



Board of Regents Program Action Request
University of Alaska
 Proposal to Add, Change, or Delete a Program of Study

1a. Major Academic Unit (choose one) UAA	1b. School or College Community and Technical College	1c. Department Computer and Electronics Technologies																																								
2. Complete Program Title Telecommunications, Electronics, and Computer Technology Associate of Applied Science being changed to Computer and Networking Technology Associate of Applied Science																																										
3. Type of Program <input type="checkbox"/> Undergraduate Certificate <input checked="" type="checkbox"/> AA/AAS <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Post-Baccalaureate Certificate <input type="checkbox"/> Master's <input type="checkbox"/> Graduate Certificate <input type="checkbox"/> Doctorate																																										
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¹Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1: 70

Year 2: 73

Year 3: 76

Year 4: 80

Page number of attached summary where demand for this program is discussed: 1

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	0
Adjunct	0
Term	0
Tenure track	0

11. Number* of TAs or faculty to be reassigned:

Graduate TA	0
Adjunct	0
Term	1
Tenure track	0

Former assignment of any reassigned faculty: Electronics Technology
For more information see page 2 of the attached executive summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect	Program Affected	Anticipated Effect
Kenai programs requiring ET courses: AAS, Computer Electronics; AAS, Industrial Process Instrumentation; AAS, Mechanical Technology; UC, Petroleum Technology	Responsibility for the Electronics Technology courses has been transferred to KPC along with lab equipment so there are no negative impacts.		

Page number of attached summary where effects on other programs are discussed: 2

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': None

14. Aligns with University or campus mission, goals, core themes, and objectives (list): Work force development

Page in attached summary where alignment is discussed: Page 6, Table 9.1 of attached Executive Summary

15. State needs met by this program (list): N/A

Page in the attached summary where the state needs to be met are discussed: N/A—not required for major revision of existing program

16. Program is initially planned to be: (check all that apply)

- ☒ Available to students attending classes at UAA campus(es).
☐ Available to students via e-learning.
☐ Partially available students via e-learning.

Page # in attached summary where e-learning is discussed: N/A

Submitted by the University of Alaska Anchorage with the concurrence of its Faculty Senate.

Provost

Date

Chancellor

Date

- ☐ Recommend Approval
☐ Recommend Disapproval

UA Vice President for Academic Affairs on behalf of
the Statewide Academic Council

Date

- ☐ Recommend Approval
☐ Recommend Disapproval

Chair, Academic and Student Affairs Committee

Date

<input type="checkbox"/> Recommend Approval	_____ / _____
<input type="checkbox"/> Recommend Disapproval	UA President Date

<input type="checkbox"/> Approved	_____ / _____
<input type="checkbox"/> Disapproved	Chair, Board of Regents Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments: ☒ Summary of Degree or Certificate Program Proposal ☐ Other (optional)



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Page number of attached summary where effects on other programs are discussed: 2

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': None

14. Aligns with University or campus mission, goals, core themes, and objectives (list): N/A for deleted programs

Page in attached summary where alignment is discussed: Page 6, Table 9.1 of attached Executive Summary

15. State needs met by this program (list): N/A

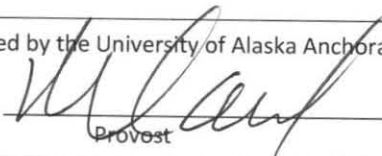
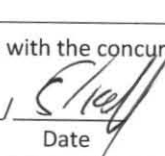
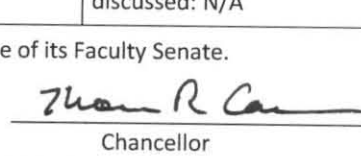
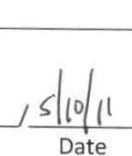
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- ☐ Available to students attending classes at UAA campus(es).
☐ Available to students via e-learning.
☐ Partially available students via e-learning.

Page # in attached summary where e-learning is discussed: N/A

Submitted by the University of Alaska Anchorage with the concurrence of its Faculty Senate.

   
Provost Date Chancellor Date

- ☐ Recommend Approval
☐ Recommend Disapproval

UA Vice President for Academic Affairs on behalf of the Statewide Academic Council Date

- ☐ Recommend Approval
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Chair, Academic and Student Affairs Committee Date

- ☐ Recommend Approval
☐ Recommend Disapproval

UA President Date

- ☐ Approved

☐ Disapproved

Chair, Board of Regents

Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments:

☒ Summary of Degree or Certificate Program Proposal

☐ Other (optional)

Proposal for Major Program Revision
Executive Summary
 (See University Regulation R10.04.020.E)

This is a summary of a full prospectus. The full prospectus is available upon request.

1. Degree/Certificate Title & Responsible Program

Major Academic Unit University of Alaska, Anchorage	School or College Community and Technical	Department Computers and Electronics Technologies
Complete Program Title Associate of Applied Science, Computer and Networking Technology		
Type of Program	<input type="checkbox"/> Undergrad Certificate <input checked="" type="checkbox"/> AA/AAS <input type="checkbox"/> Baccalaureate	
	<input type="checkbox"/> Masters <input type="checkbox"/> Graduate Certificate <input type="checkbox"/> Doctoral <input type="checkbox"/> Specialty	

2. Rationale for revision.

This executive summary and associated prospectus covers a package of changes to a set of existing degree programs. The major changes being made to the program are in response to the priorities, goals and objectives put forth in UAA's Strategic Plan 2017. This includes reviewing programs and based on the reviews, reinforce successful programs, reduce or eliminate programs as indicated by the review to assure the best use of limited resources, and improve the efficiency with which our students complete their academic goals.

The two changes include the deletion of the Undergraduate Certificate in Telecommunications and Electronic Systems (TECT) and a major change of program involving the renaming of the existing AAS in TECT to be the AAS in Computer and Networking Technology (CNT) while dropping the TECT track in the existing degree and retaining a modified version of the CNT track in the existing degree.

These changes are in response to low enrollments and lack of demand within the community for the Telecommunications, Electronics and Computer Technology track within the existing AAS in TECT and the TECT Undergraduate Certificate. The reallocation of the Electronics Technology classroom will allow the department to make better use of its limited resources.

The enrollments for the CNT track have been strong throughout its availability. Over the past four years the student credit hour production for the Anchorage CNT courses have increased (AY05-06 1269 to AY09-10 1759) student credit hours. That production is expected to continue and increase over the next few years. Most CNT students looking for work find an IT position before the end of their second year in the program. The program provides employers with skilled IT employees. According to the Department of Labor and Workforce Development, network systems and data communications occupations should increase by 46 percent over the next 10 years.

3. Justification if the revision results in duplication of a program at another University of Alaska unit, and description of collaboration with other university and community colleges within the University of Alaska.

The changes to the program do not result in duplication with any other Alaska unit, however some courses are the same as those taught throughout the state. Many of the courses included in this program are also offered at the extended campuses of UAA.

As stated above, areas of the program with low enrollment are being deleted, the degree name is being changed, requirements for the remaining degree, certificates and courses are being updated to the current industry standards.

4. Impact of the proposed program on existing UA programs, including the GER.

Students in Kenai still use courses in the old TECT program in other programs which require electronics courses. Responsibility for those courses no longer taught in Anchorage have been formally transferred to KPC along with much of the laboratory equipment.

Supporting programs should not be affected. The Computer and Networking Technology program changes are mainly just a name change and updates, the deletion of the Electronics is because of low enrollment.

5. Requirements the revision will have for addition of new faculty and staff, new library, equipment or related resources, or new or altered space.

The program changes will not require any additional faculty, staff or space resources. The Electronics Technology faculty position is temporarily being used support the CIOS Excellence in Distance Education project. In FY 11-12, the budget and faculty position will be permanently transferred allowing the CIOS program to come off eight years of TVEP funding.

The Electronics Technology classroom (UC 127) has been reassigned and refitted to cover afternoon and night classes in Cisco networking technologies and advanced servers using \$30,000 of CTC funding during AY 2009-10. The CNT program used older surplus program and department equipment for initial classroom computers. Currently, networking equipment is being added via a \$15,000 CTC Equipment grant for voice over IP technologies. The CNT program is currently requesting \$17,640 for computer lab upgrades in room UC 135 which will allow surplus equipment to be used in the UC 127 lab.

Long term lab support is expected to be furnished by student lab fees. The CNT program has not requested any CTC or university funding for lab support over the past eight years, as careful budgeting of course lab fees has funded equipment upgrading and replacement.

6. Fiscal Plan for the proposed program.

The revisions will result in reassignment of a faculty position to the CIOS program. There are no new expenses or revenues associated with the proposed major modification—it is simply a repackaging of the program.

Table ES6.1
Incremental Expenses, Revenues, and Balances

Year	New Expenses	New Revenue	Balance
Yr 1	\$0	\$0	\$0
Yr 2	0	0	0
Yr 3	0	0	0
Yr 4	0	0	0
Yr 5	0	0	0

7. Support of appropriate advisory councils.

The Computer and Networking Technology advisory committee discussed and validated the proposed program and course changes at multiple meetings, with final approval at board meeting on October 22, 2010.



Board of Regents Program Action Request
University of Alaska
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10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	0
Adjunct	1
Term	0
Tenure track	0

11. Number* of TAs or faculty to be reassigned:

Graduate TA	0
Adjunct	0
Term	0
Tenure track	1

Former assignment of any reassigned faculty: A course to be picked up by an adjunct.

For more information see page 4 of the attached executive summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect	Program Affected	Anticipated Effect
N/A			

Page number of attached summary where effects on other programs are discussed: 3

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': None

14. Aligns with University or campus mission, goals, core themes, and objectives (list): All

Page in attached summary where alignment is discussed: Page 2

15. State needs met by this program (list): workforce development
Children's Mental Health – graduate level

Page in the attached summary where the state needs to be met are discussed: 1, 2

16. Program is initially planned to be: (check all that apply)

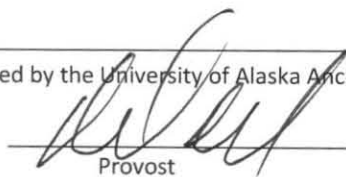
☒ Available to students attending classes at UAA campus(es).

☐ Available to students via e-learning.

☒ Partially available students via e-learning.

Page # in attached summary where e-learning is discussed: 1

Submitted by the University of Alaska Anchorage with the concurrence of its Faculty Senate.


Provost

8/10/11
Date

Thom R. Can
Chancellor

8/10/11
Date

☐ Recommend Approval
☐ Recommend Disapproval

UA Vice President for Academic Affairs on behalf of
the Statewide Academic Council

Date

☐ Recommend Approval
☐ Recommend Disapproval

Chair, Academic and Student Affairs Committee

Date

☐ Recommend Approval
☐ Recommend Disapproval

UA President

Date

☐ Approved
☐ Disapproved

Chair, Board of Regents

Date

*Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments:

☒ Summary of Degree or Certificate Program Proposal

☐ Other (optional)

New Program Proposal
Executive Summary
(See University Regulation R10.04.020.C)

This is a summary of a full prospectus (8 pages in length). The full prospectus is available upon request.

1. Relationship of the proposed program relative to the Educational mission of the University of Alaska and the MAU.

The Children's Mental Health graduate certificate carries out the missions of both UA statewide and UAA by providing knowledge through teaching, research, public service, engagement and creative expression. In addition it extends these goals beyond the UAA campus in collaboration with other behavioral health programs across the state to provide workforce development in the arena of children's mental health.

2. History of the development of the proposed program.

In 2008, the Behavioral Health Alliance (BHA), a cross-campus University of Alaska task force, invited feedback from behavioral health providers and state representatives on how to better meet the needs of the state's behavioral health workforce. This feedback, in addition to key informant interviews and a university-wide survey, revealed gaps in university course content in the area of children's mental health. The Behavioral Health Alliance was successful in securing funds from the Alaska Mental Health Trust Authority for the development and implementation of a Graduate Certificate in Children's Mental Health to prepare graduate level practitioners for work with Alaskan children and youth experiencing mental health problems. [Documentation and reports available at <http://www.alaska.edu/alaskahealth/BHA/reports/ua-behavioral-health-prog/>]

Graduate Certificate in Children's Mental Health

After two years of background research and consultation, a cross-disciplinary team of UAA faculty representing Social Work, Psychology and Special Education has developed a 14-credit Graduate Certificate in Children's Mental Health. The purpose of the Certificate is to educate behavioral health professionals in the field of children's mental health. Considerable research of other Children's Mental Health graduate programs as well as intensive training and consultation with faculty from the University of South Florida's Graduate Certificate in Children's Mental Health yielded a Graduate Certificate framework that will enhance the understanding of families and children for professionals serving in Alaska's behavioral health fields. The UAA Graduate Certificate in Children's Mental Health proposal is a multi-disciplinary graduate certificate that builds upon the graduate programs in Psychology, Social Work and Special Education. Existing courses have been revised and new courses are being proposed to create this specialty in children's mental health. The graduate certificate will be administered by the Psychology Department and courses will be available to all behavioral health graduate students as well as Master's level clinicians currently working in the field.

3. Impact of the proposed program on existing UA programs, including the GER

This is a graduate level program so it has no impact on GERs. It is also collaborative between psychology, social work and counseling/special education, the three major behavioral health graduate programs on the UAA campus.

The impact will be that two additional courses (3-credit and 1-credit) will be cross-listed between the three disciplines that will teach in the new program. It will also require a faculty coordinator. The faculty coordinator is a new position which will be filled by a current faculty member whose efforts will be covered either by overload or the hiring of an adjunct to cover courses otherwise taught by the new faculty coordinator

4. State needs met by the proposed program.

As described above, this program proposal is a direct result of State of Alaska requests for workforce development in children's mental health to meet the workforce needs associated with the state's Bring the Kid's Home project. The workforce need for graduate and undergraduate levels of employees is being felt across the state. The proposed program partially meets the identified need. In addition to this program, Alaska Mental Health Trust Authority money is currently funding the development of a proposal for an undergraduate minor in Children's Mental Health to build a workforce at all levels.

5. Student opportunities, outcomes, and enrollment projections.

The Children's Mental Health graduate certificate program will provide opportunities for graduates by identifying them to prospective employees in social work, psychology and counseling/special education as having completed a specialization in children's mental health. The student learning outcomes of the Graduate Certificate in Children's Mental Health are intended to produce graduates who can specifically meet the needs of children by:

1. practicing within the legal and ethical parameters of the profession;
2. identifying children and their families who are at risk and to assess and intervene properly;
3. applying a variety of theories and methods of assessment and intervention in their practice;
4. understanding systems of care as they apply to children's mental health; and
5. assessing, collaborating, intervening and documenting resources and services for children's mental health.

It is expected that the program will enroll four students the first year, six the second, and six every year thereafter. By the fourth year it is expected that the program will have graduates per year

6. Faculty and staff workload implications.

The majority of coursework used in the program consists of existing courses across several disciplines (Social Work, Psychology and Special Education/Counseling) and MAUs (UAA,UAF). There are two new required courses.

One new course is a three credit Systems of Care in Children's Mental Health course. This course was developed by the social work faculty in consultation with faculty from the Psychology Department and School of Education.

The second new course is a multidisciplinary seminar in children's mental health. This is a one credit course that will be taken twice (once in fall and once in spring) by students in the graduate certificate program. The three disciplines may rotate the teaching of this one credit course and the person teaching it may also be the coordinator of the program each year (a three credit buyout). The program hosting the coordinator each year will need to make a four credit workload adjustment for that position. The adjustment will be by overload or hiring an adjunct to take over other courses that person would normally teach. This would be the only implication for faculty workloads.

7. Describe the Fiscal Plan for the proposed program.

Funds support part-time faculty to teach certificate courses, overload and/or summer assignment for the program coordinator to administer the program, staff support, benefits for personnel costs, travel, contractual and commodities expenses, and additional library resources. Funds to support the Graduate Certificate in Children's Mental Health are provided by the Alaska Mental Health Trust Authority Bring the Kids Home Initiative in partnership with the University of Alaska Behavioral Health Alliance through 2013. General funds will be needed to continue the program beyond 2013. The dean of the College of Arts and Sciences committed to covering the additional expense after that either through internal reallocation or through a General Fund request. Tuition revenues will support a significant portion of the program costs. New revenues in Table ES5.1 are based on a \$63,000 per year grant from the Alliance for the first two years (replaced by either general fund appropriation or redistribution with CAS after that) and tuition from six students (except for the first year which is based of five students) taking four new credits each year with a 3% increase in graduate tuition each year. The balance is expected to be used within the program or CAS.

Table ES5.1
Incremental Expenses, Revenues, and Balances

Year	New Expenses	New Revenue	Balance
yr1-11/12	\$63,000	\$71,928	\$8,928
yr2-12/13	\$63,000	\$72,374 6 students	\$9,374
yr3-13/14	\$63,000	\$72,459	\$9,459
yr4-14/15	\$63,000	\$72,746	\$9,746
yr5-15-16	\$63,000	\$73,053	\$10,053



Board of Regents Program Action Request
University of Alaska
 Proposal to Add, Change, or Delete a Program of Study

1a. Major Academic Unit (choose one) UAA	1b. School or College Community and Technical College	1c. Department CTE (Career and Technical Education)																																								
2. Complete Program Title: Graduate Certificate, Career and Technical Education																																										
3. Type of Program <input type="checkbox"/> Undergraduate Certificate <input type="checkbox"/> AA/AAS <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Post-Baccalaureate Certificate <input type="checkbox"/> Master's <input checked="" type="checkbox"/> Graduate Certificate <input type="checkbox"/> Doctorate																																										
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9. Projected enrollments (headcount of majors). If this is a program deletion request, project the teach out enrollments.

Year 1: 3

Year 2: 6

Year 3: 8

Year 4: 10

Page number of attached summary where demand for this program is discussed: 1-2

10. Number* of new TA or faculty hires anticipated (or number of positions eliminated if a program deletion):

Graduate TA	0
Adjunct	1
Term	0
Tenure track	0

11. Number* of TAs or faculty to be reassigned:

Graduate TA	0
Adjunct	0
Term	0
Tenure track	0

Former assignment of any reassigned faculty: N/A

For more information see page 2 of the attached summary.

12. Other programs affected by the proposed action, including those at other MAUs (please list):

Program Affected	Anticipated Effect	Program Affected	Anticipated Effect
MS Career and Technical Education	Fill core classes to capacity	COE	Increased institutional recommendations
Master of Arts in Teaching, College of Education	Fill core classes to capacity		

Page number of attached summary where effects on other programs are discussed: 1

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': Alaska Department of Education approval

14. Aligns with University or campus mission, goals, core themes, and objectives (list): UA Perkins plan for expanding and improving CTE programs
Work force development
High Demand Jobs
Page in attached summary where alignment is discussed: Page 1

15. State needs met by this program (list): Work force development in Career and Technical Education

Page in the attached summary where the state needs to be met are discussed: 1-2

16. Program is initially planned to be: (check all that apply)

☒ Available to students attending classes at UAA campus(es).

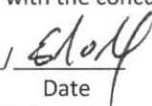
☒ Available to students via e-learning.

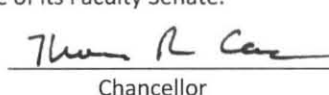
☐ Partially available students via e-learning.

Page # in attached summary where e-learning is discussed: N/A

Submitted by the University of Alaska Anchorage with the concurrence of its Faculty Senate.


Provost


Date


Chancellor


Date

☐ Recommend Approval
☐ Recommend Disapproval

UA Vice President for Academic Affairs on behalf of
the Statewide Academic Council

Date

☐ Recommend Approval
☐ Recommend Disapproval

Chair, Academic and Student Affairs Committee

Date

☐ Recommend Approval
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UA President

Date

☐ Approved
☐ Disapproved

Chair, Board of Regents

Date

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Attachments:

☒ Summary of Degree or Certificate Program Proposal

☐ Other (optional)

New Program Proposal
Executive Summary
(See University Regulation R10.04.020.C)

This is a summary of a full prospectus (14 pages in length). The full prospectus is available upon request.

1. Relationship of the proposed program relative to the Educational mission of the University of Alaska and the MAU.

- The proposed Graduate Certificate in Career and Technical Education (CTE) addresses *Alaska Career and Technical Education Plan* Strategy 4 , to recruit, develop, support, and retain high-quality CTE teachers and faculty. The graduate certificate will improve and streamline credentialing processes for CTE instructors (4.3) and allows teachers to add a CTE endorsement for as little as 17 credits versus earning an MAT for 35 or more credits in order to add an endorsement.
- This is an alternative route to licensure as called for in the 2011 *University of Alaska Teacher Education Plan*.
- The proposed MSCTE Graduate Certificate also addresses priorities in *the UAA 2017 Strategic Plan* including collaborative partnerships for workforce development and high-demand careers and distance education.

2. History of the development of the proposed program.

The concept of this graduate certificate was identified in conversations with secondary CTE partners interested in post-baccalaureate training for technical teachers with certification in another subject area. The idea for a non-teaching option came from prospective Master of Science in CTE (MSCTE) students who wanted post-baccalaureate training but not a Master's degree. Surveys of secondary school administrators, CTE teachers and coordinators, and industry trainers provided support for the concept of a graduate certificate. UAA College of Education faculty were also consulted in development of the program.

The proposed graduate certificate was presented to the following UAA committees which provided feedback and approval: MSCTE advisory committee, Anchorage Community and Technical College's Program Improvement and Curriculum Review (PICR) Committee, College of Education (COE) Master of Arts in Teaching faculty committee, the COE Department of Teaching and Learning faculty, and the COE curriculum committee. The proposed graduate certificate passed both first and second reading at the Graduate Academic Board meeting on November 12, 2010 and the Faculty Senate on December 3, 2010

3. Impact of the proposed program on existing UA programs, including the GER

The proposed graduate certificate will increase enrollments in MSCTE core courses that are currently below capacity, and may increase the number of students who go on to complete the MSCTE degree. The graduate certificate will also increase enrollments in under capacity classes in the College of Education. Student choice of elective credit may also impact other departments. The CTE Department at UAA is currently the only department offering graduate level courses in career and technical education in the University of Alaska system. As a graduate program, the proposed program will not have an impact on the General Education courses.

4. State needs met by the proposed program.

The average age of career and technical educators in Alaska is 49, the oldest group of teachers in the state (Alaska DOLWD, 2010). The Graduate Certificate in CTE will help the state meet the needs for trained CTE instructors who can replace those retiring and add those needed to carry out the Alaska Career and Technical Education Plan (August 2010).

5. Student opportunities, outcomes, and enrollment projections.

Students who enroll in the proposed graduate certificate will gain knowledge and skills that may lead to employment as industry trainers, career guides, postsecondary technical educators, or secondary CTE teachers if they choose the teacher certification option. Enrollments in the program are expected to be modest, with 3 to 5 new students in each of the first 3 years, increasing to 6-10 new in years 4 and 5.

6. Faculty and staff workload implications.

Students in the proposed graduate certificate program will be absorbed into the existing CTE courses so no changes in faculty workload are anticipated in the first two years of the program. When enrollment increases beyond capacity of the current faculty, adjunct faculty will be hired. A need for adjuncts to help cover the extra supervision for field experiences and to increase the delivery of core CTE classes is projected.

7. Describe the Fiscal Plan for the proposed program.

The fiscal plan is built around modest enrollment numbers and use of existing resources for the first year of the graduate certificate. Years 2 and 3 include an adjunct for 1 credit each semester to oversee field experiences. If enrollment increases in the graduate certificate, the need for additional resources is anticipated in years 4 and 5. The years 4 and 5 expenses reflect adjunct faculty hired for 6 credits to teach core courses and 4 credits to oversee field experiences each year. Adjunct rates are increased 1.5% each year to reflect negotiated agreement expense. Projected 80% of tuition revenue was calculated based on annual tuition increases of 5% after FY13 and 6 credit hours average per year for each FTE.

Table ES5.1
Incremental Expenses, Revenues, and Balances

Year		New Expenses	New Revenue	Balance
Yr 1	FY 2012	-0-	5342	5,342
Yr 2	FY 2013	2500	11,030	8,530
Yr 3	FY 2014	2537	15,437	12,899
Yr 4	FY 2015	12,875	20,256	7,381
Yr 5	FY2016	13,068	27,019	13,951

Action: Reaffirmation of Approval of the Joint Ph.D. in Clinical-Community Psychology at UAA and UAF

Approval to pursue a change in accreditation status for UAA to that of doctorate degree level

Implementation Date: Spring 2012¹

Prospectus for Change

UAA is proposing to the Northwest Commission on Colleges and Universities (NWCCU) a substantive change that includes a doctorate degree in its suite of program offerings and a change in accreditation status, raising the accreditation degree level to that of a doctorate granting institution. The doctorate degree proposed for the Commission's approval is the Ph.D. Program in Clinical-Community Psychology. This program was designed from the beginning and approved by the University of Alaska Board of Regents (BoR) in 2005 as a joint offering of UAA and UAF. It relies on the expertise of the faculties and the resources of the departments at both institutions. The motion of approval from the UA Regents' meeting in June of 2005 is repeated here:

Approval of Ph.D. in Clinical-Community Psychology at the University of Alaska Fairbanks in Collaboration with the University of Alaska Anchorage

"The Board of Regents approves a Ph.D. in Clinical-Community Psychology at the University of Alaska Fairbanks in collaboration with the University of Alaska Anchorage. This motion is effective June 22, 2005."

UAA, UAF, the UA System and the state legislature have made substantial investments in the Ph.D. in Clinical-Community Psychology, enabling the program to add faculty and staff, renovate space, procure needed equipment, develop teaching and research capacities, and ensure collaboration among universities and clinical partners. Faculty and staff have implemented consistent policies that ensure collaboration in all important decisions regarding program students, operations, and resources. There is a substantial history of engagement and accomplishment by program faculty and students. The program is operating and healthy, and it is beginning to achieve its goal of providing graduates who are uniquely prepared to effectively serve the rural and indigenous populations of the state.

Approval of joint awards for this doctoral program necessitates simultaneous approval by the NWCCU of accreditation at the doctorate degree level for UAA. This accreditation status is supported by UA System Academic Master Plan², which was accepted by the BoR in February 2011. Support has also been indicated by the UAA faculty and administration, the Provosts and Chancellors of the three universities in the UA System, the UA System President and members of the community. Accreditation of UAA at the doctorate degree level will allow further simplification of procedures and allow institutional contributions to be clearly recognized in practice and in students' records, as originally intended when the program was approved by the UA Board of

¹ Allows for submission of prospectus in September, 2011; Commission decision in January, 2012. Will provide time to accommodate spring graduations, and summer and fall recruitments in 2012.

² http://www.alaska.edu/files/research/AMP_021711.pdf

Regents in June 2005. The program is also currently under consideration for accreditation by the American Psychological Association. Reaffirming the BoR's original approval will help in the pursuit of this confirmation of program quality.

The educational goals of some Alaskans include advanced competencies, and the career goals of such students are often directed towards professions where those holding the doctorate degree accept greater responsibilities, enjoy greater independence, and experience greater success. It is important that the state enable Alaska residents to fill positions in professions where the doctorate degree is a requirement for entry or advancement, and UAF and UAA are committed to developing doctoral programs appropriate to their respective missions and capabilities.

Motion: The Board of Regents reaffirms its approval of the Ph.D. Program in Clinical-Community Psychology, jointly awarded by the University of Alaska Fairbanks and the University of Alaska Anchorage. The Board of Regents further approves the application to the Northwest Commission on Colleges and Universities for a change of accreditation status to that of doctorate degree level for the University of Alaska Anchorage, as is necessary to permit the awarding of the joint degree.

The University of Alaska Anchorage

The College of Health

1. UAA requests approval to form the University of Alaska Anchorage College of Health with effect from 1 July 2011. The new college will replace the current College of Health and Social Welfare, which will cease to exist. UAA further requests approval to establish two new schools within the new college as specified in 4.b. and 4.c. below.

2. The principal goals of this action are to create an organization that will:

a. enhance student success by providing unified support for academic advising, counseling, and career guidance from recruitment to graduation across the full range of health education programs at UAA;¹

b. expand and reinforce UAA's teaching, training, and research capacity to address the principal health challenges faced by Alaska, its communities, and its peoples;²

c. support and develop existing and new organizations, initiatives, and projects that teach, train, and do research between and across academic disciplines;³

d. work in concert with the UAA Office of Health Programs Development⁴ to facilitate cooperation and strengthen the mutually supporting relationships between UAA, our community partners, our sister UA institutions, our partners outside Alaska, and Alaska's larger community of health provider institutions and individuals;⁵

e. strengthen capacity to compete for external funding;⁶ and

f. build centralized institutional capacity for strategic choice (set and develop strategic priorities) in these rapidly growing and changing fields of teaching and research.

3. This proposal is the product of extensive consultation including six preliminary meetings with affected organizations and staff in October and November 2010, a major

¹ UAA 2017, Strategic Priority C; UA AMP, Goal 1, Objective 1.

² UAA 2017, Strategic Priorities A and B; UA AMP, Goal 4, Objectives 3, 5, and 6.

³ UA AMP, Goal 2, Objectives 1, 2, 3, 4, and 6.

⁴ The Office of Health Programs Development is located in the UAA Office of Academic Affairs, and is responsible for planning and coordinating the total statewide University of Alaska health education effort.

⁵ UAA 2017, Strategic Priority D.6; UA AMP, Goal 5.

⁶ UAA 2017, Strategic Priority B.2.

one-day conference in January 2011 with all parties attending, an open forum for review of a draft proposal in March 2011, and two meetings with community partners and health providers in February and March 2011.⁷

4. The College of Health will consist of the following units:⁸

a. All units and programs currently located in the UAA College of Health and Social Welfare. These are:

- School of Nursing
- School of Social Work
- Department of Health Sciences
- Department of Human Services
- Occupational Therapy Program
- Physical Therapy Program
- Institute for Circumpolar Health Studies
- Justice Center⁹
- Center for Human Development
- Center for Community Engagement and Learning¹⁰
- National Resource Center for Native Elders
- Alaska Geriatric Education Center

b. The WWAMI School of Medical Education, to be formed from the WWAMI Biomedical Program (7 faculty, 1 director, and associated staff) currently located in the UAA College of Arts and Sciences.

c. The School of Allied Health (22 faculty with associated staff) to be formed from the Division of Allied Health currently located in the UAA Community and Technical College.

5. Student success in health professional education is a strategic priority.¹¹ Everything that can be done, consistent with the maintenance of high academic standards, must be done to continue to increase retention, build academic achievement, raise graduation rates, and reduce time to graduation. To these ends, the formation of the new college will allow the creation of a unified advising system with a single point of access for students, thereby providing the most current, clear, and consistent information to students and their professional and faculty advisers across the entire range of health education programs. Every effort will be made to assure that students are able to

⁷ See timeline at Annex A.

⁸ See organizational chart at Annex B. The college will be headed by a dean.

⁹ A decision on the optimal location for the Justice Center is reserved for further consideration.

¹⁰ The future location of the Center for Community Engagement and Learning is also reserved for further consideration.

¹¹ UAA 2017, Strategic Priority C; UA AMP, Goal 1, Objective 1.

develop skills and knowledge within well-defined career pathways that assure long-term personal and career development. In combination with the development of a core curriculum, these initiatives will increase efficiency and effectiveness and reduce the transition time from education to effective employment in the provider community, thus benefitting students, employers, and the university.

6. The content and the delivery of the curricula of the new college are the responsibility of the faculty, supported by staff and administration in partnership with the health provider community. The faculty are responsible to the communities of Alaska, Alaskan health providers, and their individual academic disciplines for the content and the quality of the curriculum. In carrying out these responsibilities the faculty are strongly encouraged to:

- a. develop a common core curriculum for health programs including, among other important subjects, such things as professional ethics, teamwork practice, patient research, and information management;
- b. build structure and curriculum that will support and develop trans-disciplinary education focused on solving major health problems; and
- c. apply the integrated career pathway principle to curriculum development to assure that all academic programs, especially those taken in shorter time-frames, support long-term career growth and development.

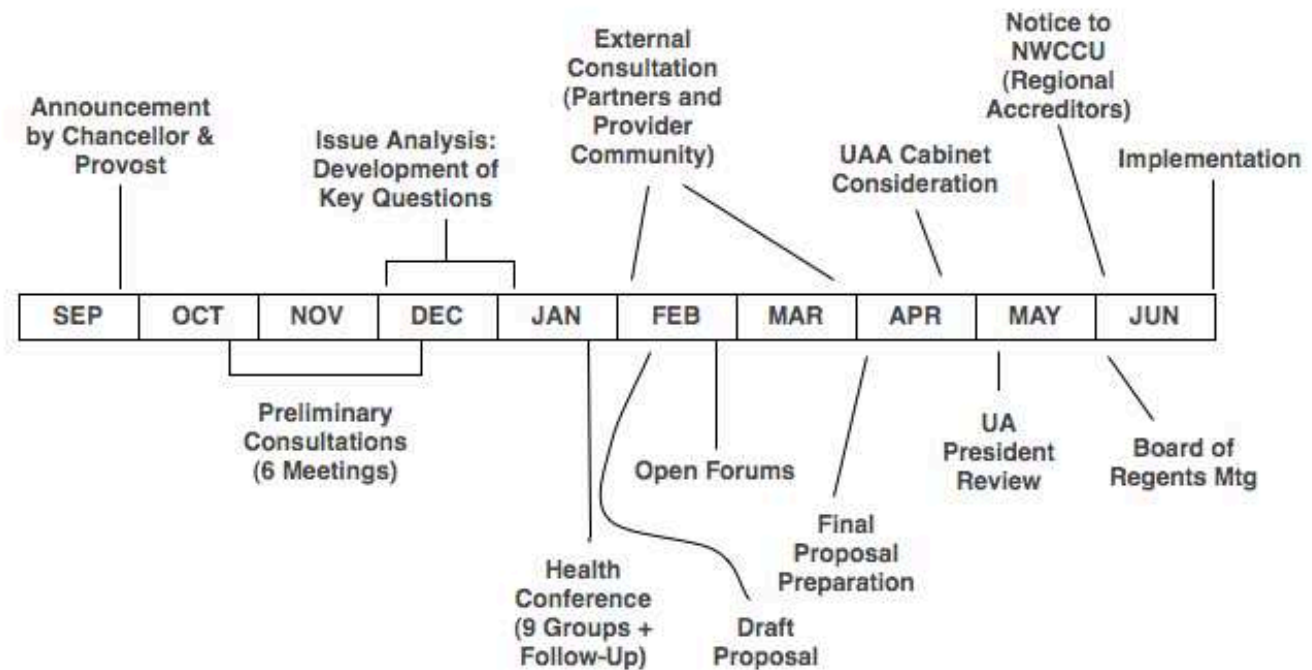
7. The reinforcement and acceleration of research in all of the health determinant fields (health care practice, human biology, environment, and behavioral choices) are strategic priorities for the new college.¹² In this work, it will be especially important to employ multi- and inter-disciplinary approaches and to focus increasingly on the mutually reinforcing “bench to bed” relationships in translational research. To maintain momentum and to continue to build critical mass in health and biomedical research, the Provost will move to form an inter-college research group.

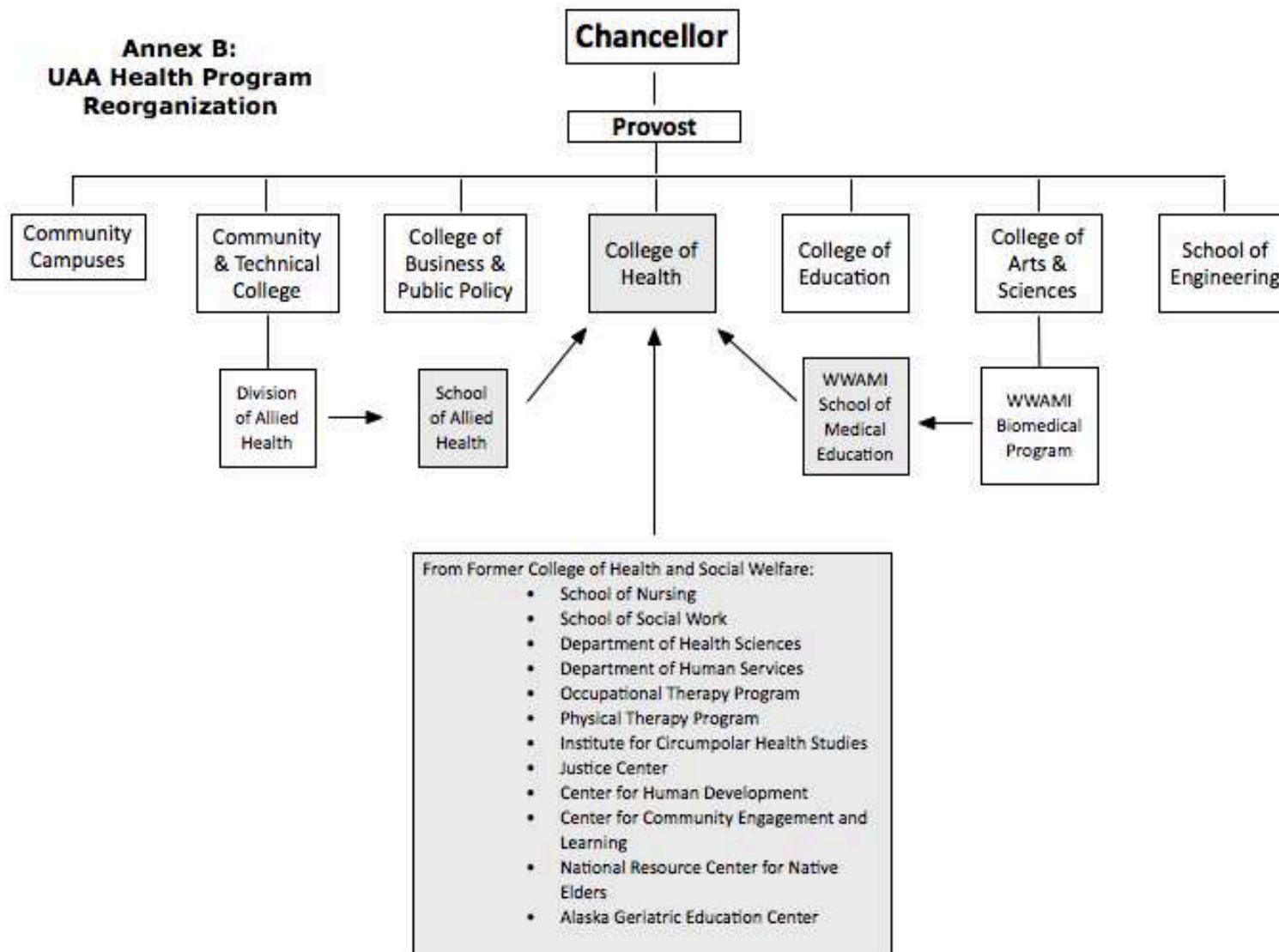
8. Significant new costs are not expected. Some smaller start-up investments may be required as the college moves to unify advising, develop curriculum, and accelerate research. These and related administrative costs will be met by UAA internal reallocation. It is expected that these costs will be more than compensated for by the increased strength, improved flexibility, and additional effectiveness of the new organization. As has been the case in the past, we will continue to pursue new initiative funding for the development of health programs within the framework of the Alaska Health Workforce Plan.

¹² UA AMP Goal 2, Objectives 3 and 4.

9. The previously agreed plan for movement of units to the Health Sciences Building, with backfill of vacated space, remains in force. Units not scheduled to move either to HSB or as part of the backfill plan will remain in their current locations for FY12.

**Annex A:
UAA Health Programs
Reorganization Timeline**





Motion

University of Alaska Board of Regents

Pursuant to Regents Policy P10.02.040 and University Regulation of same number, the University of Alaska Board of Regents approves the following academic unit reorganization at the University of Alaska Anchorage:

1. The existing College of Health and Social Welfare will be replaced by the new College of Health.
2. The WWAMI Biomedical Program will move from the College of Arts and Sciences to the College of Health and will be re-named the WWAMI School of Medical Education.
3. The Division of Allied Health will move from the Community and Technical College to the College of Health and will be re-named the School of Allied Health.
4. Regents Policy P10.02.040 D. will be amended as follows:

College of Health ~~and Social Welfare~~

School of Nursing

Institute for Circumpolar Health Studies (AS 14.40.088)

School of Social Work

WWAMI School of Medical Education

School of Allied Health

5. University Regulation R10.02.040 will be amended as follows:

College of Health ~~and Social Welfare~~ (BOR)

Department of Human Services

Department of Health Sciences

School of Nursing (BOR)

Alaska Center for Rural Health

School of Social Work (BOR)

Center for Human Development

Psychological Services Center

Justice Center

Institute for Circumpolar Health Studies

Center for Alcohol and Addiction Studies

WWAMI School of Medical Education (BOR)

School of Allied Health (BOR)