

الملاحق



Mississippi
College

Office of Enrollment Services

Dear International Student:

International Students are an important part of our undergraduate school population. Even though the number of international undergraduate students is very small, those who attend Mississippi College contribute to our campus culture, heighten our global awareness, and personify dedication to our mission.

Attached is a Notice of Vaccinations and Health Screening Requirements for International Students. **This must be completed before registering or moving into any residence hall.** Should you want more information on where you might go for these vaccinations and screenings, the following information is provided:

The two vaccinations are given at the local health department in Clinton at 408 East Cynthia with an approximate cost of \$10.

The TB tests can be administered by Mississippi Baptist HealthPlex personnel. The HealthPlex is located on the university campus. You may choose to have the skin test or the chest x-ray with an approximate cost of \$15 and \$55 respectively. The costs of these tests are borne by the student or their financially responsible sponsor.

If you need additional information, you may contact Undergraduate Admissions at (601) 925-3318.

Central

MISSOURI STATE UNIVERSITY

Office of Admissions
Administration 104
Warrensburg, MO 64093
800-956-0177
660-543-4677
FAX 660-543-8517
admit@cmsuvmc.cmsu.edu
Visit Our Web Site ~ www.cmsu.edu

Central Missouri State University received your recent request for information, and we are pleased to learn of your interest. The enclosed literature will provide a vast array of important information including university costs, special facilities, student housing, program offerings, international admission procedures and an admission application.

Each year we receive numerous requests from international students for scholarships, graduate assistantships or other financial assistantships or other financial assistance. Usually, the students making the requests have outstanding academic records. We are not able to award these students financial assistance. We have so little funds available for international students; we use what we have primarily for students who have studied in the U.S. or at the university for at least one year.

We are celebrating 125 years of academic excellence and are proud of our long tradition of preparing students for rewarding careers. Again, we are delighted to learn of your interest in Central. If we can respond to questions do not hesitate to contact our office.

E-mail: intladmit@cmsuvmc.cmsu.edu
Telephone: 660-543-4762
Fax: 660-543-8517

Sincerely,

Charles W Petentler
Assistant Director of Admissions



CENTRAL MICHIGAN
UNIVERSITY

College of Graduate Studies
(517) 774-GRAD
FAX:(517) 774-3439
GRAD@CMICH.EDU

November 23, 1999

MANAR BAGHDADY
5, AHMED SAMIR EL SAWY ST
SARAY EL-KOBBA SQUARE
APT NO 28, CAIRO
EGYPT

Manar Baghdady:

We have received your request for information and are pleased you have shown interest in graduate programs at Central Michigan University. CMU has very fine educational programs and is eager to meet your needs as a student.

Central Michigan University is a medium-sized, comprehensive university located in a small city in the central portion of the lower peninsula of Michigan. Over the years our university has built a solid reputation in the areas of teacher education, business, computer science, the humanities, technology, and the sciences. CMU offers doctoral degrees in mathematics, education, history, psychology, and audiology.

Central is a friendly institution where individual students can benefit from a well stocked research library linked to other libraries in the country through electronic means. Computer laboratories are open to students who need them. Social clubs and religious organizations are available for those who want to join, and students are taught by a well-educated professional staff of competent professors. Many programs and services are available for international students.

Enclosed please find the materials you requested along with supplementary information. If you have any questions or desire assistance in the application process, feel free to contact us. Best wishes as you pursue your graduate education.

Sincerely,

A handwritten signature in cursive script that reads "Judy Prince".

Judy Prince, Coordinator
Graduate Recruitment and Services
Enclosures

MOUNT PLEASANT, MICHIGAN 48859



ARKANSAS STATE
UNIVERSITY

November 30, 1999

P.O. Box 940
State University, AR 72467-0940

Phone:
870-972-2099

Fax:
870-910-8044

www.astate.edu

Jonesboro, Arkansas

Mrs. Manar Baghdady
5, Ahmed Samir Ell. Sawy St.
Saray. El-Kobba Square
Apt. No. 28
Cairo, Egypt

Dear Mrs. Baghdady:

Enclosed you will find the *Teacher Intern Handbook* and the *Teacher Education Handbook* for Arkansas State University students seeking a BSE degree. These handbooks should have the information you requested. Please let us know if we can be of further assistance.

Sincerely,

Mary Jane Bradley, Ed.D.
Director of Professional Education Programs

:be

Enclosure



FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
OFFICE OF ADMISSIONS
TALLAHASSEE, FL 32307-3200

TELEPHONE: 850/599-3796
TDD: 850/561-2686
FAX: 850/561-2428

GENERAL INSTRUCTIONS FOR ALL APPLICANTS

To make application for admission to Florida A&M University, each applicant must accomplish the following steps:

1. Complete and return application prior to May 12. **INCOMPLETE OR UNSIGNED APPLICATIONS WILL BE RETURNED TO THE APPLICANT. BE SURE TO SIGN AND COMPLETE THE RESIDENCY AFFIDAVIT SECTION IN ITS ENTIRETY.**
2. Attach check or money order for non-refundable application processing fee of \$20. Print applicant's name and social security number on check or money order. (Student identification number is assigned to International Applicants by the institution.) **APPLICATION WILL BE RETURNED IF THIS FEE IS NOT ATTACHED.** We accept valid fee waivers from in-state residents only (no out-of-state).
3. Florida high school applicants may request the high school counselor to submit a transcript electronically. Upon receipt you will receive a Freshman Validated Application to complete and return with appropriate fee or fee waiver.
4. In addition to accepting our own application form we accept applications through ColleagueLink and Peterson's Universal Application. These are alternatives to preparing your application for undergraduate admissions. Contact your guidance counselor or call ColleagueLink at 1-800-394-0404; contact your counselor for information on Career and College Quest for Peterson's application. Use the application method most suitable to your circumstance as all will receive equal consideration.
5. All first-time-in-college applicants must present a satisfactory score on the SAT or ACT test for admission. You may obtain information about these tests from your high school counselor or by writing: College Entrance Examination Board (SAT), Box 592, Princeton, New Jersey 08540 or the American College Testing Program (ACT), Post Office Box 168, Iowa City, Iowa 52240. Submit scores to the Admissions Office, Florida A&M University.
6. Request your high school Principal or Counselor to send us a copy of your high school transcript. Currently enrolled students should request official transcripts through seven semesters. Transfer and Graduate applicants should have the Registrar of the college(s) attended send a copy of their transcripts. Applicants transferring from other colleges or universities with less than 60 semester or 90 quarter hours must meet regular freshman admissions criteria. Applicants must submit a copy of ACT or SAT test results, official high school and college transcripts. We do not consider Fax copies of transcripts to be official documents. Transfer applicants should contact the specific departments of planned major for additional information regarding their program. Some programs require applicants to complete departmental applications and may have early deadlines.
7. Make sure you have received an Official Acceptance prior to arriving on campus. Receiving a scholarship (academic, music, athletic, etc.), and financial aid **DOES NOT MEAN YOU HAVE BEEN ADMITTED.**
8. Do not apply for on-campus housing until you have been admitted to the University. You will receive an application for on-campus housing in your Admissions Packet. All first-time-in-college freshmen should live on campus unless they live within a 35 mile radius of the university. Admission does not guarantee on-campus housing. The deadline to apply for housing is June 1.
9. If you are interested in applying for Financial Aid you should contact your high school guidance counselor. We encourage you to apply early. If you are invited to enroll during the summer and may need financial assistance, you should complete the financial aid packet from the previous year as well as the current year.

(over)



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

OFFICE OF INTERNATIONAL ADMISSIONS

Dear Applicant:

Thank you for your interest in attending CSU, Sacramento. To insure the timely processing of all applications, CSUS has set the following deadlines for receipt of the application, academic records, test scores and other required documents:

Fall Semesters

Overseas applicants - Filing periods begins November 1, ends May 1. Applicants applying within the United States - Filing period begins November 1, ends June 1.

Spring Semesters

Overseas applicants - Filing periods begins August 1, ends October 1. Applicants applying within the United States - Filing period begins August 1, ends November 1.

Carefully read the information pamphlet enclosed regarding Admission of International Students. Please note that the application fee is \$55.00 and **must** accompany the application form. Applications received without the processing fee **will be returned**; there are no exceptions. The application fee can not be waived for international students.

A TOEFL score of 510 (180 for computer based TOEFL exam) is required for undergraduates. A score of 550 (213 for computer based TOEFL exam) is required for graduate students (including students seeking second bachelor's degrees) with the following exceptions: Communication Studies and Speech Pathology 560 (220), English 600 (250), and International Affairs 570 (230). Admission will be **denied** if the minimum TOEFL score is not achieved.

Record of coursework and test scores **must be official and sent directly** from the educational institution(s) in separate, sealed envelopes to the International Admissions Office. Non-English documents must be accompanied by a certified English translation. An eligibility determination can not be made based on **unofficial** (photo copied) transcripts and test scores.

Financial aid and scholarships are **not** available to international students. A current verification of scholarship or educational funds from your sponsor, family, or bank is required.

The admission decision is made when **all required official** transcripts and documents are received. Please allow for appropriate mailing and processing time.

Thank you,
International Admissions
(916) 278-7772
E-mail: intladm@csus.edu
(916) 278-5603 FAX



U. S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

Mrs. Manar Baghdady
5 Ahmed Sandr El-Sawy St.
Saray El-kobba Square
Apt. 28
Cairo, EGYPT

Dear Mrs. Baghdady:

I am sending you the publications you requested. The questions you ask about how students apply to schools of education, the selection procedures for teacher education, and so forth, are more difficult to answer. There is no one selection process in this country, because colleges and universities all have their own admissions criteria. Most students applying for college or university training have to take a standardized test, such as the SAT or the ACT. However, each college or university can determine what score a student must achieve in order to be considered for admission. The SAT and the ACT are designed to measure the student's academic potential or ability. In theory, a higher score means that the applicant is more likely to do well in his or her studies. Almost all students considering postsecondary study (beyond secondary or high school) have to take the SAT or ACT, not just those applying for education degrees. There are guides to colleges, such as Peterson's Guide to colleges, which are often available in research libraries or in bookstores here in America, that tell you what the average SAT or ACT score is for the most recent class to apply. Perhaps a reference librarian can help you find such a source.

Most teachers have a college degree in education, perhaps with a specialization in elementary education or a subject, such as mathematics. Others may study a subject matter (such as history) for the bachelor's degree and take additional education courses as part of a 5th-year or Master's degree program. The requirements depend upon the state certification standards and also upon the school of education's requirements for that degree. There is more than one way to become a teacher in this country.

In terms of the qualifications that newly-trained teachers must have to begin teaching, there is no one standard. In the United States, teaching at the elementary and secondary level (this includes pre-kindergarten) is regulated by the states and local school districts. Each of the 50 states has its own certification standards. These change from time to time. There is a book on the state certification standards published each year; the group that issues it is called the National Association of State Directors of Teacher Education and Certification (NASDTEC). Their manual lists all of each state's current certification requirements for teachers. We do not have a copy of this manual here at NCES, but it is available in some research libraries, such as one in a state university with a school of education. NASDTEC is located in Dubuque, Iowa, but I do not have an exact address for them (or telephone number).

WASHINGTON, D. C. 20208-_____

CALIFORNIA STATE BOARD OF EDUCATION

721 Capitol Mall; P.O. Box 944272
Sacramento, CA 94244-2720



August 26, 1996

*Mrs. Manar Baghdady
5, Ahmed Samir El-Sawy Street
Saray El-Kobba Square
Apt. No. 28
Cairo
Egypt*

Dear Mrs. Manar Baghdady:

Your recent letter was received in this office, but it has been forwarded to an appropriate state agency that has jurisdiction of credentialing teachers. The Commission on Teacher Credentialing would be able to provide you with all the information that you need.

Commission on Teacher Credentialing is located at 1812 Ninth Street, Sacramento, California 94244-2700; telephone number is 916-445-0184. Please allow several weeks before receiving a response.

Good luck in accomplishing your research in the area of teachers.

Sincerely,

*Dolores Dena
Secretary*

cc: Commission on Teacher Credentialing

National Association of Teachers' Agencies



November 19, 1996

OFFICERS

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Southern Teachers Agency
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Fax: 719-520-0645

Mrs. Manar Baghdady
5, Ahmed Samir El-Sawy St.,
Saray El-Kobba Square,
Apt. No. 28
Cairo, EGYPT

Dear Mrs. Baghdady:

Thank you for your recent inquiry regarding the National Association of Teachers' Agencies. Enclosed you will find a brochure for your information.

N.A.T.A. is a group of certified agencies which are very active in the placement field. As the enclosed brochure details, many agencies participate in the Association and each may be contacted directly regarding services provided and requirements for application.

Again, thank you for your inquiry. We trust that you will benefit from the services of a N.A.T.A. agency.

Sincerely yours,

Virginia S. Goodman, President
National Association of Teachers' Agencies
c/o Southern Teachers Agency
Sl. B-4, 2803 McRae Road
Richmond, VA 23235
(804) 330-7880

Encl.



KENTUCKY DEPARTMENT OF EDUCATION
CAPITAL PLAZA TOWER 500 MERO STREET FRANKFORT, KENTUCKY 40601
Willmer S. Cody, Commissioner

September 9, 1996

Mrs. MANAR BAGHDADY
5, Ahmed Samir El-Sawy Street
Saray El-Kobba Square
Apt. No. 28
Cairo,
EGYPT

Dear Mrs. Baghdady:

Thank you for your letter dated August 4, 1996. We are happy to provide you with the following documents:

1. New Teacher Standards for Preparation and Certification
2. Administrator Standards for Preparation and Certification
3. Experienced and New School Counselor Standards
4. Application Packet for Kentucky Certification

I hope the above information will be helpful to you. Best wishes as you conduct your research.

Sincerely,

Ronda Tamme, Director
Division of Certification
(502) 573-4606

RT/slh

ENCLOSURES

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
Certification, Assignment and Waivers Division
1812 9th Street
Sacramento, California 95814
(916) 445-7254 FAX (916) 327-3166

Thank you for writing to the Commission on Teacher Credentialing. In response to your correspondence, please review the enclosed information.

If you have further questions after reviewing this information, you may contact our Information Services Unit at (916) 445-7254 between the hours of 12:30 and 4:30 p.m. Pacific Coast Time.

CERTIFICATION/KCP
September 18, 1996

Summary of the Study

Study Objective :

This study aims at researching, describing, and analyzing the policies relevant to selecting teachers anticipated to join the teaching profession, starting from enrollment in the teachers qualifying colleges and their graduation, and the parameters pending for their joining the teaching profession as regards their scholarly qualifications, rates of appreciation therefore and age. The study also aims to study the policies followed in recruiting teachers in the pre-university stages in the Arab Republic of Egypt and contractistinguishing them with their counter part policies in the U-S-A, such that these policies may be developed in the framework of sociological polilosophy and the community's economic capabilities.

Significance of the Study :

The significance of the study is manifested in its being unprecedented in its category of conducting research works as to the teachers' recruiting policy from a comparative study perspective.

Methodology of the Study :

The study followed the comparative methodology which prospects the teaching procedures in the world countries and compares them to reveal the points of similarity and contradiction among them, following the following measures :

Description - Gathering data and descriptive pedagogic procedures.

Interpretation - comprising the interpretation of the teaching system in both countries and the influencing factors and forces,

Inferveiw - Includes interviewing the system samples and accounting for the factors influencing them.

Study Outcomes :

The study concluded several outcomes some of its recommendations being :

- 1) It is suggested to develop the teacher's qualifying procedures on the postgraduate level.
- 2) It is suggested to qualify the teacher alike physicians for a five year undergraduate curriculum.
- 3) It is suggested to recruit the teacher on a trial basis for one year under observation.
- 4) It is suggested to adopt the licensing for practice of the profession system.
- 5) It is suggested to setup a policy for vocational development programs.
- 6) It is suggested to establish a specialty council to qualify the teachers.
- 7) Necessity of founding a coordinating agency or council vested to setup the parameters and prerequisites for admission to pedagogic colleges.
- 8) Lending more concern to enrollment in teacher qualifying classes.

ملخص الدراسة

هدف الدراسة :-

تهدف هذه الدراسة الى بحث ووصف وتحليل سياسات اختيار المعلمين للالتحاق بمهنة التدريس بدءا من الالتحاق بكليات اعداد المعلم , ثم تخرجهم , ومعايير اختيارهم للالتحاق بمهنة التدريس من حيث المؤهلات الدراسية , والتقدير والسن , كما تهدف الى دراسة السياسات المتبعة فى توظيف المعلمين فى مراحل التعليم ما قبل الجامعى فى جمهورية مصر العربية ومقارنتها بمثيلاتها فى الولايات المتحدة الأمريكية , حتى يمكن تطوير هذه السياسات فى اطار فلسفة المجتمع , وامكاناته الإقتصادية .

أهمية الدراسة :-

وتبرز أهمية هذه الدراسة من أنها الأولى من نوعها التى بحثت فى سياسة توظيف المعلمين من زاوية الدراسة المقارنة .

منهج الدراسة :-

واتبعت الدراسة المنهج المقارن الذى يبحث فى نظم التعليم فى بلاد العالم ويقارن بينها للكشف عن أوجه الشبه والإختلاف , واتبعت العمليات التالية :-
الوصف - تجميع البيانات والعمليات التربوية الوصفية .
التفسير - ويتضمن تفسير النظام التعليمى فى كلا البلدين والعوامل والقوى المؤثرة .
المقابلة - وتتضمن مقابلة عناصر النظام , والعوامل المؤثرة فيه .

نتائج الدراسة :-

- وانتهت الدراسة الى عدة نتائج انتهت بمقترحات منها :-
- ١ - يقترح تطوير اعداد المعلم على مستوى الدراسات العليا .
 - ٢ - يقترح اعداد المعلم على غرار اعداد الطبيب لمدة خمس سنوات .
 - ٣ - يقترح تعيين المعلم تحت التمرين لمدة عام تحت الاختبار .
 - ٤ - يقترح العمل بنظام ترخيص مزاولة المهنة .
 - ٥ - يقترح وضع سياسة لبرامج التنمية المهنية .
 - ٦ - يقترح انشاء مجلس نوعى لاعداد المعلمين .
 - ٧ - ضرورة انشاء جهاز أو مجلس للتنسيق تكون مهمته وضع معايير وشروط للقبول بكليات التربية .
 - ٨ - توجيه مزيد من العناية بأدوات إختيار الطلاب للالتحاق باعداد المعلم .