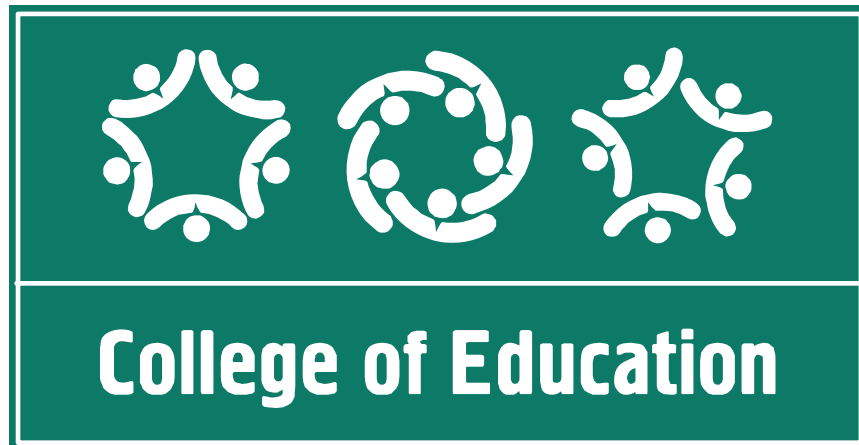


University of Alaska Anchorage



April 17, 2009
Presentation to the
UAA Planning and Budget Advisory Committee (PBAC)
FY2010 Operating Budget Development

**THE COLLEGE OF EDUCATION
FY 10 PBAC
APRIL 2009**

PROGRAM DESCRIPTION

The College of Education is in its 7th year as a stand-alone college. COE has three departments (Teaching and Learning, Educational Leadership, and Counseling and Special Education) and 19 programs (Attachment A). Enrollment figures for AY09 indicate that the College serves a thousand students, with 532 undergraduates and 494 graduates.

The College has witnessed considerable, if erratic, growth from AY04 through AY07, showing an enrollment increase of nearly 18% over a four-year period. (Attachment B)

While most programs have grown, the downward enrollment trend for Adult Education over the past several years led the College to request that the program be deleted. In September, 2008, the Board of Regents accepted COE’s proposal to close the program. On the other hand, since AY04 Elementary Education (EDEL) and Secondary Education (EDSY) experienced huge growth with 700% and 188% respectively. In 2008, 100% of the degrees or certificates awarded by COE were in high demand job areas.

In 2008, Provost Driscoll requested that Senior Vice Provost Renee Carter-Chapman conduct a thorough review of COE’s resources. What she confirmed was that the College has been historically underfunded. A brief explanation shows that when the School of Education was separated from the College of Health, Education, and Social Welfare and established as a stand-alone College in 2002, the newly created COE received an administrative assistant and \$70,000 in non-base funding in FY03, and another \$70,000 (non-base) in FY04. The \$70,000 was added to the base in FY05. An additional \$75,762 (\$100,000 less \$24,238 base reallocation) was added to the COE base budget in FY09. Initially, the College used funds from vacant faculty lines to pay for a Dean and a Fiscal Manager. As enrollments grew and faculty lines have been filled, this has strained the College’s budget authority.

College of Education Start-up Funding and Continued Support		
	Non-Base Budget Received	Base Budget Received
FY03	70,000	-
FY04	70,000	-
FY05	-	70,000
FY06	-	-
FY07	-	-
FY08	-	-
FY09	-	75,762
Total:	140,000	145,762

College of Education Faculty and Staff					
Fall	Regular Faculty	Temp Faculty	Regular Staff	Temp Staff	Total
2003	36	25	20	5	86
2004	40	24	14	6	84
2005	39	30	17	3	89
2006	38	38	17	2	95
2007	38	40	20	1	99
2008	35	43	19	1	98

Source: UAA OPRA Dean's Notebook, FY2007 Edition, Table G-1 (page 141) and Live BANNER data queries

The College anticipates ending FY09 with a carry-forward surplus of \$68,160. The unit has spent the past several years working to increase its efficiencies, developing a highly refined data system, and improving its reputation across the campus and state. In FY08 COE had a negative carry forward of \$138,440. This year, because of increased enrollments and unfilled positions, COE has been able to pay back last year's deficit. However, the ongoing threat of a deficit looms. The underfunding (estimated to be \$250,000) hampers the College's efforts to expand and enhance its initiatives. A year with lower enrollment numbers (like AY2007-08) has the potential of returning us to a deficit mode.

1. Request Descriptions

The three requests are those submitted to PBAC in FY'09 and included on the list submitted to SW. While the FY09 requests totaled \$332,400, this year's requests have been reduced by \$50,000 to a total request of \$282,400:

- COE submitted a request for \$132,400 for Distributed Teaching and Learning to create a position to support our distance education initiative. While that request was forwarded to SW, it was not included in the Redbook.
- The second request for COE's FY09 submission was for \$100,000 for an Outreach and Retention Coordinator. While COE has received \$100,000 in FY09 through Workforce Development Funds to pay for this position, that is one-time money and the funding will end June 30, 2009. This request was also forwarded to SW, but not included in the Redbook.
- The third request from last year was \$100,000 for Research and Reports. COE submitted this request to cover the cost of joining a national research consortium for Colleges of Education and for its expenses related to our upcoming NCATE (accreditation) visit, scheduled for February 2010. Since last year, COE has been asked to become a founding member of a NW Regional consortium, and our initial expenses will be covered by the NW Regional Lab. Therefore, we are halving our request from \$100,000 to \$50,000, and

focusing on NCATE. Because of the critical nature of national accreditation, this is our top priority. This FY09 request was forwarded to SW, but not included in the Redbook.

PRIORITY #1

Accreditation - \$50,000

The College of Education successfully sought and received initial national accreditation from NCATE in 2005. The second visit is scheduled for Spring 2010. COE is requesting \$50,000 to offset accreditation costs. There are a number of costs associated with an accreditation visit, including faculty compensation for writing the Institutional Report; materials and printing costs; travel and accommodation costs and fee for consultant; travel and accommodation costs for accreditation team members; reception for districts and other stakeholders; etc.

NCATE accreditation impacts the entire College of Education. There are no COE programs that lie outside of scope of NCATE. Failure to attain accreditation damages a college's reputation with its educational stakeholders, including the AK Department of Education and Early Development and school districts. Several years ago, UAF failed to meet NCATE standards and lost their accreditation status. Not only did that damage the reputation of the School of Education, but prospective students chose to go elsewhere, negatively impacting enrollments.

PRIORITY #2

Distributed Teaching and Learning \$132,400

The College is engaged in a number of initiatives related to distance education and expanding the use of technology to improve our instruction and operations:

- COE is offering 62% of its courses via distance education Spring 09.
- COE received Workforce Development Funds (\$50,500 in one-time funding) to purchase equipment and software to allow the College a means of supervising our interns across Alaska via videoconferencing.
- The College Leadership Team committed to having every student produce a web-based portfolio documenting that s/he has acquired the knowledge, skills, and professional dispositions necessary to be an effective educator.
- The College is moving toward web-based advising of distance students. New websites and advising tools need to be developed to support this
- COE is interested in promoting the use of Second Life and other innovative applications to enhance instruction

All of these initiatives require technology support to provide training for students and faculty, keep the College abreast of new developments and manage its website. The funding request is for a position to serve those roles.

PRIORITY #3

Outreach and Retention Coordinator \$100,00

The College received \$100,000 in one-time Workforce Development funding for FY09. We have been able to hire a coordinator to aid students at transition points in their academic careers. Even though the individual has been in the position a short time (less than 2 months), the College is beginning to reap the benefits. This will be a critical position for COE and funding is requested to continue it.

2. Strategic Purpose

The request for COE funding supports the following UAA 2017 Strategic Priorities:

Instruction

- Successful and sustainable programs that support student success, workforce development, high-demand careers and high student demand (**All programs**)
- Collaborative partnerships for workforce development and high-demand careers (**CAS; KPCC; KCC and MatSu; Partnership school districts; AK Dept. of Education and Early Development; Speech-Language Pathology collaboration with ECU**)
- New, mission-appropriate academic programs, with special attention to advanced graduate study (**Newly created Special Education endorsement; Masters' in Special Education Administration. The College has sent a survey to over 200 educators and community members to determine the interest level for an Educational Doctorate – EdD, in Engaged Leadership**)
- Distance education and collaborative programs (**62% of COE courses are offered via distance; partnerships with AEIN districts, CAS, community campuses; Speech-Language Pathology collaboration with ECU**). Over 80% of COE faculty have taken advantage of UAA's Technology Fellows program or workshops offered by the Alaska Education Innovations Network (AEIN). The College received a \$50,500 Work Force Development grant in 2008 to create a system that will allow faculty to supervise students across Alaska via desktop conferencing.
- Internationalization and inter-cultural programs (**Partnership agreements with Gyeongin National University of Education in Incheon, South Korea and Shaoguan University in China. COE has its first Chinese students this year and is partnering with GINUE on a faculty exchange for AY2010. College is collaborating with Avant-Garde to establish a program for attracting Alaska Natives into teaching**)

Instruction driven by current and active professional and craft practice, academic research, or creative expression (**NCATE; COE submitted a total of 13 Specialized Professional Association (SPA) reports to:**

National Association for the Education of Young Children (NAEYC)

Educational Leadership Constituent Council (ELCC) (3)

Association for Childhood Education International (ACEI) (2)

National Council of Teachers of English (NCTE)

American Council on the Teaching of Foreign Languages (ACTFL)

National Council of Teachers of Mathematics (NCTM)

National Science Teachers Association (NSTA)

National Council for the Social Studies (NCSS)

Council for Exceptional Children (CEC) (2)

Student participation in professional or craft practice, academic research, creative expression, and service learning (**All COE programs require an internship; 2-week Rural Experience Option**)

- Full implementation of program and institutional outcomes assessment (**all programs participate in UAA's Unit Assessment Process**)
- Systematic program review (**NCATE**)
- Consolidation, reduction, and elimination of programs as indicated by program review (**Adult Education**)

Research

- Physical infrastructure and institutional culture to support, promote, and reward both basic and applied research (**eJournal funded by UA Vice President, Academic Affairs & Research Dan Julius. Invited to be a founding member of the Northwest Land Grant Research Consortium**)
- Externally sponsored research and research grants (**Alaska Educational Innovations Network**)
- Scholarly presentations and publications (**52% of tenure/tenure-track faculty had peer-reviewed publications in AY08**)

Educational Opportunity & Student Success

- Recruitment of highly qualified high school graduates (**New position: Recruitment and Retention Coordinator**)
- Open access paired with retention and completion of educational goals (**New position: Recruitment and Retention Coordinator**)
- Efficiency of education progress from entry to completion (**New position: Recruitment and Retention Coordinator**)

Community

- Cultural, social, and intellectual diversity with emphasis on Alaska Natives, other under-represented populations, and students from outside Alaska (**AEIN Grant served over 73,000 k-12 students, impacting 40% of the State's k-12 Native population**)
- Campus life, with emphasis on residential life, co-curricular opportunities, and programs promoting academic success, civic responsibility, and personal growth (**New Education Wing in one of the residence halls scheduled for Fall 2009 occupancy**)
- Collaborations between and among program, schools, colleges, campuses, and universities (**CAS; KPCC; KCC and MatSu; Inter-MAU Special Education Work Group; SW Teacher Education Planning Group; Speech-Language Pathology collaboration with ECU**)
- Diversified funding from donors, partnerships, grants, and contracts (**2009 Rural Alaska Principal Preparation and Support (RAPPS) Grant; AEIN; Workforce Development Funds; Anchorage School District Summer Academy; MatSu Borough School District Summer Academy**)

Public Square

- Community engagement and service learning as cornerstone of our identity (**All programs**)

- Community partnerships in training, education, research, and service (**All programs**)
- Educational partnerships to encompass pre-school through post-graduate continuing education (**Office of Professional and Continuing Education (PACE)**)

3. Operational Focus

The \$282,400 request addresses three foci areas: The \$50,000 NCATE funding will aid us in responding to an external requirement (NCATE accreditation); \$132,400 is requested to support the College's extensive distance education offerings (Distributed Teaching and Learning); and another \$100,000 is requested to support an Outreach and Retention Coordinator. All three funding requests impact program quality and success and allow the College to create and strengthen new initiatives.

4. FY10 GF and NGF Request

General Fund. \$232,400 base funding will be used to offset historical underfunding

5. Operational Expense

\$50,000 non-base funding: NCATE funds will be spent as noted earlier – to support the College's 2010 accreditation visit. This request is for one time funds only.

\$232,400 base funding will be used to offset historical underfunding.

Total Request: \$282,400.

6. Department/Program Investment

COE supports NCATE and other initiatives through its current budget, grant funding, and Work Force Development funds

7. Collaboration

COE created a process last year that involves all courses and faculty from across the College. The department chairs work across programmatic and departmental lines to optimize resources. This may mean a new course is developed that will serve all graduate students (instead of just those in a particular program); or that a faculty needing to fill a workload is requested to teach similar courses in another program or department. Departments have collaborated on program development, creating degrees that pull from a number of different programs. Similarly, the proposed doctorate in Engaged Leadership incorporates coursework options from CAS, CHSW, and CBPP in order to stretch limited resources but also to provide more opportunities for students to explore options from across campus. One of the best examples of collaboration is that students enrolled at MatSu, Kenai and Kodiak community campuses are able to complete a degree in Elementary Education (BAEL) or Early Childhood Education (BAEC) without leaving their home campuses (see Attachment D). UAA's COE is also partnering with UAF and UAS by participating in a statewide consortium to increase the number of Special Education teachers for Alaska.

8. UA SWS Performance Measures

- High Demand Job Area – 100.0% of all programs within the College of Education met this demand in FY2008.
- Undergraduate Retention – COE's Undergraduate Retention Rate was 76.1% in 2007-2008.

- University Generated Revenue anticipated in FY2009 is \$3,302,000.
- 16,377 Student Credit Hours were generated in 2008-2009 (as of 3/31/2009). This is the highest college total since 1999-2000.
- \$967,000 in Grant-Funded Expenditures to-date for FY2009.
- Non-Credit Instructional Productivity Units. COE does not offer CEU courses, but in cooperation with local school districts and other UAA colleges has an extensive offering of 500-level credits at lower tuition rates through the UAA COE Professional and Continuing Education (PACE) department.
- Academic Program Outcome Assessment. All UAA COE programs participate in Outcomes Assessment planning and reporting.
- Strategic Enrollment Management Planning. COE adopted a SEM Plan in AY2008 and hired a student recruitment and retention coordinator position in Spring 2009 to assist in implementing the SEM plan.

9. Other Output Measures

Measureable outputs COE expects to experience as a result of funding include national accreditation; expanded opportunities for partnerships; and increased external funding.

10. Productivity and Efficiency

Increased GF funding allows us to continue with a number of initiatives COE has begun, including cost savings for distance supervision; increased retention rates (undergraduate and graduate); increased enrollment per course section; digitization of personnel files; digitization of all student files; creation of a Banner-fed data base that enhances operations.(PETAL); conversion of all copiers (by end of AY'09) to combination copy/scan/fax units that reduce paper usage; establishing a phased replacement cycle for all faculty computers to move entire College to a single platform and shared calendaring.

11. Effectiveness and Quality

It is imperative that COE pass NCATE, as the consequences for not doing so are dire. Our accreditation process mandates that all programs participate in a quality improvement model that ties them to national professional standards.

12. Sustainability

Fulfilling the funding requests provides a stronger, more resilient COE whose national accreditation reflects its quality programming. It also supports the initiatives that allow us to enhance and expand our course and degree offerings, research and outreach to meet student and other stakeholder demand. The College has continued to make strategic investments to streamline the efficiency of our operations without negatively impacting programs.

While good teachers make the difference in the quality of P-12 education, Education does not have private-sector funding other fields have (like Engineering or Business). Our major stakeholders include P-12 schools and the AK Department of Education and Early Development – entities who are struggling to succeed with limited funding. That increases the necessity of our having to rely more heavily on institutional support.

13. Priority Ranking

NCATE funding has to be the #1 priority. COE cannot afford to jeopardize accreditation because of lack of funding

The other two funding requests are closely tied for second, as the need for high quality outreach through distance program offerings is closely related to the need for an Outreach and Retention Coordinator to aid the College in recruitment/retention efforts.

Attachment A

COLLEGE OF EDUCATION PROGRAMS

Counseling and Special Education Department

- Graduate Certificate in Special Education (GCRT/SPED) *
- Master of Education in Counselor Education (MED/CNED)
- Master of Education in Early Childhood Special Education (MED/ECSE) *
- Master of Education (2 options)
 - Special Education (MED/SPED) *
 - Director of Special Education

Educational Leadership Department

- Master of Education in Adult Education (MED/ADED)
- Master of Education in Educational Leadership (MED/EDLD) *
- Post Graduate Certificate: Principal (PGCT/TCPR) *
- Post Graduate Certificate: Superintendent (PGCT/ENSU) *

Teaching and Learning Department

- Associate of Applied Science in Early Childhood Development (AAS/ECDV)
- Bachelor of Arts in Early Childhood (BA/BAEC)
- Bachelor of Arts in Elementary Education (BA/BAEL)
- Certificate in Early Childhood Development (CT1/ECDV)
- Graduate Certificate: eLearning
- Graduate Certificate English for Speakers of Other Languages 7-12
- Master of Arts in Teaching (MAT/EDUC) *
- Master of Education – Master Teacher (MED/MSTR)
- Post Baccalaureate Certificate in Early Childhood (PBCT/ERCH)
- Post Baccalaureate Certificate in Elementary Education (PBCT/TCEL)

* Indicates a program where 50% or greater of courses are distance delivered

College of Education



Student Credit Hours Generated for Academic Year by Department and Subject

Combines In-Progress Totals for Summer, Fall, and Spring Terms

Department	Course Subject	Course Level	2005	2006	2007	2008	2009	2007-2009 % Change	2008-2009 % Change
All COE Non-PACE Courses			9,422	9,257	10,256	8,967	9,564	-7.24%	6.24%
CASE: Counseling & Special Education	All Subjects	100-499_600-699	2,297	2,032	2,202	2,270	2,453	10.23%	7.46%
CASE: Counseling & Special Education	EDCN: Counselor Ed	600-699	924	814	775	672	696	-11.35%	3.45%
CASE: Counseling & Special Education	EDSE: Special Education	100-499_600-699	1,373	1,218	1,427	1,598	1,757	18.78%	9.05%
EDLD: Educational Leadership	All Subjects	600-699	2,214	2,062	2,299	1,643	1,995	-15.24%	17.64%
EDLD: Educational Leadership	EDAE: Adult General	600-699	358	328	364	395	256	-42.19%	-54.30%
EDLD: Educational Leadership	EDL: Ed Dev & Leadership	600-699	1,856	1,734	1,935	1,248	1,533	-26.22%	18.59%
EDLD: Educational Leadership	EDRS: Research	600-699	0	0	0	0	205	100.00%	100.00%
EDTL: Teaching & Learning	All Subjects	100-499_600-699	4,708	5,163	5,754	5,054	5,112	-12.56%	1.13%
EDTL: Teaching & Learning	EDEC: Early Childhood	100-499_600-699	852	923	967	1,091	1,507	35.83%	27.60%
EDTL: Teaching & Learning	EDEL: Elementary Ed	300-499	886	950	1,221	1,223	1,296	5.79%	5.63%
EDTL: Teaching & Learning	EDFN: Foundations	100-499_600-699	2,242	2,608	2,715	2,351	1,965	-38.17%	-19.64%
EDTL: Teaching & Learning	EDSA: School Age Care	100-299	0	0	0	38	4	100.00%	-850.00%
EDTL: Teaching & Learning	EDSY: Secondary Ed	600-699	341	259	530	348	340	-55.88%	-2.35%
PACE: Professional & Continuing Ed	All Subjects	500-599	6,051	5,232	5,766	6,082	6,816	15.40%	10.77%
All COE Courses			15,473	14,489	16,022	15,049	16,380	2.19%	8.13%

* An Academic Year in this report includes the Summer, Fall, and Spring Terms
Last updated on April 7, 2009, by Brian Brubaker.

Attachment C

Major Budget Unit: College of Education

-	Expenditures:	Adjusted Budget	Year to Date Activity	Projected Exp to Year End	Total YTD and Projections	Budget Variance
1000	Salaries/Ben	4,875,725	2,750,039	2,037,508	4,787,547	88,178
2000	Travel	5,000	24,031		24,031	(19,031)
3000	Contr Svcs	347,808	93,055	336,468	429,523	(81,715)
4000	Commdty	132,184	16,270	194,237	210,507	(78,323)
4500	Resale			15,000	15,000	(15,000)
5000	Equipment			13,000	13,000	(13,000)
6000	Fin Aid				-	-
7000	Overhead				-	-
8000	Misc		1,815		1,815	(1,815)
	Total Expenditures	5,360,717	2,885,210	2,596,213	5,481,423	(120,706)

-	Revenues:	Adjusted Budget	Year to Date Activity	Projected Exp to Year End	Total YTD and Projections	Budget Variance
9100	Tuition	1,757,707	1,576,315	274,520	1,850,835	(93,128)
9150	Lab Fees	826,344	537,945	390,384	928,329	(101,985)
9210	Gen Fund	2,887,106	2,887,106		2,887,106	-
9700	Aux Receipts				-	-
9801	Interest Income				-	-
9802	Overhead	28,000	12,670	9,049	21,719	6,281
9900	Intra Agency Rcpt				-	-
9960	CIP Receipts				-	-
	Other 93/94/95/98	(138,440)	(138,406)		(138,406)	(34)
	Total Revenues	5,360,717	4,875,630	673,953	5,549,583	(188,866)

Net Surplus/(Deficit)	68,160
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The College of Education

Our Motto

Preparing Educators to Transform Lives

Our Vision

We are a community of educators dedicated to improving the quality of education and preparing educators to transform lives.

Our Mission

We prepare educators and support the lifelong learning of professionals to embrace diversity and to be intellectually and ethically strong, resilient, and passionate in their work with Alaska's learners, families, and communities.

Our Core Values

Intellectual Vitality: Professional educators examine diverse perspectives, engage in research and scholarship, and apply innovations in technology.

Collaborative Spirit: Professional educators generate, welcome, and support collaborative relationships that enrich people's lives.

Inclusiveness and Equity: Professional educators create learning communities that advance knowledge and ensure the development, support, and inclusion of peoples' abilities, values, ideas, languages, and expressions.

Leadership: Professional educators are committed to the highest standards of ethical behavior in their roles, using professional expertise to improve the communities in which they live and work, and demonstrating the ability to translate theories and principles into transformative educational practice.

The vision, mission, and core values of the College characterize programs, permeate students' experiences, and are central to curriculum, assessment and instructional strategies, and field experiences. The core values represent professional practices of faculty members and program graduates.



Contact Information

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**College of Education
&
Community Campus
Partnership
Guidelines**
(BAEC/BAEL)

College of Education

UAA
UNIVERSITY of ALASKA
ANCHORAGE

UAA is an AA/EEO employer and educational institution.

Attachment D

Partnership Guidelines

Goal: To provide greater access to the teacher education preparation program for students in the Bachelor of Arts in Early Childhood Education (BAEC) and Bachelor of Arts in Elementary Education (BAEL).

In order to facilitate the partnership and clarify expectations, the College of Education (COE) proposes the following guidelines related to the partnership with the Community Campus/College (CC):

Staffing

- The CC will have hiring authority of a faculty member to reside on campus.
- As a courtesy, the Dean of the COE at UAA will be given the opportunity to review the candidates' credentials and provide input to the CC on candidates.
- The CC will include a COE faculty member on the interview team for the position.
- If the candidate is to be considered for a tenure-track position, the educational requirements will include language indicating *doctorate required*.
- The hiring process will follow the UAA Human Resource requirements.
- Promotion and Tenure: With tenure-track faculty, the campus directors are the initial reviewers. The file then goes to the COE department chair and then to the COE Dean.

Campus Responsibilities

- The CC will ensure that students apply to the COE Department of Teaching and Learning for admission to the program.
- The CC will ensure that students apply for the internship through COE.
- The COE will retain supervision and oversight of program responsibilities and make determinations, with the CC faculty input, about students' graduation eligibility, along with decisions on student petitions, Praxis mandates and course substitutions. The COE is solely responsible for issuing Institutional Recommendations.
- CC faculty will participate in required COE meetings including, but not limited to, the Department of Teaching and Learning and the Elementary and/or Early Childhood program area meetings. It is understood that CC faculty may not be able to attend meetings on occasion due to conflicts with meetings on their campus. Also, efforts will be made to offer participation through the use of technology to help mitigate

Campus Responsibilities Cont'd

- the cost of travel. CC faculty are welcome to attend the All-COE meetings.
- If CC faculty are supervising interns, they may be required to attend meetings for Clinical Faculty (CF), as held by the COE Office of Clinical Services and Certification. CC faculty will need initial COE approval to teach courses, but directors will determine faculty assignments after approval's been granted.
- The CC and COE will develop a three-year projected calendar of class offerings and determine which campus is offering a class with understanding that the calendar must also be flexible enough to accommodate student enrollment, faculty resources and other situations that may occur. The COE will work with the CC to facilitate the coordination of schedules.
- The CC has an obligation to allow seats in its distance courses for students from Anchorage or the other campuses when available. Likewise, the COE is obligated to similarly meet the needs for access to distance courses for students from the CC regions when available.
- UAA's COE is responsible for conferring bachelor's degrees; however, CC students may participate in the commencement ceremony at the CC.
- The COE is responsible for keeping the official student file.
- The CC will support the COE in its accreditation and assessment requirements.

CC Faculty Position Duties Include

- Advising students
- Securing practicum placements as required by the program
- Teaching classes approved by the COE
- Coordinating with the COE when scheduling classes
- Offering distance classes
- Providing intern supervision as needed
- Serving as a liaison among the CC, COE, and School Districts
- Attending required meetings (distance or face-to-face [contingent upon availability of CC/COE travel funds])

CC Faculty Position Duties Cont'd

- Determining, in consultation with the COE Teaching and Learning department chair, who will teach the seminar class that is part of the internship

Clinical Faculty

- Clinical faculty will provide university supervision of the interns if regular CC faculty are not available to supervise
- CF must have at least a Master's Degree and five years of successful classroom experience
- To request CF approval, the CC will submit the individual's resume to the chair of COE's Department of Teaching and Learning
- CF are hired and paid for by the COE Office of Clinical Services and Certification
- CF are required to attend meetings related to the COE's supervisory policies and procedures, as held by the COE Office of Clinical Services and Certification
- The COE Office of Clinical Services and Certification is responsible for having mentors and interns evaluate CF each year

Mentor Teachers

- All mentor teachers must complete mentor training. Teachers may participate in the mentor course that is available through COE online and at the Anchorage Summer Academy. Other mentoring classes may be approved through the COE Office of Clinical Services and Certification. Mentors must be tenured teachers (4th year) and have taught in their current school at least two years.
- Mentors must have principal recommendation and approval to host interns.
- The COE Office of Clinical Services and Certification is responsible for ensuring that the CF and the intern evaluate mentors each year.