Degree requirements are subject to change in order to comply with state and/or federal guidelines. Candidates should consult with their academic advisor(s) throughout their program to ensure all requirements are met.
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CONCEPTUAL FRAMEWORK

“Engaging Learners, Inspiring Leaders, Transforming Lives”

The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission – “Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education and Human Sciences prepares

“Knowledgeable Practicing Professionals”

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education and Human Sciences are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.
ALABAMA EDUCATOR CODE OF ETHICS

Introduction

The primary goal of every educator in the state of Alabama must, at all times, be to provide an environment in which all students can learn. In order to accomplish that goal, educators must value the worth and dignity of every person, must have a devotion to excellence in all matters, must actively support the pursuit of knowledge, and must fully participate in the nurturance of a democratic citizenry. To do so requires an adherence to a high ethical standard.

The Alabama Educator Code of Ethics defines the professional behavior of educators in Alabama and serves as a guide to ethical conduct. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an unethical nature for which disciplinary sanctions are justified.

Code of Ethics Standards

Standard 1: Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards.

Ethical conduct includes, but is not limited to, the following:

- Encouraging and supporting colleagues in the development and maintenance of high standards.
- Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning.

Unethical conduct is any conduct that impairs the certificate holder’s ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students. Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds.
- Physical altercations.
- Failure to provide appropriate supervision of students.

Standard 2: Trustworthiness

An educator should exemplify honesty and integrity in the course of a professional practice.

Ethical conduct includes, but is not limited to, the following:

- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification.
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
• Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of
students and/or personnel.
• Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.
• Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an
official inquiry or investigation.

**Standard 3: Unlawful Acts**

*An educator should abide by federal, state, and local laws and statutes.*

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving
moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*,
regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment
without adjudication of guilt pursuant to the charge was granted.

**Standard 4: Teacher/Student Relationship**

*An educator should always maintain a professional relationship with all students, both in and outside the classroom.*

Ethical conduct includes, but is not limited to, the following:

• Fulfilling the roles of trusted confidante, mentor, and advocate for students’ growth.
• Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
• Providing an environment that does not needlessly expose students to unnecessary embarrassment or
disparagement.
• Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:

• Committing any act of child abuse, including physical or verbal abuse.
• Committing any act of cruelty to children or any act of child endangerment.
• Committing or soliciting any unlawful sexual act.
• Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
• Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a
student.
• Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume
alcohol or illegal/unauthorized drugs.

**Standard 5: Alcohol, Drug, and Tobacco Use or Possession**

*An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and
should never use illegal or unauthorized drugs.*

Ethical conduct includes, but is not limited to, the following:

• Factual representation of the dangers of alcohol, tobacco and illegal drug use and abuse to students during the
course of professional practice.

Unethical conduct includes, but is not limited to, the following:

• Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
• Being on school premises or at a school-related activity involving students while documented as being under
the influence of, possessing, or consuming alcoholic beverages or using tobacco. A school-related activity
includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity
designed to enhance the school curriculum such as club trips, etc., where students are involved.
**Standard 6: Public Funds and Property**

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

Ethical conduct includes, but is not limited to, the following:
- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:
- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

**Standard 7: Remunerative Conduct**

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Ethical conduct includes, but is not limited to, the following:
- Insuring that institutional privileges are not used for personal gain.
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:
- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

**Standard 8: Maintenance of Confidentiality**

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Ethical conduct includes, but is not limited to, the following:
- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:
- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.
Standard 9: Abandonment of Contract
An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.

Unethical conduct includes, but is not limited to, the following:
• Abandoning the contract for professional services without prior release from the contract by the employer;
• Refusing to perform services required by the contract.

Reporting
Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints files with the local or state school boards or with the State Department of Education Teacher Certification Section, must be filed in writing and must include the original signature of the complainant.

Alabama Administrative Code 290-3-2-.05
(1)5(c) Each Superintendent shall submit to the State Superintendent of Education within ten calendar days of the decision, the name and social security number of each employee holding an Alabama certificate or license who is terminated, or non-renewed, resigns, or is placed on administrative leave for cause, and shall indicate the reason for such action.

Disciplinary Action
Disciplinary action shall be defined as the issuance of a reprimand or warning, or the suspension, revocation, or denial of certificates. “Certificate” refers to any teaching, service, or leadership certificate issued by the authority of the Alabama State Department of Education.

Alabama Administrative Code 290-3-2-.05
(1) Authority of the State Superintendent of Education
(a) The Superintendent shall have the authority under existing legal standards to:
1. Revoke any certificate held by a person who has been proven guilty of immoral conduct or unbecoming or indecent behavior in Alabama or any other state or nation in accordance with Ala. Code § 16-23-5 (1975).
2. Refuse to issue a certificate to an applicant whose certificate has been subject to adverse action by another state until after the adverse action has been resolved by that state.
3. Suspend or revoke an individual’s certificate issued by the Superintendent when a certificate or license issued by another state is subject to adverse action.
4. Refuse to issue, suspend, or recall a certificate for just cause.

Any of the following grounds shall also be considered cause for disciplinary action:
• Unethical conduct as outlined in the Alabama Educator Code of Ethics, Standards 1-9.
• Order from a court of competent jurisdiction.
• Violation of any other laws or rules applicable to the profession.
• Any other good and sufficient cause.

An individual whose certificate has been revoked, denied, or suspended may not be employed as an educator, paraprofessional, aide, or substitute teacher during the period of his or her revocation, suspension, or denial.
DISPOSITIONS

1. The candidate demonstrates commitment to professionalism.

2. The candidate demonstrates commitment to ethical standards.

3. The candidate demonstrates a commitment to reflection/self-assessment to improve performance and enhance professional development.

4. The candidate demonstrates a commitment to using research in the field and assessment practices for the purpose of professional development and the improvement of instruction.

5. The candidate demonstrates a commitment to using current technology for instruction and learning.

6. The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all, and has high expectations for all learners.

7. The candidate demonstrates commitment to collaboration with other professionals to improve the overall learning of students.
ADMISSION TO GRADUATE TEP

The purpose of a Class A program in areas of instructional support shall be to prepare educators to serve effectively in instructional support positions. **Administrative Code 290-3-3-.47(1)**

Candidates should consult with their academic advisor throughout their program to ensure all requirements are met (see Appendix A for advising assignments).

**Conditional Admission** to a Class A Graduate Teacher Education Program (TEP) in Instructional Leadership

All Instructional Leadership candidates must be unconditionally admitted to the program prior to enrolling in any instructional leadership coursework. **Administrative Code 290-3-3-.48(1)(d)**

**Unconditional Admission** to a Class A Graduate Teacher Education Program (TEP) in Instructional Leadership

**Phase I**

1. **Entrance Exam**: A passing score on the appropriate Praxis II exam, a score of 388 on the Miller Analogies Test (MAT) or a score of 146 on the verbal and 140 on the quantitative portions of the Graduate Record Examination (GRE) is required.

2. **Degree**: A bachelor's or higher degree from a regionally accredited institution is required.

3. **Grade Point Average**: A minimum overall grade point average (GPA) of 3.0 (4.0 scale) on undergraduate or graduate work is required and must be documented on the official transcript documenting the earned degree.

4. **Sliding Scale**: For candidates with less than the recommended GPA or test score, consideration will be given based on a combination of GPA and test scores.

5. **Background Clearance**: Suitability clearance from the Alabama State Department of Education based on ABI/FBI fingerprints is required. **Administrative Code 290-3-3-.02(5)(a)** The candidate is responsible for the nonrefundable, nontransferable fee. **Administrative Code 290-3-3-.02(5)(c)** 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, Revocation and Suspension of Certificates and Unsuitability Determinations. **Administrative Code 290-3-3-.02(5)(e)** (See Appendix B for instructions on getting fingerprint clearance).

6. **Experience**: Candidates must 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, verified on FORM EXP. **Administrative Code 290-3-3-.48(1)(a)**
7. **Valid Certificate:** A valid bachelor's level professional educator certificate or a valid master’s level professional educator certificate in a teaching field or instructional support area is required. Administrative Code 290-3-3-.48(1) Documentation of this valid certificate must be on file in the Office of Teacher Certification.

8. **Major:** Declare the major you wish to pursue and make sure the registrar's office has this major on file for you. *Admission to one program does not necessarily guarantee admission to another.* (See Appendix C for a list of majors offered in our teacher education program).

9. **Graduate Coursework:** All Instructional Leadership candidates must be unconditionally admitted to the program prior to enrolling in any instructional leadership coursework. Administrative Code 290-3-3-.48(1)(d)

**Phase II**

10. **Portfolio:** Candidates must submit an admission portfolio to the department chair by the posted deadline. Administrative Code 290-3-3-.48(1)(b) The portfolio will contain the following:

   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. Administrative Code 290-3-3-.48(1)(b)1.
   2. Completed copy (all forms) of the most recent performance appraisal to include the professional development component, if available. Administrative Code 290-3-3-.48(1)(b)2.
   3. Evidence of ability to improve student achievement. Administrative Code 290-3-3-.48(1)(b)3.
   4. Evidence of leadership and management potential, including evidence of most recent accomplishments in the area of educational leadership. Administrative Code 290-3-3-.48(1)(b)4.
   5. Summary of candidate’s reasons for pursuing instructional leadership certification. Administrative Code 290-3-3-.48(1)(b)5.

**Phase III**

11. **Interview:** Candidates must pass an interview conducted by a program admission committee that includes both P-12 instructional leaders and higher education faculty. Administrative Code 290-3-3-.48(1)(c).

*Upon completing Phases I, II, and III, it is recommended that you register for ED 000 "Graduate Orientation" in your first semester.*
When will I know if I'm unconditionally admitted into Graduate TEP?
Instructional Leadership candidates will receive an acceptance letter by the Office of Graduate Admissions upon unconditional admission to the program.

Once I have been unconditionally admitted to TEP, can my admission status ever be revoked?
After you have been admitted to TEP, you are expected to maintain all standards covered in the TEP Handbook. Your admission may be rescinded if:

- You fall below required standards, including but not limited to:
  - Unacceptable disposition ratings
  - Revocation/Suspension of background clearance
  - Grade of “C” or below on more than six semester hours of graduate coursework
- You become inactive in TEP for longer than one academic year
I’ve been admitted to Graduate TEP, what’s next?

1. **Coursework**: Complete remaining coursework on official checklist.

2. **Field Experiences**: All education courses require a variety of field experiences in diverse settings. This is an integral preparation component embedded throughout the curriculum. These field experience hours should be logged in the format required by each individual instructor.

3. **Program of Study**: File Program of Study form with your advisor after 12 hours of coursework.

4. **Admission to Candidacy**: File Admission to Candidacy form with your advisor after 12 hours of coursework (usually filed with the Program of Study).

5. **Praxis II Exam**: Pass appropriate Praxis II exam required for your major. Praxis II exams are administered by Educational Testing Services (ETS). Administrative Code 290-3-3-.47(5); 290-3-3-.48(4) Candidates must pass Praxis II exam prior to internship and graduation.
   - Score reports are available 6-8 weeks after the test.
   - Make sure you have your score report sent to UNA (code 1735) and the Alabama State Department of Education (code 7020).
   - After receiving your score, keep your score report forever!! *(See Appendix D for more information about registering for and completing the Praxis II exams)*

6. **Internship**: Successful completion of 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. Administrative Code 290-3-3-.48(3)(e) Candidates in Alabama instructional leadership preparation programs must experience an internship in which the following occur:
   - 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. Administrative Code 290-3-3-.48(3)(e.1.(i)
   - 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. Administrative Code 290-3-3-.48(3)(e.1.(ii)
   - 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, with analysis, synthesis, and evaluation of real-life problems at each level. Administrative Code 290-3-3-.48(3)(e.1.(iii)
   - Field placements provide opportunities to work with diverse students, teachers, parents, and communities. Administrative Code 290-3-3-.48(3)(e.1.(iv)
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. *Administrative Code 290-3-3-.48(3)(e)1.(v)*

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. *Administrative Code 290-3-3-.48(3)(e)1.(vi)*

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. *Administrative Code 290-3-3-.48(3)(e)1.(vii)*

Rigorous evaluations of interns’ performance of core school leader responsibilities based on clearly defined performance standards and exit criteria and consistent procedures. *Administrative Code 290-3-3-.48(3)(e)1.(viii)*

Universities and LEA’s collaborate to insure that candidates have meaningful and practical experiences in actual school settings during the course of the instructional leadership preparation program. The internship is designed to place candidates in the cooperating school during critical times of instructional planning. This collaborative model requires that LEA’s provide release time for candidates and for universities to work with LEA’s so that the candidate’s experiences are comprehensive and valuable. 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. The residency is uninterrupted service in an active school with students present. A residency shall be no less than ten consecutive full days in the school setting with students present. The residency allows interns to experience leadership in as many of the Alabama Leadership Standard indicators as possible. *Administrative Code 290-3-3-.48(3)(e)2.*

7. **Portfolio:** Candidates shall prepare and maintain a comprehensive portfolio which indicates the level of experiences and knowledge gained in instructional leadership during the intern experiences. *Administrative Code 290-3-3-.48(3)(c); 290-3-3-.48(3)(e)2.* 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. *Administrative Code 290-3-3-.48(3)(e)2.*

8. **Grade Point Average:** Maintain a grade average of "B" or better on all graduate coursework attempted. A student who makes a grade of "C" or below on more than six semester hours of graduate work is automatically eliminated from the program. A grade point average of 3.0 or higher on graduate work is required for program completion. *Administrative Code 290-3-3-.48(3)(b) (See Appendix E for instructions on how to calculate your GPA).*

9. **Graduation:** Apply for graduation two (2) semesters in advance.

   - Fall candidates should apply between January 1 and April 30
   - Spring candidates should apply between May 1 and August 31
   - Summer candidates should apply between September 1 and November 30
**How do I apply for certification?**

- You will receive the necessary paperwork to apply for certification during your last semester of coursework.
- During this semester you will complete and return the application for certification, along with a certification fee, to the UNA Office of Teacher Certification by the posted deadline.
- After the semester has completed and degrees have been conferred, all recommendations for certification will be sent to the Alabama State Department of Education, along with transcripts from UNA, documenting the following:
  - An earned master’s degree from a regionally accredited institution. **Administrative Code 290-3-3-.48(3)(a)**
  - Successful completion of an internship. **Administrative Code 290-3-3-.48(3)(e)**
  - Passing scores on a comprehensive assessment(s) documenting mastery of the curriculum of professional studies and the teaching field, which may include, but may not be limited to, an oral examination. **Administrative Code 290-3-3-.48(3)(c); 290-3-3-.48(3)(e)(2)**
  - Passing scores on the required Alabama Educator Certification Testing Program (AECTP) exams. **Administrative Code 290-3-3-.47(5); 290-3-3-.48(4)**
  - Satisfactory completion of a State approved program with a GPA of 3.0 or higher documented on the graduate transcript. **Administrative Code 290-3-3-.48(3)(b)**
  - 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. **Administrative Code 290-3-3-.48(3)(d)**

- An individual who completes a State-approved program must submit an application for Alabama certification within 60 calendar months of program completion. **Administrative Code 290-3-2-.02(7)(a)**
- 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. **Administrative Code 290-3-3-.02(2)(f)**
- 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. **Administrative Code 290-3-3-.02(2)(e)**

*Candidates who wish to complete a teacher education program at UNA and apply for teacher certification in another state are responsible for contacting the appropriate Department of Education of that state to determine specific requirements of that state.*
ADDITIONAL INFORMATION

For more information about any of the approaches to certification listed below, please contact the Office of Teacher Certification at (256) 765-4860 or jmsimpson1@una.edu.

Certificate Reciprocity

If an individual 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. Administrative Code 290-3-3-.47(2)(b)

Certification By Test (CBT) Approach to an Additional Teaching Field

An individual who holds a valid Alabama Professional Educator Certificate in a teaching field may seek additional certification in other selected teaching fields. This process requires a candidate to secure two full years of full time teaching experience plus a passing Praxis II score in the content area in which they wish to apply for CBT certification. Administrative Code 290-3-2-.17

Certificate Renewal

To renew (continue) a certificate is to update it without allowing it to lapse. Beginning January 1, 2012, all requirements for certificate renewal must be on file with the Alabama State Department of Education (ALSDE) prior to the expiration of the certificate. Administrative Code 290-3-2-.33

Certificate Reinstatement

To reinstate a certificate is to meet requirements to make an expired certificate valid again. There is no longer a grace period for submitting renewal requests. If a certificate expires on June 30, and the ALSDE does not have your application for renewal plus documentation of all renewal requirements being met, your certificate will be considered lapsed (expired) on July 1. If this happens, requirements for “reinstatement” must be met before your certificate can become valid again. Administrative Code 290-3-2-.33

Special Alternative Certification (SAC)

A Special Alternative Certificate (SAC) allows a superintendent or administrator to employ an applicant who is completing requirements for initial Class A certification in library media, school counseling, or instructional leadership through a State-approved Class A program at an Alabama institution. Administrative Code 290-3-3-.47(6) The SAC employment process must be initiated by a school system.
Upon acceptance to the graduate school, you should receive a letter indicating the name of your assigned advisor. If you have any questions regarding this advisor assignment (or cannot find it identified in your acceptance letter) please contact the administrative assistant of your department for clarification.

### Advising for Secondary Education

**Education Advisor**

<table>
<thead>
<tr>
<th>If your teaching field is:</th>
<th>Your Advisor is:</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Leadership</td>
<td>Dr. Linda Blount</td>
<td>(256) 765-4545</td>
</tr>
<tr>
<td>Instructional Leadership</td>
<td>Dr. Beth Sewell</td>
<td>(256) 765-4578</td>
</tr>
<tr>
<td>Instructional Leadership</td>
<td>Dr. Randy Shadburn</td>
<td>(256) 765-5212</td>
</tr>
</tbody>
</table>

For more information about advising, please see the administrative assistant for secondary education: Ms. Charlotte Justice (256) 765-4575.
All University of North Alabama education majors must secure background suitability clearance from the Alabama State Department of Education (ALSDE) based on ABI/FBI fingerprints. Suitability clearance must be secured prior to registering for any education courses which include clinical experiences.

Administrative Code 290-3-3-.02(5)(a); 290-3-3-.02(5)(b); 290-3-3-.02(5)(c); 290-3-3-.02(5)(d); 290-3-3-.02(5)(e)

**Step 1: Register**

1. Visit the Cogent website at [http://www.cogentid.com/al/index.htm](http://www.cogentid.com/al/index.htm) and click on the Department of Education logo to review information pertaining to background checks.
2. While on this website, applicants must register for and pay for their fingerprint appointment BEFORE arriving at the fingerprint location. The fingerprint scanning fee is currently $51.40.
3. Applicants should print one (1) copy of the applicant registration receipt. Take this receipt to the fingerprint appointment.

If you need to get fingerprinted outside of the state of Alabama, please contact the UNA Office of Teacher Certification to obtain a fingerprint card.

**Step 2: Get Fingerprinted**

The Cogent fingerprinting site closest to UNA is Central Mail Stop.
Central Mail Stop • (256) 766-1825 • 11385 Hwy 20 Florence AL 35630 • [http://www.centralmailstop.com/](http://www.centralmailstop.com/)
• Mon-Thurs 9am-4pm, Fri 10am-5pm, Sat 9am-12noon

1. Take one copy of your fingerprint registration receipt to the Central Mail Stop fingerprinting office. Make sure you bring a state-issued photo ID to the appointment.
2. Central Mail Stop will take your fingerprints and transmit them electronically to the Alabama State Department of Education.
3. Contact Central Mail Stop if you have any additional questions regarding the fingerprinting procedure.

**Step 3: Confirm Clearance**

2. Click the blue link (on the right-side of the page) entitled “Teach in AL/Teacher Certification/Education AL/Leadership AL.”
3. Click the “Click Here” link.
4. Click Search.
5. Click Certificates.
6. Type in your last name.
7. Type in your first name.
8. Under the section TEACHER, click the name that belongs to you.
9. You should see your fingerprint information displayed below under the heading BACKGROUND REVIEW.
10. Print this page for confirmation of your fingerprint status.
11. Write your student ID (L #) on this printout and turn this printout in to the Office of Teacher Certification (Stevens Hall #546) so that we may clear you in the University system.

*Directions to Central Mail Stop on next page...*
<table>
<thead>
<tr>
<th></th>
<th>University Of North Alabama</th>
<th>Miles Per Section</th>
<th>Miles Driven</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cramer Way, Florence, AL 35630</td>
<td>Go 0.01 Mi</td>
<td>0.01 mi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(256) 765-4608</td>
<td>Go 2.2 Mi</td>
<td>2.2 mi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Add a Note</td>
<td>Go 2.7 Mi</td>
<td>4.9 mi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Start out going NORTHEAST on CRAMER WAY toward N WOOD AVE.</td>
<td></td>
<td></td>
<td>Hide Row</td>
</tr>
<tr>
<td></td>
<td>2. Take the 1st LEFT onto N WOOD AVE. If you are on NELLIE AVE and reach PROSPECT ST you've gone a little too far</td>
<td></td>
<td></td>
<td>Show Map</td>
</tr>
<tr>
<td></td>
<td>3. Turn LEFT onto COX CREEK PKWY / AL-133. COX CREEK PKWY is 0.1 miles past FAIRGROUND RD</td>
<td></td>
<td></td>
<td>Hide Row</td>
</tr>
<tr>
<td></td>
<td>4. Turn RIGHT onto AL-20 W. AL-20 W is 0.5 miles past LEWIS BRUCE LN</td>
<td></td>
<td></td>
<td>Show Map</td>
</tr>
<tr>
<td></td>
<td>5. 11385 HIGHWAY 20. Your destination is just past CR-234 If you reach CR-6 you've gone about 0.9 miles too far</td>
<td></td>
<td></td>
<td>Hide Row</td>
</tr>
<tr>
<td></td>
<td>Central Mail Stop</td>
<td>Go 5.9 Mi</td>
<td>10.8 mi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11385 Highway 20, Florence, AL 35633</td>
<td></td>
<td></td>
<td>Show Map</td>
</tr>
<tr>
<td></td>
<td>(256) 766-1825</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Travel Estimate: **10.80 miles - about 14 minutes**
Available Teacher Education Programs

The teacher education programs of the College of Education and Human Sciences at UNA are accredited by the Alabama State Department of Education (ALSDE), the National Council for Accreditation of Teacher Education (NCATE), and the Southern Association of Colleges and Schools (SACS).

**Undergraduate Degree Programs**
**Leading to a Class B Certificate**
- Biology 6-12
- Business Marketing Education 6-12
- Chemistry 6-12
- Elementary Education K-6
- Elementary Education K-6 & Early Childhood P-3
- Elementary Education K-6 & Collaborative Teacher K-6
- English Language Arts 6-12
- Family & Consumer Sciences 6-12
- French 6-12
- General Science 6-12
- General Social Science 6-12
- Geography 6-12
- German 6-12
- History 6-12
- Mathematics 6-12
- Music, Choral P-12
- Music, Instrumental P-12
- Physical Education P-12
- Physics 6-12
- Spanish 6-12
- Visual Arts P-12

**Traditional Master's Degree Programs**
**Leading to a Class A Certificate**
- Biology 6-12
- Business Marketing Education 6-12
- Chemistry 6-12
- Collaborative Teacher K-6
- Collaborative Teacher 6-12
- Elementary Education K-6
- English to Speakers of Other Languages P-12
- English Language Arts 6-12
- General Science 6-12
- General Social Science 6-12
- Geography 6-12
- History 6-12
- Instructional Leadership P-12
- Mathematics 6-12
- Music, Choral P-12
- Music, Instrumental P-12
- Physical Education P-12
- Physics 6-12
- School Counseling P-12

**Alternative Master's Degree Programs**
**Leading to a Class A Certificate**
- Biology 6-12
- Business Marketing Education 6-12
- Chemistry 6-12
- English Language Arts 6-12
- English to Speakers of Other Languages P-12
- General Science 6-12
- General Social Science 6-12
- History 6-12
- Mathematics 6-12
- Music, Choral P-12
- Music, Instrumental P-12
- Physical Education P-12

**Education Specialist Degree Programs**
**Leading to a Class AA Certificate**
- Elementary Education K-6
- Instructional Leadership P-12
- Teacher Leader P-12
APPENDIX D – PRAXIS II EXAM

2012-2013 ALABAMA EDUCATOR CERTIFICATION TESTING PROGRAM (AECTP)
PRAXIS II: SUBJECT-AREA ASSESSMENT TEST DATES

www.ets.org/praxis/al

PRAXIS Series Customer Service: 1-800-772-9476

- Most computer-delivered tests are given year-round by appointment. Testing window dates for computer-delivered tests are available at: 
  http://www.ets.org/praxis/register/computer/#testing_windows

- Paper-delivered tests are delivered six (6) times per year, as shown in the table below:

<table>
<thead>
<tr>
<th>TEST DATE</th>
<th>REGISTRATION DEADLINE</th>
<th>EXTENDED REGISTRATION DEADLINE</th>
<th>EMERGENCY REGISTRATION DEADLINE</th>
<th>APPROXIMATE SCORE REPORT DATE*</th>
</tr>
</thead>
</table>

The approximate score report delivery dates listed above represents tests that consist of multiple choice items only. Candidates taking a Praxis test that consists of one or more constructed response items will receive score reports after the approximate score report delivery dates listed above.

*This test is offered on the UNA campus every April, June, and November.

- Request that ALL score reports be sent to UNA 1735 and AL State Department 7020 at the time of test-taking. Failure to select these recipients at the time of the test will result in a $40 ETS fee to have them sent at a later date.

- Study material is available on the ETS website and in Collier Library.
### PASSING PRAXIS SCORES (Accepted by UNA)

#### All Elementary Education (K-6 and/or P-3) Majors

<table>
<thead>
<tr>
<th>If your UNA major is:</th>
<th>You need to pass either the paper-delivered test(s) or the computer-delivered test(s) listed below:</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper-delivered test code</td>
<td>Computer-delivered test code</td>
</tr>
<tr>
<td>Collaborative Teacher K-6</td>
<td>0031*</td>
<td>5031*</td>
</tr>
<tr>
<td></td>
<td>0204</td>
<td>5031*</td>
</tr>
<tr>
<td></td>
<td>0622</td>
<td>5031*</td>
</tr>
<tr>
<td></td>
<td>0354</td>
<td>5031*</td>
</tr>
<tr>
<td></td>
<td>0622</td>
<td>5031*</td>
</tr>
<tr>
<td>Elementary K-6</td>
<td>0031*</td>
<td>5031*</td>
</tr>
<tr>
<td></td>
<td>0622</td>
<td>5031*</td>
</tr>
<tr>
<td>Elementary K-6 &amp; Collaborative Teacher K-6</td>
<td>0031*</td>
<td>5031*</td>
</tr>
<tr>
<td></td>
<td>0204</td>
<td>5031*</td>
</tr>
<tr>
<td></td>
<td>0622</td>
<td>5031*</td>
</tr>
<tr>
<td>Elementary K-6 &amp; Early Childhood P-3</td>
<td>0031*</td>
<td>5031*</td>
</tr>
<tr>
<td></td>
<td>0204</td>
<td>5031*</td>
</tr>
<tr>
<td></td>
<td>0622</td>
<td>5031*</td>
</tr>
</tbody>
</table>

*All K-6 candidates must register for 0031/5031 Elementary Education Multiple Subjects, which contains four subtests (Reading/Language Arts, Mathematics, Social Studies, and Science). All of these subtests are included under the 0031/5031 test code and are taken together at the time of the test. If a candidate passes a portion of the subtests but does not pass all of the subtests, then the candidate should register again for only the subtest he/she has not yet passed, using the following test codes:

- 0032/5032 Read Lang (score 165)
- 0033/5033 Math (score 157)
- 0034/5034 Soc St (score 142)
- 0035/5035 Sci (score 144)

### All Elementary/Secondary Education (P-12) Majors

<table>
<thead>
<tr>
<th>If your UNA major is:</th>
<th>You need to pass either the paper-delivered test(s) or the computer-delivered test(s) listed below:</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper-delivered test code</td>
<td>Computer-delivered test code</td>
</tr>
<tr>
<td>English to Speakers of Other Languages (ESOL) P-12</td>
<td>0361</td>
<td>N/A</td>
</tr>
<tr>
<td>Instructional Leadership P-12</td>
<td>0411</td>
<td>5411</td>
</tr>
<tr>
<td>Music, Choral P-12</td>
<td>0113</td>
<td>5113</td>
</tr>
<tr>
<td>Music, Instrumental P-12</td>
<td>0113</td>
<td>5113</td>
</tr>
<tr>
<td>Physical Education P-12</td>
<td>0091</td>
<td>5091</td>
</tr>
<tr>
<td>School Counseling P-12</td>
<td>0421</td>
<td>N/A</td>
</tr>
<tr>
<td>Visual Arts P-12</td>
<td>0134</td>
<td>5134</td>
</tr>
</tbody>
</table>

** All P-12 teaching field majors must pass a Praxis II exam for Principles of Learning & Teaching, but may CHOOSE whether they want to take the exam for K-6 or 7-12. Candidates pursuing P-12 programs are not required to complete both (K-6 & 7-12) exams. Select from: 0622/5622 Princ of Learning & Teaching K-6 (score 145) or 0624/5624 Princ of Learning & Teaching 7-12 (score 153)
## PASSING PRAXIS SCORES (Accepted by UNA)

### All Secondary Education (6-12) Majors

<table>
<thead>
<tr>
<th>If your UNA major is:</th>
<th>You need to pass either the paper-delivered test(s) or the computer-delivered test(s) listed below:</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper-delivered test code</td>
<td>Computer-delivered test code</td>
</tr>
<tr>
<td>Biology 6-12</td>
<td>0235 0624</td>
<td>5235 5624</td>
</tr>
<tr>
<td>Business Marketing 6-12</td>
<td>0101 0624</td>
<td>5101 5624</td>
</tr>
<tr>
<td>Chemistry 6-12</td>
<td>0245 0624</td>
<td>5245 5624</td>
</tr>
<tr>
<td>Collaborative Teacher 6-12</td>
<td>0354 0624</td>
<td>5354 5624</td>
</tr>
<tr>
<td>English Language Arts 6-12</td>
<td>0041 0624</td>
<td>5041 5624</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences 6-12</td>
<td>0121 0624</td>
<td>5121 5624</td>
</tr>
<tr>
<td>French 6-12</td>
<td>N/A 0624</td>
<td>5174 5624</td>
</tr>
<tr>
<td>General Science 6-12</td>
<td>0435 0624</td>
<td>5435 5624</td>
</tr>
<tr>
<td>General Social Science 6-12</td>
<td>0081 0624</td>
<td>5081 5624</td>
</tr>
<tr>
<td>Geography 6-12</td>
<td>0921 0624</td>
<td>N/A 5624</td>
</tr>
<tr>
<td>German 6-12</td>
<td>N/A 0624</td>
<td>5183 5624</td>
</tr>
<tr>
<td>History 6-12</td>
<td>0941 0624</td>
<td>5941 5624</td>
</tr>
<tr>
<td>Mathematics 6-12</td>
<td>0061 0624</td>
<td>5061 5624</td>
</tr>
<tr>
<td>Physics 6-12</td>
<td>0265 0624</td>
<td>5265 5624</td>
</tr>
<tr>
<td>Spanish 6-12</td>
<td>N/A 0624</td>
<td>5195 5624</td>
</tr>
</tbody>
</table>
APPENDIX E – GPA CALCULATION

The University of North Alabama is on a four-point system. Every grade received earns you a number of quality points for that grade. Quality Points are determined using the following 4-point scale:

- A = 4 quality points
- B = 3 quality points
- C = 2 quality points
- D = 1 quality point
- F = 0 quality points

**Calculate Quality Points**

If you take a 3-hour course, and you earn a grade of B in that course, you have earned a total of nine (9) quality points using the following calculation:  
\[
\text{Quality Points} \times \text{credit hrs taken} = \text{quality points earned for course}
\]

\[
3 \times 3 = 9
\]

**Calculate GPA**

After calculating your Quality Points earned for each course, you can now calculate your GPA using the following calculation:  
\[
\frac{\text{Total Quality Points}}{\text{Total Hours Taken}} = \text{GPA}
\]

For example, if you completed 4 courses and you earned the following grades:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Quality Points Earned per Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 578</td>
<td>1</td>
<td>A (4QP)</td>
<td>4</td>
</tr>
<tr>
<td>ED 601</td>
<td>3</td>
<td>C (2QP)</td>
<td>6</td>
</tr>
<tr>
<td>EEX 605</td>
<td>3</td>
<td>B (3QP)</td>
<td>9</td>
</tr>
<tr>
<td>ED 605</td>
<td>3</td>
<td>A (4QP)</td>
<td>12</td>
</tr>
</tbody>
</table>

You have taken a total of 10 Credit Hours among all of your courses.
You have earned a total of 31 Quality Points among all of your courses.

\[
\frac{31}{10} = 3.10
\]
APPENDIX F - FACULTY AND STAFF

For a complete list of College of Education and Human Sciences faculty and staff (including their contact information), please see this website: [http://www.una.edu/education/faculty_staff.html](http://www.una.edu/education/faculty_staff.html)

DEAN’S OFFICE
Dr. Donna Lefort, Dean (College of Education and Human Sciences)
Ms. Debra Thornton, Executive Assistant

ACCREDITATION
Dr. Betty Dean Newman, Director of Continuous Improvement & Accreditation

TEACHER CERTIFICATION AND CLINICAL EXPERIENCES
Dr. Felecia Harris, Director of Clinical Experiences
Dr. Jill Simpson, Director of Teacher Certification
Ms. Margaret Farley, Senior Administrative Assistant

ELEMENTARY EDUCATION
Dr. Victoria Hulsey, Chair
Ms. Susan Freeman, Administrative Assistant
Dr. Ann Dillon, Professor
Dr. Greg Risner, Professor
Dr. Janice Myhan, Professor
Dr. Katie Kinney, Associate Professor
Dr. Lisa Clayton, Assistant Professor
Dr. Pam Fernstrom-Chaney, Professor
Dr. Robert Young, Professor
Dr. Ruth Dumas, Professor
Dr. Linda Armstrong, Professor

SECONDARY EDUCATION
Dr. Beth Sewell, Chair
Ms. Charlotte Justice, Administrative Assistant
Dr. Linda Blount, Professor
Dr. Joy Brown, Associate Professor
Dr. Lee Hurren, Professor
Dr. Linda Lewis, Professor
Dr. Carolyn Lovett, Professor
Dr. Randy Shadburn, Associate Professor
Dr. Laura Stokes, Professor
Dr. John Wakefield, Professor

HUMAN ENVIRONMENTAL SCIENCES
Ms. Jane Wilson, Chair
Ms. Joan Smith, Administrative Assistant
Mr. Dwight Bunn, Associate Professor
Ms. Jill Englert, Instructor
Mr. Johnson Ogun, Assistant Professor
Mr. Dhrumil Patel, Assistant Professor
Dr. Amber Paulk, Assistant Professor

COUNSELOR EDUCATION
Dr. Paul Baird, Chair
Ms. Paula Hailey, Administrative Assistant
Dr. Karen Townsend, Associate Professor
Dr. Quinn Pearson, Professor
Dr. Sandra Loew, Professor

HEALTH, PHYSICAL EDUCATION & RECREATION
Dr. Tom Coates, Chair
Ms. Janet Jones, Administrative Assistant
Dr. Eric O’Neal, Assistant Professor
Dr. Joyce McIntosh, Professor
Dr. Lee Renfroe, Assistant Professor
Dr. Matt Green, Associate Professor
Dr. Mike Hall, Professor
Mr. Johnny Long, Assistant Professor
Ms. Kathy Underwood, Assistant Professor
APPENDIX G – FREQUENTLY ASKED QUESTIONS (FAQs)

How Long Do I Have to Complete the Program?

Each University Catalog is in effect for seven (7) years. If requirements are not met during the 7-year period, the bulletin expires and the candidate must elect and satisfy requirements of a more recent bulletin in effect. Enrolled candidates, whose 7-year bulletin entitlement expires as a result of discontinued enrollment or from having transferred to another university, are subject to the requirements of the bulletin current at the time of re-enrollment. Courses taken that have exceeded the 7-year period may not be counted towards program completion.

If I attended another institution prior to UNA, can I transfer in the education courses I took at the other institution?

Graduate students may request up to six hours of coursework from other institutions be counted toward their UNA degree program. A decision will be made after the request has been reviewed to ensure compliance with UNA and Alabama State Department of Education (ALSDE) standards. This process should start with your advisor.

Transferred courses and/or credits used to meet approved program requirements in professional studies, instructional support, or other approved program requirements (courses other than the 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. Administrative Code 290-3-3-.02(2)(b)

After I have been admitted to UNA's Teacher Education Program, can I take a transient course at another institution and then transfer it back in to UNA?

Candidates who wish to take coursework at another institution and transfer those credits back in to UNA must secure pre-approval from the Dean of the college in which the course(s) are taught for both the enrollment and the specific courses to be taken. Candidates on academic probation, academic warning, or conditional admission cannot be approved for transient work. Candidates may not receive transient approval for courses failed in residence at UNA.

Transferred courses and/or credits used to meet approved program requirements in professional studies, instructional support, or other approved program requirements (courses other than the 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. Administrative Code 290-3-3-.02(2)(b)
Can I complete the Teacher Education Program at UNA and use it to become certified in another state?

Candidates who wish to complete a teacher education program at UNA and apply for teacher certification in another state are responsible for contacting the Department of Education of that state to determine specific requirements of that state.