

TRANSMITTAL SHEET FOR
NOTICE OF INTENDED ACTION

Control No. 290 Department or Agency Alabama State Department of Education
Rule No. 290-3-3-.02 in the Teacher Education Chapter of the Alabama Administrative Code
Rule Title: College and University Requirements
 New X Amend Repeal Adopt by Reference

Would the absence of the proposed rule significantly harm or endanger the public health, welfare, or safety? No

Is there a reasonable relationship between the state's police power and the protection of the public health, safety, or welfare? Yes

Is there another, less restrictive method of regulation available that could adequately protect the public? No

Does the proposed rule have the effect of directly or indirectly increasing the costs of any goods or services involved and, if so, to what degree? No

Is the increase in cost, if any, more harmful to the public than the harm that might result from the absence of the proposed rule? No

Are all facets of the rulemaking process designed solely for the purpose of, and so they have, as their primary effect, the protection of the public? No

Does the proposed rule have an economic impact? No

If the proposed rule has an economic impact, the proposed rule is required to be accompanied by a fiscal note prepared in accordance with subsection (f) of Section 41-22-23, Code of Alabama 1975.

Certification of Authorized Official

I certify that the attached proposed rule has been proposed in full compliance with the requirements of Chapter 22, Title 41, Code of Alabama 1975, and that it conforms to all applicable filing requirements of the Administrative Procedure Division of the Legislative Reference Service.

Signature of certifying officer: 

Date 3/29/12

(DATE FILED)
(STAMP)

APA-2
07/04

**Alabama State Department of Education
Office of Teaching and Leading**

NOTICE OF INTENDED ACTION

AGENCY NAME: State Department of Education

RULE NO. & TITLE:

290-3-3 is the Teacher Education Chapter of the Alabama Administrative Code.

290-3-3-.01	Definitions
290-3-3-.02	College and University Requirements
290-3-3-.04	Class B (Bachelor's Degree Level) Programs for Teaching Fields
290-3-3-.42	Class A (Master's Degree Level) Programs for Teaching Fields
290-3-3-.44	Alternative Class A Programs for Teaching Fields
290-3-3-.45	English for Speakers of Others Languages (ESOL) (Grades P-12)
290-3-3-.45.01	Reading Specialist (Grades P-12)
290-3-3-.46	Speech and Language Impaired (Grades P-12)
290-3-3-.47	Class A (Master's Degree Level) Programs for Areas of Instructional Support Personnel
290-3-3-.48	Instructional Leadership
290-3-3-.49	Library Media
290-3-3-.50	School Counseling
290-3-3-.51	School Psychometry
290-3-3-.51.01	Sport Management
290-3-3-.52	Class AA (Sixth-Year Level) Programs for Teaching Fields
290-3-3-.52.01	Teacher Leader
290-3-3-.53	Class AA (Sixth-Year Level) Programs for Areas of Instructional Support
290-3-3-.53.01	Instructional Leadership
290-3-3-.54	School Psychology

INTENDED ACTION: Amend

SUBSTANCE OF PROPOSED ACTION: Amend

Amend Rule 290-3-3-.01 to add definitions for instructional support area, levels of Alabama Professional Certificates, and program overlap; revise definitions on levels of educator preparation programs, professional studies, and teaching field; and delete language about converting a "pass" grade.

Amend Rule 290-3-3-.02 to allow for program overlap in accordance with written institutional policies and provide language to allow an individual who completed an educator preparation program at an Alabama institution and wishes to return to complete a program on the same degree level to use coursework from the first program without violating the rule limiting the number of courses that may be taken prior to unconditional admission.

Amend Rule 290-3-3-.04 to use consistent language about State requirements for unconditional admission.

Amend Rule 290-3-3-.42 to require unconditional admission before a person has taken more than five courses in an approved program; to stipulate courses from a prior-level of certification may not be used to meet requirements of a higher-level program; and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.44 to clarify language about State requirements for unconditional admission to an Alternative Class A program.

Amend Rule 290-3-3-.45 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.45.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.46 to require unconditional admission before a person has taken more than five courses in the approved program.

Amend Rule 290-3-3-.47 to require unconditional admission before a person has taken more than five courses in an approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.48 to emphasize a person must be unconditionally admitted before enrolling in courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.49 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.50 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.51 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.51.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.52 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.52.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.53 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.53.01 to emphasize a person must be unconditionally admitted before enrolling in courses in the program and to clarify prerequisite certificates must be valid.

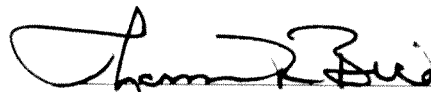
Amend Rule 290-3-3-.54 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

TIME, PLACE, MANNER OF PRESENTING VIEWS: A public hearing will be held at 9:30 a.m., April 12, 2012, Auditorium Plaza Level, Gordon Persons Building, 50 North Ripley Street, Montgomery, Alabama. All persons wishing to express their views should contact the State Superintendent of Education at (334) 242-9700 no later than April 2, 2012, in order to ensure being scheduled on the agenda. All persons wishing to express their views in writing to the State Superintendent of Education should address all written comments to the State Superintendent of Education, Gordon Persons Building, P.O. Box 302101, Montgomery, Alabama 36130-2101.

FINAL DATE FOR COMMENT AND COMPLETION OF NOTICE: June 5, 2012

CONTACT PERSON AT AGENCY:

Dr. Jayne Meyer
Alabama State Department of Education
P.O. Box 302101
Montgomery, Alabama 36130-2101
(334) 242-9560



(Signature of officer authorized to promulgate and adopt rules or his or her deputy)

290-3-3-.02 College and University Requirements. To offer approved teacher education programs, institutions shall be accredited by the Southern Association of Colleges and Schools at the level of program(s) to be provided. To provide a Class AA program in a secondary teaching field (excluding driver and traffic safety education, health education, and career and technical education) or in visual arts, music, or physical education, an institution shall also offer a non-teacher education master's degree in that discipline. If an institution loses regional accreditation at one or more levels, the unit must notify candidates individually and in writing.

(1) Conceptual Framework(s).

(a) The unit's conceptual framework(s) shall describe the vision, mission, philosophy, goals, and purpose of the unit's efforts in preparing educators to work in P-12 schools. It is knowledge-based, including theories, research, the wisdom of practice, and education policies. It also is well articulated and consistent with the institution's mission. The unit's conceptual framework(s) shall clearly articulate the unit's professional commitments to knowledge, teaching competence, and student learning. It shall outline the dispositions that the faculty value in teachers and other professional school personnel.

(b) The unit's conceptual framework(s) shall reflect the unit's commitment to preparing candidates to support learning for all students and shall provide a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

(c) The unit's conceptual framework(s) shall reflect the unit's commitment to preparing candidates who are able to use educational technology to help all students learn. It also shall provide a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

(d) The unit's conceptual framework(s) shall provide the context for developing and assessing candidate proficiencies based on professional, state, and institutional standards.

(2) Courses, Credits, and/or Programs Acceptable to Meet State Approved Program Requirements.

(a) Any courses and/or credits verified on an official transcript and used to meet State-approved program requirements must be from regionally accredited institutions.

(b) Transferred courses and/or credits used to meet approved program requirements in professional studies, instructional support, or other approved program requirements (courses other than general studies and Arts and Sciences type courses used to meet academic major requirements) must have been completed at a regionally accredited institution that prepares teachers on the same degree level of certification.

(c) Courses, credits, and/or degrees accepted from institutions outside the United States shall be substantiated by an evaluation of the foreign credentials from a state, federal, or private foreign credential evaluation service recognized by the Alabama State Department of Education Teacher Education and Certification Office. The evaluation must show that courses, credits, and/or degrees were earned at an institution equivalent to a regionally accredited institution in the United States.

(d) Remedial courses may not be used to meet approved program requirements. Additional information is provided in Rule 290-3-3-.01(41 37).

(e) Coursework used to meet Class B certification requirements may not be used to meet requirements for Class A certification in any teaching field or area of instructional support. Coursework used to meet Class A certification requirements may not be used to meet certification requirements for Class AA certification in any teaching field or area of instructional support.

(f) A candidate cannot be recommended for certification based on completion of a program for which State approval expired more than seven years prior to the date of program completion.

(g) Individuals in undergraduate programs may enroll in master's-level courses in an approved Class A or Alternative Class A program in accordance with written institutional policies and State standards for program admission. Such courses count toward the limit of courses that may be taken prior to unconditional admission to a program. Additional information is provided in Rule 290-3-3-.01(37), Rule 290-3-3-.42(3)(d), Rule 290-3-3-.44(3), and Rule 290-3-3-.47(2).

(h) Individuals in a master's program may enroll in courses in an approved Class A or Class AA program in accordance with written institutional policies and State standards for program admission. Such courses count toward the limit of courses that may be taken prior to unconditional admission to a program. Additional information is provided in Rule 290-3-3-.01(37), Rule 290-3-3-.52(2), and Rule 290-3-3-.53(2).

(i) If an individual completes a Class B program at an institution and wants to return to the same institution for a new Class B program, professional studies courses common to both approved checklists are not subject to the five-course limit. However, if the individual has taken more than five professional studies courses on the checklist of the second program, no additional professional studies courses may be taken prior to unconditional admission.

(j) If an individual completes a Class A, Alternative Class A, or Class AA program at an institution and wants to return to the same institution for a new program on the same degree level, courses common to both approved checklists are not subject to the five-course limit. However, if the individual has taken more than five courses on the checklist of the new program, no additional courses may be taken until the individual is unconditionally admitted.

(3) General Studies. The unit shall ensure that candidates have completed general studies courses and experiences. General studies shall include courses in humanities, social studies, mathematics, and science.

(a) Individuals in the Class B programs in early childhood education, elementary education, early childhood special education, or collaborative special education teacher (K-6 or 6-12) shall have earned at least 12 semester hours of acceptable credit, as verified on official transcripts, in each of the following areas: English language arts, mathematics, science, and social studies.

(b) Individuals applying for admission to Alternative Class A programs in early childhood education, elementary education, early childhood special education, or collaborative special education teacher (K-6) shall have earned at least 12 semester hours of acceptable credit, as verified on official transcripts, in each of the following areas: English language arts, mathematics, science, and social studies or earned the current passing score on the prescribed Praxis II subject assessment of the Alabama Prospective Teacher Testing Program. Additional information is provided in Rule 290-3-3-.44(3)(c).

(4) Teaching Field. The unit shall ensure that teacher candidates attain academic competence in the content that they plan to teach. Teacher candidates shall know the subject matter that they plan to teach and shall be able to explain important principles and concepts delineated in professional, state, and institutional standards. Institutions may elect to meet appropriate Alabama State Board of Education knowledge and ability rules for specific teaching fields, NCATE-affiliated specialty organization guidelines, or the guidelines of other national teaching field specific accrediting agencies. Completion of a teaching field for most middle/secondary and P-12 teaching field programs shall ensure that the candidate has completed all requirements for an academic major in the teaching field. Programs in early childhood education, elementary education,

driver and traffic safety education, health education, career and technical education, physical education, and special education do not require an academic major.

(a) Major requirements. The Class B middle-level, secondary, and P-12 teaching fields shall include one of the following options:

1. A comprehensive teaching field in English language arts, general science, or general social studies that includes both an academic major in an area included in the broad area and coursework in the other areas within the comprehensive field. The academic major must meet the 32/19 requirements. Additional information is provided in the definition for 32/19 in Rule 290-3-3-.01(1). Institutions may develop Arts and Sciences majors in a comprehensive teaching field as long as enrollment is not restricted to prospective teachers. Institutions that choose this option may count all coursework in the comprehensive major toward the 32/19 requirement. For example, the 32/19 requirement for an English language arts major may include courses in English, grammar, reading, speech, drama, theatre, and journalism.

2. A single teaching field with an academic major that includes a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit in a single teaching field, such as chemistry or history.

3. A single teaching field in an area of driver and traffic safety education, health education, career and technical education, physical education, or special education that includes a major with a minimum of 32 semester hours of credit with at least 19 semester hours of upper-division credit.

(b) Methods course requirements. Each Class B and Alternative Class A teaching field shall be supported by at least one methods course specific to the teaching field or to the general area of the teaching field (e.g., science methods or social studies methods). Methods courses for specific teaching fields or for the general area of the teaching field shall not be combined with methods courses of other teaching fields or general areas (e.g., mathematics and biology). The requirement for Alternative Class A programs is effective for candidates admitted on or after August 1, 2011. If the faculty members who teach methods courses have not had recent P-12 teaching experience that has provided knowledge of the trends and issues in the P-12 setting, then each methods course shall be team taught with a P-12 teacher who holds at least a valid master's-level certificate in an appropriate teaching field or shall be taught by that P-12 teacher.

(5) Criminal History Background Check.

(a) Effective no later than the beginning of the fall 2008 semester, any candidate applying for admission to a State-approved teacher education program shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) pursuant to Act 2002-457.

(b) The candidate shall be fingerprinted by a service provider approved by the Alabama State Department of Education. Additional information about approved providers, fees, and procedures is available from the Teacher Education and Certification Office.

(c) The candidate is responsible for the nonrefundable, nontransferable fee.

(d) The candidate shall be issued a suitability determination from the State Superintendent of Education. The candidate must provide the designated official of the unit documentation of having cleared the criminal history background check prior to admission to a State-approved teacher education program.

(e) A candidate whose suitability determination precludes admission to a State-approved teacher education program has the right to due process procedures in accordance with Rule 290-3-2-.22 ~~.34~~, Revocation and Suspension of Certificates and Unsuitability Determinations.

(6) Field Experiences and Internships (Class B, Class A, and Class AA Programs).

(a) Basic principles.

1. Collaboration. The unit, its school partners, and other members of the professional community, including faculty in academic disciplines, shall design, implement, and evaluate field experiences and internships, so that teacher candidates and other professional school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

(i) The criteria for field experiences and internships designed by the unit and its school partners shall be approved by local superintendents and the State Superintendent of Education.

(ii) In a school system that provides field experience and/or internship sites for more than one educator preparation institution, a combined meeting of the units' representatives and the superintendent is recommended.

(iii) The unit and its school partners shall jointly determine the specific placement of candidates for experiences in P-12 schools.

2. Field experiences and internships shall reflect the unit's conceptual framework(s) and shall help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and dispositions delineated in standards.

3. All candidates shall participate in field experiences or internships that include students with exceptionalities and students from diverse ethnic, racial, gender, linguistic, and socioeconomic groups.

4. Field experiences and internships shall provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn.

5. Field experiences and internships shall require candidates to use information and instructional technology to enhance teaching and learning.

6. Field experiences and internships shall allow time for the candidate's reflection and shall include feedback from peers and supervisors.

7. If possible, field experiences and/or the internship should include both the opening and the closing of a school year.

8. Assessment.

(i) Multiple assessment strategies shall be used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and college or university faculty shall jointly conduct assessments of candidate performance throughout field experiences and internships.

(ii) Assessments used in internships shall be linked to candidate competencies delineated in professional, state, and institutional standards and to the unit's conceptual framework(s).

9. Entry and exit criteria shall be clearly identified for internships.

10. The unit should use its discretion concerning internship semester days designated for final examinations.

11. The unit may require interns to meet on campus for special activities for no more than five days during the internship semester.

(b) Field experiences in Class B and Alternative Class A programs.

1. Field experiences shall facilitate candidates' development as professional educators by providing opportunities for observing in schools and other entities that serve P-12 students, tutoring students, assisting teachers or other school personnel, attending school board meetings, and participating in education-related community events prior to the internship.

2. Beginning with the first professional course, each candidate shall participate in extended and supervised field experiences with specific purposes and assessment. At a minimum, each candidate in a Class B or Alternative Class A program shall have participated in 150 clock hours prior to the internship. Ninety of these 150 hours shall be in increments of at least three hours each. The majority of field experiences must occur in P-12 schools.

3. Field experiences must span all of the grades for which certification is sought. At least half of the field experiences shall be in the candidate's teaching field.

(c) Internships in Class B and Alternative Class A programs.

1. The internships in Class B and Alternative Class A programs shall be full-time in the schools for a full semester in the teaching field for which certification is sought and which may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher for at least 20 full days including at least 10 consecutive days.

(i) An intern who is absent from her or his 10 consecutive day assignment for one day, for a reason deemed acceptable by both the unit and the partner school, may exercise full responsibilities on the eleventh consecutive day.

(ii) The intern may plan support activities to be provided by the cooperating teacher.

2. For candidates who are seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g., mathematics and biology).

3. For candidates who are seeking certification in two or more related fields (e.g., chemistry and physics or elementary education and elementary-level collaborative special education), the internship may be divided between the two teaching fields.

4. For P-12 programs and for individuals seeking certification in collaborative special education at both the K-6 and 6-12 levels, the internship shall be divided between early childhood/elementary and middle/secondary grades.

5. For early childhood or early childhood special education programs, the internship shall include a pre-school or kindergarten placement and a placement in grades 1, 2, or 3 unless substantial field experiences were completed at both levels.

6. For elementary education or collaborative special education (K-6) programs, the internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless substantial field experiences were completed at both levels.

(d) Field experience and internships in Class A and AA programs. Class A and Class AA programs require field experiences and may require an internship. Refer to the specific rules for each program: Class A programs for teaching fields in Rule 290-3-3-.42(5)(c), instructional leadership in Rule 290-3-3-.48(3)(e), library media in Rule 290-3-3-.49(4)(d), school counseling in Rule 290-3-3-.50(4)(d) and (e), school psychometry in Rule 290-3-3-.51(4)(d), sport management in Rule 290-3-3-.51.01(3)(c), Class AA programs for teaching fields in Rule 290-3-3-.52(5)(b), and school psychology in Rule 290-3-3-.54(4)(c).

(7) Faculty Qualifications.

(a) Unit faculty at the institution shall have earned doctorates from regionally accredited colleges or universities or exceptional expertise that qualifies them for their assignments.

(b) The faculty specialist for each program shall possess an earned doctorate from a regionally accredited college or university in the area of assignment, shall be a full-time employee of the institution, shall teach courses required in the program, shall advise candidates seeking certification through program completion, and shall have a thorough understanding of current State initiatives related to that content area.

(c) Unit faculty shall have a thorough understanding of the content they teach.

(d) Teaching by unit faculty shall reflect the unit's conceptual framework(s) and research, theories, and current developments in their fields and in pedagogy.

(e) Unit faculty shall value candidates' learning and assess candidates' performance. Their teaching shall encourage candidates' development of reflection, critical thinking, problem solving, and professional dispositions.

(f) Unit faculty shall use a variety of instructional strategies that reflect an understanding of different learning styles and the needs of diverse learners.

(g) Unit faculty shall integrate and model the use of current and emerging technology throughout their teaching.

(h) Unit faculty shall assess their own effectiveness on candidates' learning and performance.

(i) Each semester, unit faculty shall have a minimum of 10 clock hours of on-going, structured real-world experiences in P-12 school setting(s) to complement and add to their past educational experiences. An advisory committee composed of unit faculty and P-12 educators shall identify acceptable activities.

(j) Recent P-12 Experiences Requirement.

1. Faculty who teach methods courses or supervise interns for teaching field programs and who have not been employed in a P-12 setting within the most recent five-year period shall use either of two options to meet the professional experience requirement:

(i) Substitute teach, co-teach, or guest teach in an appropriate P-12 classroom.

(ii) Teach methods courses that include model lessons or demonstration classes in P-12 schools.

2. At a minimum, faculty who supervise interns for instructional support programs and who have not been employed in a P-12 setting in the area of instructional support within the most recent five-year period shall shadow a highly effective P-12 practitioner in the area of instructional support for at least 10 clock hours per semester. This requirement is effective beginning spring semester 2010.

(k) Unit faculty shall demonstrate scholarly work in their fields of specialization. They shall be engaged in different types of scholarly work, based in part on the mission of their institution.

(l) Unit faculty shall provide service to the college or university, P-12 schools, and broader communities in ways that are consistent with the institution's and unit's missions. They shall be actively involved with the professional world of practice in P-12 schools. Unit faculty shall be actively involved in professional associations. They shall provide education-related services at the local, state and national, or international levels.

(m) Unit faculty shall collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.

(n) The unit shall conduct systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of unit faculty shall be used to improve teaching, scholarship, and service of unit faculty.

(o) Based upon needs identified in faculty evaluations, the unit shall provide opportunities for its faculty to develop new knowledge and skills, especially as they relate to the conceptual framework(s), performance assessment, diversity, technology, and State initiatives and other emerging practices.

(p) Unit faculty shall participate in professional development activities through their own initiatives or those conducted, sponsored, or arranged by the unit to enhance teaching competence and intellectual vitality.

(q) Higher education clinical faculty shall have had recent professional experiences in P-12 school settings at the levels that they supervise.

(r) Criteria for school faculty who supervise interns shall be clear and made known to all of the involved parties.

(s) P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certificated at the Class A level for their present assignment, have at least three years of educational experience in their field of specialization, and are currently teaching classes in the intern's area(s) of specialization. If no teacher with Class A certification in the intern's area(s) of specialization is available in the institution's service area, then the unit head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern's area of specialization.

(t) P-12 faculty shall provide regular and continuing support for interns through such processes as observation, conferencing, group discussion, and e-mail and the use of other technologies.

(u) Faculty designated as program specialists and/or other faculty in academic disciplines, as agreed upon by the unit and the program area, shall share responsibility for supervising interns seeking teacher certification in their academic areas.

(8) Assessment System.

(a) Unit assessment.

1. The unit shall have developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and State standards. The unit system shall include a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs.

2. The unit shall take effective steps to eliminate sources of bias in performance assessments and shall work to establish the fairness, accuracy, and consistency of its assessment procedures.

3. The unit shall maintain an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, and competence of graduates, unit operations, and program quality.

(i) The assessment system must include data on each candidate for the Alabama Quality Teaching Standards, if applicable, and the standards unique to the teaching field or area of instructional support, as reflected on the Performance Assessment Templates (PATs).

(ii) The institution must be able to generate reports on individual candidates and cohorts.

4. Using multiple assessments from internal and external sources, the unit shall collect data from applicants, candidates, recent graduates, faculty, and other members of the professional community.

5. The unit shall maintain a record of formal candidate complaints and documentation of their resolution. These data shall be regularly and systematically

compiled, summarized, and analyzed to improve candidate performance, program quality, and unit operations.

6. The unit shall use information technologies to maintain its assessment system.

7. The unit regularly and systematically shall use data, including candidate and graduate performance information, the Alabama Quality Teaching Standards, if applicable, and State standards unique to the teaching field or area of instructional support to evaluate the efficacy of its courses, programs, and internships. The unit shall analyze program evaluation and performance assessment data to initiate changes where indicated. Candidate and faculty assessment data shall be regularly shared with candidates and faculty to help them reflect on their performance and improve it.

(b) Competence of Candidates.

1. The unit shall ensure that a candidate's competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for certification.

2. Decisions about candidate performance are based on multiple assessments made at admission to a program, at appropriate transition points, and at program completion.

3. Criteria included in Alabama's Professional Education Personal Evaluation (PEPE) Program, EDUCATEAlabama, or another State-adopted evaluation instrument shall be used to gather data about candidate performance. Satisfactory performance on PEPE criteria, EDUCATEAlabama, or another State-adopted evaluation instrument, is the current, validated composite score level determined by the Alabama State Board of Education.

(9) Governance and Accountability of the Unit. The president of the institution shall designate the administrative head of the unit.

(a) The unit shall have the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs. The unit shall effectively manage or coordinate all programs so that candidates are prepared to meet standards and complete all courses on the State-approved checklist.

(b) One person shall be authorized to represent the unit as the certification officer, who certifies to the Alabama State Department of Education that an applicant for a certificate has successfully completed the approved program for the certificate sought and is recommended for certification.

(c) The unit's recruiting and admission practices shall be clearly and consistently described in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising shall be accurate, current, and readily accessible.

(d) The unit shall ensure that candidates have access to student services such as advising and counseling.

(e) Unit faculty involved in the preparation of candidates shall collaborate with P-12 practitioners to design, implement, and evaluate the unit and its programs.

(f) The unit shall provide a system to facilitate collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.

(g) The unit shall receive sufficient budgetary allocations at least proportional to other units on campus to provide programs that prepare candidates to meet standards. The budget shall adequately support on-campus and clinical work essential for the preparation of professional educators.

(h) Workload policies, including those pertaining to online course delivery, shall allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Faculty loads for teaching on campus and online generally shall not exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching. Supervision of clinical practice shall not generally exceed 18 candidates for each full-time equivalent faculty member.

(i) The unit's criteria for promotion, tenure, and merit pay raises should include recognition of ongoing participation in real-world experiences in the P-12 setting.

(j) The unit should make appropriate use of full-time, part-time, and clinical faculty, as well as graduate assistants, so that program coherence and integrity are ensured.

(k) The unit shall provide an adequate number of support personnel so that programs can prepare candidates to meet standards.

(l) The unit shall provide adequate resources and opportunities for professional development of faculty, including training in the use of technology.

(m) Unless specified differently in other sections of this chapter, there shall be at least one specialist in each curriculum area for which a program leading to certification is offered who holds the doctorate with a major area of specialization in the curriculum area to which the faculty member is assigned. At the Class AA level, there shall be at least two specialists for each certification program. Additional information is provided in Rule 290-3-3-.01(~~29 26~~).

(n) The unit shall have adequate campus and school facilities to support candidates in meeting standards.

(o) The facilities shall support faculty's and candidates' use of information technology in instruction.

(p) The unit shall allocate resources across programs to prepare candidates to meet standards for their fields. The unit shall provide adequate resources to develop and implement the unit's assessment plan.

(q) The unit shall have adequate information technology resources to support faculty and candidates.

(r) Faculty and candidates shall have access to both sufficient and current library and curricular resources and electronic information.

(s) The unit shall limit its program offerings to ensure that courses are offered at appropriate times and with sufficient frequency to accommodate the levels of the candidates (Class B, Class A, and Class AA).

(10) Unit Accountability. The unit shall establish, publish, and implement policies to guarantee the success of individuals who complete its approved programs and are employed in their area(s) of specialization. The unit shall provide remediation at no cost to such individuals whose performance indicates the need for additional support:

(a) Who receive less than the required minimum composite score, as determined by the Alabama State Board of Education, on the Alabama Professional Education Personnel Evaluation (PEPE) Program, EDUCATEAlabama, or another State-adopted evaluation instrument.

(b) Within the first two years after the beginning valid date of the Professional Educator Certificate, which was issued based on recommendation by the unit. In no case, shall the unit be required to provide remediation for more than the first two years of employment.

(11) New Programs. Authorization by the Alabama State Board of Education shall be secured before a proposal for a new program is reviewed. Candidates shall not be enrolled in courses unique to a proposed program prior to program approval.

(12) Discontinuation of Programs.

(a) If an institution chooses to discontinue a program or place it on inactive status, the unit head shall give written notification of this decision to the State Superintendent of Education. The notification shall include the names and other identifying information of candidates who have been admitted to the program to be discontinued or placed on inactive status. Receipt of that notification shall be confirmed by the State Superintendent of Education. No other candidates shall be admitted to the program.

(b) If the Alabama State Board of Education chooses to eliminate standards for a teaching field or area of instructional support, the State Superintendent of Education will communicate directly with unit heads.

(13) Alternative Certification Options. Institutions responsible for the preparation of teachers and other school personnel shall inform all prospective candidates of the alternative approaches to certification.

(14) State and/or Federal Reports. Institutions that do not provide requested data in a timely manner may have any or all of the unit's program approval rescinded as authorized in Rule 290-3-3-.56(2)(f).

Author: Dr. Joseph B. Morton. Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16, 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; amended 04-09-09, effective 05-04-09; repealed and adopted new 08-03-09; effective 10-01-09, amended _____, effective _____.