application for admission to the teacher education program on a folder which becomes the cumulative record for the teacher candidate. The front cover and the inside front cover of the folder carry the identifying information on the student and also provide space for the student's responses to certain questions. A request is made for a separate written description of family background, previous experiences relating to teaching, and other information pertinent to teacher preparation. The inside back cover provides space for listing the scholastic record. The back cover provides space for entering the official decision of the committee on admission to teacher education.

A separate form is provided on which the student and his adviser plan the academic curriculum for the remainder of the college program.

A duplicate set of 5x7 cards are used for the application for student teaching.

GEORGETOWN COLLEGE

Georgetown, Kentucky

TEACHER EDUCATION ADMISSION AND RETENTION

As a prerequisite to application for admission, the student must have completed an introductory course, Survey of American Education.

Application should be made during the sophomore year, preferably at the beginning of the second semester.

An Admissions and Retention Committee composed of representatives from the five divisions—Social Studies, Sciences, Languages, Fine Arts, and Education—considers each application.

Applicants for admission submit a two-page form on which personal data, work experience, and certain other information is given. (See Form 1-42860.)

Prior to considering the student's application, his academic record is checked and recommendation secured from the instructor of Survey of American Education. Furthermore, record of behavior and activities contained in his Student Personnel Folder is checked. These types of information are presented to the Admissions and Retention Committee.

When application is received, a progress sheet is begun on the student. Each step of the Committee's action is recorded until final action is taken—(1) admitted unconditionally, (2) admitted conditionally, or (3) rejected. (See Form 5-42860 for standards governing admission and retention.)

The student is notified of Committee action (see Form 7-42860). A major check point is reached a year later. At the beginning of the second semester of the junior year, all students who plan to take student teaching during their fourth year are required to complete a Student Teaching Application. With the Student Teaching Application the student submits a Student Teacher Record. At the time of admission to Teacher Education, the student is apprised of prerequisites to student teaching. (See "Regulations Governing Student Teaching.")

GEORGETOWN COLLEGE (Continued)

During student teaching, the Director of Student Teaching has opportunity to confer with and assist the student to evaluate his interest and aptitude for the teaching profession.

At the beginning of the student's final regular semester of college, the Student Personnel Folder is converted to a Placement Folder. (See placement forms.)

(See summary sheet entitled Admission to and Retention in Teacher Education.)

GEORGETOWN COLLEGE (Continued)

APPLICATION FOR ADMISSION TO TEACHER EDUCATION

Georgetown College, Georgetown, Kentucky

Date of Application _____

Name _____
Last First Middle

College Address _____

Home Address _____
No. Street

Attach
Photograph
Here

City State
Telephone _____
Home College

(Do not use
snapshot)

Sex _____ Marital Status _____ Birthdate _____

College Classification _____ Church Affil. _____

Teaching Preference: Elementary _____ Secondary _____
Grade Subject(s)

Are you working for part of your expenses? _____ Hours per week _____

Type of work _____ Employer _____

What previous experience have you had in supporting yourself and
others? _____

How have you spent the past three summers? The past summer? _____

The summer before last? _____

The summer before that? _____

List the places you have visited in travel giving dates: _____

List the names of newspapers and magazines that you read regularly: _____

Form 1-42860

GEORGETOWN COLLEGE (Continued)

List names of clubs and other organizations to which you belonged while in high school (underline those in which you held office):

List by years any honors or recognition which you received in high school: _____

List and give dates of all honors or special recognition which you have received in college:

List names of clubs and organization to which you belong in college (underline those in which you hold an office):

References (print or type)

Name of your high school counselor _____

Name of your high school principal _____

Name of your high school _____

High school address _____

Name of one professional person who knows you well enough to write a character recommendation for you:

Address of above named person: _____

Name and address of your family physician: _____

Additional information which you think is important: _____

Signature of Applicant

GEORGETOWN COLLEGE (Continued)

ADMISSION TO AND RETENTION IN TEACHER EDUCATION
GEORGETOWN COLLEGE, GEORGETOWN, KENTUCKY

For Admission to Teacher Education a Student Must:

Make formal application

Submit evidence of satisfactory physical and mental health

Possess desirable moral, spiritual, and personal values

*Possess proficiency in oral and written English

*Possess proficiency in mathematics to the eighth grade level

Show evidence of interest in the teaching profession

Possess an over-all quality point standing of 1.0 or better

* If proficiency is not established in either or both of these subjects, enrollment in a non-credit course(s), in the deficient area(s), will be tentatively accepted, and the student will be admitted to the program on probation. When proficiency is established the student will be removed from probation.

For Retention in Teacher Education Program a Student Must:

Maintain an average of 1.0 or better on over-all standing

Maintain satisfactory physical and mental health

Maintain desirable personal, moral, and ethical values as evidenced in his attitudes and behavior

Maintain interest in the teaching profession as evidenced by his participation in professional activities, and as evidenced in his professional knowledge through classes and other activities

Any student failing to maintain required standards will be placed on probation for one semester. If the required standing is not reached by the end of the probation semester, the student will be eliminated from the Teacher Education curriculum.

For Re-admission to the Teacher Education Program:

Should the required standards be met at a subsequent date, students so desiring may apply for re-admission.

Form 5-42860

GEORGETOWN COLLEGE (Continued)

EVALUATION FORM FOR

Admission to Teacher Education

Georgetown College, Georgetown, Kentucky

Name _____ College Address _____ Phone _____

Application and Health Certificate:

Date requested _____ Date returned _____

Character Recommendation: Date mailed _____ Date received _____

Personal Recommendation: Date mailed _____ Date received _____

Over-all quality point standing _____ for semester ending _____

Date on which Committee met to review credentials: _____

Decision of Committee re credentials:

Satisfactory. Notify student to meet Committee

Date _____ Time _____ Place _____

Unsatisfactory. Notify student that he is ineligible because

Decision of Committee re interview:

Oral proficiency in English: Satisfactory (); Unsatisfactory ().

Defense of his/her desire to become a teacher:

Satisfactory (); Unsatisfactory ().

Written examination in English and mathematics:

Date _____ Time _____ Place _____

Decision of Committee re test results and interview:

English: Satisfactory (); Needs remedial course ().

Mathematics: Satisfactory (); Needs remedial course ().

Committee Meeting: Date _____ Time _____ Place _____

Decision of Committee re admission:

Accepted. Accepted on probation. Rejected.

Notice of Committee decision sent to student on _____

Date
Form 8-42860

GEORGETOWN COLLEGE (Continued)

REGULATIONS GOVERNING STUDENT TEACHING

(This is given to student at time of admission to Teacher Education.)

1. The student teacher must meet Residence Requirements.

Senior: Must have been in residence at Georgetown College for at least one semester prior to doing student teaching.

Graduate: Must have been in residence at Georgetown College one summer of at least eight weeks prior to admission to student teaching.

2. The student teacher shall have completed the following course prerequisites to student teaching.

Required of All Student Teachers: (Elementary and Secondary)

Ed. 110 Survey of American Education 2

Psy. 201 General Psychology 3

Ed. 330 Human Growth and Development 3

Speech (Fundamentals, Interpretation
or Phonetics) 3

Elementary Student Teachers must also have the following (in addition to the courses listed above):

Ed. 300 Fundamentals of Elem. Ed. 2

Ed. 308 Teaching of Social Studies 3

Ed. 304 Teaching of Language Arts 3

Ed. 302 Teaching of Math and Science 3

Ed. 306 Children's Literature 3

Ed. 422 Elementary Methods, Materials, and Organization, and Ed. 310, Guidance and Evaluation, shall be taken concurrently with student teaching, if the teaching is done during the regular school year.

Secondary Student Teachers must also have the following (in addition to the courses listed above):

Ed. 312 Fundamentals of Secondary Education 3 or Methods course in student's major

Ed. 424 Secondary Methods, Materials, and Organization, and Ed. 310, Guidance and Evaluation, shall be taken concurrently with student teaching if the teaching is taken during the regular year.

Secondary teacher candidates are urged to be sure that a strong major and/or minor is selected which will be

GEORGETOWN COLLEGE (Continued)

in demand. Consultation with faculty and education advisers is essential concerning this.

3. The student teacher must have an overall collegiate scholastic standing of not less than "C."
4. The secondary student teacher shall have completed a minimum of 18 semester hours in the major, minor, or area in which student teaching is to be done.
5. The student shall have filed a copy of the Application for Admission to Teacher Education (secured from the office of the Director of Teacher Education) and shall have been accepted by the Committee on Admission to and Retention in Teacher Education. **The application shall be filed prior to taking any education course except Ed. 110.**
6. The student shall have filed a copy of the Application for Student Teaching and shall have been accepted for Student Teaching. The application should be secured from the Director of Student Teaching and be filed no later than November 1, if student teaching is to be completed in the Spring Semester, by April 1, if teaching is to be done during the summer and May 1, if student teaching is to be done during the Fall Semester. Summer Student Teaching is available only to those already teaching in the public schools.
7. The student shall be a senior before he is permitted to do student teaching.
8. Summer School Student Teaching in the cooperating schools is done during the first summer term of Georgetown College, but the period of teaching extends into a part of the second summer term. No other course may be taken in the summer during the first term. One course, not to exceed 4 hours, may be taken in the second term.
9. The student teacher shall secure from the Director of Student Teaching the 11-page STUDENT TEACHER RECORD, fill out the first nine pages, and return the STUDENT TEACHER RECORD to the Director of Student Teaching prior to the beginning of the semester in which student teaching is to be done. At the time the student returns the STUDENT TEACHER RECORD to the Director of Student Teaching, he will receive instructions concerning later action to be taken with regard to the STUDENT TEACHER RECORD.

GEORGETOWN COLLEGE (Continued)

10. The student teacher should plan his college class schedule during the semester in which student teaching is to be taken so that he will have at least 3 hours of unbroken time each day, preferably in the morning, for student teaching.
11. During the Fall or Spring semester, the student teacher is permitted to carry six hours of college class work in addition to the eight hours of student teaching. Permission to carry more than the fourteen hours maximum must be secured from the Director of Teacher Education. Such permission will be given only to above average students whose schedules will not interfere with student teaching.

GEORGETOWN COLLEGE (Continued)

Application for Student Teaching and Other Records Relating to Student Teaching

In order to conserve space, several of the forms used by Georgetown College will be described instead of reproducing them.

Student Teaching Application

This is a one-page form which must be delivered in person to the director of student teaching. This application must be accompanied by the student teacher record, physical examination report, and two photographs. The one-page form calls for information pertinent to making the assignment of the applicant for student teaching. It also carries spaces for approval by the registrar, the education committee, and for comments by the major professor.

Student Teacher Record

This record includes eleven pages of forms to be filled in, including the following information:

1. Personal identifying information and family information.
2. A health history.
3. Pre-college scholastic information, which includes both elementary and high school.
4. College record, including attendance at other colleges.
5. Work activities and leisure time activities, and including some items related to the student's motivation for choosing a career in teaching and for attending Georgetown College.
6. Autobiography.
7. An analysis by the student of "What he obtained from his experience as a student teacher, his suggestions for improving the set-up for student teaching, etc.," which is to be completed at the end of the student teaching experience.
8. A one-page summary by the supervising teacher regarding the student teacher's work. The form calls specifically for comments under four headings: (1) personal and social qualities; (2) academic and professional background; (3) ability as a teacher; (4) suggestions for placement.

Physical Examination Report

This is a two-page form printed on both sides of a single sheet headed, "Medical Certificate," and must be signed by a physician.

Evaluation of Student Teacher

This is also to be filled in by the supervising teacher. The form asks for a general rating according to five categories: superior, above

GEORGETOWN COLLEGE (Continued)

average, average, below average, or unsatisfactory. The form also asks for any additional comments. There is also a check list rating scale of the following items: Personality, Scholarship, Command of English, Skill as an Instructor, Understanding of Pupils, Discipline and Class Management, Voice, Good "Common Sense," Taste in Dress (personal appearance), Cooperation and Helpfulness, Standing with Peers, Professional Attitude, Health and Vitality.

Form Letter—Placement Office to Senior Students

This is a notification of the availability of a placement service and a request for the completion of a one-page form of placement information.

Placement Office—General Information Form

This calls for identifying information and for job preferences, geographic preference, etc., previous employment record, and references.

Form Letter—Placement Office to Senior Student

This is a follow-up letter for students who did not respond to the first inquiry.

Form Letter—Placement Office to Student's References

Persons listed as references by the student are requested to fill in a rating sheet and to supply any additional information which might be pertinent for placement purposes.

Placement Office—Rating Sheet

The persons listed as references by the student are asked to rate the student as superior (high or low), average (high or low), or below average (high or low), on the following items: General knowledge, Knowledge in major, Judgment, Maturity, Industry, Teaching potential (for teacher), Personal relations, General attitude, Moral standards, Dependability, Leadership ability, Conscientiousness.

KENTUCKY SOUTHERN COLLEGE

Louisville, Kentucky

(NOTE: Kentucky Southern College, Louisville, Kentucky, is a new four-year institution which opened in September, 1962, with the freshman class. A class will be added each year until the full four-year program is in operation. This is a liberal arts institution and is developing a program of teacher preparation for both elementary and secondary teachers.)

I. Admission standards for all students include the following specific considerations:

- A. The standing of the student in the graduating class.
- B. The quality of his high school work, particularly in the junior and senior years.
- C. The standing of the school of which he is a graduate.
- D. Cumulative records covering the three most recent years of the candidate's school life.
- E. Supporting evidence that the applicant has facility in learning and is mature and industrious enough to work on the level and at the pace required at Kentucky Southern College. This will include recommendations from the high school principal or counselor as well as acceptable results from the Scholastic Aptitude Test of the College Entrance Examination Board.
- F. The subject matter of the courses taken in high school. A minimum of 15 units exclusive of physical education is ordinarily required.
- G. At least 12 units from the following courses are recommended and should be distributed as indicated:

English	4 units
Algebra	1 unit
Plane Geometry	1 unit
Foreign Language	2 units
History	1 unit
Laboratory Science	1 unit
Academic Electives	5 units

Total	15 units

KENTUCKY SOUTHERN COLLEGE (Continued)

II. Criteria for admission to the teacher preparation program:

Admission to the college does not admit a student to the teacher education program. Only those persons who can meet the specialized professional requirements and be approved by the teacher education faculty committee will be admitted. Admission normally comes at the beginning of the junior year. However, students may be admitted during the sophomore or senior years. Students may take education courses prior to formal admission to the program but may not take student teaching.

Admission to the program is based in general upon good character, personality, physical stamina, scholarship, and a desire to work with children and young people. Specifically, a student must have:

1. Earned a 2.5 average. (An above average student.)
2. Passed the English proficiency examination.
3. Attended Kentucky Southern at least one trimester.
4. Chosen a major and a minor field of study.

Institutional Committee on Selection and Admission

- A. Purpose and Function—The purpose of the committee is to maintain the quality of the teachers prepared by the institution by means of selective admission to the teacher education curriculum and by selective retention throughout the teacher education program.
- B. Authority and Responsibility—The committee has the responsibility for setting up operational procedures to achieve its purposes and functions and has sufficient authorization for operating the program and for determining whether a student may continue in the teacher educational program.
- C. Composition of the Committee—The committee members are to be representative of all the departments of the institution which contribute significantly to the preparation of teachers.
- D. Operational Guidelines—The Committee develops institutional guidelines to follow as a matter of general practice. Representatives of the committee will meet periodically with representatives of other institutions through conferences sponsored for this purpose by the State Department of Education. It is expected that agreements reached from time

KENTUCKY SOUTHERN COLLEGE (Continued)

to time on a state-wide basis will subsequently be incorporated into the college program.

General Outline of the Over-All Plan

- A. Initial Admission to Teacher Education—Each teacher candidate must make formal application for admission to the teacher education program.
- B. Selective Retention Throughout the Program—The progress of each student admitted to the teacher education curriculum will be reviewed by the faculty adviser at the end of each trimester thereafter until graduation.
- C. Admission to Student Teaching—The teacher candidate applies for permission to do directed student teaching and the committee renders a decision on each application. The application and the decision must be made well in advance of the assignment to student teaching.
- D. Final Evaluation and Recommendation—At the end of the preparation program, the total committee for teacher certification will give a brief report of the student's progress, an evaluation of his work, and the necessary recommendations.

KENTUCKY STATE COLLEGE

Frankfort, Kentucky

SELECTION, ADMISSION AND GUIDANCE OF PROSPECTIVE TEACHERS

A faculty Committee on Teacher Education (here-in-after referred to as the Committee) has authority and responsibility to establish standards for and to evaluate continuously a program for the selection, admission and guidance of prospective teachers. The Committee is composed of five persons, including representatives of departments or subject-matter areas having contacts with students in the general curriculum in both freshman and sophomore years and representative department heads. Currently the departments of Education-Psychology, English, French, Natural Science, and Social Science are represented.

I. Initial Admission to Teacher Education

- A. Near the end of the sophomore year each teacher education applicant must file with the Committee, on forms prepared by the Committee, an application for admission to the teacher education programs. Each application must be accompanied by personal data in the form of an autobiographical sketch, which must include:
 1. Experiences with significant indication of interest in and concern for the growth, development, and happiness of children.
 2. Clear and specific statements showing how decisions to become a teacher were reached.
 3. Applicant's "image" of a good teacher and an evaluation of the applicant's own potential to measure up to the requirements of an ideal teacher.
- B. To supplement information given on student's application form, the Committee shall make its selection and admit applicants to the program upon the basis of the following criteria:
 1. Student's academic record. An overall average of at least 1.0 or "C" is required.

KENTUCKY STATE COLLEGE (Continued)

2. Evaluation of the student's entrance test, supplemented by such additional tests as the Committee may select or devise to determine the student's general knowledge and his skill in English usage. These tests include the Otis Quick Scoring Mental Abilities Test, the Cooperative English Test, and a test of the student's ability to spell.
 3. Evaluations of the student by individual instructors.
 4. Personal data from the autobiographical sketch submitted with application for admission to teacher education.
- C. Upon the basis of information in A and B above the Committee will decide in one of the following ways:
1. Approve admission, subject to continued satisfactory progress;
 2. Approve conditional admission, subject to continued satisfactory progress and with the understanding that certain minor deficiencies be corrected immediately;
 3. Disapprove admission, but with encouragement to apply at a later date when major deficiencies have been corrected; or
 4. Disapprove admission, but with referral for guidance concerning some other vocational choice.

II. Selective Retention in the Teacher Education Program

- A. After initial admission to the program the progress of teacher education students shall be reviewed at the end of each semester by their faculty advisers. Cases of unsatisfactory performance will be reported by advisers to the Committee for action.
- B. The Committee may withdraw a student from teacher education upon the basis of one or more of the following:
1. Unsatisfactory academic progress.
 2. Disciplinary action by the college against the student because of conduct which would indicate character weaknesses of such a nature as to unfit him for the teaching profession.
 3. Failure to remove deficiencies which were listed at the time of conditional admission to teacher education.

III. Admission of Students to Supervised Teaching

- A. Each student shall be required to file with the Committee an application for supervised teaching no later than the end

KENTUCKY STATE COLLEGE (Continued)

of the junior year accompanied by a form, properly completed, on personal data.

- B. Applicants from each department shall be passed upon by the Committee, which for this purpose shall be enlarged to include on a temporary basis, if he is not already a member of the Committee, the head of the department concerned, who will thus make a sixth member while the applicants from his department are being considered.
- C. Admission to supervised teaching shall be granted by the Committee when:
 - 1. The student's over-all academic record is 1.2 or above.
 - 2. The student's record in his major field is satisfactory.
 - 3. The student's record in professional education courses indicates competency.
 - 4. The student's use of English is acceptable.
 - 5. The student's major department recommends such action.
 - 6. The student is recommended by the Education Department.
- D. The statement of approval of the Committee for admission to supervised teaching shall set forth clearly that the student is approved for such admission subject to the completion of all prerequisites and the attainment or maintenance of the required standards for admission at the time he is scheduled to enroll for the course in supervised teaching.
- E. Students shall be informed of reasons for disapproval.
- F. In the event a student, who has been approved for supervised teaching, does not complete all prerequisites and attain or maintain the required standards for admission at the time he is scheduled to enroll for supervised teaching, his case shall be subject to thorough review before he is permitted to enroll at a later date.

IV. Certification and Placement

- A. Recommendation for certification shall state the specific field or fields for which the student is to be granted a certificate.
- B. Recommendation for placement shall be based upon:
 - 1. Over-all academic record of the student.

KENTUCKY STATE COLLEGE (Continued)

2. Record of the student in major and professional areas.
 3. Ratings by supervising teacher and college supervisors.
 4. Clearance by the Office of the Dean of Students.
- C. The Committee's action with regard to recommendations shall be of three types:
1. Recommendation without reservation.
 2. Recommendation with a suggestion that sympathetic initial guidance will be necessary.
 3. Recommendation with reservations stated clearly.

V. Follow-up and Evaluation of Teacher Education

- A. A program shall be initiated to contact in person or by mail the superintendent of the school district and principal of the school in which a graduate has been employed as a teacher to ascertain the following:
1. How well the teacher has succeeded.
 2. What weaknesses the teacher has displayed.
 3. What strengths the teacher has displayed.
 4. What changes Kentucky State College could make to improve its teacher education program.
- B. Each graduate securing a teaching position shall be contacted in person or by mail to ascertain the following:
1. Specific elements of the teacher education program which contributed in a large measure to his degree of success.
 2. Specific elements of the teacher education program which he believes need strengthening.
- C. The information from the above two sources shall be classified by the Committee on Teacher Education and used as a basis for evaluating and improving the teacher education program of the College.

KENTUCKY WESLEYAN COLLEGE

Owensboro, Kentucky

A PROGRAM FOR SELECTION AND ADMISSION TO TEACHER EDUCATION*

- I. Committee on Selection and Admission to Teacher Education
 - A. Purpose and Function of Committee

The purpose of the committee on Teacher Education at Kentucky Wesleyan College will be to safeguard a program embracing a high calibre of young men and women who plan to prepare for teaching. The Committee should serve to guide the members of the Department of Education toward a more effective program for those who are to teach.
 - B. Authority and Responsibility

The Committee on Teacher Education will assume the authority for setting up operational procedures to achieve a sound program of teacher education. This, along with other responsibilities, will involve the necessity for the selection and retention of students.
 - C. Composition of the Committee

The Committee on Teacher Education will be composed of members appointed by the President of the College on a yearly basis. The committee membership will include both faculty members from the Department of Education and from other college departments.
 - D. Operational Guidelines

The college committee will meet periodically, by request of the Director of Teacher Education, to evaluate students who have applied for admission to teacher education. It will maintain a sensitivity to trends and regulations which would improve and direct the program for teachers.
- II. General Outline of the Over-all Plan
 - A. Initial Admission to Teacher Education

Those students who plan to pursue the program of teacher education will be evaluated, formally, at the end of their sophomore year. To be admitted, each student must present

* This program, in part, has been in effect for some five years; however, the request for the major professor approval is an addition.

KENTUCKY WESLEYAN COLLEGE (Continued)

an application to the Office of Teacher Education. This application will be referred and evaluated by the Committee on Teacher Education. In support of a satisfactory application, the student must show evidence of the following accomplishments:

1. A cumulative standing of "C" or higher
2. A standing of "C" or higher in the chosen area of specialization
3. The recommendation of the major advisor
4. The recommendation by the Director of Teacher Education after consultation with appropriate college officials who may be acquainted with the applicant

Late Admission—In special cases a student may make application during the junior year. (This is more applicable to prospective high school teachers.) The late applicant must show evidence of ability and a plan to complete all work for graduation and certification within the time allotment before graduation.

B. Selective Retention throughout the Program.

Once admitted to the program of Teacher Education the student will be guided by members of the Teacher Education department and the major professor. Whenever either feels that the progress of the student may be of questionable nature, a re-evaluation by the Committee may be required.

C. Admission to Student Teaching

All students who are formally admitted to teacher education should apply for student teaching on forms provided by the Office of Teacher Education by their junior year. The following requirements must be met before students are approved by the college for directed teaching:

1. Classification as a senior
2. At least one semester of work at Kentucky Wesleyan College
3. Cumulative grade standing of 1.000 in the area of concentration, major, or minor, in which the directed teaching is to be done
4. Cumulative standing of 1.000 for all college work
5. Completion of at least 18 semester hours in the field in which student teaching is to be done

KENTUCKY WESLEYAN COLLEGE (Continued)

6. Completion of the professional courses prerequisite to student teaching
7. Physical and social qualifications for teaching

D. Final Evaluation and Recommendation

At the end of the teacher education program the Director of Teacher Education will recommend to the Committee on Teacher Education that the College recommend the applicant for Kentucky certification.

III. Initial Admission to Teacher Education

A. Student application for admission includes such information as:

1. Teaching majors and minors
2. Applicant's statement as to why he has chosen teaching as a profession
3. Previous experiences with children
4. Grade point average in specialization and cumulative
5. Evaluation and action by committee

B. Supplementary Information to Student Application

Much of the information needed to evaluate the student for teacher education is secured from the Registrar's Office. Such information as high school and college records, high school teacher recommendations, and reports of standardized tests are utilized in addition to the information on the student application.

C. Teacher Education Committee Response to Student's Application for Admission

The Department of Teacher Education and Committee on Teacher Education has recommended the following responses which the Committee should make to the student's application:

1. Accepted—This response indicates that the student's application has been evaluated and found to be unquestionably acceptable for admission subject to continued progress.
2. Conditional Acceptance—This response indicates that the Committee has found the applicant acceptable but that certain deficiencies are evident. These deficiencies must be carefully scrutinized by interested faculty personnel.

KENTUCKY WESLEYAN COLLEGE (Continued)

If the deficiencies are not corrected to the satisfaction of the Committee, disqualification for further work in teacher education may be necessary.

3. Non-Admission—This response indicates that the Committee feels the applicant would not profit by continuing plans for teaching but that other vocational avenues may be more appropriate.

KENTUCKY WESLEYAN COLLEGE (Continued)

APPLICATION FOR ADMISSION TO THE
PROGRAM OF TEACHER EDUCATION
KENTUCKY WESLEYAN COLLEGE

Please complete all information requested. Use the back side for any additional information which may be helpful in evaluating your application.

Date _____

Name _____ Classification _____

Major(s) _____

Minor(s) _____

Grade Point Average (concentration) _____ Grade point average in
total work completed _____ Major advisor _____

Other colleges attended _____

When and why did you first consider teaching? _____

Previous experiences and activities with children _____

I hereby make formal application for admission to the program of Teacher Education. If accepted, I agree to comply with the requirements as stated in the catalogue for those who are preparing to teach and the recommendations of the Committee on Teacher Education.

Signed _____

Major advisor recommendation _____

TO BE COMPLETED BY THE OFFICE OF
TEACHER EDUCATION

Proficiency: Academic _____ Socio-personal _____ Health _____

Action of Committee: Accepted _____ Conditional _____

Non-admission _____

Additional remarks on reverse side

KENTUCKY WESLEYAN COLLEGE (Continued)

APPLICATION FOR STUDENT TEACHING
KENTUCKY WESLEYAN COLLEGE

Date _____

Name of Student _____

Classification of Student _____ Total hours earned _____

Subject and/or grade level requested _____

Semester requested: Fall _____ Spring _____ Summer _____

Grade-point average: Cumulative _____ Concentration _____

Major(s) _____ Sem. hours _____

Minors _____ Sem. hours _____

Professional education courses completed _____

Additional remarks _____

Do not write below this line

Action taken: Approved _____ Rejected _____ Further
consideration _____

System assigned: _____

Assigned to critic teacher _____

Date _____

Director of Teacher Education

MOREHEAD STATE COLLEGE

Morehead, Kentucky

POLICIES REGARDING SELECTION, ADMISSION, AND RETENTION IN THE TEACHER EDUCATION PROGRAM OF MOREHEAD STATE COLLEGE*

I. For Regular Students

Regular students make application for admission to the teacher education program during the second semester of the sophomore year. (This application must be made by all students who expect to qualify for a teaching certificate after they have earned 40 semester hours of credit and before they have earned 57 semester hours. Application should be made during any semester or summer term the student has earned between 40 and 47 hours. Application forms are to be secured in the Education Office, Room 214 of the Administration Building.)

Information secured from the student at the time of application

1. Name of applicant.
2. Grades, or subjects, the applicant desires to teach.
3. Majors, minors, or area of preparation.
4. Letter, in applicant's own handwriting, stating his reasons for wishing to teach, why he prefers to teach at the level he has selected, and his own evaluation of his qualifications for teaching.
5. A copy of the courses completed and grades earned at the time of application. (A copy of his record is secured by the student at the Registrar's Office for a fee of 25c.)

Additional information to be considered by the Committee on Teacher Education

1. Freshman and sophomore test results.
2. Recommendation of faculty members processed through the division chairman.
3. Recommendation of high school official—principal or guidance counselor—when feasible.
4. Personal interview with applicant when committee so desires.

* The Morehead State College plan is undergoing revision.

MOREHEAD STATE COLLEGE (Continued)

Use of Standardized Tests

1. In case the students meet the 2.0 minimum over-all required standing, but rank below the 25th percentile of the average of total freshman and sophomore tests, the committee may request those students to take another form of the tests.
2. Students with an over-all point standing between 1.9 and 2.0 who rank above the 25th percentile on the average of scores of the freshman and sophomore standardized tests may be admitted to the Teacher Education Program on probation during the first semester of the junior year. They will be dropped from the Teacher Education Program at the end of the semester if they fail to attain a 2.0 over-all standing.
3. All transfer students of sophomore rank entering the Teacher Education Program will be given the sophomore test which is in use in the college unless the test scores are recorded on the transcript.

Recommendation from Faculty

After all of the applications for admission to the Teacher Education Program have been filed with the Chairman of the Division of Teacher Education, a list of these applicants shall be presented to the entire faculty of Morehead State College with the objective to secure recommendations of students to the Teacher Education Program. The form used appears on page 89.

For part-time students

Part-time students are to be handled on the same basis as regular students with the exception that it will be necessary to give more attention to personal interviews and less to testing.

For transfer students

1. As soon as the prospective student indicates his intention to attend Morehead (provided he had second semester sophomore standing), he is asked to furnish the same information that is required of regular students.
2. If the student's transcript does not include adequate test information, suitable tests would be given prior to consideration of the applicant.
3. Personal interviews shall be held with all such students

MOREHEAD STATE COLLEGE (Continued)

by one or more members of the Committee on Teacher Education.

4. After acceptance or rejection, transfer students are handled in the same manner as regular students.

Steps taken after acceptance or rejection

1. After acceptance: If the student is accepted he is permitted to proceed with the regular courses in the teacher education curriculum he chooses, subject to a re-check on his over-all standing (2.0) and the standing in his major field (2.5) at the time he applies for student teaching.

2. After rejection: If the student is rejected the following policies are observed—

- a. Elementary curriculum: The student is not permitted to enroll in Education 321—Teaching of Arithmetic—or Education 326—Teaching of Reading—so long as he remains on the rejected list, but he is required to have credit in these courses before he is permitted to enroll for the Professional Semester.

- b. Secondary curricula—The student is not permitted to enroll for Education 300 Introduction to Student Teaching—or other courses of a professional nature offered by academic departments—as long as he remains on the rejected list, but he must have completed this course satisfactorily before enrolling for the Professional Semester.

Retention in the Teacher Education Program

1. Students remain in the Teacher Education Program as long as their standing is 2.0 or above. However, the guidance representatives or chairmen of the various divisions of the college may, at any time, submit additional information about any student's deficiencies in scholarship, character, traits, or general lack of interest which may have implications and warrant a reappraisal by the Teacher Education Committee during the student's junior or senior year in college. Before the student is admitted to Student Teaching in his senior year, he must have at least a 2.5 academic standing in his major, minor, or area of concentration.
2. If a student applies for Student Teaching with a standing of less than 2.5 in the field of his major, minor, or area of concentration, he will be deferred until his standing meets the requirement. These requirements carry with them the provisions that in case a

MOREHEAD STATE COLLEGE (Continued)

student is deficient in his major, minor, or area of concentration's point standing, he may appeal to the chairman of the division for recommendation to do his student teaching. In case his division chairman recommends, he may be admitted to do his student teaching. In case the registrar does not approve, nor the division chairman, then he may appeal to the Teacher Education Committee whose decision becomes final.

Recommendation from Faculty

To: Faculty Members of Morehead State College

From: Teacher Education Committee

Subject: Recommendation of Students to Teacher Education Program

Attached hereto are names of students who have made application for admission to the Teacher Education Program at Morehead State College. This committee needs recommendations from the faculty regarding these people. Will you please place a check mark in front of the names of the students you feel you know well enough to recommend to become teachers. If, for any reason, you question the suitability of any of the students, please use the criteria points below and place the appropriate letter or letters identifying the deficiency or weaknesses in the blank to the left of the student's name. Two additional blank lines have been added for criteria points not listed which you may wish to add. Turn this information in to your division chairman by May 29, 1961.

Criteria Points—

- a. Carelessness in personal appearance
- b. Serious speech defects
- c. Lack of initiative or drive
- d. Inability in getting along with people
- e. Questionable health status
- f. Hesitancy in assuming responsibility
- g. Dishonest tendencies
- h. Deficiencies in written and oral communications
- i. Attitude toward the teaching profession (Negative)
- j. Severe physical handicaps
- k. Lack of respect for private and public property
- l. _____
- m. _____

Comments:

Name of Teacher _____

MURRAY STATE COLLEGE

Murray, Kentucky

CRITERIA AND PROCEDURE FOR FORMAL ACCEPTANCE TO TEACHER EDUCATION

Informal evaluation and guidance will take place in the period preceding application for formal acceptance to teacher education. During this period, advisers will counsel away from the program those students who display a lack of aptitude for teaching.

I. Criteria for evaluating students for formal acceptance to teacher education.

- A. The student must have an academic standing of 2.0 on all work completed up to the time of acceptance.
- B. The student must have an academic standing of 2.25 in the student's teaching field at the time of acceptance.
- C. The student must show evidence of good use of oral and written English.
- D. The student should give evidence to physical and emotional well-being.

No student will be admitted to teacher education who has a serious physical or emotional handicap which will interfere with his efficiency as a classroom teacher.

- E. The student should show evidence of enthusiasm for teaching and the learner.
- F. The student must show those character traits which are generally considered desirable in teachers.
- G. The student must show evidence of personal pride by good grooming practices and social poise.
- H. The student must show ability to work with his peers and with those in authority.

II. Procedure

- A. The student will fill out an application for admission to the program of teacher education during the first semester of the sophomore year.
- B. A brief autobiography will be submitted by the student at the time of application to enter the teacher education program.

MURRAY STATE COLLEGE (Continued)

- C. By the time of application the Head of the Department of Education should have received three recommendations of the student: one from a reputable source on the student's character, one from his high school principal, and one from a teacher of courses other than Professional Education.
- D. The student's adviser shall submit an evaluation of the student at the time of the student's application.
- E. A faculty committee consisting of three members shall be set up to screen and guide each applicant. The committees for prospective elementary teachers shall consist of at least two members from Elementary Education, one of whom shall be the student's adviser. The committees for prospective secondary teachers shall consist of at least two members outside the Education Department, one of whom shall be the student's adviser. A quorum shall consist of all three members.
- F. The faculty committee shall recommend the student's acceptance or rejection for teacher education to the Head of the Department of Education. The Head of the Department of Education shall then inform the student in writing of his acceptance or rejection.

NAZARETH COLLEGE

Louisville, Kentucky

REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION

General

General Admission Requirements to Nazareth College include a satisfactory record of high school work, recommendation by high school principal, and a total score of at least 800 on the SAT of the CEEB.

The entering student who wishes to become a teacher indicates the program which she wishes to follow. She receives counseling and attends departmental meetings arranged by the Education Department and by the department of her major field, if she is preparing for secondary education.

Admission to Teacher Education

At the end of the sophomore year, the student makes formal application to a teacher education curriculum. The application is reviewed and passed on by a committee from the Education Department in the case of those in Elementary Education: by a committee from the department in which the student is majoring and from the Education Department in the case of those in Secondary Education.

The criteria for admission at this time are: a point standing of at least 1 (C); satisfactory ratings given by the teachers who have taught the student in the sophomore year. These ratings are given on the form, "Appraisal of Qualities of Candidates for Teacher Education." In the case of those in Secondary Education, the candidate must have shown above average aptitude for, achievement and interest in the major and minor fields selected.

The student is formally admitted to teacher education curriculum at the beginning of her junior year.

Admission to Student Teaching

For admission to student teaching, a point standing of 1.25 is required at the end of the junior year. At this time, prospective high school teachers are rated by their instructors in the department in which they are majoring and by the College Supervisor for Secondary Education; prospective elementary teachers are rated by their

NAZARETH COLLEGE (Continued)

teachers in the Education Department. The general form, "Appraisal of Juniors for Retention in Teacher Education" is used for these ratings. The formal application for admission to student teaching must be approved as indicated. Before it is approved, the quality of the work done by the student in the major and minor areas is carefully assessed by the departments. A point standing of at least 1.25 in these is required.

Student Teaching

The performance of the student as a student teacher is rated by her supervising teacher.

NAZARETH COLLEGE OF KENTUCKY

Nazareth, Kentucky

INSTITUTIONAL POLICY FOR THE ADMISSION OF CANDIDATES TO THE TEACHER EDUCATION PROGRAM

I. General Considerations

- A. Only those who can prove their potential professional worth should be admitted to the teacher education program; only those who continue to demonstrate their worthiness should be retained.
- B. Standards for admission to and retention in the teacher education program should be higher than the general admission and retention standards of the college.
- C. The point at which applicants may be admitted to the teacher education program should be variable; the variability should encourage qualitative rather than quantitative analysis of the applicants.

II. Preliminary Requirements

Students who wish to apply for admission should have completed four college semesters and should have maintained a standing of 1.5 on a three-point scale. Earlier or later application, however, may be permitted as indicated under "A" of Part III.

III. Application Procedure

A. Time

1. Application should be made at the end of the sophomore year as a general rule.
2. Earlier or later application may be allowed by the committee on the basis of (a) advisement (b) motivation for teaching (c) differentiation of readiness.
3. Later application may be allowed by the committee for applicants who are reapplying.

B. Place

The application form may be obtained by the applicant at the Office of the Registrar.

NAZARETH COLLEGE OF KENTUCKY (Continued)

C. Processing the Application

1. The applicant should complete the application form and present it promptly to the Chairman of the Department of Education.
2. At the time of presenting the completed form, the applicant should make arrangements with the chairman for taking The Graduate Record Examination: Area Tests, College Sophomore Norma.

D. Committee Response to the Application

The applicant will receive notification from the Chairman of the Department of Education and will be informed thereof of one of the following official actions of the Committee on Teacher Education and the President of the College.

1. Admission approved, subject to continued satisfactory progress.
2. Admission approved, but with the requirement that the applicant avail himself of recommended guidance and with the understanding that certain minor deficiencies will be corrected within a stated period of time.
3. Non-admission, with recommendation of guidance and with encouragement to reapply at a later date when major deficiencies, identified by the committee, have been corrected.
4. Non-admission, with referral for guidance regarding vocational choice.

IV. Committee on Teacher Education

A. Personnel

1. The Dean of the College
2. One member of the professional education staff, appointed by the Dean and the Chairman of the Department of Education for a term mutually decided upon by the appointers and the appointee.
3. Two members of the academic faculty, appointed by the Dean for a term mutually decided upon.
4. The Chairman of the Department of Education, who shall be chairman of the Committee.

NAZARETH COLLEGE OF KENTUCKY (Continued)

B. Meetings

Meetings shall be called as necessary by the chairman and shall be held in the office of the Dean.

C. Procedure

1. The action of the committee, as set forth under "D" of Part III, shall be based upon the following evaluative criteria:

- a. Examination of the application, particularly the parts that supply information as to the applicant's experience with school age children, self-evaluation, professional interest and motivation, and communicative skills.
- b. Analysis of strengths and weaknesses revealed by the applicant's record thus far.
- c. Review of data supplied by the applicant's cumulative record; e.g., A.C.E. Psychological Examination, Co-operative English Examination of the E.T.S., Bornreuter Personality Inventory, Weschler Adult Intelligence Scale; letters of recommendation; evaluation by pastor, high school principal, and counselor.
- d. Applicant's performance on the Graduate Record Examination (cut-off point yet to be established).
- e. Written evaluation from three college instructors who have had the applicant in their classes, requested for the purpose of identifying questionable prospects.
- f. Evaluation of personality traits, emotional stability, and moral and physical fitness, abetted by conference between members of the committee and college personnel who have observed the applicant in out-of-class situations; e.g., dormitory counselors, moderators, chaplains.

2. The action of the committee shall be recorded on triplicate forms provided by the chairman. The completed forms, properly processed and signed by the members of the committee, shall constitute the committee's recommendation.

V. Administrative Review

The action recommended by the committee, as recorded in triplicate, and data upon which the recommendation is based,

NAZARETH COLLEGE OF KENTUCKY (Continued)

shall be delivered by the chairman to the President of the College for administrative review. The action shall become official only when approved and countersigned by the President and returned to the chairman.

VI. Record of Official Action

1. One copy of the officially approved action shall be filed with the Registrar.
2. One copy, together with data upon which the action is based, shall be filed in the office of the Department of Education.
3. One copy shall be given to the applicant.

PIKEVILLE COLLEGE

Pikeville, Kentucky

We haven't been completely satisfied with our method of having the student get the approval of his major department and presenting it to the Education Committee. We have just completed our new method. (See page 99)

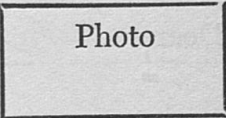
At the end of the second year all students who want to go into teacher education will make application on Form I. These applications will be reviewed by the Education Committee. Letters will be sent to references for more information. A copy of the letter is on page 100. After all the information is available the Committee will collect the data and report on Forms II and III. We require at least 1.5 (C+) in both the major and minor fields.

We believe that our admission policies will make our teacher selection somewhat easier. We have been tightening up our admission policies for the past three years. We do not accept every student that applies.

PIKEVILLE COLLEGE (Continued)

Form I

PIKEVILLE COLLEGE
Application for Admission to a Program
in Teacher Education*



Date _____

1. Name _____ Age _____ Sex _____

2. Marital Status _____

3. Address _____ Telephone _____

4. Education: a. Elem School _____ dates _____

b. High School _____ dates _____

c. College _____ dates _____

5. Plan to teach:

_____ Lower Elem _____ Middle Elem _____ Jr.HS _____ Sr.HS

_____ College

6. Major _____ Minors _____

7. Health, list serious illnesses or accidents _____

Present state of health _____

8. Physical deficiencies or deformities _____

9. Experiences which will contribute to teaching, including extra-curricular activities.

a. High School _____

b. College _____

c. Community _____

d. Vocational (including any previous teaching) _____

10. References who can speak concerning my character, scholarship and general fitness for becoming a teacher.

Name

Position

Address

11. Reasons why I think I can become a good teacher _____

12. Problems I must face in becoming a good teacher

a. Personal _____

b. Academic _____

13. Plans for the future (5 to 10 years)

*In order to conserve space, this two page form was abbreviated by shortening the blanks and single spacing.

PIKEVILLE COLLEGE (Continued)

PIKEVILLE COLLEGE

Pikeville, Kentucky

Dear _____

_____, a student at Pikeville College, has made application for admission to our program in elementary or secondary teacher education. You have been named as a reference who can speak with some knowledge concerning this candidate's qualifications. In rating this student, please keep in mind that you are helping in a very important way to determine the possible future success and happiness of an individual but are also contributing to the character of the teachers and the teaching which we shall have in our schools.

May we suggest that you comment upon such items from the following list as your knowledge of the student enables you to make critical judgments: health, scholarship, interest in children or youth, citizenship, qualities of leadership, voice and speech habits, and extra-curricular and vocational experience. Please comment upon both favorable and unfavorable aspects of the individual's record. The latter will not usually bar the student from initial admission to the program. These comments, however, may be very helpful in giving counselling service and in planning a program of studies and activities to strengthen what could otherwise remain weaknesses or deficiencies.

We wish to assure you that your reply will be reserved for the exclusive professional use of the committee. Thank you for your cooperation.

Sincerely yours,

The Committee on Teacher Selection

RB/rh

PIKEVILLE COLLEGE (Continued)

Form II

DATA SHEET*
For Use of Committee on Teacher Selection

1. Name _____ Date _____
2. Academic Record
Rank in HS class ____ CQT scores, %iles____ _ _ _ _
Other test scores _____
Major _____ Minors _____
GP. AV. Cum. Tot _____ Ma _____ Mi _____ Ed _____
(date)
_____ Ma _____ Mi _____ Ed _____
(date)
3. Recent health record
4. English usage including voice and speech habits
5. Poise, self assurance and leadership
6. Appearance, dress, manners
7. Social participation
8. Interest in children or youth
9. Emotional control
10. Character, citizenship
11. Vitality and enthusiasm
12. Report on Student Teaching

Form III

RECORD OF COMMITTEE ACTION*

- Action on Application:
- First Review:
- Second Review:
- Application for Student Teaching:
- Action on Graduation and Certification:
- Reports on Post Graduation Follow-up:

* In order to conserve space, this two page form was abbreviated by shortening the blanks and single spacing.

PIKEVILLE COLLEGE (Continued)
PIKEVILLE COLLEGE
Application for Physical Education*
Majors and Minors

Name _____

High School attended _____ Address _____

Dates attended _____ When enrolled at PC _____

Sports participation in high school, varsity or junior varsity—Underline each sport and circle the number of years of participation.

Sport	Years participated				Sport	Years participated			
Football	1	2	3	4	Golf	1	2	3	4
Baseball	1	2	3	4	Tennis	1	2	3	4
Basketball	1	2	3	4	Track	1	2	3	4
Cross Country	1	2	3	4	Soccer	1	2	3	4
					Other	_____			

Underline each sport or activity in which you have had formal or informal training.

- | | |
|---------------------------------|----------------------------|
| Folk Dancing | Swimming |
| Square Dancing | Camping or Camp Counseling |
| Social Dancing (ball room, tap) | Tumbling |
| Badminton | Gymnastics |
| Volleyball | Others _____ |

Extra curricular activities in which you were engaged while in high school—Underline the appropriate ones.

Band	Officer?	yes	no	Others
YMCA	Officer?	yes	no	_____
YWCA	Officer?	yes	no	_____
Hi-Y or Tri-Hi-Y	Officer?	yes	no	_____
FFA or FHA	Officer?	yes	no	_____

Activities in which you have been engaged while at Pikeville College other than varsity athletics. Please list activity and state whether or not you were an officer.

From the Dean's office obtain a list of college subjects giving the letter grade for each and the year which you received credit for the course.

Freshman Year Sophomore Year Junior Year

Write a short paragraph giving the reason or reasons why you wish to major in Physical Education. Continue on the back of this sheet if necessary.

File this application with Joe M. Butcher—office in gymnasium

* In order to conserve space, this two page form was abbreviated by shortening the blanks and single spacing.

TRANSYLVANIA COLLEGE

Lexington, Kentucky

POLICY ON SELECTIVE ADMISSION TO TEACHER TRAINING PROGRAM TRANSYLVANIA COLLEGE

Admission to Teacher Training begins with selective admission to Transylvania. This is based on the following criteria:

1. Graduation from an accredited Secondary School with a rank in the upper half of the graduating class.
2. The successful completion of sixteen units of work, four of which must be in English and not more than three from vocational, industrial, and commercial fields.
3. Recommendations on character, personality, and motivations from secondary school counselor or teacher.
4. Qualifying scores on the Student Ability Text by the CEEB.
5. Interview with a representative of the Admissions Officer is expected and may be required in some cases.
6. The record of a recent medical examination.

The next step in the admission to Teacher Training occurs at the time a graduation pattern of courses is chosen. This usually happens at the beginning of or during the sophomore year in Transylvania. This is what the college calls being "passed up" to a particular advisor and to a particular major interest pattern. At this time a committee consisting of the following personnel makes a decision on the acceptability of the student. The committee consists of:

1. Chairman—member of Education Dept. according to student's interest in elementary or secondary level.
2. Freshman Advisor—This advisor has become acquainted with the student by means of many counseling sessions and has discussed the various professional fields with the student.
3. The student's instructor in Freshman English Composition and Literature. Every freshman takes this course.
4. The Dean of the Chapel.

This committee will ask for the following:

- a. Evidence of emotional stability.

TRANSYLVANIA COLLEGE (Continued)

- b. Absence of obvious speech or hearing defects.
- c. Statement from either the Dean of Men or the Dean of Women on dormitory and campus behavior.

If the student is approved for Teacher Training, continuation in that educational pattern depends upon satisfactory grades, behavior, emotional stability, etc.

If the student is rejected for Teacher Training by the Committee the student has the right of appeal to the Faculty Council which consists of the Dean-chairman, Director of Counseling, the Chairman of the Committee on Student Aid, the Registrar, and two elected faculty members.

UNION COLLEGE
Barbourville, Kentucky

**PLAN FOR SELECTION OF STUDENTS TO
TEACHER EDUCATION PROGRAM**

(See Page 326, April, 1961, Certification Bulletin.)

Union College

College

The present plan for selective admission and recruitment to our Teacher Education Program is as follows:

1. During the second semester of the sophomore year the student desiring to enter the teacher education program applies for admission to the program.
2. Transfer students who are graduates of junior colleges are to apply during the first semester of the junior year.
3. The Committee on Selective Recruitment and Admission to the Teacher Education Program is composed of the following:
Dr. J. H. Boyd, Academic Dean
Dr. Charles W. Simms, Chairman of the Division of Education (representing educational administration and secondary education)
Dr. Paul G. Blacketer, Director of Counseling and Guidance
Miss Kathleen Moore (representing the field of elementary education)
Mr. Warren Robbins, Director of Student Teaching.
When a person has declared a field of specialization, representatives from these fields are invited to participate in some of the meetings of the committee when the applications of their students are being considered.
4. A quality point standing of 1.00 or above (a "C" average) is required. This is not required for admission to any other professional curriculum here at Union.
5. A health record is required. In most cases the health record on file with the college nurse is considered acceptable, but an additional examination has been required in at least one case.

UNION COLLEGE (Continued)

6. The results of the Sequential Tests of Educational Progress and the School and College Ability Tests are used. Few if any students in the lower quartile have been admitted to the program. The few that have been admitted were admitted only after careful examination and consideration of many factors. A few students in the lower quartile of these tests have maintained a 1.00 quality point standing for the first two years of their college work.
7. Evidence of at least a "C" average in the major field is declared. (This declaration is not required until the beginning of the junior year.) We encourage the students to declare majors and minors or area of specialization as soon as a definite decision has been reached.
8. Personal interviews are required of many, but not all students. Such factors as unsatisfactory academic record, reasons for choosing the teaching profession, interest in the profession, personality factors, emotional and social adjustment as well as other factors are considered in these interviews.
9. Attempts are made to make a thorough analysis of the pupil's high school record as well as any previous college training the applicant has had. In some cases requests are made that certain courses be repeated where satisfactory work has not been done. In other cases the Committee recommends that additional work be taken in order that the student might further strengthen his major or minor or some other field in which a weakness seems to be present.

The one area in which we apparently pay more attention to as we consider admission to the Teacher Education Program is the area of personal and social adjustment. We are aware of the fact that there are those who might lack proper adjustment in these areas for the teaching profession but who might fit in some other area. We have been proceeding rather cautiously because we do not want to deny any individual the right to become a teacher if he has what it takes.

Inasmuch as there seems to be some disagreement even among the experts as to what constitutes quality teaching, our position has been that if we feel there is a chance that the person can be successful in the program, we will admit him at least on a tentative basis with final action on his

UNION COLLEGE (Continued)

admittance to come later. Then, of course, we always have the professional block that comes during the senior year that serves as a final check.

In our plan the Committee on Selective Recruitment and Admission to the Teacher Education Program has the authority to withhold recommendations for certification. If after the student has been admitted to the program, evidence becomes available to the Committee that he is not performing in a satisfactory manner, he will not be recommended for certification. This could happen even though the student had completed all course work. In fact I believe that it has happened in at least one case.

UNIVERSITY OF KENTUCKY

Lexington, Kentucky

ADMISSION POLICIES TEACHER EDUCATION PROGRAM COLLEGE OF EDUCATION

Admission to the Teacher Education Program usually occurs during the fourth semester of college work or during the semester in which the student is enrolled in Education 202 (Human Development and the Curriculum). Transfer students are admitted to the program during the first semester they are enrolled in the College of Education if they do so after the sophomore year.

Statement of Formal Admission Policies

Students must apply for admission to the Teacher Education Program if they expect to complete the program and be approved for certification. Application to the Teacher Education Program is made during the semester in which the student is enrolled in Education 202, Human Development and the Curriculum. Transfer students should apply for admission the first semester they are enrolled in the College of Education if they do so after the sophomore year. Announcement as to the exact time for making application will be made in all classes by the Coordinator of Admissions. If, for any reason, the faculty decides that the student should not continue in the Teacher Education Program, he may be requested to withdraw any time before completion. To be admitted to the program the student must meet the following requirements:

1. Student must have a standing of 2.0 in
 - a. his major subject
 - b. his professional education courses
 - c. his over-all work
2. Student must be approved by the Committee on Admissions in the College of Education and must have satisfactory scores on such examinations as may be required by the Admission Committee. At present, the following tests and inventories are administered to students in the College of Education.

Tests

- a. College Qualification Test (Freshman)
- b. American College Test (Sophomore)
- c. Davis Reading Test (Freshman)

UNIVERSITY OF KENTUCKY (Continued)

Inventories

- a. Minnesota Teacher Attitude Inventory (Freshman and Sophomore)
 - b. Edwards Personal Preference Schedule (Freshman)
 - c. Kuder Preference (Vocational) (Freshman)
3. Both education and academic advisors are invited to make recommendations on each applicant. If both advisors feel the student should not be admitted, then the student is denied admission to the program.
 4. Student must have credit in speech or voice development, or pass a proficiency test. Evidence of having met this requirement must be on file before final admission is granted.
 5. The regular Teacher Education Program requires a minimum of three semesters (normal time—four semesters).
 6. Action of the Admissions Committee is final.

Professional Requirements in the College of Education

Elementary

- Edu. 98 (Non credit) Planning a Career in Education:
(Orientation to the Program) (Freshman)
- Edu. 101 (3 hours) Teacher in the American Schools
- Edu. 202 (4 hours) Human Development and the Curriculum
- Edu. 324 (3 hours) Teaching Science and Social Learning in
the Elementary School
- Edu. 329 (4 hours) Teaching Communicative Skills in the
Elementary School
- Edu. 331 (3 hours) Teaching Arithmetic in the Elementary
School
- Edu. 333 (12 hours) Student Teaching in the Elementary
School

Junior High School—Total hours required 20

- Edu. 98 (Non credit) Planning a Career in Education
(Orientation to the Program)
- Edu. 101 (3 hours) The Teacher in the American Schools
- Edu. 202 (4 hours) Human Development and the Curriculum
(Student makes application to Teacher Education
Program)
- Edu. 340 (4 hours) Teaching in the Junior High School
(9 hours) Student Teaching and Seminar

UNIVERSITY OF KENTUCKY (Continued)

Senior High School—23 hours

- Edu. 98 (Non credit) Planning a Career in Education
(Orientation to the Program)
- Edu. 101 (3 hours) The Teacher in the American Schools
- Edu. 202 (4 hours) Human Development and the Curriculum
(Student makes application to the Teacher Education Program)
- Edu. 344 (4 hours) Teaching in the Senior High School
(12 hours) Student Teaching and Seminar

Admission Procedures

Coordinator of Admissions

The Coordinator of Admissions in the College of Education administers the admissions program. He is chairman of the Committee on Admissions and as such processes all applications which are submitted to the committee for final approval or disapproval. He has the responsibility of collecting various kinds of information (test scores, autobiographies, inventories, etc.) which are used by advisors working with students. The Coordinator of Admissions conducts the non-credit orientation course which is taken by all Freshmen and Sophomores entering the Teacher Education Program.

Committee on Admissions

The Committee on Admissions in the College of Education screens all applicants to the Teacher Education Program. The committee usually meets once a semester to consider applications to the program. At present, the membership of the committee is made up of faculty members from various divisions in the College of Education. Action of this committee is final in matters relating to the admissions program. Each applicant is informed of the committee's action by a letter sent from the Coordinator's office.

Advising System

Each student working toward certification in the College of Education has an education advisor and an advisor in his major area or subject. Both advisors are invited to make recommendations for each applicant to the program. Education advisors have the responsibility for seeing that each student has met the various requirements for certification.

Student's Responsibility in the Admissions Program

1. Student makes application to the Teacher Education Program while enrolled in Education 202, Human Development and

UNIVERSITY OF KENTUCKY (Continued)

the Curriculum, and submits this application to the instructor in the course. Student cannot enroll in a subsequent education course (methods) until he has been admitted to the program.

2. Student is required to take the American College Test (ACT) or another appropriate test in this area of general education during the semester he is enrolled in Education 202.
3. Student must check with his education advisor to see that all requirements have been met.

UNIVERSITY OF LOUISVILLE

Louisville, Kentucky

Our requirements for admission to a program of teacher education are as follows:

1. For elementary school candidates, have junior standing with quality point standing of 1.25—on a 3 point scale.
For secondary candidates, have full senior standing with quality point standing of 1.25—on a 3 point scale.
2. Pass the Sophomore Comprehensive examinations.
3. Make application and be accepted by the Selection Committee of the Department of Education. Applications are received by the Head of the Department.

In deciding on the acceptability of the candidate, the Selection Committee reviews the written evaluations of three faculty members who have taught the candidate—then proceeds with a process of individual interviews.

At the graduate level the following requirements must be met:

1. A baccalaureate degree from an accredited college.
2. A provisional (new) elementary or secondary certificate or its equivalent.
3. Recommendations from three persons who can attest to the candidate's worthiness to undertake the program (the head of the department may specify who should be given as references).
4. An acceptable score on the Graduate Record examination.
5. Proof of proficiency in oral and written English.
6. Interviews by members of the Department of Education.

URSULINE COLLEGE
Louisville, Kentucky

**REQUIREMENTS FOR ADMISSION TO
TEACHER EDUCATION**

The Department of Education at Ursuline College has the following admission requirements:

1. General admission requirements of the college:

These are based on high school record, principal's recommendation, and the following units of study:

English	3	Social Studies	1
Mathematics	2	Foreign Language	4
(1 Algebra, 1 Geometry)		(2 Latin or Greek,	
Laboratory Science	1	2 Modern)	
(Chemistry, or Biology,		Free Electives	5
or Physics)			

Ordinarily, only students who rank in the upper half of their high school class will be considered for entrance. Either the American College Testing Program or the Scholastic Aptitude Test of the College Entrance Examination Board is required for admission.

2. Admission to teacher education:

At the end of the freshman year, the record of each candidate for teacher education is studied by a committee composed of members of the Education Department, members of the administration, and department heads. The following qualifications are necessary for admission to teacher education:

- a. A 1.5 standing (out of a possible 3.0) for the freshman year and the probability that the student can continue to maintain at least a 1.5 standing.
- b. A grade of at least C in each semester of College Composition, thus insuring at least a working command of the fundamentals of communication.
- c. Personal and physical qualities requisite to successful teaching.
- d. An emotional maturity that would insure personal adjustment in the teaching profession.

The student usually begins her work in the teacher education curriculum the first semester of her sophomore year.

URSULINE COLLEGE (Continued)

3. Admission to student teaching:

Application for student teaching is made at the end of the Junior year, at which time the student completes a personal record form. In order to be admitted, the student:

- a. Must have completed at least 18 semester hours in the field in which the student teaching is to be done and must have completed all pre-requisites in professional education.
- b. Must have an over-all standing of 1.5 (out of a possible 3.0) for the entire college period.
- c. Must present from her major professor a letter of recommendation. The letter should include statements concerning the academic proficiency, personality, and professional fitness for teaching of the student.
- d. Must display a continued interest in the profession.

Students in Teacher Education are assigned to faculty members in the Education Department for counseling. Each student has at least one interview each semester with her faculty counselor during the first years. During the senior year, besides the private conferences held daily with the supervising teacher, the student teacher has periodic private and group conferences with the college coordinator.

VILLA MADONNA COLLEGE

Covington, Kentucky

PLAN FOR SELECTING AND GUIDING STUDENTS IN THE TEACHER TRAINING PROGRAM

The teacher training program at Villa Madonna College includes all departments of the College. Through the various departments students obtain the general education courses as well as specific subject matter fields of concentration that the student selects as the teaching field.

I. ADMISSION AND GUIDANCE OF PROSPECTIVE TEACHERS*

A. All students admitted to Villa Madonna College must meet the admission requirements.

1. An adequate score on the American College Test;
2. Graduation from an accredited high school;
3. Presentation of a high school transcript of units earned;
4. Recommendation of the high school principal;
5. A health certificate.

B. Students must give evidence of interest in teaching.

Even before the student enrolls in the College, interest in teaching may be evident. The College sponsors an "open house" day for high school seniors each year in January or February. At this time the chairman and staff members of the various college departments meet the seniors to answer questions or to explain how objectives of the department will be met through the curriculum. At this time, frequently it is possible to note the specific interest in the future college student and contacts are established.

Again in September, during Orientation Week, freshmen are reminded to consider their field of interest and oppor-

* Please add to section I of our plan sent to you on March 12, 1962, that we have definitely included formal applications for admission into the Teacher Training Program as of April, 1962, and that at the end of the sophomore year students who have been counseled in regard to the Teacher Training Program sign this application which in turn is approved or rejected by the joint staff of the Education Department, headed by Mother Mary Callixta, C.D.P.

VILLA MADONNA COLLEGE (Continued)

tunity is given for discussing this with the college staff. A student interested in teaching is assigned to a member of the Education Department to discuss his freshman schedule.

- C. Academic and professional guidance is given over the four-year college course.

Beginning with the freshman year, the student interested in teaching will have an academic advisor with whom he consults frequently throughout his college career. Each student is obliged to confer with his advisor at least three times a year.

If the student is interested in teaching on the secondary level he will have an advisor from the department of his teaching field as well as a professional advisor (a faculty member of the Education Department). At the beginning of each semester the student must have the approval of both his advisors for the courses he selects.

If the student is interested in teaching on the elementary level he will have an advisor from the Education Department who will counsel him in regard to his program of studies and his progress.

II. GENERAL SCHOLASTIC COLLEGE STANDARDS

The Academic Dean of the College has set policies in regard to scholastic standards and these apply to students in all departments (Cf. 1961-62 catalogue).

A student's cumulative standing is calculated at the end of the spring semester. A freshman who does not have a cumulative 1.0 (C) average at the end of the spring semester is placed on academic probation for the following year. If he has not raised his cumulative average to 1.0 (C) by the end of the following spring semester, he will not be eligible to re-register at the College.

The records of sophomores who have cumulative standings below 1.0 (C) at the end of the sophomore year will be reviewed by the Committee on Graduation. On the basis of the review, students will be:

- A. Dropped for poor scholarship with no further permission to register;

VILLA MADONNA COLLEGE (Continued)

- B. Placed on probation and permitted to register with the understanding that at the end of the following year the student must have raised his cumulative scholastic standing to 1.0 (C) or he will be dropped.

III. PROFESSIONAL COURSES

Students are admitted to professional courses in education in the sophomore year. Members of the Education Department thus have an opportunity of becoming more closely acquainted with the students' aptitudes through class contacts. The advisor also counsels the student in regard to study habits and his progress in college work. The curriculum as outlined in the catalogue provides for placement of courses.

IV. SCREENING AND FORMAL ACCEPTANCE OF STUDENTS FOR THE TEACHER TRAINING PROGRAM

The student must meet the general scholastic college standards as noted under number II.

In the second semester of the junior year the student files an application for admission to student teaching in the senior year. This is the final screening of students for the teacher training program.

The applicant is required to state his or her academic preparation with specific qualifications required for prospective student teachers. The applicant indicates related experiences, such as camp counselor, cites personal references of college instructors who know his or her character, attitudes and motives.

The faculty of the Education Department reviews the application, calls on other members of the college faculty in the respective fields of concentration to discuss the applicant's qualifications for teaching. The Committee thus reviews, evaluates and passes on the applicant's potential for the teaching profession. If action has been favorable the student is counseled in regard to his specific teaching assignment in his senior year.

V. STUDENT TEACHING

Student teaching begins the opening day of school in the particular school to which the student has been assigned.

A day, late in August, is set aside for a Workshop in which the Academic Dean, the College Coordinator of Student Teaching,

VILLA MADONNA COLLEGE (Continued)

the Supervising Teachers and the prospective student teachers discuss and plan the program to be followed for the next fifteen weeks.

The Supervising Teacher assumes the responsibility of orientating the student teacher to the work of the classroom. The student teacher observes, studies procedures, techniques, student-needs and records and plans her work for participation and for teaching under the guidance of the Supervising Teacher. Conferences are planned and held as needed, daily or at least weekly, with student teacher and Supervising Teacher.

The College Coordinator keeps in contact with the students and the Supervising Teachers and visits the schools to observe the student teacher in action.

The last two weeks of the semester the student teacher visits schools to observe teachers in classrooms and schools other than those in which he did student teaching. Thus the student teacher has opportunity to observe, clarify and study classroom experiences from many angles in the light of his recent experiences.

The final evaluation of the student's achievement is based on his total experiences in consultation with the student teacher, Supervising Teacher and the College Coordinator.

WESTERN KENTUCKY STATE COLLEGE
Bowling Green, Kentucky

**POLICIES AND PROCEDURES FOR ADMISSION
TO AND RETENTION IN TEACHER EDUCATION**

I. General Policies

- A. Each applicant for admission to Teacher Education shall, during the last term of the sophomore year, file a formal application with the Dean of the College.
- B. A student with standing of junior or above transferring from another College or curricula must file an application to Teacher Education in the same manner as other students.
- C. Each application will be considered by the Reviewing Committee composed of representatives of the major and minor departments and the Department of Education. Members of the reviewing committees will be appointed by the heads of the departments concerned. Applicants will be granted admission to Teacher Education on the basis of individual merit. A Reviewing Committee may (1) approve the application, (2) approve the application conditionally, (3) not approve the application.
 1. Each applicant will be advised in writing of the decision of the Reviewing Committee.
 2. Each applicant who is admitted conditionally must prior to his student teaching satisfy all conditions which have been set forth in writing by the Reviewing Committee.
 3. Each applicant who is not approved will be counseled by his Reviewing Committee.
- D. Students following the Teacher Education program will be expected to continue satisfactory work and exhibit professional attitude.
- E. No student will be admitted to the Teacher Education program while on disciplinary and/or academic probation.

II. Criteria for Admission to Teacher Education

- A. High school record.

WESTERN KENTUCKY STATE COLLEGE (Continued)

B. Grade point standing for college work

1. A student with a grade point standing of 1.2 to above may be admitted unconditionally.
2. A student with a grade point standing of 1.00 or 1.2 may be admitted conditionally.

C. Standardized test scores

A battery of standardized tests will be given and the scores of the individual will be weighed against predictive norms.

D. Recommendation from practicing members of the profession.

E. Recommendation from college teachers, one of which must be in the subject matter area in which student teaching is to be done.

F. Mental, emotional and physical fitness.

G. A professional attitude.

H. Personal interview, if deemed necessary.

III. Procedures for Admission to Student Teaching

A. Requirements for Student Teaching

1. Completion of a minimum of 96 hours
2. Completion of at least 18 hours of the minimum requirements in the area in which student teaching is to be done.
3. Prior to or concurrent with student teaching, the elementary major shall have 18 hours of professional education.
4. Prior to or concurrent with student teaching, those preparing for secondary teaching shall have 11 hours of professional education.
5. The applicant must have a grade point standing of 1.2 in major and minor areas in which he desires student teaching and/or certification.
6. Prior to admission to student teaching, the applicant must have completed one semester or one summer school of residence work at Western Kentucky State College.

B. Application for student teaching

1. Admission to Teacher Education must be obtained prior to filing final application for student teaching.

IV.

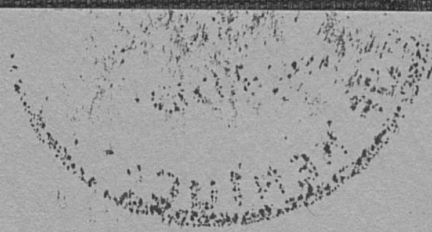
WESTERN KENTUCKY STATE COLLEGE (Continued)

2. Final application for student teaching must be filed no later than the middle of the term preceding that in which student teaching is blocked.
3. Approval of the Department Heads of the major and minor areas must be obtained prior to final approval by the Department of Education of the block of time allocated to student teaching.
4. Students who have had no previous teaching experience will not be permitted to enroll in student teaching during the summer session without special permission.

IV. **The National Teachers Examination**

The National Teachers Examination or a more appropriate test will be administered during the senior year.





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