



## Board of Regents Program Action Request

### University of Alaska

Proposal to Add, Change, or Delete a Program of Study  
(University Regulation R10.04.020)

1a. Major Academic Unit (choose one)      UAA	1b. School or College Prince William Sound Community College	1c. Department Instruction Dept.
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2. Complete Program Title Associate in Applied Science in Outdoor Leadership

3. Type of Program

Undergraduate Certificate   
  AA/AAS   
  Baccalaureate   
  Post-Baccalaureate Certificate  
 Masters   
  Graduate Certificate   
  Doctorate

4. Type of Action <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete	5. Implementation date (semester, year) Fall, 2011
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6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.  
 (Provide information for the 5<sup>th</sup> year after program or program change approval if a baccalaureate or doctoral degree program; for the 3<sup>rd</sup> year after program approval if a master's or associate degree program; and for the 2<sup>nd</sup> 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).

Projected Annual Revenues in FY 14		Projected Annual Expenditures in FY 14	
Unrestricted		Salaries & benefits (faculty and staff)	\$ 94,835
General Fund	\$	Other (commodities, services, etc.)	\$ 27,448
Student Tuition & Fees	\$104,832	TOTAL EXPENDITURES	\$122,283
Indirect Cost Recovery	\$	One-time Expenditures to Initiate Program (if >\$250,000)	
TVEP or Other (specify):	\$	(These are costs in addition to the annual costs, above.)	
Restricted		Year 1	\$ 0
Federal Receipts	\$	Year 2	\$ 0
TVEP or Other (specify):	\$	Year 3	\$ 0
TOTAL REVENUES	\$ 104,832	Year 4	\$ 0

Page # of attached summary where the budget is discussed, including initial phase-in: p. 3

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.

Revenue source	Continuing	One-time
a. In current legislative budget request	\$	\$
b. Additional appropriation required	\$ 77,000	\$
c. Funded through internal MAU redistribution:	\$	\$ 17,451
d. Funded all or in part by external funds, expiration date	\$	\$
e. Other funding source Specify Type:	\$	\$

8. Projected enrollments (headcount of majors). If this is a program deletion request, project the enrollments as the program is phased out.

Year 1: 12	Year 2: 25	Year 3: 25	Year 4: 25
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Page number of attached summary where demand for this program is discussed: pp. 3-4

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

Graduate TA	
Adjunct	1.75**
Term	
Tenure track	1.0***

\*\*exact number of adjunct faculty dependent on student elective needs.  
\*\*\*begins FY14, subject to program meeting anticipated revenues

10. Number\* of TAs or faculty to be reassigned:

Graduate TA	
Adjunct	
Term	
Tenure track	

Former assignment of any reassigned faculty:  
For more information see page \_\_\_\_\_ of the attached summary.

11. Other programs affected by the proposed action (please list):

Program Affected	Anticipated Effect	Program Affected	Anticipated Effect
PWSCC General Ed	Increased enrollment	UAA B.S. in Phy Ed, Adventure Leadership Emphasis	Potential enrollment increase due to transfer from AAS graduates
UAS B.A. in Geography, Outdoor Skills and Leadership	Potential enrollment increase due to transfer from AAS graduates		

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

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

13. Aligns with University or campus mission, goals, and objectives (list):  
Responsiveness to State Needs  
Educational Quality and Accessibility  
Workforce Development

Page in attached summary where alignment is discussed: pp. 1-2

14. State needs met by this program (list):  
Professionally trained workers/leaders in outdoor recreation  
Provide an Associate's level education within the state  
  
Page in the attached summary where the state needs to be met are discussed: pp. 1-2

15. Program is initially planned to be:

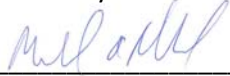
Available to students attending classes at PWSCC campus(es), later Kenai Campus as well.

Available to distance students.

Partially available to distance students. (More than one box may be checked if applicable.)

Page # in attached summary where distance delivery is discussed: N/A

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

 /\_Jan. 20, 2011\_\_\_\_\_  
Authorized MAU Signature Date

<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____/_____ Chair, Academic and Student Affairs Committee	_____ 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 their 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.

\*\* Exact number of adjunct faculty dependent on student elective needs.

\*\*\* Full-time tenure-track position anticipated to begin FY14, subject to program meeting anticipated revenues. Program needs will be met by adjunct assignments in FY12 and FY13.

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

This is a summary of a full prospectus. 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 Outdoor Leadership AAS degree addresses a growing need for higher education in Alaska in this subject matter. Through the program, students will discover new knowledge by participating in diverse learning opportunities. Students will also engage in their education outside of the classroom by participating in internships and experiential electives.

**2. History of the development of the proposed program.**

Development of the AAS in Outdoor Leadership program has occurred over the past 3 years, with earnest research and implementation plans over the past 18 months. Outdoor Recreation programs across the nation were reviewed and the curriculum of them was studied to glean what the best practices are. The program concept was presented to the PWSCC College Council in late Spring Semester, 2008, and met enthusiastic support, with one Council member asking to be included on the advisory council for the new program, when implemented. Curriculum plans proceeded with increased detail, and the concept was mentioned at a UAA Deans and Directors meeting, at which time KPC became aware of PWSCC's plans. KPC had been considering a similar program. KPC and PWSCC began working on a framework that would allow students to capitalize on the two very different topographies and internship opportunities unique to each college's region. UAA's recreational program faculty was quickly brought into the discussion, and the result is the current PWSCC proposal. The current proposal is suited to collaborate with potential programs at both KPC and UAA, with fully integrated curriculum that allows students to move between institutions to tailor their educational experiences to their individual. Next steps are development of articulation agreements between the institutions, MOAs with local and regional partners for experiential elective courses and internships, promotion and student recruitment, development of remaining courses in the program, and hiring of faculty for some courses.

The greatest challenge for the program has been addressing risk management issues. The program has been designed to maximize student safety and learning, while minimizing potential liability to the university. Students will be placed in field-related courses with local recreation vendors to fulfill "experiential elective" coursework. Because students will be completing course objectives under supervision of vendors, the risk liability is shared. Still, recognizing that the "deep pockets" of the university would be a target of any liability litigation, PWSCC is working with UA Statewide to establish third party insurance for

students enrolled in the program. Current plans are to establish the premiums as fees to students in the program to ensure that student carry the required insurance; policies will provide coverage for injury and loss-of-life.

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

Enrollment in existing GER courses is expected to increase slightly as a result of this program. The increase will not be significant enough to exceed current capacity. UAS currently offers a Certificate in Outdoor Skills and Leadership, and an emphasis under their interdisciplinary BLA degree BA in Geography. PWSCC and UAS will work together wherever possible and the certificate will fold into the new AAS. UAA is in the process of proposing a certificate program in Outdoor Leadership that would articulate with the PWSCC degree, and currently offers an Adventure Leadership emphasis under its Bachelor of Science in Physical Education degree. PWSCC and UAA are in cooperation for articulation of these programs. There are currently no other Associate degree programs in Outdoor Leadership in the state, so this program will not introduce competition and will fill a niche between the current and proposed certificate programs and the Bachelor degree programs. If similar programs are developed in the future at the 4 year level, articulation agreements will be put in place to facilitate smooth student transfer.

### **4. State needs met by the proposed program.**

According to Bureau of Labor Statistics, the need for qualified recreation professionals in Alaska exceeds that of the national average, with 15% increase in demand anticipated between 2006-2016. Facilitators of outdoor recreation experiences want to hire locally, and are eager to have a pool of qualified graduates to choose from. (See Appendices B-D)

Currently, there are no similar degree granting programs in the state of Alaska.

### **5. Student opportunities, outcomes, and enrollment projections.**

As part of the program, students will participate in at least 1 internship with a provider of outdoor recreation services. Students will also gain core outdoor skills through experiential elective classes. These out of class experiences, in conjunction with academic coursework, will uniquely position graduates to be competitive in the job market. Graduates will also be prepared to continue their education by transferring to an institution offering 4 year degrees, and through gaining professional certifications.

Upon completion of the AAS in Outdoor Leadership, students will be able to:

1. Understand and explain the benefits of outdoor recreation for individual and community well being
2. Successfully evaluate risks associated with outdoor activities and identify methods to reduce and/or mediate risk
3. Understand key skills necessary for recreation professionals such as program planning, assessment, leadership, outdoor safety skills, and budgeting
4. Demonstrate strong verbal and written communication skills
5. Demonstrate quantitative reasoning skills in a recreation context

Based on comparisons with programs with similar access to recreational opportunities, the program is projected to enroll 12 students in the first year, growing to 25 students per year. It is anticipated that the program will then remain at 25 students per year.

**6. Faculty and staff workload implications.**

The proposed program will be administratively overseen by the Wellness Center Coordinator (already in place) in conjunction with the Instruction department. The Coordinator will also serve as Adjunct Faculty for theory based courses. Additional courses will be taught by qualified adjunct faculty, who will be hired based on their academic and/or professional background. The precise number of adjunct teaching assignments will be determined based on student experiential elective and internship needs. In Year 3, a full-time tenure-track faculty member is anticipated, subject to the program meeting anticipated enrollment and revenue projections.

**7. Fiscal Plan for the proposed program.**

**Table ES7.1  
Incremental Expenses, Revenues, and Balances**

Year	New Expenses	New Revenue	Balance
Yr 1	78,100	48,420	(29,680)
Yr 2	77,184	100,800	23,616
Yr 3	122,283	104,832	(17,451)
Yr 4	127,033	109,025	(18,008)
Yr 5	131,254	113,386	(17,868)