

**INSTITUTION:** University of North Alabama

**ANALYSIS FORM FOR:** 290-3-3-.42 to .46 Class A (Master's Degree Level) Programs for Teaching Fields (adopted 8-3-2009)

All Standards Met, October 2013

	IHE Evidence	TEAM ✓	Comments
<b>290-3-3-.42 Class A (Master's Degree Level) Programs for Teaching Fields</b>	XXX	XXX	XXX
<b>(1) Purposes of Class A Programs for Teaching Fields.</b> Class A teacher education programs shall be designed to help teachers more effectively serve the purposes defined for the same teaching field at the Class B level provided such programs exist. The intent of the Class A program shall be to help the teacher develop higher levels of competence than is possible in the Class B program.	<ul style="list-style-type: none"> <li>Class A Teaching Field TEP Handbook p. 11</li> </ul>	✓	
<b>(2) Institutional and Program Requirements.</b>	XXX	XXX	XXX
(a) The provision of Class A programs shall be limited to institutions that meet the standards for accreditation at the master's degree or higher level by the Southern Association of Colleges and Schools.	<ul style="list-style-type: none"> <li>Graduate Catalog p. 1</li> </ul>	✓	
(b) Post-bachelor's degree coursework shall comply with the Commission on Colleges of the Southern Association of Colleges and Schools' Principles of Accreditation, section on Educational Programs.	<ul style="list-style-type: none"> <li>Graduate Catalog p. 1</li> </ul>	✓	
(c) Institutions must have and enforce policies that preclude a candidate who took a course for undergraduate credit from taking the same course for graduate credit.	<ul style="list-style-type: none"> <li>Graduate Catalog p. 36</li> </ul>	✓	
(d) Completion of a Class A program for a teaching field requires at least 30 semester hours of graduate credit not used for prior certification in the same field.	<ul style="list-style-type: none"> <li>Graduate Catalog p. 71-81</li> <li>Program Checklists</li> </ul>	✓	

**INSTITUTION:** University of North Alabama

**ANALYSIS FORM FOR: 290-3-3-.42 to .46 Class A (Master's Degree Level) Programs for Teaching Fields** (adopted 8-3-2009)

**All Standards Met, October 2013**

<p><b>(3) Admission to Class A Programs for Teaching Fields.</b> Requirements for admission shall include a bachelor's-level professional educator certificate in the same teaching field(s) in which the Class A Professional Educator Certificate is sought, except for special education and as prescribed in the rules for Alternative Class A programs, English for speakers of other languages, and reading specialist.</p>	<ul style="list-style-type: none"> <li>• Graduate Catalog p. 62-65</li> <li>• Class A Teaching Field TEP Handbook p. 12</li> </ul>	✓	
<p>(a) Admission to a Class A special education program requires at least a bachelor's-level certificate in any teaching field.</p>	<ul style="list-style-type: none"> <li>• Graduate Catalog p. 62</li> <li>• Class A Teaching Field TEP Handbook p. 12</li> </ul>	✓	
<p>(b) It shall be the responsibility of the teacher education institution to ensure that Class B competencies as well as Class A competencies are met at the completion of a Class A program for which the student does not hold a valid Class B Professional Educator Certificate.</p>	<ul style="list-style-type: none"> <li>• Graduate Catalog p. 65, 75-77</li> <li>• Class A Teaching Field TEP Handbook p. 11</li> </ul>	✓	
<p>(c) If an individual admitted to a Class A program based on a bachelor's-level professional educator certification from another state completes a Class A program and subsequently applies for Alabama certification at the Class A level, then the individual must earn Alabama Class B certification before applying for Class A certification.</p>	<ul style="list-style-type: none"> <li>• Graduate Catalog p. 71</li> <li>• Class A Teaching Field TEP Handbook p. 14</li> </ul>	✓	
<p><b>(4) Program Curriculum.</b> At the Class A level, the teacher may complete any of three types of programs, each of which requires at least 30 semester hours of graduate credit not used for prior level certification in the same field.</p>	<ul style="list-style-type: none"> <li>• Graduate Catalog p. 71-81</li> <li>• Program Checklist</li> </ul>	✓	

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**All Standards Met, October 2013**

<b>(a) Options for types of programs.</b>	XXX	XXX	XXX
1. <u>Traditional teacher education program.</u> (i) At least one-third of the program shall consist of teaching field courses; and	<ul style="list-style-type: none"> <li>Graduate Catalog p. 71-74</li> <li>Program Checklists</li> </ul>	✓	
(ii) English language arts, general science, and general social studies programs shall require at least one course in two areas within the broader field.	<ul style="list-style-type: none"> <li>Graduate Catalog p. 72-73</li> <li>Program Checklists</li> </ul>	✓	
2. <u>Alternative Class A program.</u> Full information is provided in Rule 290-3-3-.44.	<ul style="list-style-type: none"> <li>Graduate Catalog p. 65, 75-77</li> <li>Program Checklists</li> </ul>	✓	
3. <u>Strengthened subject matter option.</u> An individual who pursues Class A certification through this option shall hold a bachelor’s-level professional educator certificate with an endorsement in the same or broader field of study for which Class A certification is sought.	<ul style="list-style-type: none"> <li>N/A</li> </ul>		
The curriculum must meet the institution’s requirements for a master’s degree in the academic area for which certification is sought.	<ul style="list-style-type: none"> <li>N/A</li> </ul>		
<b>(c) Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS).</b> Each traditional Class A and Alternative Class A program for a teaching field shall ensure that each program completer has demonstrated the Five Core Propositions of the National Board for Professional Teaching Standards, namely:	<ul style="list-style-type: none"> <li>XXX</li> </ul>	XXX	XXX
1. Teachers are Committed to Students and Their Learning.	<ul style="list-style-type: none"> <li>ED 634</li> </ul>	✓	

**INSTITUTION:** University of North Alabama

**ANALYSIS FORM FOR: 290-3-3-.42 to .46 Class A (Master’s Degree Level) Programs for Teaching Fields** (adopted 8-3-2009)

**All Standards Met, October 2013**

2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.	<ul style="list-style-type: none"> <li>ED 634</li> </ul>	✓	
3. Teachers are Responsible for Managing and Monitoring Student Learning.	<ul style="list-style-type: none"> <li>ED 634</li> </ul>	✓	
4. Teachers Think Systematically About Their Practice and Learn from Experience.	<ul style="list-style-type: none"> <li>ED 634</li> </ul>	✓	
5. Teachers are Members of Learning Communities.	<ul style="list-style-type: none"> <li>ED 634</li> </ul>	✓	
<b>(d) Special education course requirement.</b> A survey of special education course is required if not previously completed.	<ul style="list-style-type: none"> <li>Graduate Catalog p. 71-81</li> <li>Program Checklists</li> </ul>	✓	
<b>(5) Requirements for Class A Certification for Teachers.</b> Readiness to serve on the Class A level as a teacher shall include:	<ul style="list-style-type: none"> <li>XXX</li> </ul>	XXX	XXX
(a) An official transcript from a regionally accredited institution documenting an earned master’s degree.	<ul style="list-style-type: none"> <li>Class A Teaching Field TEP Handbook p. 14</li> </ul>	✓	
(b) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved teacher education program.	<ul style="list-style-type: none"> <li>Graduate Catalog p. 34</li> <li>Class A Teaching Field TEP Handbook p. 14</li> </ul>	✓	

**INSTITUTION:** University of North Alabama

**ANALYSIS FORM FOR:** 290-3-3-.42 to .46 Class A (Master's Degree Level) Programs for Teaching Fields (adopted 8-3-2009)

**All Standards Met, October 2013**

**INSTITUTION:** University of North Alabama

**ANALYSIS FORM FOR: 290-3-3-.42 to .46 Class A (Master's Degree Level) Programs for Teaching Fields** (adopted 8-3-2009)

**All Standards Met, October 2013**

<p>(c) Successful completion of an internship in the Alternative Class A Program, English for speakers of other languages, reading specialist, and speech and language impaired programs. In all disciplines except Alternative Class A programs, internship experiences may be integrated throughout the program. Internships must comply with Rule 290-3-3-.02(6)(c).</p>	<ul style="list-style-type: none"> <li>• Graduate Catalog p. 73, 76</li> <li>• Class A Teaching Field TEP Handbook p. 14</li> <li>• Alt A TEP Handbook p. 16</li> </ul>	✓	
<p>(d) Successful completion of a practicum for initial certification in a special education teaching field.</p>	<ul style="list-style-type: none"> <li>• Graduate Catalog p. 74</li> <li>• Class A Teaching Field TEP Handbook p. 14</li> <li>• Program Checklists</li> </ul>	✓	
<p>(e) A passing score on a comprehensive assessment documenting mastery of the curriculum, which may include, but may not be limited to, an oral examination.</p>	<ul style="list-style-type: none"> <li>• Graduate Catalog p. 71</li> <li>• Class A Teaching Field TEP Handbook p. 14</li> </ul>	✓	
<p>(f) A Class B Professional Educator Certificate in the same teaching field(s) in which a Class A Professional Educator Certificate is sought, except for Alternative Class A, English for speakers of other languages, and special education programs. English for speakers of other languages, reading specialist, and special education programs require a Class B Professional Educator Certificate in any teaching field.</p>	<ul style="list-style-type: none"> <li>• Graduate Catalog p. 62-65</li> <li>• Class A Teaching Field TEP Handbook p. 14</li> </ul>	✓	
<p><b>(6) Testing for Class A Certification for Teachers.</b> Applicants for initial Class A certification must meet the requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.01(3).</p>	<ul style="list-style-type: none"> <li>• Graduate Catalog p. 65, 75-76</li> <li>• Class A Teaching Field TEP Handbook p. 14</li> </ul>	✓	

**INSTITUTION:** University of North Alabama

**ANALYSIS FORM FOR:** 290-3-3-.42 to .46 Class A (Master’s Degree Level) Programs for Teaching Fields (adopted 8-3-2009)

All Standards Met, October 2013

<p><b>(7) Special Alternative Certificate.</b> A Special Alternative Certificate (SAC) allows a superintendent or administrator to employ an applicant who is completing requirements for initial Class A certification in a teaching field through a State-approved Class A program at an Alabama institution. Additional information, including requirements and restrictions, is provided in Rule 290-3-2-.06.</p>	<ul style="list-style-type: none"> <li>• Class A Teaching Field TEP Handbook p. 15</li> </ul>	<p>✓</p>	
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Comments:

**INSTITUTION:** University of North Alabama

**ANALYSIS FORM FOR: 290-3-3-.42 to .46 Class A (Master’s Degree Level) Programs for Teaching Fields (adopted 8-3-2009)**

**All Standards Met, October 2013**

<b>290-3-3-.45 English for Speakers of Other Languages (ESOL) (Grades P-12).</b>	XXX	XXX	XXX
<b>(1) Admission to an ESOL Program.</b> Initial certification in English for Speakers of Other Languages (ESOL) is at the Class A level. Requirements for admission to the program of studies include at least a bachelor’s-level professional educator certificate in a teaching field.	<ul style="list-style-type: none"> <li>Graduate Catalog p. 63</li> <li>Class A Teaching Field TEP Handbook p. 11</li> </ul>		
If an individual is admitted to an Alabama Class A program based on a bachelor’s- or master’s-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must earn at least a Class B certificate before applying for Class A certification.	<ul style="list-style-type: none"> <li>Graduate Catalog p. 71</li> <li>Class A Teaching Field TEP Handbook p. 14</li> </ul>		
<b>(3) Requirements for Certification for Teachers of ESOL.</b> Readiness to serve as a teacher of English for speakers of other languages shall include:	XXX	XXX	XXX
(a) An official transcript from a regionally accredited institution documenting an earned master’s degree.	<ul style="list-style-type: none"> <li>Class A Teaching Field TEP Handbook p. 14</li> </ul>		
(b) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved teacher education program.	<ul style="list-style-type: none"> <li>Graduate Catalog p. 34</li> <li>Class A Teaching Field TEP Handbook p. 14</li> </ul>		
(c) Competence to teach English for speakers of other languages as demonstrated in an internship of at least 300 clock hours that complies with Rule 290-3-3-.02(6)(a) and (d) and 290-3-3-.42(5)(c).	<ul style="list-style-type: none"> <li>Graduate Catalog p. 73</li> <li>Class A Teaching Field TEP Handbook p. 14</li> <li>Program Checklist</li> </ul>		



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**ANALYSIS FORM FOR:** 290-3-3-.42 to .46 Class A (Master's Degree Level) Programs for Teaching Fields (adopted 8-3-2009)

**All Standards Met, October 2013**

**INSTITUTION:** University of North Alabama

**ANALYSIS FORM FOR: 290-3-3-.42 to .46 Class A (Master’s Degree Level) Programs for Teaching Fields** (adopted 8-3-2009)

**All Standards Met, October 2013**

<p>(d) A passing score on a comprehensive assessment documenting mastery of the curriculum of the English for speakers of other languages, which may include, but may not be limited to, an oral examination.</p>	<ul style="list-style-type: none"> <li>• Graduate Catalog p. 71</li> <li>• Class A Teaching Field TEP Handbook p. 14</li> </ul>		
<p>(e) A bachelor’s level professional educator certificate in a teaching field.</p>	<ul style="list-style-type: none"> <li>• Graduate Catalog p. 63</li> <li>• Class A Teaching Field TEP Handbook p. 14</li> </ul>		
<p><b>(4) Testing for Certification of Teachers of ESOL.</b> Applicants for initial certification in English for speakers of other languages through the completion of a Class A program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is in Rule 290-3-3-.42(6).</p>	<ul style="list-style-type: none"> <li>• Graduate Catalog p. 63, 73</li> <li>• Class A Teaching Field TEP Handbook p. 14</li> </ul>		

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**ANALYSIS FORM FOR: 290-3-3-.42 to .46 Class A (Master's Degree Level) Programs for Teaching Fields (adopted 8-3-2009)**

**All Standards Met, October 2013**

<b>290-3-3-.45.01 Reading Specialist (Grades P-12).</b>	XXX	XXX	XXX
<b>(2) Admission to a Reading Specialist Program.</b>			
(a) Requirements for admission to the Class A reading specialist program shall include <u>one</u> of the following:	XXX	XXX	XXX
1. A bachelor's-level professional educator certificate in early childhood education, elementary education, or collaborative special education teacher (K-6 or 6-12) and two full years of full-time, successful classroom teaching experience; <u>or</u>	N/A		
2. A bachelor's-level professional educator certificate in any area of education, two full years of full-time, successful classroom teaching experience, and completion of two reading courses, including an introduction to reading course.	N/A		
(b) If an individual is admitted to an Alabama Class A program based on a bachelor's- or master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must earn at least Class B certification before applying for Class A certification.	N/A		
<b>(4) Requirements for Certification as a Reading Specialist.</b> Readiness to serve as reading specialist shall include:	XXX	XXX	XXX
(a) An official transcript from a regionally accredited institution documenting an earned master's degree.	N/A		
(b) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the Alabama State Board of Education approved reading	N/A		

**INSTITUTION:** University of North Alabama

**ANALYSIS FORM FOR: 290-3-3-.42 to .46 Class A (Master’s Degree Level) Programs for Teaching Fields** (adopted 8-3-2009)

**All Standards Met, October 2013**

specialist program.			
(c) Competence to serve as a reading specialist as demonstrated in an internship of at least 300 clock hours that complies with Rules 290-3-3-.02(6)(a) and (d) and 290-3-3-.42(5)(c).	N/A		
(d) A passing score on a comprehensive assessment documenting mastery of the curriculum of the reading specialist program, which may include, but may not be limited to, an oral examination.	N/A		
(e) A bachelor’s level professional educator certificate in a teaching field.	N/A		
<b>(5) Testing for Certification as a Reading Specialist.</b> Applicants for initial certification as a reading specialist through the completion of a Class A program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition of certification. See Rule 290-3-3-.42(6).	N/A		
<b>(6) Faculty Qualifications for a Reading Specialist Program.</b> The faculty specialist for the reading specialist program shall possess an earned doctorate in reading. Additional information is provided in Rule 290-3-3-.01(26).	N/A		
The faculty specialist shall be currently involved in conducting research related to learning to read and the teaching of reading;	N/A		
shall understand the Alabama Reading Initiative (ARI), including the knowledge and skills expected for ARI schools, the assessment tools used in these schools, and the evaluation of these schools;	N/A		

**INSTITUTION:** University of North Alabama

**ANALYSIS FORM FOR:** 290-3-3-.42 to .46 Class A (Master's Degree Level) Programs for Teaching Fields (adopted 8-3-2009)

**All Standards Met, October 2013**

shall be a full-time employee of the institution; shall teach courses required in the program; and shall advise candidates seeking certification through program completion.	N/A		
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**INSTITUTION:** University of North Alabama

**ANALYSIS FORM FOR: 290-3-3-.42 to .46 Class A (Master's Degree Level) Programs for Teaching Fields** (adopted 8-3-2009)

**All Standards Met, October 2013**

<b>290-3-3-.46 Speech and Language Impaired (Grades P-12).</b>	XXX	XXX	XXX
(1) <b>Admission.</b> Requirements for admission to the Class A speech and language impaired program shall include completion of a bachelor's degree in speech and language impaired from a regionally accredited institution.	N/A		
(3) <b>Requirements for Certification of Teachers of Speech and Language Impaired.</b> Readiness to serve students with speech and language impairment shall include:	XXX	XXX	XXX
(a) An official transcript from a regionally accredited institution documenting an earned master's degree.	N/A		
(b) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 on all courses in the approved program for speech and language pathology.	N/A		
(c) Competence to serve as a speech and language pathologist as demonstrated in an internship in a P-12 school(s) setting of at least 300 clock hours that complies with Rules 290-3-3-.02(6)(a) and (d) and 290-3-3-.42(5)(c).	N/A		
(d) A passing score on a comprehensive assessment documenting mastery of the curriculum of the speech and language impaired program, which may include but may not be limited to, an oral examination.	N/A		

**INSTITUTION:** University of North Alabama

**ANALYSIS FORM FOR:** 290-3-3-.42 to .46 Class A (Master’s Degree Level) Programs for Teaching Fields (adopted 8-3-2009)

**All Standards Met, October 2013**

<p><b>(4) Testing for Certification of Teachers of Speech and Language Impaired.</b>                  Successful completion of the requirements of the Alabama Prospective Teacher Testing Program shall be required for initial certification in speech and language impairment. Additional information is provided in Rule 290-3-3-.42(6).</p>	<p>N/A</p>		
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