

INSTITUTION: University of North Alabama

ANALYSIS FORM FOR: 290-3-3-.47 to 290-3-3-51.01 Class A Programs for Instructional Support Personnel (adopted 8-3-2009)
All Standards Met, October 2013

	IHE Evidence	TEAM ✓	Comments
290-3-3-.47 Class A (Master's Degree Level) Programs for Areas of Instructional Support Personnel.	XXX	XXX	XXX
(1) Purposes of Class A Programs for Areas of Instructional Support. The purposes of a Class A program shall be to prepare educators to serve effectively in instructional support positions.	<ul style="list-style-type: none"> • Counselor Handbook p. 1 • Class A Instructional Leadership TEP Handbook p. 11 	✓	
(2) Admission to Class A Programs for Areas of Instructional Support Personnel.	XXX	XXX	XXX
(a) Other than instructional leadership programs [Rule 290-3-3-.48(1)], requirements for admission shall include a bachelor's-level or master's-level professional educator certificate in a teaching field or a master's-level certificate in another area of instructional support.	<ul style="list-style-type: none"> • Graduate Catalog p. 63-64 	✓	
(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 a Class B Professional Educator Certificate before applying for Class A certification.	<ul style="list-style-type: none"> • Graduate Catalog p. 71 • Class A Instructional Leadership TEP Handbook p. 16 	✓	
(3) Program Curriculum.	XXX	XXX	XXX
(a) Completion of a Class A program for instructional support personnel requires at least 30 semester hours of graduate credit not used for prior level certification in the same field.	<ul style="list-style-type: none"> • Graduate Catalog p. 74-75 • Program Checklists 	✓	
(b) A survey of special education course, if not taken previously.	<ul style="list-style-type: none"> • Graduate Catalog p. 74-75 • Program Checklists 	✓	

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(4) Requirements for Certification for Class A Instructional Support Personnel. Other than instructional leadership programs [Rule 290-3-3-.48(3)], readiness to serve in an instructional support capacity 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"> • Official Transcripts 	✓	
(b) Satisfactory completion of a State-approved program, including an internship, with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for instructional support personnel.	<ul style="list-style-type: none"> • Graduate Catalog p. 34 • Counselor Handbook p. 3 	✓	
(c) Two full years of full-time, acceptable educational experience except for instructional leadership, which requires three full years of full-time, acceptable educational experience at the P-12 level which must include at least one full-year of full-time P-12 teaching experience.	<ul style="list-style-type: none"> • Graduate Catalog p. 64 	✓	
(d) At least a Class B Professional Educator Certificate in a teaching field or a Class A Professional Educator Certificate in a teaching field or in another area of instructional support.	<ul style="list-style-type: none"> • Graduate Catalog p. 64 	✓	
(5) Testing for Class A Certification for Instructional Support Personnel. Applicants for initial Class A certification in an instructional support area must meet the Praxis II 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).	<ul style="list-style-type: none"> • Graduate Catalog p. 74-75 • Counselor Handbook p. 5-6 	✓	

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<p>(6) Special Alternative Certificate. A Special Alternative Certificate (SAC) allows a superintendent or administrator to employ an applicant who is completing requirements for Class A certification in library media, school counseling, or instructional leadership through a State-approved Class A program at an Alabama institution. Additional information, including requirements and restrictions, is provided in Rule 290-3-2-.07. A Special Alternative Certificate is not issued for school psychometry or sport management.</p>	<ul style="list-style-type: none">• Class A Instructional Leadership TEP Handbook p. 17	✓	
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	IHE Evidence	TEAM ✓	Comments
290-3-3-.48 Instructional Leadership.	XXX	XXX	XXX
(1) Admission to an Instructional Leadership Program. In addition to a Class B Professional Educator Certificate in a teaching field or a Class A Professional Educator Certificate in a teaching field or instructional support area, the applicant shall:	<ul style="list-style-type: none"> Graduate Catalog p. 64 Class A Instructional Leadership TEP Handbook p. 11-12 	✓	
(a) Have a minimum of three full years of full-time, satisfactory professional educational experience in a P-12 setting, which must include P-12 teaching experience if admitted prior to August 2010 <u>or</u> have a minimum of three full years of full-time, acceptable professional educational experience in a P-12 setting, which must include at least one full year of full-time P-12 teaching experience if admitted on or after August 1, 2010.	<ul style="list-style-type: none"> Graduate Catalog p. 64 Class A Instructional Leadership TEP Handbook p. 11 	✓	
(b) Submit an admission portfolio before an interview. The portfolio will contain the following:	<ul style="list-style-type: none"> Graduate Catalog p. 65 Class A Instructional Leadership TEP Handbook p. 12 	✓	
1. Three letters of recommendation to include the applicant's principal or supervisor. Each local superintendent will establish requirements for recommendations from the principal and/or supervisor.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 12 	✓	
2. Completed copy (all forms) of the most recent performance appraisal to include the professional development component, if available.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 12 	✓	
3. Evidence of ability to improve student achievement.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 12 	✓	

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4. Evidence of leadership and management potential, including evidence of most recent accomplishments in the area of educational leadership.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 12 	✓	
5. Summary of candidate's reasons for pursuing instructional leadership certification.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 12 	✓	
6. Summary of what the candidate expects from the preparation program.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 12 	✓	
(c) Pass an interview conducted by a program admission committee that includes both P-12 instructional leaders and higher education faculty.	<ul style="list-style-type: none"> Graduate Catalog p. 65 Class A Instructional Leadership TEP Handbook p. 13 	✓	
(3) Requirements for Certification in Instructional Leadership. Readiness to serve as an instructional leader 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"> Class A Instructional Leadership TEP Handbook p. 16 	✓	
(b) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program in instructional leadership.	<ul style="list-style-type: none"> Graduate Catalog p. 34 Class A Instructional Leadership TEP Handbook p. 16 	✓	
(c) A passing score on a comprehensive assessment documenting mastery of the curriculum of the instructional leadership program, which may include, but may not be limited to, an oral examination.	<ul style="list-style-type: none"> Graduate Catalog p. 71 Class A Instructional Leadership TEP Handbook p. 16 	✓	

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(d) A Class B Professional Educator Certificate in a teaching field or a Class A Professional Educator Certificate in a teaching field or instructional support area.	<ul style="list-style-type: none"> Graduate Catalog p. 64 Class A Instructional Leadership TEP Handbook p. 16 	✓	
(e) An internship that allows candidates to benefit from purposeful hands-on experiences that would prepare them to lead the essential work of school improvement and higher student achievement prior to being placed at the helm of a school.	<ul style="list-style-type: none"> Graduate Catalog p. 75 Program Checklist, Class A Instructional Leadership TEP Handbook p. 14-15, 16 	✓	
Leadership is learned through studying the key concepts and skills used by effective leaders, observing good models, and by experiencing one's own trial and error in the workplace.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 14-15, 16 	✓	
1. <u>Components</u> : Candidates in Alabama instructional leadership preparation programs must experience an internship in which the following occur:	XXX	XXX	XXX
(i) Collaboration between the university and LEA that anchors internship activities in real-world problems instructional leaders face, provides for appropriate structure and support of learning experiences, and ensures quality guidance and supervision.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 14-15, 16 	✓	
(ii) An explicit set of school-based assignments designed to provide opportunities for the application of knowledge, skills, and ways of thinking that are required to effectively perform the core responsibilities of a school leader, as identified in state standards and research and incorporated in the preparation programs' design.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 14-15, 16 	✓	
(iii) A developmental continuum of practice progresses from observing to participating in and then to leading school-based activities related to the core responsibilities of instructional leaders,	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 14-15, 16 	✓	

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with analysis, synthesis, and evaluation of real-life problems at each level.			
(iv) Field placements provide opportunities to work with diverse students, teachers, parents, and communities.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 14-15, 16 	✓	
(v) Handbooks or other guiding materials clearly define the expectations, processes, and schedule of the internship to participants, faculty supervisors, directing instructional leaders (principals), and LEA personnel.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 14-15, 16 	✓	
(vi) Ongoing supervision provided by program faculty who have the expertise and time to provide frequent formative feedback on interns' performance that lets them know how they need to improve.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 14-15, 16 	✓	
(vii) Directing instructional leaders (principals) model the desired leadership behaviors and know how to guide interns through required activities that bring their performance to established standards.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 14-15, 16 	✓	
(viii) Rigorous evaluations of interns' performance of core school leader responsibilities based on clearly defined performance standards and exit criteria and consistent procedures.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 14-15, 16 	✓	
2. <u>Design</u> . Universities and LEAs collaborate to insure that candidates have meaningful and practical experiences in actual school settings during the course of the instructional leadership preparation program.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 15, 16 	✓	
The <u>internship</u> is designed to place candidates in the cooperating school during critical times of instructional planning.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 15, 16 	✓	
This collaborative model requires that LEAs provide release time for candidates and for universities to work with LEAs so that the candidate's experiences are	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 15, 	✓	

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comprehensive and valuable.	16		
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<u>The internship experiences are the total sum of practical experiences, either field or clinical, as part of every course taken for preparation, plus a residency.</u>	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 15, 16 	✓	
The residency is uninterrupted service in an active school with students present.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 15, 16 	✓	
A <u>residency</u> shall be no less than ten consecutive full days in the school setting with students present.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 15, 16 	✓	
The residency allows interns to experience leadership in as many of the Alabama Leadership Standard indicators as possible.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 15, 16 	✓	
Candidates shall prepare and maintain a comprehensive portfolio which indicates the level of experiences and knowledge gained in instructional leadership during the intern experiences.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 15, 16 	✓	
The portfolio shall be juried by a committee of university and cooperating school staff before the candidate is recommended by the university for instructional leadership certification.	<ul style="list-style-type: none"> Class A Instructional Leadership TEP Handbook p. 15, 16 	✓	
(4) Testing for Certification in Instructional Leadership. Applicants for initial certification in instructional leadership 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 provided in Rule 290-3-3-.47(4).	<ul style="list-style-type: none"> Graduate Catalog p. 75 Class A Instructional Leadership TEP Handbook p. 16 	✓	

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(5) Faculty. An institution shall meet the following criteria.	XXX	XXX	XXX
(a) At least two faculty members who are full-time to the instructional leadership program shall hold earned doctorates in instructional leadership (educational administration) or related fields.	<ul style="list-style-type: none"> • Faculty Specialist List, • Faculty Vitae 	✓	
(b) A minimum of two full-time faculty members in instructional leadership (educational administration) shall each have a minimum of three years of experience as a practicing assistant principal, principal, central office supervisor, assistant superintendent, or superintendent, or any three years combination thereof.	<ul style="list-style-type: none"> • Faculty Specialist List, • Faculty Vitae 	✓	
(c) Instructional leadership faculty with recent experience in instructional leadership shall supervise interns. The institution shall have and follow a written policy pertaining to teaching load credit for supervising candidates in field experiences and residencies.	<ul style="list-style-type: none"> • UNA Faculty Handbook p. 3-3 to 3-8 • Faculty Vitae 	✓	

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	IHE Evidence	TEAM ✓	Comments
290-3-3-.49 Library Media.	XXX	XXX	XXX
(2) Admission to a Library Media Program. The study of library media begins at the Class A level.	N/A		
Requirements for admission shall include a bachelor's-level or master's-level professional educator certificate in a teaching field or master's-level certification in another area of instructional support.	N/A		
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 Professional Educator Certificate before applying for Class A certification.	N/A		
(4) Requirements for Certification in Library Media. Readiness to serve as a library media specialist shall include:	XXX	XXX	XXX
(a) At least a Class B Professional Educator Certificate in a teaching field or a Class A Professional Educator Certificate in a teaching field or in another area of instructional support.	N/A		
(b) An official transcript from a regionally accredited institution documenting an earned master's degree.	N/A		
(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for library media specialists.	N/A		

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(d) Competence to perform as a library media specialist in internship experiences which total at least 300 clock hours, with at least half of the time in one or more P-12 school libraries, including elementary and secondary grades. Internships in P-12 schools must be supervised by individuals who hold a valid master's level professional educator certificate in library media and who are employed as librarians. The internship must comply with Rule 290-3-3-.02(6)(a) and (d).	N/A		
(e) Satisfactory performance on a comprehensive assessment documenting mastery of the curriculum of the library media program, which may include but may not be limited to, an oral examination.	N/A		
(f) Two full years of full-time, acceptable educational experience.	N/A		
(5) Testing for Certification in Library Media. Applicants for initial certification in library media 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 provided in Rule 290-3-3-.47(4).	N/A		

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	IHE Evidence	TEAM ✓	Comments
290-3-3-.50 School Counseling.	XXX	XXX	XXX
(2) Admission to a School Counseling Program. The study of school counseling begins at the Class A level.	<ul style="list-style-type: none"> Graduate Catalog p. 63-64 	✓	
Requirements for admission shall include a bachelor's-level or master's-level professional educator certificate in a teaching field or a master's-level professional educator certificate in another area of instructional support.	<ul style="list-style-type: none"> Graduate Catalog p. 64 	✓	
If an individual is admitted to an Alabama Class A program based on a bachelor's- or master's-level professional educator certificate in 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 Professional Educator Certificate before applying for Class A certification.	<ul style="list-style-type: none"> Graduate Catalog p. 71 	✓	
(4) Requirements for Certification in School Counseling. Readiness to serve as a school counselor shall include:	XXX	XXX	XXX
(a) At least a Class B Professional Educator Certificate in a teaching field or a Class A Professional Educator Certificate in a teaching field or in another area of instructional support.	<ul style="list-style-type: none"> Graduate Catalog p. 64 	✓	
(b) An official transcript from a regionally accredited institution documenting an earned master's degree.	<ul style="list-style-type: none"> Official Transcript 	✓	
(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for school counseling.	<ul style="list-style-type: none"> Graduate Catalog p. 34 	✓	

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(d) <u>Practicum</u> . For candidates admitted prior to August 1, 2010, a practicum that includes a minimum of 30 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary and secondary school students.	<ul style="list-style-type: none"> Graduate Catalog p. 74-75 Program Checklist 	✓	
For candidates admitted on or after August 1, 2010, a practicum of at least 100 clock hours in a school-based setting, including a minimum of 40 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary and secondary school students, effective for candidates admitted on or after August 1, 2010.	<ul style="list-style-type: none"> Graduate Catalog p. 74-75 Program Checklist 	✓	
(e) <u>Internship</u> .	XXX	XXX	XXX
For candidates admitted prior to August 1, 2010, competence to perform all activities that a school counselor is expected to perform as demonstrated in a supervised elementary and secondary school-based internship of at least 300 clock hours, begun subsequent to completion of the practicum.	<ul style="list-style-type: none"> Graduate Catalog p. 74-75 Program Checklist 	✓	
For candidates admitted on or after August 1, 2010, competence to perform all the activities that a school counselor is expected to perform as demonstrated in a supervised elementary and secondary school-based internship of at least 600 clock hours in a school-based setting, begun subsequent to the completion of the practicum, including a minimum of 240 clock hours in direct service work with early childhood/elementary and secondary school students.	<ul style="list-style-type: none"> Graduate Catalog p. 74-75 Program Checklist 	✓	
Internships in P-12 schools must be supervised by individuals who hold a valid master's level professional educator certificate in school counseling and who are employed as counselor.	<ul style="list-style-type: none"> Faculty Vitae 	✓	

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(f) A passing score on a comprehensive assessment documenting mastery of the curriculum of the school counseling program, which may include, but may not be limited to, an oral examination.	<ul style="list-style-type: none"> • Graduate Catalog p. 71 • Counseling Handbook p. 5-6 	✓	
(g) Two full years of full-time, acceptable educational experience.	<ul style="list-style-type: none"> • Graduate Catalog p. 64 	✓	
(5) Testing for Certification in School Counseling. Applicants for initial certification in school counseling through the completion of a Class A Program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP). See 290-3-3-.47(4).	<ul style="list-style-type: none"> • Graduate Catalog p. 74-75 • Counseling Handbook p. 5-6 	✓	

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	IHE Evidence	TEAM ✓	Comments
290-3-3-.51 School Psychometry.	XXX	XXX	XXX
(2) Admission to a School Psychometry Program. The study of school psychometry begins at the Class A level.	N/A		
Requirements for admission shall include a bachelor's-level or master's-level professional educator certificate in a teaching field or master's-level professional educator certificate in another area of instructional support.	N/A		
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 Professional Educator Certificate before applying for Class A certification.	N/A		
(4) Requirements for Certification in School Psychometry. Readiness to serve as a school psychometrist shall include:	XXX	XXX	XXX
(a) At least a Class B Professional Educator Certificate in a teaching field or a Class A Professional Educator Certificate in a teaching field or in another area of instructional support.	N/A		
(b) An official transcript from a regionally accredited institution documenting an earned master's degree.	N/A		
(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for school psychometry.	N/A		

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(d) Competence to perform as a school psychometrist in a P-12 internship of at least 300 clock hours supervised by a school psychometrist or school psychologist with a valid master's level professional educator certificate in school psychometry or school psychology. Additional information is provided in Rule 290-3-3-.02(6)(a) and (d).	N/A		
(e) A passing score on a comprehensive assessment documenting mastery of the curriculum of the school psychometry program, which may include, but may not be limited to, an oral examination.	N/A		
(f) Two full years of full-time, acceptable educational experience.	N/A		
(5) Testing for Certification in School Psychometry. Applicants for initial certification in school psychometry through the completion of a Class A program must meet the requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. See Rule 290-3-3-.47(4).	N/A		

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	IHE Evidence	TEAM ✓	Comments
290-3-3-.51.01 Sport Management	XXX	XXX	XXX
(1) Admission to Class A Programs for Sport Management. The study of sport management begins at the Class A level.	N/A		
Requirements for admission shall include a bachelor's-level or master's-level professional educator certificate in a teaching field or a master's-level professional educator certificate in another area of instructional support.	N/A		
If an individual is admitted to an Alabama Class A program based on a bachelor's- or master's-level professional educator certificate in 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 Professional Educator Certificate before applying for Class A certification.	N/A		
(3) Requirements for Certification for Class A Sport Management. Readiness to serve as a sport manager 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 in all courses in the Alabama State Board of Education approved program for sport management.	N/A		
(c) Competence to perform as a sport manager in internship experiences which total at least 300 clock hours, with at least half of the time in one or more P-12 school settings.	N/A		

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Internships in P-12 schools must be supervised by individuals who have a valid master's level professional educator certificate and three years of educational experience in a P-12 setting in sport management, physical education and health education, or physical education.	N/A		
If no person with these qualifications is available, then an athletic director who has at least master's-level certification and three years of experience as an athletic director may serve as supervisor of an internship. Additional information is provided in Rule 290-3-3-.02(6)(a) and (d).	N/A		
(d) Satisfactory performance on a comprehensive assessment documenting mastery of the curriculum of the sport management program, which may include but may not be limited to, an oral exam.	N/A		
(e) Two full years of full-time, acceptable educational experience.	N/A		
(f) A Class B Professional Educator Certificate in a teaching field or a Class A Professional Educator Certificate in a teaching field or in another area of instructional support.	N/A		
(4) Testing for Class A Certification for Sport Management. Applicants for initial certification in sport management 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-.47(5).	N/A		

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(5) Faculty. The faculty specialist for the program shall have an earned doctorate from a regionally accredited institution in sport management, physical education, or a closely related field.	N/A		
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Comments: