

EPP Stakeholders – Advanced Programs

Clinical Partners and school partnerships are vital to the success of the EPP. Local school district representatives provide ongoing support and feedback to enact changes through our Continuous Improvement process. External Partners, including alumni advisory boards (e.g., Board of Advisors, Counselor Education Advisory Committee) provide support to the EPP through ongoing feedback, support of candidates and completers, and

Clinical Experiences Advisory Committee

Purpose: “The purpose of the Clinical Experiences Advisory Committee (CEAC) is to advise the Director of Field Experiences on policies and procedures related to undergraduate and graduate clinical experiences and teaching internships. The committee reviews and recommends clinical experiences policies and procedures concerning the placement and evaluation of students in clinical experiences and student teaching; identifies and addresses issues and concerns between the schools and the College of Education; assists in the planning and implementation of new ideas, policies and procedures related to the structure, coordination, and evaluation of clinical experiences and teaching internship placements; and provides input for the orientation of cooperating teachers and Clinical Master Teachers each year.”

Source: <https://education.ua.edu/about-us/advisory-groups/>

The committee holds seats for both EPP and P-12 partners; some seats are nominated by virtue of the position held (e.g., Director of OCE, Tuscaloosa City School Superintendent). For seats that do not directly correspond to a single position, the CEAC strives to ensure a diverse representation of membership in the areas of demographics, teaching and personal background, and years of service. Members are vetted by the Director of the OCE by seeking nominations through superintendents' offices, HR departments, and principals. When a member either resigns or rolls of the committee, a new member that holds the same position on the field of education (e.g., principal of city school, or teacher at rural county school) is sought to replace the former member.

Administration: The Clinical Experiences Advisory Committee (CEAC) established in 1983, is comprised of 20 members that include classroom teachers, school district personnel, and university faculty/staff, discuss issues related to field experiences/clinical practice and assessments and provide recommendations and feedback to EPP leadership and meets twice a year. The CEAC chair who is also the Director of Clinical Experiences, submits committee recommendations to the EPP's leadership and faculty.

College of Education Board of Advisors

Purpose: The Board of Advisors was created in 2001 with the purpose “...to affect a close working relationship between leaders in the community and the faculty, staff, and students in the College of Education and to influence development and advancement activities for the College. The objectives of the Board of Advisors are to 1) advise the College on long range planning; 2) function as an advocacy group for the University and the College; 3) study

needs and opportunities for private funding for the College; 4) assist the College in securing financial resources; 5) assist in the recruitment of outstanding students to the College; and 6) serve on various advisory committees established by the Board at the request.” Source:

<https://education.ua.edu/alumni/board-of-advisors/>

Administration: The College of Education’s Board of Advisors is currently comprised of 30 members. The board, led by a chair selected from the membership, meets twice a year to discuss and to offer recommendations and support for college initiatives. The Dean of the College of Education and others make presentations to the membership at each meeting. Members of the board have been supportive of college activities (e.g., serve as guest speakers for EPP courses, clinical supervisors, teacher recruitment). Members are nominated by the board members and approved by the board. Criteria include professional experiences, diversity, geographic location).

UA Educator Preparation Council

Purpose: The UA Educator Preparation Council is a University Standing Committee. It is chaired by the Dean of the College of Education. The UA Educator Preparation Program Council comprised of 26 members, includes school district personnel, UA administrators, Faculty Senate representatives, Alabama State Department of Education personnel, Alabama State School Board of Education members, COE representatives, UA faculty (e.g., College of Arts and Sciences representatives, College of Engineering representatives), is an important component of the College’s assessment system as it provides feedback and support to the EPP. Members are selected through a collaborative process. Members must be approved through the Provost’s office.

Administration: The council meets annually and receives information from the various representatives (e.g., State Board of Education, Alabama State Department of Education, district superintendents) regarding issues that impact educator preparation. Members examine and explore issues in educator preparation and discuss ways to address problems or concerns. The Council also advises the President and Executive Vice President and Provost on matters relating to educator preparation.

The Counselor Education Advisory Committee

Purpose: The Counselor Education Advisory Committee is a standing committee at the University of Alabama, established in 2009. The committee has 15 members. The Counselor Education Advisory Committee plays an integral part of Counselor Education’s continuous review of the program, which includes production of an annual continuous assessment report. The program collects various program data including program graduates, pass rates for credentialing examinations, job placement for program graduates, program completion rates for students, summary evaluation reports for site supervisors among others. This data is compiled into an executive summary report that also includes program goals and objectives based on the data.

Administration: The **Counselor Education Advisory Committee** includes leaders in the counseling field with a vested interest in the Counselor Education program (i.e., supervisors, adjunct faculty, licensed counselors, community citizens). The advisory committee is

convened by the Program Coordinator of the Counselor Education Program. The Program coordinator takes minutes from the meeting and maintains a record of the same. The Counselor Education Advisory Committee members are graduates, representing the CACREP tracks in Counselor Education. As graduates, the committee has a vested interest in the program, while offering an outside perspective. They often serve as site supervisors, licensed counselors, and leaders in the field. Typical committee meetings relate to program decisions, needs, goals, and recommendations (e.g., curricular changes, Comprehensive Assessment Plan [CAP], policy, student outcomes).

Educational Leadership Advisory Board

Purpose: The Educational Leadership Advisory Board was organized in 2020 to provide advice and assistance to the faculty and staff concerning the multiple courses of study for the programs within the Educational Leadership, Policy, and Technology Studies Department (Educational Leadership MA, Ed.S, Teacher Leader) This mission of the advisory board, which consists of 13 members is to ensure the department remains innovative, solves business problems or explore new opportunities by stimulating robust, high-quality conversations concerning the curriculum and courses to be sure students are learning the most current research-based information concerning their certification program.

Administration: The Program Coordinator for the Teacher Leader and Ed.S. Educational Leadership programs serves as the coordinator of the board's activities. Due to COVID 19, board business was conducted virtually through asynchronous emails and messages.