

# ALASKA COLLEGE OF EDUCATION STEERING COMMITTEE

Friday, June 30, 2017  
8:00 - 10:00 AM

## MEETING NOTES

### Members present:

|                                   |                        |                       |
|-----------------------------------|------------------------|-----------------------|
| Chancellor Rick Caulfield (chair) | Provost Susan Henrichs | Provost Sam Gingerich |
| Provost Karen Carey               | Dr. Cindy Fabbri       | Dr. Jonathan Bartels  |
| Dr. Katy Spangler                 | Prof. Ernestine Hayes  | Dr. Virgil Fredenberg |
| Dr. Cathy Coulter                 | Dr. Amy Vinlove        | Dr. Sean Topkok       |
| Dr. Steve Atwater                 |                        |                       |

### Members excused:

Prof. Paul Ongtooguk

Meeting notes taken by Keni Campbell, Chancellor's Executive Assistant

#### **1. Welcome/review of agenda**

Chair Rick Caulfield welcomed members and the agenda was reviewed.

#### **2. Review of previous meeting notes, June 16, 2017**

No corrections were noted to draft meeting notes. They will be finalized and posted on the public website.

#### **3. Further discussion: Provost Henrichs' elaboration on 2+2 model (see attachment A)**

S. Henrichs shared the rationale for the 2+2 model as proposed, which is that students would be enrolled in their local university (i.e. UAF, UAA, UAS) until completing an associate's degree and/or entering their junior year (see attached). After that they would apply for teacher program candidacy through the Alaska College of Education, administered by UAS. They would continue taking Education courses offered by UAS at their local campuses. The advantage of this for new students is that they have unambiguous access to student support services from their local university campus during their first two years. They would transition into teacher program candidacy at a time when they have proven successful in their freshman and sophomore years.

The advantage of this 2+2 approach for UA institutions is that students starting at those campuses will complete their associate's degree and be reflected as 'completers.' Those campuses would also see the benefit of tuition and fees coming from future Education students as they complete their GERs and their associate degree.

Committee members discussed pros and cons of this concept. Several committee members asked if earning an associate degree might be a barrier for students. Provost Henrichs doesn't see it that way as the associate degree requirement would only require classes that were already required by the education degree. Anyone who completed an education degree should be able to complete this associate degree with no additional work or effort beyond the minimal of applying for graduation. It could even be automatic, removing that extra effort as well.

A. Vinlove voiced a concern that the 2+2 approach might place constraints on the baccalaureate Education degree, which is already highly structured. While UAF currently has an advising sheet that allows students to get an AA, there is very little flexibility as it feeds into the BAE. She is concerned that the 2+2 could constrain what students take and the order in which they take them (Chair Caulfield asked Amy to provide a copy of the UAF AA advising sheet to the Steering Committee). Another concern is that the junior year typically requires 50 hours of field work that would have to be built in. It would need to be offered every semester. There were faculty and advisor concerns that there is no natural break in the degree program after two years, noting the only natural break in the BAE program comes at application to the internship year (3+1).

S. Henrichs noted she had envisioned a less structured associate's degree than what exists currently. Students could also be admitted directly to the baccalaureate program. S. Atwater noted the importance of having clear pathways to earn degrees. One of the key pieces is whether those education courses are UAF or UAA courses, or are they part of UAS. The Chair noted that he assumed that all Education courses—at whatever level—would be UAS courses offered locally or at a distance.

S. Gingerich noted that at UAA there are 128 credit hours required for graduation, and while there are electives, the requirements are narrow. PRAXIS and GPA requirements also affect things. This starts happening sophomore year. But some of the prerequisites are Intro to Education classes, and they would need to take that before being formally admitted to the program. If we do a 2+2 there will be decisions about prerequisites for the programs.

Chair Caulfield noted that advising would be key the success of a 2+2 model, and that the advisors for students—whether in Anchorage, Bethel, or Southeast—would be the same faculty and staff who advise them currently. An advantage of the AKCOE is that all students would be advised using the same statewide curriculum. The associate degree would be the same across all of UA. Because of an aligned curriculum statewide, there may even be more faculty and staff resources to provide instruction and field course supervision. Faculty will be in multiple locations and options for when and how classes are taken—face-to-face or online—would grow. If advising is done thoughtfully and thoroughly, concerns about confusing students should not really be a problem. S. Gingerich noted that formal agreements will be needed between institutions about faculty and staff roles and student support services.

S. Henrichs noted that there is room for flexibility in terms of when a student would complete the associate degree. The associate's degree and the BAE could even be awarded in the same year. This would reduce restrictions on when students had to take classes. S. Gingerich observed that if students who don't complete in 3 years would be non-completers, and pointed out the IPEDS limit of 3 years from start of a program.

J. Bartels shared similar questions and concerns about the 2+2 concept from UAA colleagues. There were questions about faculty supervision of field placement in Education classes at 100 and 200 levels. Chair Caulfield noted that Education 100/200 level classes would presumably be taught and supervised by the same faculty who currently do so. J. Bartels said the questions were more around the logistics and placement of those students. J. Bartels noted it would be important to map out the student's program to ensure that all courses count toward the degree.

V. Fredenberg said that currently we have distance classes offered all over the state from all three institutions. In the BA Elementary Education here students taking the 200 level courses via distance spend time in their classrooms in villages all over the state, are being supervised in those course. Since a 2-year degree at most institutions has about 30 credits as electives, this should be easy to work out as we already do that in our 200 level classes. It should be easily accommodated, to earn a 2 year degree that meets all the requirements. If they need to take the education classes, they could easily take them distance.

Chair Caulfield asked what the advising guides look like for the associate degree options already in place at UAA and UAF. Presumably earning the associate's degree could be largely automatic. There is a benefit to the local university of having the associate-level completer. For a transfer student, earning an associate degree wouldn't be essential. It would not be a requirement to have earned their associate at UA but all students would be encouraged to do so.

V. Fredenberg reiterated his view from the last meeting that the associate option is just a pathway and not a requirement. If a student can get an associate's degree they are more likely to complete the baccalaureate.

C. Fabbri asked for clarification to make sure she is understanding correctly that the reason this option is being explored – that the students can have services at their local campuses during their initial 2-3 years. K. Carey concurred, saying that students coming to UAA or UAF would have access to all services that the local campus has to offer. Moreover, the focus on completing an associate's degree maintains completion rates, which are important to all three institutions.

S. Henrichs noted that a central issue is financial aid and financial aid advising. Will this rest on UAS and will it be able to be done remotely if students are solely UAS students? Access to scholarships will need to be taken into consideration as some scholarships are specific to school. There could be contracts for many things, but federal financial aid needs to reside with the home campus.

Chair Caulfield noted that student support services for the first two years would stay at the home campus to enable new students to gain confidence in their educational career. Advising would be provided by Education faculty and staff at that home campus.

Discussion returned to which academic programs are included currently in the planning for the AKCOE—a topic discussed at the last Steering Committee meeting. J Bartels noted that the ECE program is currently working through accreditation, and he wonders how that might be impacted. S. Gingerich said it is his understanding that Early Childhood Education (ECE) programs are not being considered in this new college. However, at UAA the ECE programs provides a pathway to K-3 certification. This will need to be addressed.

S. Atwater observed that the underlying concern is a student's identity with a program. It is important to increase enrollment, while not having students feel like they are having a compromised experience. The AKCOE and UA institutions generally should do everything they can to ensure students are welcomed in and feel that they belong. Chair Caulfield agreed, and noted that if structured well, students will be advised by their current Education advisors and have a solid pathway to success in their first 2 years. The AKCOE also offers the benefit of having one consistent undergraduate and graduate curriculum across the entire state; something that external stakeholders (e.g. superintendents) are asking for.

#### **4. Update on draft Implementation Plan**

Chair Caulfield spoke with President Johnsen about the document requested by the BOR—a plan for implementation of the AKCOE. Initially it was expected by July 1, 2018. However, the President has asked that the Steering Committee hold off on producing this plan for implementation until he consults further with NWCCU. He anticipates that guidance from Commission staff will shape the scope and timelines for this document and for the Substantive Change Proposal to be submitted by UAS. Once that consultation has taken place and the timelines are clarified, UAS will draft a plan for implementation for review by the entire committee.

#### **5. Update on Work Groups**

Noting previous Committee discussions, Chair Caulfield said there is agreement on the topics of these working groups and the proposed members. He will email the individuals who have been nominated at the three universities, inviting their participation. He has asked selected individuals on the working groups to serve as facilitators. Those facilitators will be in touch with all working group members soon to schedule meetings. The deadline for recommendations has been extended to the end of August.

#### **6. Planned Face-to-Face Program Faculty Meetings**

The Committee revisited proposed dates for fulltime faculty in four programs across UA to meet face-to-face in September. It is anticipated that these face-to-face meetings may be preceded by audio- or video-conference meetings.

The following dates were discussed and set, with a 10 AM to 4 PM time frame for each meeting. Committee members were asked to reach out to colleagues and determine if there were any scheduling conflicts. Based upon the best available information, tentative dates/locations were agreed to.

#### **7. Report on first meeting of AKCOE External Advisory Council**

Chair Caulfield reminded Steering Committee members about the President's charge to the AKCOE External Advisory Council and about its membership. The Council is intended to be advisory to the President and to the Steering Committee. Members are:

- Stephanie Butler, Alaska Commission on Post-Secondary Education
- Jerry Covey, Consultant/EED Alaska Education Challenge
- Sue Hull, State Board of Education

- Lisa Parady, Alaska Council of School Administrators
- Tim Parker, NEA Alaska
- Edward Alexander, Education Director, Tanana Chiefs Conference
- Rosita Worl, Executive Director, Sealaska Heritage Institute
- Ty Mase, Superintendent, Lake and Peninsula School District
- Kersten Gomez, Teacher, Kenai Peninsula School District
- Barb Amarok, Sitnasuak Native Corporation
- Sondra L. Meredith, Alaska Department of Education and Early Development

President Johnsen chaired the initial organizational meeting of the Council this past week. Those on the call expressed appreciation for their involvement and stated that they are looking forward to the work. A number spoke in support of the Regents' decision to create a single statewide college.

Discussion topics raised by Council members included:

Importance of Educators Rising career pathways for future teachers: Several noted the need to expand Educators Rising and developing consistent and robust relationships with high schools to encourage students interested in the field. Council members noted disparities between services available to students in rural communities and those in urban areas, the importance of cultural standards in schools, the need to encourage more Alaska Native and rural residents to become teachers, and the importance of providing teacher candidates with opportunities to learn firsthand about the needs of rural schools.

Accreditation for teacher education programs: There was discussion about the pros and cons of CAEP accreditation for Alaska. Several noted that some other states have chosen in-state accrediting processes, and raised the question about whether that accreditation serves Alaska and our students well.

Financial aid for Education students: including available loans and loan forgiveness. More research will be needed about what forms of aid will help increase the number of students seeking to become teachers. Research shows there are other ways besides loan forgiveness that are more effective for students. Apprenticeships, developed with the federal government, were also discussed as an avenue for those interested in becoming teachers.

Importance of professional development for existing teachers: This is viewed as a means of reducing teacher turnover in Alaska. The fewer new teachers we have, the easier it will be to reach the goals set by the President.

Chair Caulfield noted that he hopes that the AKCOE Steering Committee and the External Advisory Council can meet sometime in early fall. He envisions having a regularly scheduled meeting with a well-crafted agenda, perhaps three times per year.

## 8. Recruitment of Project Manager

Simone Jagers-Radolf, currently at UAA, has been hired as the AKCOE Project Manager. She begins her new position on August 2 in Juneau.

## 9. Other Business

S. Atwater asked about how existing graduate Counseling program (at UAF) will be addressed in discussions about the AKCOE. S. Henrichs indicated that—based upon previous discussions—she expects the Counseling program will not be included in the AKCOE. She would like to see a memo from the President clarifying that and will send a memo through her Chancellor to President Johnsen.

C. Fabbri brought up the fall meetings and somehow getting these on the faculty workloads for those participants. Chair Caulfield will encourage the deans to have that discussion with their faculty.

Upcoming meetings and notable dates (more to be added as schedules assessed):

| Date            | Meeting Type                     | Day       | Time          | Notes                  |
|-----------------|----------------------------------|-----------|---------------|------------------------|
| August 18       | Steering Committee               | Fri       | 8:30-10:30 AM | Video/Audio Conference |
| September 1     | Steering Committee               | Fri       | 8:30-10:30 AM | Video/Audio Conference |
| September 14-15 | Board of Regents                 | Thurs-Fri |               | Location: Juneau       |
| September 20-23 | ACSA Superintendent's Conference | Wed-Sat   |               | Location: Seward       |

## ATTACHMENT A

### DRAFT Proposal Undergraduate Education students Dual Enrollment in Associate and Baccalaureate Programs

The proposal is that, after formal approval of the Alaska College of Education administered by UAS, all students admitted to the UAS Education baccalaureate degree programs in education as freshmen (or without substantial relevant courses completed) would also automatically be admitted to an AA in Education at the institution where they will be taking the majority of their GERs and other AA requirements. UA policies allow students to be in AA and Baccalaureate programs simultaneously. The AA in Education would need to be approved at all three universities, and probably should have the same or very similar requirements at each University.

A second part of this proposal is that the Baccalaureate degree requirements for each undergraduate degree in Education are written to include the AA in Education, i.e., students are required to complete the AA as part of their Baccalaureate program. It could be that there would need to be several somewhat different AA degrees, depending on which baccalaureate Education programs are offered by UAS. The AA required for the BA in Secondary Education, for example, might need more courses in the academic major or prerequisites for such courses than the AA for the BA in Elementary Education.

We also need to provide for transfer students or major switchers in some way. It could be that we would still require the AA in Education for major switchers. Those degree requirements will largely comprise courses that they have to take, anyway, and the only difference is that these students might need some petitions for course substitutions. For the transfers, we could have the requirement read, an AA or AS or baccalaureate degree from a regionally accredited institution, and the specific lower division course requirements that are needed for licensure.

This approach should assure that the regional institution will get a degree to count relative to their work with the student, and will also avoid undue impacts on any institution's graduation rates, since students will not be admitted to programs that they are not expected to complete. This approach will not allow students to compete in intercollegiate athletics; such students could, however, enroll in any of several appropriate baccalaureate programs at their institution of residence, such as English or mathematics, and pursue post-baccalaureate certification instead. That option would also be available to students who need to be baccalaureate-seeking in order to be eligible for other programs, such as Student Support Services.

This approach should avoid any concerns that students might have about being admitted only to an AA program initially, since all qualified students will also be admitted to the UAS baccalaureate degree program. Requiring students to complete the AA as part of the Baccalaureate degree requirements should avoid the problem seen with the Pre-nursing Certificate, that students do not complete it. If we wanted to avoid student concerns about having to pay two application fees or two graduation application fees, the added fees might be waived, or paid for lower income students out of Foundation resources.