

ALASKA COLLEGE OF EDUCATION STEERING COMMITTEE

Friday, June 16, 2017
8:00 – 10:00 AM

MEETING NOTES

Members present:

Chancellor Rick Caulfield (chair)	Provost Susan Henrichs	Provost Sam Gingerich
Provost Karen Carey	Interim Dean Steve Atwater	Dr. Cathy Coulter
Dr. Katy Spangler	Dr. Amy Vinlove	Dr. Jonathan Bartels
Dr. Vigil Fredenberg	Dr. Cindy Fabbri	
Prof. Ernestine Hayes		

Members absent: Dr. Sean Topkok, 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. He added to the agenda creation of an outline for the Implementation Plan due to the President at the end of June 2017.

2. Review of previous meeting notes, May 30, 2017

There were no changes. The minutes will be posted to the public site.

3. Discussion: Proposed 2+2 Model for AKCOE undergraduate programs

The Alaska College of Education is anticipated to have both undergraduate and graduate Education programs offered statewide through a single-college, single-dean model. For AKCOE undergraduate programs, we are exploring creation of a 2+2 model in which students intending to earn their baccalaureate degree will initially enroll at their local university (UAF, UAA, UAS) for their freshman and sophomore years, to be followed by a transition into the UAS-hosted AKCOE baccalaureate programs for their junior and senior year. This model is not unlike that for the AAS Nursing program, where freshman and sophomore-level students earn their GERs at their local university prior to transferring to UAA for Nursing.

To implement the 2+2 option, freshman and sophomore students could be shown in BANNER as 'baccalaureate-intended' students (or similar category) showing their intention to complete a baccalaureate degree. They would be able to access all of the programs and services available to entering undergraduate students at that local university. The students would be expected to earn their GERs locally, would have the option of taking introductory Education electives, and would be advised by Education faculty and staff. Near the completion of their sophomore year, Education students would apply to join the AKCOE baccalaureate programs. Their application to

become baccalaureate teacher candidates could include a minimum GPA requirement, successful completion of the PRAXIS Core, and other requirements that demonstrate suitability for entry into the teaching profession. Each UA university already has requirements similar to these.

There was considerable discussion about this idea, which had been shared as a draft prior to the Steering Committee meeting. A. Vinlove collected comments from her colleagues in Fairbanks and shared a summary. The following issues were raised:

- Definition of junior year? – by credits accrued or some other way. Three UAF faculty and two advisors suggested that a 3+1 model would make much more sense, as there is a logical and existing transition point, including an admissions process, in UAF programs prior to the final Internship year.
- How might this affect athletes, affiliation with university?
- Which university would be responsible for the transition, including application fees, non-admittance, etc.?
- What services might not be available upon switching institutions?
- How would faculty be paid if they are teaching both UAF and UAS classes / workload?
- Secondary program – double majors which require more coursework in their last two years?

S. Henrichs commented on athletics and eligibility concerns. Students must be in a baccalaureate program to participate in athletics. If the first 2 years were defined as an associate program, those students would be ineligible for athletics. Dual enrollment may address student athlete issues. Though it is complicated, it would offer automatic direction for those students who have decided not to be teachers—they would still remain in the baccalaureate program. Also, teacher candidates who seek four years of athletic eligibility could enroll in a MAT program.

The chair asked how many students in the education program are student athletes. S. Henrichs said it is a modest number in Fairbanks, perhaps about 5 out of 120 athletes. J. Bartels thinks Anchorage has a small amount as well. This topic is something that a work group can explore.

J. Bartels noted that some students start enrolling in education classes well before their junior year. Would their ability to do so be impacted? V. Fredenberg observed that students could continue to take such classes at an earlier stage in their coursework as they do now. This is just another possible option for completion of a bachelor's degree. If they need to start earlier, then they can enroll in that program. This 2+2 would not supplant everything, it would be a pathway.

The Chair observed that under a 2+2 there would be options for enrollment in 100- and 200-level Education electives, as there are now. S. Henrichs said it might be helpful to create an Associate of Education degree with a defined curriculum, which then would automatically feed into the bachelor's program. This would show completion of an identified program at the originating university. There would probably need to be variations of that—elementary, secondary etc. Chair Caulfield noted students would not be limited to this, but it would be available as a pathway. V. Fredenberg said those plans could be defined once the college is established. Even transfer students with an associate's degree from somewhere else need to complete prerequisites for a program.

The Chair asked committee members about what threshold criteria should be in place under a 2+2 for formal entry into baccalaureate candidacy status; e.g. a certain GPA, PRAXIS, letters of support, etc. A. Vinlove noted UAF has criteria with clearly defined requirements for transition into the internship program. J. Bartels, C. Coulter, and K. Spangler said all of their programs have these things listed and are available on the web.

C. Fabbri wonders how the 2+2 idea addresses the bigger goal of increasing numbers of teachers. Students may feel this arrangement is too complicated; confused about whether they were a student at UAF, UAS, or UAA. It may affect recruiting. The Chair noted that the goal is to help students be successful, and for them to be able to use the resources of their local universities at an early stage of their career. Education faculty and staff at existing locations would advise those students all the way through; advising would be critical. C. Fabbri is concerned that requiring a student to earn an AA in order to go on to the Bachelor's degree program would be perceived as too complicated to students applying for college.

In light of this discussion, there was no objection to asking Work Groups meeting this summer to explore the 2+2 idea. The Chair will continue to have this topic on the agenda, and asked the group to continue to brainstorm ideas and topics to bring back for the next meeting. He asked that they visit the relevant websites listing the criteria, thinking about how to make it rigorous, but clear and as streamlined as possible.

K. Spangler commented on the value of developing a common Education curriculum, including internship experiences during the last two years. In elementary programs, one of the issues is length of internship. This is not common to all three campuses, with some having half-year and others having full-year. The Chair noted that with a single college, a common curriculum should be a goal even if there are areas of strength or emphasis at various locations. S. Atwater noted that both NWCCU and CAEP accreditation will require uniformity. A. Vinlove noted that at the Anchorage all-faculty meeting, that was not what was discussed, but rather maintaining distinct variabilities of each site location. The Chair observed that his understanding from the Board and President is that the overall curriculum needs to be consistent across the state, even if some program options or nuances exist.

A. Vinlove noted the three UA universities used to have a common Elementary program, but over the past 15 years they gradually drifted apart. Most faculty at the time seemed pleased with the shared program. The variation today is especially in the internship experience—which varies across UA. In UA Elementary programs students get into the classroom as soon as possible, with a certain number of hours required. In the junior year there are numerous opportunities for observing in classrooms. A. Vinlove noted that UAF BAE students have one hundred hours of field experiences prior to the internship year and one thousand hours of field experiences during the internship year. S. Atwater noted that the state requires a minimum of 500 hours.

Chair Caulfield asked if there were similar efforts to develop a shared or common program for Secondary Education. J. Bartels said that there was a start but it fizzled. Chair Caulfield would like to see a summary document that lays out the work of the faculty at that time. This may be used as a basis to start the discussion. This will be added to the next steering committee agenda.

4. Discussion: Programs within/outside AKCOE consideration - Provosts

VPAAR Dan White had asked provosts and the Committee to discuss which academic programs should form the foundation of AKCOE planning and which would not be included. The goal is to provide clarity about the breadth of programs that will be encompassed within AKCOE. Provosts identified Early Childhood Education (baccalaureate and below), Counseling, and Speech and Language Pathology as likely falling outside of AKCOE planning. S. Gingerich noted that the ECE program at UAF is housed at the community campus (CTC). One of the purposes of that program is to prepare graduates to work in the full range of ECE settings—child care, preschool, etc.—and not especially as EED certified classroom teachers. However, UAA’s ECE program is housed in the School of Education. Having it separate from AKCOE might require moving to a different academic home. A. Vinlove noted several ECE programs at UAA lead to a Type A certificate that, like a school counseling certificate, also requires (from EED) an institutional recommendation from a School or College of Education. From the UAA website: "Completion of the Bachelor of Arts in Early Childhood leads to an Alaska Type A teaching certificate with an endorsement in preschool through 3rd grade."

The Counseling program in the state is largely at UAF. The Committee heard that some UAF students are interested in school counseling while many others are interested in social services and family counseling. A suggestion was that the Counseling program not be included within AKCOE planning. However, it was noted that a counseling graduate needs an institutional recommendation from an education entity. The graduate must show that he/she meets state requirements. How would this be addressed? Music education might also fall in this same situation. Chair Caulfield asked S. Atwater to follow up with S. Henrichs about this, and then share that thinking at the next meeting.

C. Fabbri raised the question about where CAEPR (Center for Alaska Educational Policy Research), currently part of ISER at UAA, would be located in relation to AKCOE. A. Vinlove noted that CAEPR does a lot of UAF’s data collection and analysis. S. Gingerich noted that CAEPR is expected to remain as is given its affiliation with ISER at UAA. Its work is by contract and there is no reason that such contract work cannot be continued. The Chair noted that he expects there will be structured arrangements for collaboration around research or other activities important to the future of teacher education, including CAEPR, ISER, etc. A. Vinlove said if this as an opportunity to look at how we look at education statewide, it would be in our best interest to think about those affiliations and consider all options, not just maintain the status quo.

5. Planning for one-day face-to-face faculty program group meetings

To advance the initial work of faculty on May 11, the Committee is proposing that UA Education faculty in selected programs meet again in the early fall—likely a one day face to face meeting with distance meetings in advance. The work of these groups will inform the Substantive Change Proposal that will be submitted to NWCCU.

The faculty groups discussed are: Elementary, Secondary, Special Education, and Other Graduate Programs. Funding for these meetings has been secured from the President’s Office.

Tentative dates in September for these meetings were discussed. More information on specific dates will be forthcoming.

K. Spangler noted that the elementary section is a large group; she would rather see a couple of representatives from each school. C. Coulter and S. Atwater think that all faculty available need to be at these meetings, not just have representatives sent.

6. Update on DEED Education Challenge Discussions – Steve Atwater

S. Atwater and Chair Caulfield were asked by President Johnsen to represent UA on this statewide DEED planning initiative. The Commissioner and Governor created Alaska's Education Challenge. The problem identified is that Alaska K-12 students do not perform well on standardized tests, the state has a low graduation rate and too many students show poor preparation for UA. In sum, too many students are not receiving a quality education.

The goal is to identify transformative ideas and actions that will begin to change the K-12 system—to put new life into an aging system. Chair Caulfield and S. Atwater are involved with a working group on Ensuring Excellent Educators. Other groups are Student Learning, Modernization and Finance, Tribal Community Ownership, Safety and Well-being. Ensuring Excellent Educators is focusing on three areas—preparation/pre-service, in-service, and quality control. The subcommittee is tasked with bringing forth one idea/action that is transformative. These were either content-based, for example improving preparation of teachers who teach reading, or structural-based—like expanding the clinical side of preparation with lab schools. A cohort model was proposed, as was creating a tighter relationship with K-12 to ensure a better improvement cycle. There is great interest in how to address cultural standards.

7. Recruitment of Project Manager

An offer has been made for the Project Manager position to an individual who currently works for the university. Chair Caulfield expects to hear back today whether or not the offer is accepted. This position will provide significant support for the work of the committee.

8. Implementation Plan

The implementation plan is due by the end of the month to the President. Chair Caulfield's sense from President Johnsen is that this will be an outline of the work done by this committee to date. It will capture the work of the May 11 all-faculty meeting, the product from the work groups, and the work planned for the September faculty work groups. He is continuing to work with NWCCU on the timeline. Chair Caulfield and Provost Carey will be working on a draft of the Implementation Plan, and will get a draft to the steering committee as soon as they can.

9. Wrap-up and review of Steering Committee Meeting schedule

A proposed fall meeting schedule will be sent out to the committee for comments and will be available at the next meeting.