



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 College of Health	1c. Department Department of Health Sciences																																								
2. Complete Program Title: Bachelor of Science in Health Sciences <i>(Add Health Educator track and Pre-professional track)</i>																																										
3. Type of Program																																										
<input type="checkbox"/> Undergraduate Certificate <input type="checkbox"/> AA/AAS <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Post-Baccalaureate Certificate <input type="checkbox"/> Master's <input type="checkbox"/> Graduate Certificate <input type="checkbox"/> Doctorate																																										
4. Type of Action		5. Implementation date (semester, year)																																								
<input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <input type="checkbox"/> Delete		Fall 2012 or Spring 2013 (depending on BOR and NWCCU approval)																																								
6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion. (Provide information for the 5 th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3 rd year after program approval if a master's or associate degree program; and for the 2 nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)																																										
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Projected Annual Revenues in FY 13</th> <th colspan="2">Projected Annual Expenditures in FY 13</th> </tr> </thead> <tbody> <tr> <td colspan="2">Unrestricted</td> <td colspan="2">Salaries & benefits (faculty and staff) \$190,000</td> </tr> <tr> <td>General Fund</td> <td>\$148,000</td> <td>Other (commodities, services, etc.)</td> <td>\$62,300</td> </tr> <tr> <td>Student Tuition & Fees</td> <td>\$5,940</td> <td>TOTAL EXPENDITURES</td> <td>\$252,300</td> </tr> <tr> <td>Indirect Cost Recovery</td> <td>\$0</td> <td colspan="2">One-time Expenditures to Initiate Program (if >\$250,000)</td> </tr> <tr> <td>TVEP or Other (specify): TVEP</td> <td>\$100,000</td> <td colspan="2">(These are costs in addition to the annual costs, above.)</td> </tr> <tr> <td colspan="2">Restricted</td> <td>Year 1 Term faculty recruitment</td> <td>\$7,000</td> </tr> <tr> <td>Federal Receipts</td> <td>\$0</td> <td>Year 2</td> <td>\$</td> </tr> <tr> <td>TVEP or Other (specify):</td> <td>\$0</td> <td>Year 3 FY15 faculty recruitment</td> <td>\$7,500</td> </tr> <tr> <td>TOTAL REVENUES</td> <td>\$253,940</td> <td>Year 4</td> <td>\$</td> </tr> </tbody> </table>			Projected Annual Revenues in FY 13		Projected Annual Expenditures in FY 13		Unrestricted		Salaries & benefits (faculty and staff) \$190,000		General Fund	\$148,000	Other (commodities, services, etc.)	\$62,300	Student Tuition & Fees	\$5,940	TOTAL EXPENDITURES	\$252,300	Indirect Cost Recovery	\$0	One-time Expenditures to Initiate Program (if >\$250,000)		TVEP or Other (specify): TVEP	\$100,000	(These are costs in addition to the annual costs, above.)		Restricted		Year 1 Term faculty recruitment	\$7,000	Federal Receipts	\$0	Year 2	\$	TVEP or Other (specify):	\$0	Year 3 FY15 faculty recruitment	\$7,500	TOTAL REVENUES	\$253,940	Year 4	\$
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Page # of attached summary where the budget is discussed, including initial phase-in: Incremental expenses addressed in Table 8 on page 4 of Executive Summary.																																										
7. Budget Status. Items a., b., and c. Indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.																																										
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8. Facilities: New or substantially (>\$25,000 cost) renovated facilities will be required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.																																										

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: 10

Year 2: 25

Year 3: 40

Year 4: 50

Page number of attached summary where demand for this program is discussed: 3

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

Graduate TA	
Adjunct	
Term	0 initial (see note below)
Tenure track	0 initial (see note below)

See page 3 of the attached executive summary.

One new faculty member has already been added. The program will not require any new faculty for initial implementation. The program anticipates hiring another term faculty member in FY14 using TVEP, legislative appropriation, or internal reallocation within the College of Health.

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.

Faculty assignments are already in place for initial delivery of this program. No faculty will be reassigned.

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

Program Affected	Anticipated Effect
General Education Requirements	Modest, coordination has already taken place
Disciplinary courses offered by other departments	Modest, coordination has already taken place

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': None

14. Aligns with University or campus mission, goals, core themes, and objectives (list): Academic Master Plan Goal 4, Objective 4 (increase the number of healthcare professionals); UAA 2017 Strategic Priority A (workforce development and high-demand careers); UA mission statement ("inspires learning and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples"); UAA mission statement ("serving the higher education needs of the state, its communities, and its diverse peoples").

Page in attached summary where alignment is discussed: 2

15. State needs met by this program (list): These tracks are consistent with identified national trends, driven by student demand and interest, and align with Alaska's health workforce development needs.

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

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

- ☒ Available to students attending classes at the UAA Anchorage campus.
☐ Available to students via e-learning.
☐ Partially available students via e-learning.

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

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 UAA	School or College College of Health	Department Health Sciences
Complete Program Title Bachelor of Science, Health Sciences		
Type of Program	<input type="checkbox"/> Undergrad Certificate <input type="checkbox"/> AA/AAS <input checked="" 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 prospectus presents a proposal to add two new tracks to the existing Bachelor of Science in Health Sciences (BSHS), which currently has a Physician Assistant track in collaboration with the University of Washington MEDEX program. The two new tracks are a Health Educator track and a Pre-professional track with options in occupational therapy, physical therapy, and pharmacy.

The proposed new tracks of the BSHS respond to current statewide needs and demand. These tracks complement and expand knowledge gained in health care provision and allied health sciences, and prepare students for careers and further education in public health. The tracks are consistent with identified national trends, driven by student demand and interest, and align with Alaska's health workforce development needs.

Health Education: The promotion of health and prevention disease depends heavily on the provision and use of information by individuals to improve their lifestyles and manage their care, and on campaigns to change the behavior of populations in conjunction with public health and other health care workers. The role of a health educator is to work with both individuals and groups to encourage and guide their health and wellness. The BSHS Health Educator track will prepare graduates for certification as Health Education Specialists (CHES). The 2007 Alaska health occupations vacancy study identified a vacancy rate of 13% in health education positions statewide. An Alaska Department of Labor and Workforce Development projection estimated the need for 80 more health educators in the period from 2006 to 2016. Employers in the state are increasingly interested in improving the health status of their employees, primarily to heighten productivity and decrease costs. It is anticipated that demand for health educators will continue to expand to address rising health care needs.

Pre-Professional: Many health professions prepare their graduates at the doctoral level in programs variously labeled "direct entry" or "clinical" doctoral programs. Examples are medicine (MD), pharmacy (PharmD), and physical therapy (DPT). In Alaska all of these are (or will be) partnership programs with accredited outside institutions that offer their programs in state, typically using e-learning methods for academics and local clinical experiences. Most of these programs either require or will soon require that the student complete a bachelor's degree prior to admission to the graduate professional program. In order to ensure students take the courses during their bachelor's program that will allow them to make application for these graduate programs and prepare them for academic and professional success, this pre-professional track of the BSHS will focus on coursework and skills development essential for each field.

3. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.

The two proposed tracks in the Bachelor of Science in Health Sciences (BSHS) degree respond to state needs, supporting Goal 4 for the University of Alaska Academic Master Plan (AMP). They also respond to Objective 4 of the AMP, "increase the number of healthcare professionals trained by UA." They align with UAA's Strategic Plan, specifically the goals in Strategic Priority A which relate to workforce development and high-demand careers.

The tracks also align with the UA mission statement "...inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples." They also align with the UAA mission statement, "...UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples."

4. 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.

There is no duplication of other UA programs. Extensive consultations have taken place within the MAU, and the department foresees opportunities to coordinate with other MAUs once the program is implemented. The department has solid collaborations with Allied Health, Nursing, Health, Physical Education, and Recreation (HPER), and other related UA departments and units.

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

The program will not impact any other existing programs beyond a modest marginal impact on delivering undergraduate and general education requirement courses. The affected units have been coordinated with during the development of the program. The minor in Public Health is embedded in the proposed new tracks; the minor and these tracks will both be offered by the Department of Health Sciences and collaborating departments for cross-listed courses. Other departments, such as the School of Nursing, can take advantage of these course offerings.

These BSHS tracks will not only support national efforts to provide undergraduates with public health education opportunities, but graduates will be prepared to undertake graduate education in a range of fields of study as well at all MAUs. For example, the Health Educator track may enhance the Master of Public Health program by providing well-prepared students with an interest in public health.

6. Projection of enrollments (headcount of majors).

The program projects conservative estimates for the new BSHS tracks. Table 7 reflects the projected cumulative majors in the program in the first four years. The majors in each year reflect the new majors and those majors already in the program. For instance, the 25 majors anticipated in Year 2 include the 10 from the first year, plus an additional 15 new majors.

Table 7
Budget Information

	Year 1	Year 2	Year 3	Year 4
Total Major Headcount	10	25	40	50

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

The department has already added one new faculty member through internal reallocation and external Alaska Technical Vocational Education Program (TVEP) funding. Another term faculty position is planned for FY14, pending successful TVEP continuation funds. Proposals for funding for the new position by TVEP funding and by internal institutional reallocation are currently under review. The Department of Health Sciences (DHS) and the College of Health are committed to funding this program through internal reallocation if funding is not secured through TVEP or institutional reallocation.

The primary medical, public health, and social and economic library resources are located at UAA/APU Consortium Library. The new degree offerings are fully supported by these existing resources, which build on resources available to support undergraduate programs. UAA, in conjunction with the National Library of Medicine, is constantly upgrading these library resources, and the Department of Health Sciences (DHS) has assisted as a partner.

A recent remodel of the DHS space in the Diplomacy Building will accommodate the proposed expansion of the BSHS tracks. No additional space or remodels are anticipated at this time.

8. Fiscal Plan for the proposed program.

No new appropriations or expense coverage will be required for initial implementation and delivery of courses under the new BSHS tracks. There will be no reassignment of faculty members in the Department of Health Sciences to deliver the program. The program will be built upon existing resources. As noted in Section 7 above, the program plans to add another term faculty position in FY14, pending TVEP funding, legislative appropriation, or internal reallocations. This new position will allow the program to increase its faculty and staff capabilities and capacity at an accelerated pace.

Costs of adjunct faculty to teach required core courses and the electives will be covered under current TVEP funding, through FY13 and possibly through a renewal of the TVEP grant. As noted above, the department and college have committed to fund the program through internal reallocations in the event the TVEP funds are not awarded.

The department does not anticipate new revenue for providing undergraduate course offerings; therefore, the appropriate column in Table 8 "New Revenue" has been left blank except for possible grant revenue funding of positions. Note the forecast of adding a new full-time faculty member in Yr 2, FY14; implementation may start in Yr 1 should new funding become available from pending TVEP and internal reallocation and legislative appropriation proposals.

Table 8
Incremental Expenses, Revenues, and Balances

Year	New Expenses	New Revenue	Balance	Comments
Yr 1	\$100,00*	\$105,940	\$5,940	Revenue through tuition; *Revenue through TVEP, Reallocation, or Legislative Appropriation Initial incremental expense will be ongoing
Yr 2	\$100,000	\$128,717	\$28,717	Revenue through tuition; Initial incremental expense is ongoing
Yr 3	\$100,000	\$152,487	\$52,487	Revenue through tuition; Initial incremental expense is ongoing
Yr 4	\$100,000	\$170,317	\$70,317	Revenue through tuition; Initial incremental expense is ongoing
Yr 5	\$100,000	\$170,317	\$70,317	Revenue through tuition; Initial incremental expense is ongoing

9. Support of appropriate advisory councils.

There is no official advisory council for the new BSHS tracks at this time. That said, expansion of the BSHS program has been developed through extensive consultations with numerous departments responsible for health programs and curriculum, including:

- Office of Health Programs Development and the statewide Allied Health Alliance
- Department of Health, Physical Education & Recreation
- College of Health administrative leadership
- Program Coordinator for existing BSHS Physician Assistant track
- School of Allied Health
- Office of Academic Affairs

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

1. Degree/Certificate Title & Responsible Program

Major Academic Unit UAA	School or College College of Health	Department Health Sciences
Complete Program Title Bachelor of Science in Health Sciences		
Type of Program	<input type="checkbox"/> Undergrad Certificate <input type="checkbox"/> AA/AAS <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Masters <input type="checkbox"/> Graduate Certificate <input type="checkbox"/> Doctoral <input type="checkbox"/> Specialty	

2. Catalog descriptions of the program and of new or modified courses that constitute the major field of study.

See Attachment A: Catalog Copy for BSHS tracks (Health Educator, Pre-Professional BSHS track)

3. Rationale for revision.

This prospectus presents a proposal to add two new tracks to the existing Bachelor of Science in Health Sciences (BSHS), which currently has a Physician Assistant track in collaboration with the University of Washington MEDEX program. The two new tracks are a Health Educator track and a Pre-professional track with options in occupational therapy, physical therapy, and pharmacy.

The proposed new tracks of the BSHS respond to current statewide needs and demand. These tracks complement and expand knowledge gained in health care provision and allied health sciences, and prepare students for careers and further education in public health. The tracks are consistent with identified national trends, driven by student demand and interest, and align with Alaska's health workforce development needs.

Health Education: The promotion of health and prevention disease depends heavily on the provision and use of information by individuals to improve their lifestyles and manage their care, and on campaigns to change the behavior of populations in conjunction with public health and other health care workers. The role of a health educator is to work with individuals and groups to encourage and guide their health and wellness. The BSHS Health Educator track will prepare graduates for certification as Health Education Specialists (CHES).

The 2007 Alaska health occupations vacancy study identified a vacancy rate of 13% in health education positions statewide. An Alaska Department of Labor and Workforce Development projection estimated the need for 80 more health educators in the period from 2006 to 2016. Since that time there has been a trend toward lifestyle coaching and care management, particularly for persons with chronic health issues. With the rapid aging of the Alaska population, the burden of chronic disease is growing. Employers in the state are increasingly interested in improving the health status of their employees, primarily to heighten productivity and decrease costs. It is anticipated that demand for health educators will continue to expand to address these interests.

This track also prepares graduates to continue into careers and graduate education in public health. Public health addresses improving population health, and building capacity to meet workforce needs in disease prevention, health promotion, and planning and policy regarding environmental and social factors important to health as broadly

defined by the World Health Organization. The public health workforce has experienced shortages for a number of years, a situation that will worsen due to pending retirements over the next decade.

Pre-Professional: Many health professions prepare their graduates at the doctoral level in programs variously labeled “direct entry” or “clinical” doctoral programs. Examples are medicine (MD), pharmacy (PharmD), and physical therapy (DPT). In Alaska all of these are (or will be) partnership programs with accredited outside institutions that offer their programs in state, typically using e-learning methods for academics and local clinical experiences. Most of these programs either require or will soon require that the student complete a bachelor’s degree prior to admission to the graduate professional program.

In order to ensure students take the courses during their bachelor’s program that will allow them to apply for these graduate programs and prepare them for academic and professional success, this pre-professional track of the BSHS will focus on coursework and skills development essential for each field.

The following data provides a picture of demand for these critical health care workers in Alaska:

Pharmacy – In 2007, the vacancy rate for pharmacists was found to be 11%. The Department of Labor projected a need for 229 additional pharmacists from 2008-2018. Thirty-five percent of pharmacists were reported as 50 years and over.

Physical Therapy – An 18% vacancy rate was found in 2007. The need for an additional 118 physical therapists is projected by the Department of Labor in the period 2008-2018. Twenty-three percent of employed physical therapists were reported to be 50 years and over.

Occupational Therapy – This profession experienced a 28% vacancy rate in 2007. Occupational therapists have been underutilized in the state; this appears to be changing. Also, 33% of the workforce are 50 years and over. The Department of Labor predicted a need for 56 additional occupational therapists in the decade ending 2018. The aging of the population is expected to push this number higher.

Streamlining and ensuring preparation appropriate to education in each of these professions would be addressed by the Pre-Professional BSHS track.

4. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.

The two proposed tracks in the Bachelor of Science in Health Sciences (BSHS) degree respond to state needs, supporting Goal 4 for the University of Alaska Academic Master Plan (AMP). They also respond to Objective 4 of the AMP, “increase the number of healthcare professionals trained by UA.” They align with UAA’s Strategic Plan, specifically the goals in Strategic Priority A which relate to workforce development and high-demand careers.

The tracks also align with the UA mission statement “...inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.” They also align with the UAA mission statement, “...UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples.”

5. 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.

This program does not result in duplication within any other University of Alaska unit. Extensive consultations have taken place within the MAU, and the department foresees opportunities to coordinate with other MAUs once this coursework is implemented. The department has solid collaborations with Allied Health, Nursing, Health, Physical Education, and Recreation (HPER), and other UAA departments.

6. Impact the revision will have on other programs within the University of Alaska.

This program will not impact any other existing undergraduate programs beyond the demands on the General Education courses. The increase in the number of students taking existing course offerings while being enrolled in one of the BSHS tracks will have a modest marginal impact on delivering undergraduate and general education requirement courses. The affected units have been coordinated with during the development of the program. The minor in Public Health is embedded in the proposed new tracks; the minor and these tracks will both be offered by the Department of Health Sciences and collaborating departments for cross-listed courses. Other departments, such as the School of Nursing, plan to take advantage of these course offerings.

These BSHS tracks will not only support national efforts to provide undergraduates with public health education opportunities, but graduates will be prepared to undertake graduate education in a range of fields of study as well at all MAUs. For example, the Health Educator track may enhance the Master of Public Health program by providing well-prepared students with an interest in public health.

7. Projection of enrollments (headcount of majors).

The program projects conservative estimates for the new BSHS tracks. Table 7.1 reflects the projected cumulative majors in the program in the first four years. The majors in each year reflect the new majors and those majors already in the program. For instance, the 25 majors anticipated in Year 2 include the 10 from the first year, plus an additional 15 new majors.

Table 7.1
Enrollment Projections

	Year 1	Year 2	Year 3	Year 4
Total Major Headcount	10	25	40	50

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

The department has already added one new faculty member through internal reallocation and external Alaska Technical Vocational Education Program (TVEP) funding. Another term faculty position is planned for FY14. Proposals for funding for the new position by TVEP funding and by internal institutional reallocation are currently under review. The Department of Health Sciences (DHS) and the College of Health are committed to funding this program through internal reallocation if funding is not secured through TVEP or institutional reallocation.

The primary medical, public health, and social and economic library resources are located at the UAA/APU Consortium Library. The new degree offerings, as well as the minor of public health, are fully supported by these existing resources, requiring no additional resources beyond those already in place for regularly upgrading library resources. UAA, in conjunction with the National Library of Medicine, regularly upgrades these library resources, and the DHS has assisted as a partner.

A recent remodel of the DHS space in the Diplomacy Building will accommodate the proposed expansion of the BSHS tracks. No additional space or remodels are anticipated at this time.

A. Existing Faculty and Staff

Name: Dr. Steve Konkel

Highest academic degree or certification: Ph.D.

Academic rank/position title: Associate Professor

Professional registrations/qualifications: Fellow of the Royal Institute of Public Health (UK), AICP, certified planning credential of the American Institute of Certified Planners of the American Planning Association

Type of appointment: Tri-partite

Relevant scholarly activity/experience: extensive, please see CV on DHS website:

<http://www.uaa.alaska.edu/healthsciences/facultyandstaff/faculty.cfm>

Former U.S. Fulbright Scholar and Senior Research Fellow, Health & Environment in Ireland; Program

Coordinator for the MSc: Environmental Health Science at Eastern Kentucky U.

Current assignment: BSHS, Program Co-development and Coordination; lead faculty for Minor in Public Health.

Assignment will include serving as Coordinator of the two additional BSHS tracks proposed herein.

Staff

Donda Haus, 25% time, Program Assistant and Support

Adjunct Faculty:

DHS currently maintains a Temporary Credit Faculty Pool on the university's recruitment website, and has already successfully recruited appropriately qualified faculty to assist in teaching courses in the approved curriculum of the Minor in Public Health.

B. New Faculty (One or more depending on funding)

Minimum academic degree or certification required: Masters Prepared, Ph.D. Preferred

Academic rank/position title envisioned at time of hire: Assistant or Associate Professor

Required professional registrations/qualifications: (if applicable): None

Type of appointment: Tri-partite, Term or Tenure-Track

Required relevant scholarly activity/experience: New faculty should have either significant research or practical experience in environmental or behavioral health, in public health practice, or in a related position.

9. Budgetary impacts resulting from the revision.

No budgetary resources are requested for initial implementation and delivery of courses used for the two proposed new tracks. There will be no reassignment of faculty members in the Department of Health Sciences necessary to deliver the program. All costs of the BSHS expansion of tracks are embedded in the existing college and department faculty lines and budgets. As noted in Section 8 above, the program plans to add another term faculty position in FY14, pending continued TVEP funding, legislative appropriation, or internal reallocations. This new position will allow the program to increase its faculty and staff capabilities and capacity at an accelerated pace.

**Table 9.1
Budget Information**

Projected Annual Revenues in FY 13		Projected Annual Expenditures in FY 13	
Unrestricted		Salaries & benefits (faculty and staff)	\$ 190,000
General Fund*	\$ 148,000	Other (commodities, services, etc.)	\$ 62,300
Student Tuition & Fees**	\$ 5,940.00	TOTAL EXPENDITURES	\$ 252,300
Indirect Cost Recovery	\$ 0	One-time Expenditures to Initiate Program (if >\$250,000)	
TVEP or Other (specify):	\$ 100,000	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1 Term Faculty recruitment	\$ 7,000
Federal Receipts		Year 2	\$
Other (specify):	\$ 0	Year 3 FY 20115 Fac. recruitment	\$ 7,500
TOTAL REVENUES	\$253, 940	Year 4	\$

*The General Fund figure is a state appropriation for the first BSHS faculty hire and related program support.

**While the Department of Health Sciences does not receive student tuition and fees, tuition is a source of position funding within the College of Health.

**Table 9.2
Budget Status**

Revenue source	Continuing	One-time
a. In current legislative budget request	\$ 148,000	\$
b. Additional appropriation required	\$	\$
c. Funded through internal MAU redistribution:	\$	\$
d. Funded all or in part by external funds, expiration date	\$	
e. Other funding source Specify Type: FY13 TVEP funding (Jan. '12 Proposal)	\$	\$ 100,000

10. Concurrence of appropriate advisory councils

There is no official advisory council for the BSHS at this time. That said, expansion of the BSHS program has been developed through extensive consultations with numerous departments with responsibility for health programs and curriculum, including:

- Office of Health Programs Development and the statewide Allied Health Alliance
- Department of Health, Physical Education & Recreation
- College of Health administrative leadership
- Program Director for existing BSHS Physician Assistant track
- School of Allied Health
- Office of Academic Affairs

11. Educational objectives, student learning outcomes and plan for assessment.

The educational objectives and student learning outcomes are based on current approaches to population health based on prevention of disease in addition to treatment. The World Health Organization (WHO) and others have focused on enhancing the quality of life through public health interventions, from reducing pollution to improving population health practices and developing the evidence base. The Minor in Public Health was envisioned as a way to infuse undergraduate education with the knowledge and skills that will be necessary to tackle 21st Century health challenges, as population growth continues to place tremendous pressure on health care resources and provision. The new tracks of the BSHS take this knowledge further, preparing students to enter the workforce and pursue graduate studies in public health and other fields.

Table 11.1 below presents educational objectives for the program. Table 11.2 on the following page presents the student learning outcomes the program's students will demonstrate, as well as the plan for assessing student performance on these learning outcomes.

Table 11.1
Educational Objectives

Students graduating from the new BSHS tracks will

1. Use their knowledge, skills, and abilities to assume a number of entry-level and leadership positions in a variety of healthcare, public health, and state, tribal, state, federal and global health service agencies.
2. Contribute to the development of an educated citizenry.
3. Understand and appreciate the diversity of various cultures and populations within Alaska, including gaining insights into key issues in the circumpolar North countries.

Table 11.2
Student Learning Outcomes and Plan for Assessment

Students completing one of the Bachelor of Science in Health Science (BSHS) tracks will demonstrate:

Learning Outcome	Plan for Assessment
1. Knowledge of human cultures and the physical and natural world, in particular the health of entire populations affected by community-based health promotion, interventions, and disease prevention activity/policy.	Self-report on Alumni Survey, Exit interview
2. Intellectual and practical skills related to public health practice and administration	Artifacts of student accomplishment: E-portfolios, final papers, and preceptor evaluation
3. Personal and social responsibility, including civic engagement and awareness of social and economic issues affecting the health of populations	Reflection papers, testimonials/evaluation from community partners
4. Application of knowledge, skills and responsibilities in new settings; ability to understand and address complex issues	Practicum reports, and oral presentations, Self-evaluation
5. Ability to communicate and demonstrate critical thinking	Reflection papers, presentations, and engagement with community stakeholders

HEALTH SCIENCES

*Diplomacy Building (DPL), Room 404, (907)786-6565
<http://hs.uaa.alaska.edu/dept>*

Bachelor of Science, Health Sciences

The Department of Health Sciences takes a multi-disciplinary approach to preparing students for careers in the areas of health education and health promotion, public health, community health, health care delivery, disease prevention, and rehabilitation. The Bachelor of Science in Health Sciences (BSHS) includes three tracks:

- Health Educator
- Physician Assistant (PA)
- Pre-professional track with emphasis in occupational therapy (OT), physical therapy (PT), physician assistant (PA), or pharmacy

THE CATALOGUE COPY FOR THE TWO NEW PROPOSED BSHS TRACKS FOLLOWS:

BSHS HEALTH EDUCATOR TRACK

The Bachelor of Science in Health Sciences Health Educator Track provides training in the competencies for health educators identified by the National Health Educators Competencies Update Project and qualifies students to take the Certified Health Educator Specialist (CHES) exam. In addition it provides education in population-based health and a community health education practicum. The Health Educator track provides a good foundation for careers or graduate study in health education, public health and community health promotion.

ADMISSION REQUIREMENTS

Complete the Baccalaureate Degree Programs Admission Requirements described in Chapter 7, Academic Standards and Regulations.

Field Practicum

The practicum provides students with an opportunity to apply health sciences and health education knowledge and skills to specific assigned projects within a community health organization. Placements may become competitive. The Department of Health Sciences makes every effort to find appropriate field placements for students; however, admittance to the BSHS Health Educator Track does not guarantee acceptance by cooperating health agencies.

Departmental Honors

The BSHS Health Educator Track recognizes exceptional performance by conferring Departmental Honors in Health Sciences. In order to receive Honors in Health Sciences, a student must meet each of the following requirements:

1. Satisfy all requirements for the BSHS Health Educator Track degree.
2. Earn a GPA of 3.50 or higher in upper division (300- and 400-level) BSHS core and focus sequence courses.
3. Meet the requirements for graduation with honors as listed in Chapter 7 of the UAA Catalog.
4. Complete the HS A492 Senior Seminar: Contemporary Health Policy with a grade of B or better.
5. Complete a senior project or thesis (HS A498 Senior Project in Health Sciences or HS A499 Senior Thesis in Health Sciences) with a grade of B or better. The Health Sciences faculty must approve the project/thesis proposal and the final written report.
6. Notify the departmental advisor in writing on or before the date of filing an Application for Graduation with the Office of the Registrar.

GRADUATION REQUIREMENTS

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. Major Requirements

1. Complete 39 credits of required core courses:

HS A210	Introduction to Environmental Health	3
HS A220	Core Concepts in Health Sciences	3
HS A230	Introduction to Global Health	3
HS A326	Introduction to Epidemiology	3
HS A345	Planning and Implementation of Health Education Programs	3
HS/SOC A370	Medical Sociology	3
HS/HUMS A420	Introduction to Program Evaluation	3
HS/NS A433	Health Education: Theory and Practice	3
HS A492	Senior Seminar: Contemporary Health Policy	3
HS A495	Health Sciences Practicum	3
PEP A384	Cultural and Psychological Aspects of Health and Physical Activity Education Programs	3
PHIL A302	Biomedical Ethics	3
PSY A372	Community Psychology	3

2. Complete the following support courses (33 or 34 credits)

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
BIOL A240	Introduction to Microbiology for Health Sciences	4
COMM A241	Public Speaking	3
DN A203	Nutrition for the Health Sciences	3
ENGL A212	Technical Writing	3
	OR	
ENGL A213	Writing in the Social and Natural Sciences	
	OR	
ENGL A214	Persuasive Writing	
PSY A111	General Psychology	3
PSY A150	Lifespan Development	3
STAT A252	Elementary Statistics (3)	3/4
	OR	
STAT A253	Applied Statistics for the Sciences (4)	
	OR	
PSY A260	Statistics for Psychology (3)	
	AND	
PSY A260L	Statistics for Psychology Lab (1)	
SWK A243	Cultural Diversity and Community Service Learning	3

3. Complete 3 credits Natural Science GER in a discipline other than Biology.

4. Complete one of the following focus area sequences (6 – 9 credits):

Aging (6 credits)

SOC A110	Introduction to Gerontology: Multidisciplinary Approach	3
SOC A310	Sociology of Aging	3

Public Policy (6 credits)

PS A101	Introduction to American Government (3)	3
	OR	
PS A102	Introduction to Political Science (3)	
	AND	
PS A347	Public Administration (3)	3
	OR	
PS A348	Public Policy (3)	

Nutrition Sequence 1 (6 credits)

DN A145	Child Nutrition (3)	3
	OR	
DN A147	Geriatric Nutrition (3)	
	AND	
DN A415	Community Nutrition	3

Nutrition Sequence 2 (6 credits)

DN A310	Nutrition Communication	3
DN A355	Weight Management and Eating Disorders	3

Medical Anthropology (9 credits)

ANTH A202	Cultural Anthropology	3
ANTH A205	Biological Anthropology	3
ANTH A455	Medical Anthropology	3

Communication (6 credits)

COMM A235	Small Group Communication (3)	3
	OR	
COMM A237	Interpersonal Communication (3)	
	AND	
COMM A305	Intercultural Communication	3

Research Methods (7 - 8 credits)

PSY A261	Research Methods in Psychology (4)	3/4
	OR	
SOC A361	Social Science Research Methods (3)	
	AND	
PSY/SOC A453	Application of Statistics to the Social Sciences	4

5. A total of 120 credits are required for this degree, of which 42 must be upper division.

BSHS PRE-PROFESSIONAL TRACK

The Bachelor of Science in Health Sciences Pre-Professional (PP) Track provides training in public health and health education along with preparation for occupational therapy (OT), pharmacy, physical therapy (PT), physician assistant, or other professional health-related graduate programs. The BSHS PP track includes an OT option, a PT option, a PA option and a pharmacy option (See Major Requirements below).

Prerequisites for graduate programs vary across graduate schools. The UAA BSHS PP track includes most prerequisites for many OT, PT, PA and pharmacy graduate programs. However, students must check the prerequisites for the schools they plan to attend in order to ensure that they meet all admission requirements. Students are encouraged to meet with an advisor in the Health Sciences department early in their academic program to assist with course selection.

ADMISSION REQUIREMENTS

Complete the Baccalaureate Degree Programs Admission Requirements in Chapter 7, Academic Standards and Regulations.

Departmental Honors

The BSHS Pre-Professional Track recognizes exceptional performance by conferring Departmental Honors in Health Sciences. In order to receive Honors in Health Sciences, a student must meet each of the following requirements:

1. Satisfy all requirements for the BSHS, Pre-Professional Track degree.
2. Earn a GPA of 3.50 or higher in upper division (300- and 400-level) BSHS core and focus sequence courses.
3. Meet the requirements for graduation with honors as listed in Chapter 7 of the UAA Catalog.
4. Complete HS A492 Senior Seminar: Contemporary Health Policy with a grade of B or better.
5. Complete a senior project or thesis (HS A498 Senior Project in Health Sciences or HS A499 Senior Thesis in Health Sciences) with a grade of B or better. Health Sciences faculty must approve the project/thesis proposal and the final written report.
6. Notify the departmental advisor in writing on or before the date of filing an Application for Graduation with the Office of the Registrar.

GRADUATION REQUIREMENTS

Students must complete the following graduation requirements:

A. General University Requirements

Complete the General University Requirements for All Baccalaureate Degrees listed at the beginning of this chapter.

B. General Education Requirements

Complete the General Education Requirements for Baccalaureate Degrees listed at the beginning of this chapter.

C. Major Requirements

1. Complete 33 credits of required core courses:

HS A210	Introduction to Environmental Health	3
HS A220	Core Concepts in Health Sciences	3
HS A230	Introduction to Global Health	3
HS A326	Introduction to Epidemiology	3
HS A345	Planning and Implementation of Health Education Programs	3
HS/SOC A370	Medical Sociology	3
HS/HUMS A420	Introduction to Program Evaluation	3
HS/NS A433	Health Education: Theory and Practice	3
HS A492	Senior Seminar: Contemporary Health Policy	3
PEP A384	Cultural and Psychological Aspects of Health and Physical Activity Education Programs	3
PHIL A302	Biomedical Ethics	3

2. Complete the following support courses (36 or 39 credits)

BIOL A111	Human Anatomy and Physiology I	4
BIOL A112	Human Anatomy and Physiology II	4
BIOL A115	Fundamentals of Biology I	4
BIOL A116	Fundamentals of Biology II	4
CHEM A105	General Chemistry I	3
CHEM A105L	General Chemistry I Laboratory	1
CHEM A106	General Chemistry II	3
CHEM A106L	General Chemistry II Laboratory	1
DN A203	Nutrition for Health Sciences	3
ENGL A212	Technical Writing (3)	3
	OR	
ENGL A213	Writing in the Social and Natural Sciences (3)	
	OR	
ENGL A214	Persuasive Writing (3)	
PSY A111	General Psychology (3)	3
	OR	
PSY A150	Lifespan Development (3)	
STAT A252	Elementary Statistics (3)	3/4
	OR	
STAT A253	Applied Statistics for the Sciences (4)	
	OR	
PSY A260	Statistics for Psychology (3)	
	AND	
PSY A260L	Statistics for Psychology Lab (1)	

3. Complete one of the following option requirements:

a. Occupational Therapy option (10 credits)

PEP A382	Kinesiology and Biomechanics	4
PEP A383	Movement Theory and Motor Development	3
SOC A310	Sociology of Aging	3

b. Physical Therapy option (18 credits)

PEP A382	Kinesiology and Biomechanics	4
PEP A383	Movement Theory and Motor Development	3
PHYS A123	Basic Physics I	3
PHYS A123L	Basic Physics I Laboratory	1
PHYS A124	Basic Physics II	3
PHYS A124	Basic Physics II Laboratory	1
SOC A310	Sociology of Aging	3

c. Physician Assistant option (9-10 credits)

BIOL A240	Introduction to Microbiology for Health Sciences	3
PHYS A123	Basic Physics I (3)	3/4
	AND	
PHYS A123L	Basic Physics I Laboratory (1)	
	OR	
CHEM A321	Organic Chemistry I (3)	
SOC A310	Sociology of Aging	3

d. Pharmacy option (21 credits)

CHEM A321	Organic Chemistry I	3
CHEM A322	Organic Chemistry II	3
CHEM A323L	Organic Chemistry Laboratory	2
COMM A241	Public Speaking	3
ECON A201	Principles of Macroeconomics	3
ECON A202	Principles of Microeconomics	3
MATH A200	Calculus	4

4. A total of 120 credits are required for this degree, of which 42 must be upper division.

FACULTY

For the BSHS – Health Educator and the BSHS – Pre-Professional tracks:

Associate Professor Dr. Steve Konkel, Coordinator, steven.konkel@uaa.alaska.edu

For the BSHS – Physician Assistant track of the BSHS

John Riley, Instructor, Coordinator, PA Program, ajfor@uaa.alaska.edu