No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, sex, race, religion, national origin, color, or age. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972: Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 242-8444.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECONDARY CAREER/TECHNICAL EDUCATION FRAMEWORK</td>
<td>4</td>
</tr>
<tr>
<td>Purpose</td>
<td>4</td>
</tr>
<tr>
<td>Organization and Management</td>
<td>4</td>
</tr>
<tr>
<td>PLANNING AND ACCOUNTABILITY</td>
<td>5</td>
</tr>
<tr>
<td>Local Program Application and Accountability Plan</td>
<td>5</td>
</tr>
<tr>
<td>Business/Industry Certification General Information and Guidelines</td>
<td>6</td>
</tr>
<tr>
<td>CURRICULUM AND INSTRUCTION</td>
<td>11</td>
</tr>
<tr>
<td>Instruction</td>
<td>11</td>
</tr>
<tr>
<td>Cooperative Education Programs</td>
<td>12</td>
</tr>
<tr>
<td>Career/Technical Education Student Organizations</td>
<td>13</td>
</tr>
<tr>
<td>Live Work</td>
<td>14</td>
</tr>
<tr>
<td>Safety Procedures</td>
<td>14</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>14</td>
</tr>
<tr>
<td>Pre-Enrollment</td>
<td>15</td>
</tr>
<tr>
<td>Priorities and Requirements for Enrollment</td>
<td>15</td>
</tr>
<tr>
<td>Enrollment</td>
<td>15</td>
</tr>
<tr>
<td>Students Who Are Disadvantaged</td>
<td>15</td>
</tr>
<tr>
<td>Students Who Have Disabilities</td>
<td>16</td>
</tr>
<tr>
<td>Program Completion</td>
<td>16</td>
</tr>
<tr>
<td>Placement of Completers</td>
<td>16</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>17</td>
</tr>
<tr>
<td>Teacher Certification</td>
<td>17</td>
</tr>
<tr>
<td>Teacher Work Loads</td>
<td>18</td>
</tr>
<tr>
<td>COMMUNITY RESOURCES</td>
<td>19</td>
</tr>
<tr>
<td>Advisory Councils and Committees</td>
<td>19</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>19</td>
</tr>
<tr>
<td>PROFESSIONAL DEVELOPMENT AND BUSINESS/INDUSTRY AWARENES</td>
<td>19</td>
</tr>
<tr>
<td>Professional Development Plan</td>
<td>19</td>
</tr>
<tr>
<td>New Teacher Institute and New Administrator Academy</td>
<td>19</td>
</tr>
<tr>
<td>Business/Industry Awareness</td>
<td>20</td>
</tr>
<tr>
<td>FINANCIAL SUPPORT</td>
<td>20</td>
</tr>
<tr>
<td>Instruction-Related Expenses</td>
<td>20</td>
</tr>
<tr>
<td>Use of Career/Technical Funds</td>
<td>20</td>
</tr>
<tr>
<td>RECORDS</td>
<td>20</td>
</tr>
<tr>
<td>Student Files</td>
<td>20</td>
</tr>
<tr>
<td>System Files</td>
<td>20</td>
</tr>
<tr>
<td>INSTRUCTIONAL RESOURCES</td>
<td>21</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>22</td>
</tr>
</tbody>
</table>
SECONDARY CAREER/TECHNICAL EDUCATION FRAMEWORK

Career/technical education (CTE) is a blend of academic, occupational, non-occupational, and life skills leading to further education and employment. The CTE instructional program is based upon the State Board of Education approved Career/Technical Education: Courses of Study that provides minimum content standards for instruction in current or emerging employment sectors and preparation for further education and life.

Secondary career/technical education in Alabama is an organized, instructional program in the following areas:
- Agriscience Education
- Business/Marketing Education
- Career Technologies
- Family and Consumer Sciences Education
- Health Science
- Technical Education

Purpose
Further education and employment are basic purposes of career/technical education. Career/technical education prepares students for optimum quality of individual and family life and to be more competitive in the world economy.

Organization and Management
Career/technical education is managed according to state and local strategic plans that establish the vision, mission, core values, and goals for the program. Local education agencies may adopt the state’s strategic plan as it’s organizational and management tool.

- **Vision:** Career/technical education is a vital, progressive, and rigorous part of the total education system that provides students with life skills and prepares them as a workforce in which business and industry are confident.
- **Mission:** Career/technical education provides resources and services that ensure student success in life and work.
- **Core Values:**
  - Integrity First
  - Striving for Excellence
  - Always Professional
  - Loyalty in Service
  - Success Through Teamwork
- **Goals:**
  - Promote the positive image of career/technical education.
  - Provide relevant and focused professional development.
  - Maintain effective partnerships to promote development of Alabama’s workforce.
- Develop and utilize rigorous, progressive, and research-based career/technical education curricula.
- Recruit and retain highly qualified career/technical teachers and administrators.
- Increase the academic skills of career/technical students.
- Exceed the requirements of state and federal legislation.
- Improve articulation with postsecondary education.
- Enhance and support the use of technology.

The vision, mission, core values, and goals are achieved through effective integration of the academic, technical, technological, and workplace readiness skills necessary to succeed in a diverse and global society. These components prepare students for postsecondary education, apprenticeship, employment, and life.

Career/technical education uses the following delivery systems:

- Structured programs conducted in career/technical education centers and middle, junior, and senior high schools that provide instruction in the knowledge, skills, and attitudes necessary to manage the challenges of living and working in a diverse and global society and preparation for postsecondary education, apprenticeship, and employment.
- Cooperative education that combines school-based instruction with work-based experience.
- Career/technical student organization activities that are an integral part of the instructional program.

**PLANNING AND ACCOUNTABILITY**

**Local Program Application and Accountability Plans**
Local boards shall submit an approvable Local Program Application and Accountability Plan (Local Application) as required by federal law and in accordance with the State Plan for Career/Technical Education. The Local Application is a part of the local education agency (LEA) Comprehensive Plan. The Local Application shall serve as a program improvement plan containing measurable goals and objectives. The Alabama State Department of Education (Department) shall approve continuation, deletion, and addition of local program components through the annual Local Application process.

- Occupational programs shall be planned in collaboration with workforce development partners to meet community employment needs. Labor market information (LMI) data shall be used and local employment surveys shall be conducted to ensure that career/technical programming is appropriate to meet changing business and industry needs.
- Local career/technical education advisory councils and committees shall participate in the process for planning and evaluation of long- and short-range goals and objectives.
- All planning efforts toward program improvement shall reflect the goals and objectives of the career/technical education strategic plan.
Accountability

Accountability components include the following:

- **Comprehensive LEA Monitoring (including Methods of Administration for the Office of Civil Rights).** Career/technical education is one of nine areas reviewed under the Comprehensive LEA Monitoring Review program (Comprehensive Monitoring). The purpose of Comprehensive Monitoring is to review every LEA for compliance with appropriate laws and regulations. Technical assistance is provided relevant to the CTE area. Pre-monitoring technical assistance is offered at the CTE Administrator Academy and Annual Professional Development Conference. Other technical assistance is available upon request. In addition, CTE facilitates monitoring for compliance with Office of Civil Rights (OCR) requirements. Technical assistance for OCR monitoring is provided annually to LEAs.

- **Business/Industry Certification.** All CTE programs shall participate annually in a local evaluation for business/industry certification. Each program shall have a national or state-facilitated, on-site evaluation for business/industry certification at least every five years. All programs shall remain in compliance with business/industry standards at all times.

- **Electronic Data Collection.** The strategies and data used in each program to assist students to meet or exceed the negotiated levels of performance shall be evaluated annually. All LEAs shall provide data required for federal reporting using the methods as prescribed by the Department. Funding may be withheld if required data is not reported in an accurate and timely manner.

- **Extended Contracts.** Each teacher with an extended contract (employment beyond a nine-month contract) shall file with the local career/technical administrator documentation of appropriate activities with timelines for any extended contract time. Required documentation includes an evaluation of appropriate CTE activities with timelines for completion.

**Business/Industry Certification General Information and Guidelines**

In 1998, Alabama business and industry persons developed a certification process that establishes and maintains a quality-oriented accountability system for the improvement and enhancement of Career/Technical Education. Business/Industry Certification (BIC) promotes program improvement that enhances the preparedness of Alabama’s students for society and tomorrow’s workforce. Alabama is the only state in the nation to require all CTE programs to certify to industry standards, either through the state’s BIC process or through a national certification process.

The BIC process is certified to the standards as developed by the International Organization for Standardization (ISO) and these standards are referred to as ISO 9001:2000 certification. The ISO 9001:2000 certification is process-based and recognizes organizations that link business objectives with operating effectiveness. ISO indicates that CTE demonstrates effective implementation of BIC documentation and records management; has the commitment of top management to local career/technical programs; has established clear policies; conducts good planning and implementation; performs good resource management; and has efficient process control, measurement, and analysis. The ISO certification ensures that the BIC process is quality-oriented, consistently administered, and focused on customer satisfaction.
The purpose of BIC is to ensure that CTE programs meet industry standards so that students will be equipped for postsecondary education, apprenticeship, employment, and life.

- All CTE programs in each local education agency (those programs supported through federal funds and/or programs that count toward maintenance of effort as determined by the level of spending in 1994-95) will meet BIC standards as determined and approved by the Department.
- The Department will determine the appropriate certification agency for all programs.
  - Current national program certifying agencies are:
    ▪ Graphic Arts Education Research Foundation (GAERF) for graphic arts programs.
    ▪ National Association for Technician Education Foundation (NATEF) for automotive service technology, collision repair technology, and diesel technology programs.
    ▪ National Institute for Metalworking Skills (NIMS) for precision machining programs.
  - Current state certifying processes are:
    ▪ Business/Industry Certification (BIC).
    ▪ Associated General Contractors (AGC) for all construction-related programs.
- The Department will use the business/industry certification for all programs that do not have a Department-approved national program certification process.
- Teachers must possess specific knowledge and skills as prescribed by industry standards and the Department for a program to be certified to business/industry standards.
  - Any teacher who holds a valid Class B or higher certificate or Alternative certificate, which is based upon a bachelor’s degree or higher, in the career/technical area being taught is considered certified to industry standards.
  - Any teacher who does not hold a valid Class B or higher certificate or Alternative certificate, which is based upon a bachelor’s degree or higher, in the career/technical area being taught is required to meet industry certification requirements as determined by the Department.
  - Teachers must continually maintain industry certification and/or teacher certification at a Class B or higher level to continue to be employed.

**BIC Review Procedures**

- A team of individuals who meet the Department’s prescribed criteria conducts an on-site review. The on-site review consists of two parts: administrator review and program review.
- Each LEA has an on-site administrator’s review every year that the system has an on-site program review. The on-site program review is conducted every five years for each program the system identifies in its annual Local Program Application and Accountability Plan. An on-site program review is set according to the initial review date as established in BIC-Phase I, which began in 1998. All quality factors will be deficient for all programs that are not reviewed during the anniversary year of the critical review date. New programs must be certified within three years from their emergence.
- The Department facilitator will guide the team(s) and answer questions during the administrator and program reviews.
- The administrator’s review must be the first review of the year in any year that the system has on-site program reviews and may be conducted concurrently with the first on-site review.
program review of the year. One or more career/technical programs may be reviewed at a determined central location and time.

- The program area certification will be delayed if deficiencies are cited in the administrator’s review that directly relate to the program.
- Team members who do not meet required criteria will not be allowed to participate, and the review will be cancelled. All quality factors will be deficient for the program until the review is conducted.
- Teams not meeting the minimum required number of members present within 30 minutes of the scheduled review time will cause the review to be cancelled. All quality factors will be deficient for the program until the review is conducted.
- The on-site administrator’s review team consists of two business/industry individuals who meet criteria as prescribed in the BIC Standards/Quality Factors Checklist, Section 1/A, page one. The administrator’s review team will jointly validate Section 1/A and 1/B.
- The on-site program review team consists of two business/industry representatives familiar with the program and one or more educators who teach in that program area. Members must meet the criteria as outlined in the BIC Standards/Quality Factors Checklist, Section 2/A, page one, and Section 3, page one. Team members will jointly validate Sections 2/A, 4, and 5. The team members will also validate Section 7 with assistance from the team educator(s) and program teacher(s) as needed. The educator will validate Section 3. The Department facilitator and local career/technical education administrator will validate Section 2/B and 6, if applicable. The teacher(s) and counselor(s) must be available for an interview. The team members will move to the appropriate area for program observation and interviews.
- All applicable checklist items in the BIC Standards/Quality Factors Checklist must be marked Yes, Answer Satisfied Reviewer, or N/A to receive a recommendation for certification. Recommendation cannot be made if any checklist item is marked No, Answer Did Not Satisfy Reviewer, or left blank.
- Each on-site review concludes with an exit conference conducted by the Department facilitator. An LEA representative and all team members must be present for the conference. It is at the discretion of the local system to have other parties present.
- Team members, administrators, and teachers have the opportunity to complete an anonymous Survey Form and return it to the Department.
- After an on-site review, a letter indicating program certification status is mailed to the superintendent and copied to the career/technical administrator, along with certificates and decals for each teacher in programs that certified. Programs with deficiencies are not recommended for certification.
- To determine program quality factor deficiencies, how the deficiencies are to be cleared, and who is responsible for deficiency clearance, refer to the Review Recap that is presented to the career/technical administrator during the exit review. Quality factors that are determined deficient should be cleared at the earliest possible time and can be cleared by an on-site review or through written documentation submitted to the Department facilitator. As deficiencies are cleared, an up-to-date Program Review Status Report is mailed to the superintendent and copied to the career/technical administrator.
- A local administrator is required to annually monitor all programs not reviewed by an on-site review team and report compliance status in the Local Program Application and Accountability Plan. Corrective action must be reported for programs that are determined to
be in non-compliance. Quality factors that are reported deficient are cleared by written documentation submitted to the system’s department facilitator by the system’s career/technical administrator documenting that deficiencies have been satisfied.

- All programs shall remain in compliance with BIC standards at all times.
- Process for notification of programs not attaining or maintaining certification in:
  - Review Year, a letter to the superintendent outlining deficiencies, with a copy to the career/technical administrator.
  - Year Two, a letter to the superintendent outlining deficiencies, with a copy to the career/technical administrator.
  - Year Three, a letter to the superintendent outlining steps to withhold funds, with a copy to the career/technical administrator. If deficiencies continue to be unmet, a recommendation will be made to the state superintendent for program termination.
- Process for program termination:
  - Any program that does not attain or maintain industry-certified status within three consecutive years would be recommended for termination.
  - After one year, terminated programs may be reinstated. Programs must certify to industry standards during the year of reinstatement. Reinstatement may occur one time.
  - After one year, locally closed programs that re-open will certify on their Phase I cycle; or if that date occurred during the closed period, must certify the year reopened.
  - State and federal funds formerly used for terminated programs may be reallocated to other CTE programs.

**BIC Standards/Quality Factors and Checklist**

- Each standard has relevant quality factors that are statements/terms that are subtopics for the standard.
- The quality factors are used to segment the standard into manageable components.
- The required specific documentation, which validates compliance, is listed below the quality factor. This documentation is all that is necessary to determine compliance based on the questions/statements asked in the checklist column.
- The non-applicable (N/A) column lists programs for which particular checklist items are non-applicable.
- All checklist items must be in compliance to receive certification.

**Management System**

- A management system for required documentation using files, notebooks, or electronic data must be established and in place. For ease of review, a file or tab for each quality factor should be created.

**Documentation**

- Documentation is limited to that which is required on the BIC Standards/Quality Factors Checklist. Additional documentation will not be reviewed.
- Documents must be aligned in the order that they appear on the BIC Standards and Quality Factor Checklist.
• For samples of required documents, review resources provided by the Department. (Ex., *Administrator Desk Reference*)

• Lesson plans for each year must be available for each course on the teacher’s daily schedule for the full year, except for new teachers and/or new course offerings. New teachers and teachers offering new courses must provide lesson plans to extend two weeks beyond the review date.

**Responsibilities**

<table>
<thead>
<tr>
<th>Duties/Tasks</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm on-site review dates by October 31 each year.</td>
<td>C/T Administrator and Department facilitator</td>
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<tr>
<td>Review the BIC Standards/Quality Factors Checklist used for the BIC on-site review. It is available on <a href="http://www.alsde.edu">www.alsde.edu</a>.</td>
<td>C/T Administrator and program teacher(s)</td>
</tr>
<tr>
<td>Read carefully and thoroughly each Business/Industry Certification standard, quality factor, and checklist item. <em>(Administrator’s Section 1/A and 1/B, Program/Teacher Sections 2 - 7).</em> This document is divided into standards, quality factors, and checklist to improve the management of the review. In addition, required documentation is listed along with particular checklist items that are non-applicable. Resources are available on <a href="http://www.alsde.edu">www.alsde.edu</a> for clarification or explanation of unfamiliar terms/statements, etc. <em>(Ex., Definitions and Abbreviations Manual, Administrative Code for Career/Technical Education, Methods of Administration Manual)</em></td>
<td>C/T Administrator and program teacher(s)</td>
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<td>Enter each school’s schedule. <em>(Ex., Trimester, Semester, Block, etc.)</em></td>
<td>C/T Administrator</td>
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<td>Enter daily schedule online, which reflects accurate enrollment for each term, within one month of the beginning of the term.</td>
<td>Program teacher</td>
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<td>Approve the daily schedule prior to the on-site review.</td>
<td>C/T Administrator</td>
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<tr>
<td>Collect required documentation to meet all quality factors in Section 1/A in a satisfactory management system and be available for the interview conducted according to Section 1/B.</td>
<td>C/T Administrator</td>
</tr>
<tr>
<td>Duties/Tasks</td>
<td>Person(s) Responsible</td>
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<td>Collect required documentation to meet all quality factors in Sections 2/A, 3, and Section 6, if applicable, in a satisfactory management system and be available for the interview conducted according to Section 4. In addition, the program area facilities and equipment/materials must comply with the standards in Section 7.</td>
<td>Program teacher</td>
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<td>Be available for the interview conducted according to Section 5.</td>
<td>Counselor</td>
</tr>
<tr>
<td>Verify that all required program documentation is available in a manageable format.</td>
<td>CTE Administrator and program teacher(s)</td>
</tr>
<tr>
<td>Verify that team members selected for the program review meet Department-prescribed criteria prior to scheduled review date.</td>
<td>CTE Administrator and program teacher(s)</td>
</tr>
<tr>
<td>Verify that each checklist item on the BIC Standards/Quality Factors Checklist can be marked “yes” prior to the on-site review.</td>
<td>CTE Administrator and program teacher(s)</td>
</tr>
<tr>
<td>Mail survey form(s) to the Department following the on-site review.</td>
<td>CTE Administrator and program teacher(s)</td>
</tr>
<tr>
<td>Maintain continued compliance.</td>
<td>CTE Administrator and Program teacher(s)</td>
</tr>
<tr>
<td>Annually complete certification of continued compliance.</td>
<td>CTE Administrator</td>
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</tbody>
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**CURRICULUM AND INSTRUCTION**

All instruction will be based on the State Board of Education approved *Courses of Study: Career/Technical Education* and include requirements outlined in the business/industry certification process.

**Instruction**

Instruction shall include:

- Textbooks, supplemental materials, equipment, software, tools, and clean and orderly learning environments that replicate the work place or home.
- Student involvement in project-based learning.
- Student evaluations for achievement and workplace readiness using various assessment methods.

**Cooperative Education Programs**

Cooperative Education is a structured component of career/technical education that integrates classroom instruction and learning with productive and progressive, supervised work-based experiences in fields related to students’ career objectives or career clusters. Cooperative Education can be delivered as a full-time, preparatory, and/or combination program. Cooperative Education
consists of two strands for participation: Advanced Cooperative Education (ACE) and Structured Work Study (SWS). Both strands partner students with teachers and employers to provide progressive school- and work-based experiences that integrate theory and application.

A full-time cooperative education program has 30-50 cooperative education students each term/semester, is staffed by a teacher-coordinator that devotes 100 percent of the workday to coordinated studies and/or work-based experiences supervision, and has a stand-alone business/industry certification review.

A preparatory cooperative education program has 20-30 cooperative education students each term/semester, is staffed by a teacher-coordinator who devotes part of the workday to coordinated studies and/or work-based experiences supervision and teaching in a CTE program, and has a business/industry certification review that is a part of a total program review.

A combination cooperative education program has 20-30 cooperative education students each term/semester, is staffed by a teacher-coordinator who devotes part of the workday to coordinated studies and/or work-based experiences supervision, and has a business/industry certification review that is a stand-alone review. The teacher-coordinator may be performing other duties, i.e., part-time administrator or part-time teacher.

Strands of Cooperative Education

- **Advanced Cooperative Education (ACE)** requires students to have achieved concentrator status in an occupational program, identified a specific career objective, and work a minimum of 270 hours in a field related to their career objective during the eleventh and/or twelfth grades. Students must have successfully completed the coordinated studies course prior to or concurrent with the work-based experience. The completion of this strand equals completer status and meets the CTE course requirement for the Alabama High School Diploma with Advanced Career/Technical Endorsement pending approval by the State Board of Education.

- **Structured Work Study (SWS)** requires students to have earned one or more CTE credits in an occupational program, identified a career cluster, and must work a minimum of 270 hours in an area related to the career cluster. Students must have successfully completed the coordinated studies course prior to or concurrent with the work-based experience. Students participate in this strand during the 12th grade only.

Students shall participate in cooperative education programs in accordance with eligibility requirements approved by the Department, as outlined above and in the *Cooperative Education Manual* available from the CTE Section and Department Web sites. Prospective cooperative education students shall be determined to be work ready by the cooperative education teacher-coordinator according to guidelines in the *Cooperative Education Manual*.

Cooperative education programs shall provide school-based instruction and work-based experience. Work-based experience shall be paid employment that provides varied and progressive skill-building opportunities in the student’s career objective or career cluster, and is conducted in accordance with
written training agreements and training plans. Work-based experience shall not displace adult workers who can perform such work.

Cooperative education programs shall be implemented and managed according to requirements as outlined in the *Cooperative Education Manual* and local board policies. Cooperative education programs shall be managed by a teacher-coordinator who holds a Class B or higher certificate in career/technical education, has taken the coursework “Functions of Coordination” or “Principles of Coordination,” and coordinates a program of study and practice that provides legal employment for students with structured work-based experiences and school-based instruction.

A student shall not be allowed to leave school for participation in a cooperative education program when the student is deficient on the *Alabama High School Graduation Exam* or is deficient in required courses. A waiver of this requirement may be requested on a case-by-case basis if the LEA can provide documentation of student participation in school-approved remediation leading to success on the *Alabama High School Graduation Exam*.

Cooperative education forms are available from the CTE Section and Department Web sites and the *Cooperative Education Manual*.

**Career/Technical Education Student Organizations**

Each local program shall have a chapter of the career/technical student organization that shall be affiliated with the respective state and national organizations.

Career/technical student organizations (CTSO) function as an integral part of the career/technical education instructional program with state and national affiliation that provides support for skill attainment and leadership development. Alabama’s CTSOs are DECA (An Association for Marketing Education), FBLA (Future Business Leaders of America), FCCLA (Family, Career and Community Leaders of America), FFA (Agriscience Education), HOSA (Health Occupations Students of America), SkillsUSA (Technical Education), and TSA (Technology Student Association).

Students enrolled in career/technical programs shall have the opportunity and be encouraged to become active members of the career/technical student organization relating to their career objective and to participate in activities sponsored by the state and national organizations. Student organization programs of work shall be implemented as an integral part of career/technical education instructional programs and incorporated into the school schedule to allow student participation.

Each career/technical teacher shall serve as an advisor for the career/technical student organization related to the program area in which the teacher is employed. Teachers in multi-teacher programs shall share equally in the planning and implementation of the program of work. Cooperative education teacher-coordinators shall serve as advisers or co-advisers for all program areas represented by students enrolled in the cooperative education program.

**Live Work**

Live work (paid or non-paid) is work brought into the school from outside the classroom and may be from community sources, school-based projects, etc. Students conduct live work at the discretion of
the local board of education. Live work policies and procedures must be approved by the local board and must include BIC requirements. Live work may be performed only when tasks are directly related to the skills currently being taught in the program as part of a CTE program or to reinforce skills previously taught. Live work shall not be conducted in competition with private enterprise.

Safety Procedures
Student safety shall be a top priority of career/technical teachers and administrators as CTE programs are implemented. Safety policies must be approved by the local board and must include BIC requirements. Students shall be assessed for proficiency prior to laboratory work; work-based learning; and at other times, as needed using locally designed assessments. Documentation of student success on safety assessments must be kept in the student files to validate safety instruction and provide protection from liability. Students must be 100 percent proficient regarding safety assessments before they are allowed to participate in laboratory experiences.

Programs shall be operated in compliance with federal, state, and local health and safety requirements. Adequate supervision shall be provided at all times by the career/technical teacher or LEA appointed designee. Supplies and equipment shall be used and stored in a systematic and safe manner.

Each LEA shall ensure that health science students assigned to clinical experiences are protected from malpractice liability through a contractual agreement between the LEA and health agency practitioners or through student malpractice insurance policies.

STUDENTS

Students enrolled in CTE programs of study gain knowledge and skills to become competitive employees in a global economy, while achieving an optimum quality in both individual and family life.

CTE students are classified as participants, concentrators, or completers.

- Participants are students who have earned one credit in CTE but have not reached concentrator status. These students may take another career/technical course but will continue to be classified as participants unless the courses are combined in a program of study leading to concentrator status.
- Concentrators are students who earn two credits in a CTE program. Courses with prerequisites must be taken in a sequential manner.
- Completers are concentrators who have earned one additional credit in a CTE or academic course related to his/her career objective.

Pre-Enrollment
Program information shall be made available to potential students including entry requirements, course requirements, course outlines, available employment opportunities (including nontraditional
opportunities), and other information needed to assist students in making educational and career decisions.

Assessment instruments and guidance activities shall be used to assist students in identifying interests and aptitudes prior to selecting appropriate CTE programs and developing the career pathway. Assessments and development of the career pathway shall occur prior to enrollment to ensure proper placement in CTE courses/programs.

**Priorities and Requirements for Enrollment**
Career/technical education programs designed to develop skills and prepare students for additional education and employment are available to students in Grades 9 through 12 with priority enrollment given to the students with maximum opportunity to become a concentrator or completer. Students in Grades 7, 8, or 9 are given priorities for enrollment in courses designed to assist the student in improving personal, family, and community living and providing experiences on which to make sound decisions regarding career preparation. Students below Grade 9 but who are at least 15 years of age and placed below grade level may be enrolled in CTE occupational programs.

**Enrollment**
Career/technical programs will have an average class size of no less than 12 students and no more than the maximum identified class size for secondary classes. (Contact the Department’s LEA Financial Assistance Section for current class size limits.) Class size shall not exceed the safe working capacity of the facilities, equipment, and level of supervision.

Enrollment in cooperative education programs will be in accordance with guidelines outlined earlier in this publication and in the *Cooperative Education Manual*.

Students with disabilities will be given a weight of two only if there is a career/technical implementation plan that requires significant program modifications as defined by the IEP Committee. Only students seeking a Graduation Certificate may be granted a weight of two.

**Students Who Are Disadvantaged**
Disadvantaged students (other than students with disabilities) are those students with academic or economic deficiencies that require special services, assistance, or other program services in order to succeed in CTE programs. An “academically disadvantaged” person is one who lacks reading, writing, or mathematical skills or performs below grade level. An “economically disadvantaged” person is one who is institutionalized or under state guardianship or whose family income is at or below the national poverty level or whose parent(s) is receiving public assistance.

Local education agencies receiving funds for serving disadvantaged students in CTE shall have documentation to support the use of the funds for the improved performance of academically and/or economically disadvantaged students. When disadvantaged students require special assistance through the use of the funds received, the LEA shall complete and have on file an improvement plan that supports the special assistance provided.
Students Who Have Disabilities
Students with disabilities as defined by IDEA shall have an assessment prior to placement into a CTE program that identifies interest and aptitude. Assessment data shall be reflected in the IEP for placement into a CTE program.

A Career/Technical Implementation Plan shall be developed by the CTE teacher using appropriate resources as part of the IEP process prior to the student entering the career/technical program if accommodations and/or modifications are required. The plan shall remain on file with the CTE teacher while the student is enrolled in the program. Each plan shall be evaluated and revised, as needed, using student performance objective criteria as prescribed in the plan.

A career/technical education designee, ideally the CTE teacher, having content knowledge of the specific CTE program shall serve on the IEP team/committee for prospective CTE students.

Program Completion
Program completion is a basic purpose of career/technical education and a primary measure of program success. In each occupational program area, the completion rate (percentage of students who earn completer status) shall improve annually until it reaches or exceeds the negotiated level of performance.

Placement of Completers
Placement of completers is a basic purpose of career/technical education and a primary measure of program success. In each occupational program area, the placement rate of CTE completers (completers placed in further education or employment) shall improve each year until it reaches or exceeds the negotiated level of performance.

Each career/technical teacher, in coordination with administrators and counselors, shall make follow-up contacts in order to assist in placing all occupational program completers in further education or employment. Placement services for occupational program completers shall be provided by each local education agency.

Placement services are optional for students who complete non-occupational programs. Students completing non-occupational programs are not reported in placement data. These students shall be assisted with plans for further education and/or employment.

TEACHERS

Teachers shall be highly qualified according to the requirements for career/technical education under No Child Left Behind (NCLB). NCLB requires that CTE teachers be properly certified in the area they teach according to the guidelines established by the State Board of Education for CTE teachers.

Teacher Certification
Career/Technical Education personnel shall meet Alabama certification requirements for their respective career/technical education assignment. (See www.alsde.edu and the Appendix for current certification requirements.)
Individuals who have completed a baccalaureate or higher degree from a regionally accredited senior institution in Agriscience, Business/Marketing Education, Career Technologies, Family and Consumer Sciences, and Technical Education may be eligible to hold a minimum of a class B certificate endorsed in the area they teach. All teachers are encouraged to earn additional degrees.

The certificate endorsed in technical education and health science shall be issued for teachers of secondary career/technical subjects at Levels 1, 2, 3, 4, or 5. Technical Education and Certification require that high school teachers maintain current industry licenses or certifications. All teachers are encouraged to earn a minimum of a class B certificate in the area they teach.

Applications for the Level 1 certificate endorsed in technical education, and the Levels 1, 2, and 3 certificates endorsed in health science shall be processed only at the request of the employing superintendent as prescribed on Supplement C/T and upon the approval of the experience by the career/technical director of the Department.

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Degree Equivalency</th>
<th>Valid Period</th>
<th>Renewable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 Technical Education</td>
<td>Bachelor’s</td>
<td>3 years</td>
<td>No</td>
</tr>
<tr>
<td>Level 1 Health Science</td>
<td>Bachelor’s</td>
<td>3 years</td>
<td>No</td>
</tr>
<tr>
<td>Level 2 Technical Education</td>
<td>Bachelor’s</td>
<td>5 years</td>
<td>No</td>
</tr>
<tr>
<td>Level 2 Health Science</td>
<td>Bachelor’s</td>
<td>3 years</td>
<td>No</td>
</tr>
<tr>
<td>Level 3 Technical Education</td>
<td>Master’s</td>
<td>5 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Level 3 Health Science</td>
<td>Master’s</td>
<td>3 years</td>
<td>No</td>
</tr>
<tr>
<td>Level 4</td>
<td>Master’s</td>
<td>5 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Level 5</td>
<td>Sixth-year</td>
<td>5 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Type II</td>
<td>Bachelor’s</td>
<td>5 years</td>
<td>Continued</td>
</tr>
<tr>
<td>Type III</td>
<td>Bachelor’s</td>
<td>5 years</td>
<td>Continued</td>
</tr>
</tbody>
</table>

- The following alternative approaches to certification are available in career/technical education teaching fields at the request of the local superintendent.
- Career/Technical Alternative Baccalaureate-Level Certificate (C/TABC). This approach is available for individuals who have earned at least a bachelor’s degree from a regionally accredited senior institution. Applicants seeking this certificate must have documentation of one of the following:
  - At least 32 semester hours with at least 19 upper division level hours from an accredited junior- or senior-level institution in the field for which certification is sought as indicated on the official transcript(s). The State CTE Director will evaluate transcript(s) to determine if the courses satisfy the necessary knowledge needed to teach the content standards in the field for which certification is sought.
  - Written evidence of at least 3 years/36 months of full-time work experience in business and industry in the last 7 years in the field for which certification is sought. The work experience documentation will be evaluated by the State CTE Director to determine if the work experience satisfies the necessary knowledge needed to teach the content standards in the field for which certification is sought.

- Special Alternative Certificate. This approach is available for individuals who are completing requirements for an Alabama Class A (master’s degree level) professional
educator certificate through an Alabama Fifth-Year Program. Applicants seeking the first Special Alternative Certificate must provide the following:
- Verification of unconditional admission to the Alternative Class A Program.
- Proof of registration for the basic skills assessments and the appropriate subject assessment of the Alabama Prospective Teacher Testing Program (APTTP). The registrations must be for test dates that are prior to the end date of the school year of the requesting school system.

- Emergency Certificate. This approach is available for individuals who have completed a baccalaureate or higher degree from a regionally accredited senior institution, but do not hold a valid Alabama teaching certificate. This certificate can be issued to an individual **one time** only with a valid period of one year.

**Teacher Work Loads**

The daily schedules of all Career/Technical Education teachers shall be submitted electronically to the Department within one month of the beginning of the term.

Full-time teachers and cooperative education teacher-coordinators shall have work loads as follows:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Schedule</th>
<th>Work Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Teacher</td>
<td>Four-period Day</td>
<td>• Three periods of Career/Technical Education duties</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• One period or equivalent for planning, preparation, conferences, etc.</td>
</tr>
<tr>
<td>Six-period Day</td>
<td></td>
<td>• Five periods of Career/Technical Education duties</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• One period or equivalent for planning, preparation, conferences, etc.</td>
</tr>
<tr>
<td>Seven-period Day</td>
<td></td>
<td>• Six periods of Career/Technical Education duties</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• One period or equivalent for planning, preparation, conferences, etc.</td>
</tr>
<tr>
<td>Teacher-Coordinator*</td>
<td>Four-period Day (Block Schedule)</td>
<td>• Two class periods per day of instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• One period for planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• One period for coordination</td>
</tr>
<tr>
<td>Six-period Day</td>
<td></td>
<td>• Three class periods per day of instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• One period for planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Two periods for coordination</td>
</tr>
<tr>
<td>Seven-period Day</td>
<td></td>
<td>• Four class periods per day of instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• One period for planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Two periods for coordination</td>
</tr>
</tbody>
</table>

*Not applicable for teacher-coordinators with less than 12 AOD students. (See Frequently Asked Questions for AOD program available on the SDE Web site.)
COMMUNITY RESOURCES

Local System and Program Advisory Councils and Committees
Each LEA shall have a system-level Career/Technical Education Advisory Council and each local career/technical program shall have a Career/Technical Education Advisory Committee to ensure that curriculum content, equipment, and materials are current. There shall be written operating guidelines for advisory councils and committees. Advisory council and committee guidelines are available from the CTE Section and SDE Web site.

Councils and committees shall meet as often as necessary but no less than twice annually. Written minutes of each meeting, signed by the presiding officer, shall be kept on file and used to verify that a program of work was developed, approved, and implemented by the members.

Community Involvement
Career/technical professionals shall establish and maintain cooperative working relations with leaders in related industries, businesses, organizations, and agencies. Program information including purposes, policies, and procedures for career/technical education shall be made available to local stakeholders.

PROFESSIONAL DEVELOPMENT AND BUSINESS/INDUSTRY AWARENESS

Professional development shall be offered for teachers and administrators by the Department based on the CTE Professional Development Plan available from the CTE Section and SDE Web site.

The Department will offer a bi-annual New Teacher Institute and New Administrator Academy. The New Teacher Institute is required for all teachers seeking certification through the Career/Technical Level Certification approach or Career/Technical Alternative Baccalaureate Certification. The New Administrator Academy is required for all new career/technical administrators.

All teachers will accumulate business/industry awareness hours to stay current in their field of instruction. The number of business/industry awareness hours is based on the requirements of the business/industry certification process.

FINANCIAL SUPPORT

Instructional-Related Expenses
Career/technical education personnel shall be provided financial support for instructional supplies, materials, equipment, career/technical student organization activities, professional development, business/industry awareness, cooperative education coordination, and other program-related activities.
All career/technical education programs shall be provided local financial support for maintenance in an amount not less than $300 per teacher, plus not less than $3 per student based upon enrollment. These funds shall be in addition to the amounts otherwise allocated by the state legislature.

A written budget shall be developed for each program for instructional supplies, materials, equipment, career/technical student organization activities, fundraising, etc.

**Use of Career/Technical Education Funds**

Federal funds shall not be used to support non-career/technical personnel, instructional activities, administrative activities, or for any other non-career/technical purposes. Career/technical education personnel shall participate in routine school activities and special projects expected of all other professional personnel.

Equipment purchased with career/technical funds shall not be used for non-career/technical activities.

Maintenance of Effort is required by the State through federal regulations and by each LEA through the State Foundation Program.

**RECORDS**

Career/technical education teachers shall maintain a file in the program area for each student.

**Student Files**

A secured file shall be maintained for each career/technical student as follows:

<table>
<thead>
<tr>
<th>Required</th>
<th>Required (as applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Grades (Grades 7-8)</td>
<td>Safety Assessment(s) 4+2 CTE Guidance Plan (’06-’07) Interest Inventory</td>
</tr>
<tr>
<td>Secondary (Grades 9-12)</td>
<td>Safety Assessment(s) 4+2 CTE Guidance Plan (’06-’07) Interest Inventory</td>
</tr>
</tbody>
</table>

The file on each career/technical student shall contain an accurate mailing address.

**System Files**

In addition to other pertinent information, the BIC Certifications of Continued Compliance and the Local Applications will be completed annually and kept on file for five years to document program effectiveness.
INSTRUCTIONAL RESOURCES

The Department shall provide current courses of study and current equipment lists by program area in accordance with the courses of study. All programs shall be equipped with fully functional and well-maintained equipment according to the applicable equipment list. Courses of study and equipment lists are available from the CTE Section and Department Web site. A complete inventory of equipment, software, tools, and furnishings shall be made annually. Inventory components include equipment name, serial/asset numbers, value, condition, quantity, year purchased, and site license (if applicable).

The Department shall provide a current list of approved textbooks. Career/technical education programs shall have current textbooks available for student use. Textbook lists are available from the CTE Section and Department Web site.

A schedule and procedure for replacement and preventive maintenance, repairs of equipment, and textbooks shall be used to ensure that prevailing business and industry standards are met.

Additional resources are available at www.alsde.edu and www.alcareertech.org.
Previously, these certificates were known as Day Trade Certificates, and the technical education endorsement was known as trade and industrial education. See reverse side for information regarding Day Trade Certificates.

**Career/Technical Level Certificates endorsed in technical education are issued at Levels 1, 2, 3, 4, and 5.** All requirements for a Career/Technical Certificate bearing the July 1 date of a given year must be met prior to September 1 of that year. If requirements are met on or after September 1, the certificate will be dated the following July 1.

<table>
<thead>
<tr>
<th>Certificates</th>
<th>Degree Equivalency</th>
<th>Valid Period</th>
<th>Renewable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career/Technical Level 1</td>
<td>Bachelor's</td>
<td>3 years</td>
<td>No</td>
</tr>
<tr>
<td>Career/Technical Level 2</td>
<td>Bachelor's</td>
<td>5 years</td>
<td>No</td>
</tr>
<tr>
<td>Career/Technical Level 3</td>
<td>Master's</td>
<td>5 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Career/Technical Level 4</td>
<td>Master's</td>
<td>5 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Career/Technical Level 5</td>
<td>Sixth-Year</td>
<td>5 years</td>
<td>Yes</td>
</tr>
</tbody>
</table>

1. The **Level 1** certificate requires that the applicant:
   a. Has completed a minimum of 14,000 clock hours (seven years) of full-time work experience within the past ten years as a wage earner in the technical enterprise that is to be taught and graduated from high school or completed the equivalent of a high school diploma; or
   b. Graduated from an approved postsecondary career/technical program in the technical enterprise that is to be taught and has 6,000 clock hours (three years) of full-time work experience, within the seven years immediately preceding the submission date of the application, in the technical enterprise that is to be taught.

2. The **Level 2** certificate requires that the applicant:
   a. Be eligible to hold a **Level 1** certificate endorsed in technical education or hold a valid Day Trade Type II or Type III certificate endorsed in trade and industrial education/technical education;
   b. Has earned credit, with a grade of C or above, in coursework specified below at a regionally accredited senior institution which has a state-approved teacher education program in career/technical education:
      (1) Special Needs in Career/Technical Education
(2) Course Development and Evaluation in Career/Technical Education
(3) Methods of Teaching Career/Technical Education
(4) Classroom/Laboratory Management and Student Leadership Development
(5) Learning Resources and Technology in Career/Technical Education

c. Has completed the appropriate Department-approved New Teacher Institute; and
d. Has passed a State Board of Education approved occupational proficiency examination in the technical education area that is to be taught.

3. The **Level 3** certificate requires that the applicant:
   a. Be eligible to hold a **Level 2** certificate endorsed in technical education; and
   b. Has earned at least 45 semester/70 quarter hours of credit with a grade of C or above in courses at a regionally accredited junior or senior institution:
      (1) Required Courses:

      | Course                                           | Number of Courses |
      |--------------------------------------------------|-------------------|
      | Principles of Career/Technical Education*        | 1                 |
      | Safety*                                          | 1                 |
      | Career/Technical Student Organizations*           | 1                 |
      | English                                          | 2                 |
      | Speech                                           | 1                 |
      | History                                          | 1                 |
      | Computer Applications                             | 1                 |
      | Mathematics                                      | 1                 |
      | Physical Science                                 | 1                 |
      | Economics                                        | 1                 |

*These courses must be taken at a regionally accredited senior institution that has a state-approved teacher education program in career/technical education.

(2) Elective Courses

   **Electives from a state-approved teacher education program in career/technical education must be earned to complete the total 45 semester/70 quarter hours.**

(3) **Credit earned to meet the Level 2 certificate cannot be applied toward the Level 3 certificate.**

4. The **Level 4** certificate requires that the applicant:
   a. Be eligible to hold a **Level 3** certificate endorsed in technical education; and
   b. Has completed an approved teacher education program in technical education (secondary) at the bachelor's degree level from a regionally accredited senior institution.

5. The **Level 5** certificate requires that the applicant:
   a. Be eligible to hold a **Level 4** certificate endorsed in technical education; and
   b. Has completed an approved teacher education program in technical education (secondary) at the master's degree level from a regionally accredited senior institution.

**Information for Holders of Day Trade Type I, II, or III Certificates**

1. An individual holding a valid Day Trade Type I Certificate endorsed in trade and industrial education/technical education, issued on the basis of rules in effect prior to July 1, 1997, may be issued, upon application to the Teacher Education and Certification Section, the appropriate **Level 3, 4, or 5** Career/Technical Certificate endorsed in technical education as determined by the State Director of Career/Technical Education.
2. Expired Day Trade Type I certificates cannot be continued or reinstated. An individual holding an expired Day Trade Type I certificate who is seeking current career/technical certification in technical education must meet requirements for the Level 1 certificate.

3. An individual holding a valid Day Trade Type II or III certificate may continue it during the calendar year of its expiration or may seek career/technical Level certification in technical education by meeting requirements for the Level 2 certificate as a prerequisite to the Level 3, 4, and 5 certificates.

4. Expired Day Trade Type II and III certificates cannot be reinstated. An individual holding one of these expired certificates who is seeking current career/technical certification in technical education must meet requirements for the Level 1 certificate.

Application Procedures

All applicants must complete Form APP, Application for Alabama Certification. Applications for the Level 1 Career/Technical Certificate endorsed in technical education will be processed only at the request of an employing superintendent and upon the approval of the State Director of Career/Technical Education, and must include a completed Supplement C/T form (C/T 2004), and a Career/Technical Education Employment Verification Form (C/T EV 2004), accompanied by a cover letter on company stationery. Verification of “self-employment” must include a completed Supplement C/T form (C/T 2004), Career/Technical Education Employment Verification Form (C/T EV 2004) accompanied by a notarized cover letter on company stationery, copies of business license for the verification period, and notarized letters from 3 entities in which business/work transactions have occurred. Applications for Level 1 must be obtained from the employing superintendent. Applications for Levels 2 or 3 may be obtained from the Office of Teacher Education and Certification or a local superintendent's office, and must be accompanied by official transcript(s) verifying the completion of requirements. Applications for Level 4 or 5 certificates may be obtained from the Office of Teacher Education and Certification if the program was completed outside of Alabama, or from the institution if the program was completed inside Alabama. Applications must be accompanied by official transcript(s) verifying the completion of requirements and Supplement NAL (for Alabama institutions) or Supplement OAL (for institutions outside Alabama) and submitted to the Teacher Education and Certification Office as indicated on the appropriate Supplement NAL or OAL.

Fingerprint Requirements

Applicants for initial certification will be required to submit legible fingerprints for a background review by the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI). Those who hold or have held any type of Alabama certification or license will also be required to submit fingerprints for a background review by the ABI and FBI if they are recommended for new employment in a local education agency or nonpublic school other than the one in which they were previously employed. Individuals who have completed a background review through the Alabama State Department of Education will not be required to complete additional background reviews unless they allow their certificates to lapse for more than 90 days or unless they are recommended for employment by a different local education agency or nonpublic school and more than two years have lapsed since their last clearance.

Applicants must meet requirements in effect on the date the application is received in the Teacher Education and Certification Office. Certification regulations contained in this information sheet are subject to change.
Previously, these certificates were known as Health Occupations Certificates, and the healthcare science and technology endorsement was known as health occupations. See reverse side for information regarding Health Occupations Certificates.

Career/Technical Level Certificates endorsed in health science are issued at Levels 1, 2, 3, 4, and 5. All requirements for a Career/Technical Certificate bearing the July 1 date of a given year must be met prior to September 1 of that year. If requirements are met on or after September 1, the certificate will be dated the following July 1.

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<td>Bachelor’s</td>
<td>3 years</td>
<td>No</td>
</tr>
<tr>
<td>Career/Technical Level 2</td>
<td>Bachelor’s</td>
<td>3 years</td>
<td>No</td>
</tr>
<tr>
<td>Career/Technical Level 3</td>
<td>Master’s</td>
<td>3 years</td>
<td>No</td>
</tr>
<tr>
<td>Career/Technical Level 4</td>
<td>Master’s</td>
<td>5 years</td>
<td>Yes</td>
</tr>
<tr>
<td>Career/Technical Level 5</td>
<td>Sixth-year</td>
<td>5 years</td>
<td>Yes</td>
</tr>
</tbody>
</table>

1. The Level 1 certificate requires that the applicant:
   a. Has completed a minimum of 14,000 clock hours (seven years) of full-time work experience within the past ten years as a wage earner in the healthcare field that is to be taught; and completed a two-year healthcare training program and awarded a certificate in a healthcare specialty; or
   b. Graduated from an approved postsecondary healthcare training program and has 6,000 clock hours (three years) of full-time work experience within the seven years immediately preceding the submission date of the application, in the healthcare area that is to be taught; and
   c. Provide evidence of a valid license or certificate as a healthcare practitioner.

2. The Level 2 certificate requires that the applicant:
   a. Provides evidence of a valid license or certificate as a healthcare practitioner;
   b. Has graduated from an approved postsecondary with a minimum of an associate degree in the area of the valid license or certificate as a healthcare practitioner; and
   c. Provides verification of 6,000 clock hours (three years) of work experience, within the six years immediately preceding the submission date of the application, as a wage earner in the area of the valid license or certificate as a healthcare practitioner.

3. The Level 3 certificate requires that the applicant:
   a. Provides evidence of a valid license or certificate as a healthcare practitioner; and has 2,000 clock hours (one year) of work experience, within the three years immediately preceding the submission date of the application, as a wage earner in the area of the valid license or certificate as a healthcare practitioner; and
   b. Has earned a bachelor’s degree from a regionally accredited senior institution in the area of the valid license or certificate as a healthcare practitioner.

4. The Level 4 certificate requires that the applicant:
a. Be eligible to hold a Level 1, 2 or 3 certificate endorsed in health science;
b. Has completed the appropriate Department-approved New Teacher Institute; and
c. Has earned credit, with a grade of C or above, in coursework to include content specified below at a regionally accredited senior institution which has a state-approved teacher education program in career/technical education:
   (1) Special Needs in Career/Technical Education
   (2) Course Development and Evaluation in Career/Technical Education
   (3) Methods of Teaching Career/Technical Education
   (4) Classroom/Laboratory Management in Career/Technical Education
   (5) Learning Resources and Technology in Career/Technical Education

5. The Level 5 certificate requires that the applicant:
   a. Be eligible to hold a Level 4 certificate endorsed in health science; and
   b. Has earned a master's degree from a regionally accredited senior institution in an area of career/technical education or in the area of the valid license or certificate as a healthcare practitioner.

Information for Holders of Health Occupations Type I, II, or III Certificates

1. An individual holding a valid Health Occupations Type I certificate endorsed in health occupations/healthcare science and technology, issued on the basis of rules in effect prior to July 1, 1997, may be issued, upon application to the Teacher Education and Certification Office, the appropriate Level 4 or 5 Career/Technical Certificate endorsed in health science as determined by the State Director of Career/Technical Education.

2. Expired Health Occupations Type I certificates cannot be continued or reinstated. An individual holding an expired Health Occupations Type I certificate who is seeking current career/technical certification in health science must meet requirements for the Level 1, 2 or 3 certificates.

3. An individual holding a valid Health Occupations Type II or III certificate may continue it during the calendar year of its expiration or may seek career/technical Level certification in health science by meeting requirements for the Level 1, 2 or 3 certificate as a prerequisite to the Level 4 and 5 certificates.

4. Expired Health Occupations Type II and III certificates cannot be reinstated. An individual holding one of these expired certificates that is seeking current career/technical certification in health science must meet requirements for the Level 1, 2 or 3 certificates.

Application Procedures

All applicants must complete Form APP, Application for Alabama Certification. Applications for the Level 1, 2 and 3 Career/Technical Certificate endorsed in health science will be processed only at the request of an employing superintendent and upon the approval of the State Director of Career/Technical Education, and must include a completed Supplement C/T, and an Employment Verification Form accompanied by a cover letter on company stationery. Applications for Levels 1, 2 and 3 must be obtained from the employing superintendent. Applications for Level 4 may be obtained from the Teacher Education and Certification Office or a local superintendent's office, and must be accompanied by official transcript(s) verifying the completion of requirements. Applications for Level 5 certification based on the completion of a master's degree in the area of the valid license or certificate as a healthcare practitioner may be
obtained from the Teacher Education and Certification Office or from the employing superintendent and returned to the Teacher Education and Certification Office with an official transcript bearing the master's degree and the degree major. Applications for **Level 5** certification based on the completion of a master's degree level teacher education program in an area of career/technical education may be obtained from the Teacher Education and Certification Office if the program was completed outside Alabama, or from the institution if the program was completed inside Alabama. Applications through this option must be accompanied by an official transcript of the master's degree program and Supplement NAL (for Alabama institutions) or Supplement OAL (for institutions outside Alabama) and submitted to the Teacher Education and Certification Office as indicated on the appropriate Supplement NAL or OAL.

**Fingerprint Requirements**

Applicants for initial certification will be required to submit legible fingerprints and the fee for a background review by the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI). Individuals who have completed a background review through the Alabama State Department of Education since July 1, 1999, will not be required to complete an additional background review unless their fingerprints are no longer on file due to the lapse of all their certificates.

Applicants must meet requirements in effect on the date the application is received in the Teacher Education and Certification Office. Certification regulations contained in this information sheet are subject to change.
SUMMARY OF THE CAREER/TECHNICAL EDUCATION ALTERNATIVE BACCALAUREATE - LEVEL APPROACH
EFFECTIVE JULY 1, 2004

This approach allows a local board of education or the headmaster of a nonpublic school to employ, as teachers, highly qualified individuals who have earned at least a bachelor's degree from a regionally accredited senior institution. Only the local superintendent or headmaster who intends to employ the individual may request a certificate through this approach. The Career/Technical Education Alternative Baccalaureate-Level Certificate, which is issued at the bachelor's degree level only, is valid for one scholastic year, and expires at the end of the year for which the certificate is issued. It may be reissued for two additional consecutive years at the request of the same school system or nonpublic school.

AVAILABLE TEACHING FIELDS FOR CAREER/TECHNICAL EDUCATION ALTERNATIVE BACCALAUREATE-LEVEL CERTIFICATES

<table>
<thead>
<tr>
<th>GRADES 6-8 OR 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriscience Education</td>
</tr>
<tr>
<td>Business/Marketing Education</td>
</tr>
<tr>
<td>Career Technologies Education</td>
</tr>
<tr>
<td>Family and Consumer Sciences Education</td>
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<tr>
<td>Technical Education</td>
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</table>

Note: Health Science not included due to licensure requirement

REQUIREMENTS FOR THE ISSUANCE OF THE INITIAL CAREER/TECHNICAL EDUCATION ALTERNATIVE BACCALAUREATE-LEVEL CERTIFICATE

An applicant must:

1. Hold an earned baccalaureate degree from a regionally accredited senior institution.
2. Have documentation of one of the following:
   a) Written evidence of at least three (3) years/36 months of full-time work experience in business and industry in the last seven (7) years in the field for which certification is sought. The Career/Technical Education State Director will evaluate the work experience submitted to determine if the work experience satisfies the necessary knowledge needed to teach the content standards in the field for which certification is sought. A completed Career/Technical Education Employment Verification Form (C/T EV 2004) is required for documentation.
   OR
   b) At least 32 semester hours with at least 19 upper division level hours from an accredited junior-or senior-level institution in the field for which certification is sought as indicated on the official transcript(s). The Career/Technical Education State Director will evaluate the transcript(s) to determine if the courses satisfy the necessary knowledge needed to teach the content standards in the field for which certification is sought.

   Note: Original documentation including official transcripts must be forwarded to the State Department of Education.
3. Be recommended by the employing superintendent or headmaster prior to October 1.
4. Be assigned a mentor (from a career/technical education program area) by the employing superintendent or headmaster.
5. Submit a $20 application fee and, when required, a separate fingerprint fee, along with fingerprints and release forms.
6. Meet the requirements of the Alabama Prospective Teacher Testing Program (see reverse side).

**INSTRUCTIONS FOR VERIFYING WAGE EARNING EXPERIENCE OR PROVIDING STUDY DOCUMENTATION**

An applicant must:

1. Verify at least three (3) years/36 months of full-time work experience in the last seven (7) years in the field for which certification is being sought.

   The employing local education agency must request that the full-time work experience in business and industry be documented by each previous employer using the Career/Technical Education Employment Verification Form (C/T EV 2004) provided, with an attached cover letter submitted on company stationery from each employer. The cover letter must include: a description of the nature of the business/company; a brief description of the scope and quality of the person’s work history; and original signature of the personnel officer or owner of the company/business. These documents must be notarized and sent directly to the employing superintendent or headmaster. The Career/Technical Education State Director will evaluate the work experience submitted to determine if the work experience satisfies the necessary knowledge needed to teach the content standards in the field for which certification is sought -OR-

2. Verify at least 32 semester hours in the academic area with at least 19 upper division hours from an accredited junior- or senior-level institution in the field for which certification is sought, and request that an official transcript be sent directly to the superintendent or headmaster. The Career/Technical Education State Director will evaluate the transcript(s) to determine if the courses satisfy the necessary knowledge needed to teach the content standards in the field for which certification is sought.

**REQUIREMENTS FOR PROFESSIONAL CERTIFICATION (BACHELOR'S DEGREE LEVEL)**

1. Three consecutive years of full-time, satisfactory experience in the same school system or nonpublic school while holding a Career/Technical Education Alternative Baccalaureate-Level Certificate are required for professional certification. The individual must make application for the professional certificate no later than one year after the expiration date of the third Career/Technical Education Alternative Baccalaureate-Level Certificate.

2. No more than twelve semester hours of applicable coursework with a grade of “C” or above must be completed. Coursework shall include the following:
   a. Special Needs
   b. Course Development and Evaluation
   c. Methods of teaching at the grade level for which certification is sought including the integration of learning resources and technology
   d. Classroom/Laboratory Management

These courses may be taken at any regionally accredited senior institution with state-approved teacher education programs in areas that may or may not be in the area of certification sought by the applicant. The required courses do not have to be taken at the same institution.

For issuance of the second alternative certificate, verification of the completion of at least two of the four specified courses must be submitted on an official transcript.
For issuance of the third alternative certificate, verification of the completion of the remaining two courses must be submitted on an official transcript.

3. Completion of the appropriate State Department of Education-approved New Teacher Institute. *(Required for the second C/T ABC)*

4. Successful completion of the requirements of the Alabama Prospective Teacher Testing Program *(see Testing Requirement).*

5. Verification of a passing score on a State Board of Education approved occupational proficiency examination in the area that is to be taught. *(Required for all individuals seeking certification through work experience in business and industry) (Required for the second C/T ABC)*

**PROFESSIONAL CERTIFICATE ISSUED AFTER COMPLETION OF THE CAREER/TECHNICAL EDUCATION ALTERNATIVE BACCALAUREATE-LEVEL APPROACH**

Individuals who complete the Career/Technical Education Alternative Baccalaureate-Level Approach for Grades 6-8 or 9-12 will receive a bachelor’s degree level Secondary Professional Certificate for Grades 6-12.

**FINGERPRINT REQUIREMENTS**

Applicants for initial certification will be required to submit legible fingerprints and fee for a background review by the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI). Individuals who have completed a background review through the Alabama State Department of Education since July 1, 1999, will not be required to complete an additional background review.

**TESTING REQUIREMENT**

Applicants for the first, second, or third Career/Technical Education Alternative Baccalaureate-Level Certificate or for the Professional Educator Certificate through this approach on or after January 1, 2003, must meet the requirements of the Alabama Prospective Teacher Testing Program (APTTP). Proof of registration for the required APTTP assessments is required prior to the issuance of the first Career/Technical Education Alternative Baccalaureate-Level Certificate. Documentation of passing scores on the required assessments is required prior to the issuance of a second or third Career/Technical Education Alternative Baccalaureate-Level Certificate or an initial Professional Educator Certificate. Individuals who hold valid Alabama Professional Educator Certificates through this or any other approach, are not subject to the APTTP requirements. Information about the APTTP may be obtained from Internet websites at [www.alsde.edu](http://www.alsde.edu) or [www.act.org/alabamapttp](http://www.act.org/alabamapttp) or from the teacher testing staff in the Teacher Education and Certification Office at 334-242-9935 or e-mail at apttp@alsde.edu.

This summary provides general information and is not all-inclusive.