

Agenda
**University of Alaska Board of Regents and
Alaska State Board of Education Meeting**
June 4, 2014
Lee Gorsuch Commons, Room 107
University of Alaska Anchorage
Anchorage, Alaska
1:00 p.m. – 4:00 p.m.

I. Welcome and Introductions *[Scheduled for 1:00 p.m.]*

Patricia Jacobson, Chair, University of Alaska Board of Regents
Jim Merriner, Chair, Alaska State Board of Education

II. Opening Remarks *[Scheduled for 1:05 p.m.]*

Opening remarks by Chair Merriner, followed by Chair Jacobson

III. Discussion *[Scheduled for 1:10 p.m.]*
References 1 & 2

A discussion regarding education will be led by Dana Thomas, Vice President for Academic Affairs and Research, University of Alaska.

1. UA-Alignment with 54 school districts (including Mt. Edgecumbe High School)
 - Draft universal agreement for a dual credit agreement between UA and all local education authority (LEAs) and next steps, e.g., review by LEAs and universities?
 - College and career ready and the postsecondary enrollment rate
2. Recruitment and retention of teachers for rural Alaska
3. Teacher preparation & induction into the profession to create excellence in the classroom
 - Teacher pre-service in the summer (K-12 provide summer school students and UA have interns/student teachers work with students then)
 - Alignment of teacher preparation to what is needed once one enters the teaching profession; new standards, new assessment & use of data, understanding of teacher evaluation, and incorporation of scientific research practices (ex. reading instruction)
 - How can mentoring assist in making induction into the teaching profession meaningful and successful

VI. Closing Comments *[Scheduled for 3:45 p.m.]*

Michael Hanley, Commissioner, Alaska Department of Education and Early Development
Patrick Gamble, President, University of Alaska

V. Conclude *[Scheduled for 4:00 p.m.]*

Below is an initial working draft to get us started; this piece and subsequent revisions would have to be thoroughly vetted before asking the two boards to jointly support such a statement.

Joint standards have been developed for dual credit courses (college courses that students take during their high school years that become dually eligible for high school credit). These standards were created with some basic concepts in mind. Dual credit courses are college courses. Dual credit courses must maintain the academic rigor and achieve the expected outcomes of the college classes. Colleges/universities and high schools are expected to abide by the following standards.

UA Institutions offering dual credit courses shall meet the following standards:

- Instructors teaching credit-bearing college-level courses for dual credit must meet the same academic credential requirements as faculty teaching the same subject and level of course on a UA campus.
- Instructors must be approved by the university department or other unit responsible for the course. Disapprovals must be appropriately justified, either based on the instructor's lack of sufficient academic credentials or on failure to assess or meet student learning outcomes matching those for on-campus courses. Approvals must be renewed every three years.
- Students must meet the same academic criteria as high school students who are permitted to enroll in credit-bearing college courses on a UA campus, including taking appropriate placement testing.
- College credit courses will be offered within the term of one semester.
- Learning outcomes for dual credit courses offered in the high school will be assessed and are expected to match those for the course taught on a UA campus.
- UA institutions shall provide high school instructors with an orientation in course curriculum, assessment methods, and administrative requirements before high school instructors are permitted to teach dual credit courses.
- Dual credit instructors must be given the opportunity to participate in all UA activities available to other adjunct faculty in their community, including professional development, seminars, site visits, and internal communication, provided that such opportunities do not interfere with an instructor's regular teaching duties.
- Dual credit courses shall be reviewed annually by appropriate campus personnel to ensure consistency with UA campus courses.
- Dual credit courses taught at the high school must use a college-approved syllabus, textbooks and materials.
- A college course must be at least 2 semester hours to be considered for dual credit unless the course is an affiliated science lab.

Comment [WU1]: Standard UA practice is to have the department chair review credentials. This is because the high schools may not interpret requirements in the same way. For example when our criterion is a Master's in the discipline taught, the school district may want to accept any Master's including an MEd or a Master's from an unaccredited institution.

Comment [WU2]: UA does not always follow this currently. Do we want to have such a provision?

Comment [WU3]: UA has not observed this and has a few 1-credit courses that are largely intended to pique student interest. Is there a need for this rule?

SUPPORT FOR CHARGING THE FACULTY ACROSS THE UA SYSTEM TO
DEVELOP AND ADOPT COMMON GENERAL EDUCATION AND
DEVELOPMENTAL/PREPARATORY LEARNING OUTCOMES AND
REQUIREMENTS

WHEREAS, the Faculty Alliance has formed a General Education Learning Outcomes working group to discuss common general education learning outcomes; and

WHEREAS, faculty and postsecondary education leaders from across the country developed Essential Learning Outcomes under the Liberal Education and America's Promise (LEAP) initiative sponsored by the Association of American Colleges and Universities and hundreds of campuses and several state systems have adopted LEAP for general education; and

WHEREAS, Alaska has one of the lowest college-going rates among the fifty states and providing clear and consistent initial course placement information in developmental/preparatory education and general education courses is needed to improve communication about postsecondary educational pathways; and

WHEREAS, teachers, school principals, parents, and legislators have communicated their confusion over differing initial placement requirements in general education and developmental/preparatory courses among UA institutions; and

WHEREAS, our universities and community college share a common institutional accreditor, the Northwest Commission on Colleges and Universities, which has a standard requiring a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences; and

WHEREAS, sharing common developmental/preparatory and general education programs across the UA system will allow students to complete those requirements at any institution without credit transfer concerns; and

WHEREAS, the faculty are responsible for the general education curriculum; and

WHEREAS, the Board of Regents intends to adopt changes to P10.04.010, P10.04.040, P10.04.062 and P10.04.080 to provide that all universities and

community colleges will have the same developmental/preparatory and general education requirements.

NOW, THEREFORE BE IT RESOLVED the Board of Regents resolves to charge the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements and, as a first step in this process to develop and implement common learning outcomes, course descriptions, numbers and titles, and common placement tools and scores for math and English and propose a plan of implementation for other areas of general education (humanities and fine arts, natural sciences, and social sciences) by fall 2016; and

BE IT FURTHER RESOLVED that this resolution be appropriately engrossed, with a copy to be incorporated in the official minutes of the April 3-4, 2014, meeting of the University of Alaska Board of Regents.