New Program Proposal: Legal Studies Programs Package

Legal Studies Minor
Legal Nurse Consultant Paralegal Undergraduate Certificate
Paralegal Studies Associate of Applied Science
Legal Studies Bachelor of Arts
Paralegal Studies Post-Baccalaureate Certificate

Executive Summary
(See University Regulation R10.04.020.C)

This is a summary of four interrelated prospectuses. The full prospectuses are available upon request.

Degree/Certificate Title & Responsible Program

<table>
<thead>
<tr>
<th>Major Academic Unit</th>
<th>School or College</th>
<th>Department</th>
</tr>
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<tr>
<td>UAA</td>
<td>COH</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

Complete Program Title
Minor, Legal Studies (already approved at institutional level)
Undergraduate Certificate, Legal Nurse Consultant Paralegal
Associate of Applied Science, Paralegal Studies
Bachelor of Arts, Legal Studies
Post-Baccalaureate Certificate, Paralegal Studies

Type of Program
- Minor
- Undergrad Certificate
- AA/AAS
- Baccalaureate
- Post-Baccalaureate Certificate
- Masters
- Doctoral

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

The Justice Center proposes restructuring its existing Paralegal Studies curriculum to make better use of existing resources within the Justice Center and the College of Health, significantly increase student options and the depth of Justice Center programs, and respond to market demand in the legal field. The reorganization is the result of recommendations by the Paralegal Program’s External Advisory Committee, feedback from the American Bar Association (ABA), information gleaned from a third-party consultant’s survey of employer interest, and consistent student demand for more options in legal studies.

This proposal will convert the existing 60 credit, ABA-approved Paralegal Studies undergraduate certificate into a 60 credit Associate of Applied Science (AAS) degree in Paralegal Studies. The restructuring will also add four interrelated program options:

- a Legal Nurse Consultant (LNC) Paralegal undergraduate certificate for students working on or holding a nursing degree,
- a Bachelor of Arts (BA) in Legal Studies,
- a Legal Studies Minor, and
- a Post-Baccalaureate Certificate in Paralegal Studies.
Together, these five options will comprise the expanded Legal Studies curriculum in the Justice Center. Every Legal Studies student will be encouraged to engage in supervised pro bono service to Alaska legal aid agencies, and may seek to graduate with Pro Bono Service Honors. Each of these program options will be ABA-approved and grounded in a common core of courses combining theoretical knowledge with skills-based training in American legal practice. New program proposals for the AAS, BA, Post-Baccalaureate Certificate, and LNC Paralegal undergraduate certificate are submitted in tandem with this summary; the Minor has been approved by the University and does not require Regents’ review or approval.

This proposal, offering a variety of student options and emphasizing public service, furthers the educational mission of the University of Alaska and UAA in a number of ways. First, part of the vision in the UAA 2017 Strategic Plan is to be distinguished for “driving Alaska’s social and economic development through education and training for workforce development and high-demand careers.” Priority A of UAA 2017 is, in part, to build depth “in programs that support student success, … workforce development, preparation for high demand careers or respond to high student demand.” The proposed addition of five interrelated, American Bar Association (ABA) approved, Legal Studies program options is directly aligned with this vision and strategic priority: it adds depth to Justice Center programs, responds to consistent and long-term demand from students for degree options beyond the paralegal certificate, and provides workforce development in the high-demand legal paraprofessional field. The U.S. Bureau of Labor Statistics reports that this field will continue to grow at a rate much faster than average for the foreseeable future. Nationally, demand for these students is expected to grow by 28 percent. In Alaska, demand is expected to grow by 13.7 percent. The proposal establishes a variety of paths by which different student populations may prepare themselves to meet that demand. These students will graduate ready to fill positions in local, state, and federal agencies; state, federal, and tribal court systems; corporate legal and risk management departments; public interest legal organizations; and private law firms.

Another aspect of UAA’s Vision is facilitating the university’s "role as a public square" by extending its "partnerships with private and public institutions" through internships and organized volunteer opportunities. Strategic plan Priority A similarly calls for increasing “active student participation in ... service learning.” The proposed Legal Studies options further this priority by including internships in the curriculum. In addition, students are encouraged to perform pro bono volunteer service to Alaska legal aid agencies; students who complete the requisite hours of service may graduate with Pro Bono Service Honors. The mandatory internships, together with the incentive to earn Pro Bono Service Honors by volunteering with legal aid agencies, demonstrably strengthen the bond between the university and the community.

Priority C of UAA 2017 calls for expanding educational opportunity and increasing student success by improving “the rates at which students attain their educational goals.” The new program options reconfigure existing Paralegal Studies admissions requirements and

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1 The Justice Center will seek ABA approval for these revisions immediately upon Regents’ approval.
prerequisites, and facilitate student progress, enabling students to more efficiently achieve the degree of their choice.

Another Strategic Priority in UAA 2017 is focusing “on market share of Alaska’s college-bound students” and “recruitment of highly qualified high school graduates.” This proposal will establish the first Bachelor degree in Legal Studies in Alaska, create the first LNC Paralegal option for nursing students and graduates in Alaska, provide the first Post-Baccalaureate Certificate in Paralegal Studies in Alaska, provide a Minor for students seeking a Bachelor degree in another field but desiring law-related workplace training, and provide career training and experience for students seeking a two-year degree that will lead to employment in the legal field. This array of options vastly expands the choices available to Alaska high school graduates with an interest in law; consistently strong student demand for these options indicates this proposal will improve UAA’s ability to attract higher numbers of qualified high school graduates.

2. History of the development of the proposed suite of programs.

This proposal was initiated by UAA’s Justice Center to respond to emerging trends across the country in the regulation of paralegals, implement recommendations by the Paralegal Studies Program External Advisory Committee and ABA reviewers, and meet student and employer demand. The community engagement component of the program was added in response to numerous requests from legal services agencies in the community for student interns and volunteers. These community partners are among the major supporters of the proposed program changes.

Once need for the program was articulated, ABA requirements for approval were reviewed. Guidelines promulgated by the American Association for Paralegal Education (AAfPE) were also incorporated into the program design. Proposed curriculum changes were reviewed by the program’s external advisory committee, which offered feedback and recommendations. Program requirements were revised in accordance with the information gathered from these resources. Program outcomes were identified through consultation with UAA’s Office of Academic Affairs, and review of the ABA Guidelines for the Approval of Paralegal Programs and the American Association for Paralegal Education (AAfPE) Core Competencies for Paralegal Programs.

The greatest challenge in developing this curriculum was ensuring that all of the competencies identified by the external advisory committee, the ABA, and the AAfPE were covered by the curriculum, while at the same time ensuring that students could progress through the program efficiently and graduate on time. Course content and prerequisites were adjusted to ensure that students can complete their coursework without delaying graduation or incurring student loans beyond those necessary to finance the requisite number of credits.
3. Impact of the proposed suite of programs on existing UA programs, including the GER.

The only existing programs that may be impacted by this proposal are the UAA Computer Information Systems (CIS) and Computer Information and Office Systems (CIOS) programs and the UAA English program: the CIS and CIOS programs due to a three-credit technology education requirement in the AAS and English due to a three-credit upper division composition requirement in the AAS and BA. Because the technology education requirement permits such a wide range of course options, neither CIS nor CIOS is likely to notice an actual impact on any one course. The English Department, which may notice slightly higher enrollments in its upper division composition courses, has indicated it can accommodate the proposed change. In addition, one course in Nursing Science will experience slightly higher enrollments due to the LNC Paralegal Certificate; Nursing Science has also indicated it can accommodate that increase.

4. State needs met by the proposed suite of programs.

As noted above, the Bureau of Labor Statistics’ most recent Occupational Outlook Handbook shows that “Employment of paralegals and legal assistants is projected to grow 28 percent between 2008 and 2018, much faster than the average for all occupations” (emphasis added). Growth of 13.7% is expected in Alaska according to 2012 estimates from the state Department of Labor and Workforce Development. Thus, these program options provide workforce training in a rapidly growing field. Not only do these options prepare students for high demand careers, they also develop a workforce of Alaskans well versed in researching, analyzing, and applying state and federal regulations, and ready to grow into positions of corporate or public leadership.

The Justice Center commissioned a consultant to obtain input from the legal and justice communities regarding this proposal. One respondent noted that “the pervasiveness of local, state, and federal regulation across Alaska, more so than in other states, creates more demand for nonlawyers with this type of training.” In general, respondents felt that the proposed restructuring of Justice Center programs “will greatly improve the quality and availability of legal studies in Alaska, fill a variety of existing and future unmet needs, allow Alaskans to stay in state to study and work, prepare more Alaskans for law school, provide professionals for a wide spectrum of employment opportunities, and … contribute to a better informed populace more conversant with legal concepts.”

5. Student opportunities, outcomes, and enrollment projections.

Throughout the country and in Alaska there is increased emphasis on use of paraprofessionals to improve access to and reduce the costs of professional services. The rapid rise in the number of these positions is forecast to continue for the foreseeable future. A recent survey published in the American Bar Journal ranks paralegal 13th among the top 200 job opportunities. Private law firms are the largest single category of employer, but there are numerous other opportunities in both the public and private sectors. In Alaska, some of the largest employers of legal paraprofessionals are the oil companies and Alaska Native
corporations. Other employers include federal, state, and municipal agencies; state and federal prosecutors and defenders; court law libraries and clerks offices; insurance companies; estate and trust departments of banks; hospitals and health care organizations; real estate and title insurance companies; unions; legal aid organizations; consumer organizations; environmental organizations; and any organizations with risk management or regulatory compliance departments.

Graduates of the programs will be able to produce superior university-level written documents and oral reports; apply the rules of professional ethics governing lawyers and nonlawyer staff, and the rules governing the unauthorized practice of law in Alaska; apply legal terminology and foundational principles of substantive and procedural law; conduct legal research; synthesize primary and secondary legal authorities and draft memoranda of legal analysis; conduct legal investigations, manage discovery, and draft legal pleadings that conform to the rules of civil procedure; and relate legal rules to client problems in the performance of entry-level paralegal duties in a private law firm, public legal service agency, or law department.

Expected enrollments in the first five years of the program are 4,412 (headcount of filled course seats). Majors and minors in the suite of programs are expected to number 87 by the fifth year after implementation.

6. Faculty and staff workload implications.

Restructuring of the existing paralegal program will be accomplished by adding seats in existing courses and by hiring two new full-time tenure track bi-partite faculty. These two new faculty members are currently being recruited using existing funds and will support all five of the proposed program options in Legal Studies. Existing staff and faculty will not be reassigned. However, existing faculty will see an increase in workload due to having additional students in their courses. These increases will be manageable under existing workload agreements, and will not negatively impact student learning outcomes. Similarly, existing staff resources are sufficient to accommodate an increase in students. In addition to teaching four courses per semester, new faculty will also provide advising to prospective and current students. The increase in advising responsibilities will therefore not impact existing staff and faculty.

7. Fiscal Plan for the proposed suite of programs.

Financial projections are based on both revenue and expense projections for the department supporting the five proposed reconfigured/new programs. Revenue projections are based on projected course enrollment increases as the result of implementing all five proposed programs, which are based on market demand and student interest. Revenue projections are conservative (for example, they assume that all tuition revenue is from in-state students). Revenue projections also assume a slow growth in student course seat enrollment from 65% of enrollment goals in FY13 to 100% in FY17.
Expense projections are based on the costs associated with two new full-time tenure track faculty and adjunct professors for two courses. These positions are already funded, recruitments are in process, and will be filled regardless of the approval of these programs. Expense projections also include a modest allocation for travel, contractual services, and commodities. Personnel costs are projected to increase by 3.5% each year. There are no new appropriations required for the implementation of the five proposed programs. Instead, these programs are being supported by a reallocation of existing and projected revenues within the College of Health and the Justice Center. Starting in FY13 (Year 1), new tuition revenue is expected to exceed the new expenses associated with these five new program options by $64,045. By FY17 (Year 5), new revenue is expected to exceed new expenses by $159,916.

Table ES7.1
Incremental Expenses, Revenues, and Balances

<table>
<thead>
<tr>
<th>Year</th>
<th>New Expenses</th>
<th>New Revenue</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 1</td>
<td>164,080</td>
<td>228,125</td>
<td>64,045</td>
</tr>
<tr>
<td>Yr 2</td>
<td>170,797</td>
<td>263,223</td>
<td>92,426</td>
</tr>
<tr>
<td>Yr 3</td>
<td>177,681</td>
<td>298,318</td>
<td>120,637</td>
</tr>
<tr>
<td>Yr 4</td>
<td>184,740</td>
<td>333,415</td>
<td>148,675</td>
</tr>
<tr>
<td>Yr 5</td>
<td>191,047</td>
<td>350,963</td>
<td>159,916</td>
</tr>
</tbody>
</table>
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  
COH  
1c. Department  
Justice Center  

2. Complete Program Title  
Undergraduate Certificate, Legal Nurse Consultant Paralegal  

3. Type of Program  
- Undergraduate Certificate  
- Masters  
- Graduate Certificate  
- Post-Baccalaureate Certificate  
- Doctorate  

4. Type of Action  
- Add  
- Change  
- Delete  

5. Implementation date (semester, year)  
Spring, 2013  

6. Projected Revenue and Expenditure Summary.  
Not Required if the requested action is deletion.  
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd 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.)  

<table>
<thead>
<tr>
<th>Projected Annual Revenues in FY 17</th>
<th>Projected Annual Expenditures in FY 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>Salaries &amp; benefits (faculty and staff)</td>
</tr>
<tr>
<td>General Fund</td>
<td>Other (commodities, services, etc.)</td>
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<tr>
<td>Student Tuition &amp; Fees</td>
<td>TOTAL EXPENDITURES</td>
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<tr>
<td>Indirect Tuition &amp; Fees</td>
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<tr>
<td>TVEP or Other (specify):</td>
<td></td>
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<tr>
<td>Restricted</td>
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<tr>
<td>Federal Receipts</td>
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</tr>
<tr>
<td>TVEP or Other (specify):</td>
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</tr>
<tr>
<td>TOTAL REVENUES</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
</tr>
</tbody>
</table>

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.  

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>c. Funded through internal MAU redistribution:</td>
<td>$150,433</td>
<td>$0</td>
</tr>
<tr>
<td>d. Funded all or in part by external funds, expiration date</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>e. Other funding source Specify Type: New student tuitions and fees</td>
<td>$350,963</td>
<td>$0</td>
</tr>
</tbody>
</table>
8. Projected enrollments (headcount of majors). If this is a program deletion request, project the enrollments as the program is phased out.

| Year 1: 136 | Year 2: 158 | Year 3: 179 | Year 4: 200 |

Page number of attached summary where demand for this program is discussed: Pg. 4 of program summary and pg. 5 of the master exec summary.

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

| Graduate TA | 0 |
| Adjunct     | 2 |
| Term        | 0 |
| Tenure track| 2 (already funded) |

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

| Graduate TA | 0 |
| Adjunct     | 0 |
| Term        | 0 |
| Tenure track| 0 |

Former assignment of any reassigned faculty: 0
For more information see page 5 of the attached master exec. summary.

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

<table>
<thead>
<tr>
<th>Program Affected</th>
<th>Anticipated Effect</th>
<th>Program Affected</th>
<th>Anticipated Effect</th>
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</thead>
<tbody>
<tr>
<td>UAA Nursing</td>
<td>Slight increase student numbers in Forensic Nursing course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page number of attached summary where effects on other programs are discussed: Pg. 4 of the master exec. summary and pg. 3 of the program summary.

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

- American Bar Association


Page in attached summary where alignment is discussed: 1 of both the master exec. summary and the program summary.

14. State needs met by this program (list): Increase options for law-related study; creates workforce in high-demand field.

Page in the attached summary where the state needs to be met are discussed: Pg. 3 of the program summary and Pg. 4 of the master exec. summary.

15. Program is initially planned to be:

- Available to students attending classes at UAA campus(es).
- 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: NA

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

Authorized MAU Signature Date

Thomas R. Con 11 JUN 2012
8. Projected enrollments (headcount of majors). If this is a program deletion request, project the enrollments as the program is phased out.

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For more information see page 5 of the attached master exec. summary.

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Page number of attached summary where effects on other programs are discussed: Pg. 4 of the master exec. summary and pg. 3 of the program summary.

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

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Page in attached summary where alignment is discussed: 1 of both the master exec. summary and the program summary.

12. Specialized accreditation or other external program certification to needed or anticipated. List all that apply or ‘none’:

American Bar Association


Page in attached summary where alignment is discussed: 1 of both the master exec. summary and the program summary.

14. State needs met by this program (list): Increase options for law-related study; creates workforce in high-demand field.

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- [x] Available to students attending classes at UAA campus(es).
- [ ] 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: NA

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

_______________________________/_______
Authorized MAU Signature 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.

Attachments:  
- Summary of Degree or Certificate Program Proposal.  
- Other (optional)
New Program Proposal
Undergraduate Certificate, Legal Nurse Consultant Paralegal

Executive Summary
(See University Regulation R10.04.020.C)

This is a summary of a full prospectus. The full prospectus is available upon request. The information below summarizes a proposed Legal Nurse Consultant (LNC) Paralegal undergraduate certificate, one of five interrelated proposed program options in Legal Studies. A master executive summary provides information common to all proposals; it should be reviewed in tandem with this document.

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<td>Justice Center</td>
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Complete Program Title
Undergraduate Certificate, Legal Nurse Consultant Paralegal

Type of Program
☒ Undergrad Certificate ☐ AA/AAS ☐ Baccalaureate
☐ Masters ☐ Graduate Certificate ☐ Doctoral ☐ Post-Baccalaureate Certificate

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

The proposed LNC Paralegal undergraduate certificate provides students a new academic path toward high-demand positions that lie at the intersection of law and health, thus meeting one of the goals of Priority A of the UAA 2017 Strategic Plan – to provide workforce development and prepare students for high-demand careers.

The proposed certificate also supports Priority D of UAA 2017: strengthening the UAA community. This priority calls upon faculty to “[b]uild an institution recognized for its collaborative efforts between and among programs, schools, [and] colleges....” The LNC Paralegal program is an exemplar of collaborative effort between the Justice Center and the School of Nursing. Developed in consultation with nursing faculty and including courses taught by both Justice and Nursing faculty, the program will provide a broad range of career choices for current nursing students and for graduates.

UAA 2017 Priority C also calls for expanding educational opportunity and increasing student success by improving “the rates at which students attain their educational goals.” The LNC Paralegal Program has been carefully structured to permit students entering the program with a degree in hand to obtain their certificate in two or three semesters, and to provide undergraduate students with an opportunity to complete their law-related coursework while waitlisted for their nursing courses. This structure provides both cohorts of students an efficient path toward completing their certificate.
Finally, UAA 2017 prioritizes focusing “on market share of Alaska’s college-bound students” and “recruitment of highly qualified high school graduates.” As the first LNC Paralegal credential in Alaska, the proposed program will improve the university’s ability to attract qualified high school graduates with an interest in law, nursing, or both, who wish to maximize their career options.

For additional ways in which this certificate supports the university’s educational mission, see the accompanying Master Executive Summary.

2. History of the development of the proposed program.

This program proposal was initiated by UAA’s Justice Center in response to the rapid growth of an emerging profession, the Legal Nurse Consultant or Legal Nurse Consultant (LNC) Paralegal. The work performed by LNC Paralegals has been recognized as a subcategory of paralegal practice by the American Bar Association since the 1990’s. Legal Nurse Consulting is also recognized as a specialty practice of the nursing profession by the American Board of Nursing Specialties. These paralegals work in private law firms on personal injury cases; for health care institutions in risk management, peer review, and compliance; for government agencies handling workers’ compensation, occupational safety, medical benefits, and fraud cases; and in a multitude of other settings where legal and medical issues intersect.

The proposed LNC Paralegal program brings together UAA’s strengths in nursing and in law-related education. It is designed to accommodate two types of students. The first is nursing students enrolled at UAA, who are taking non-nursing courses while they wait to get into their clinical courses. The second is nursing graduates wanting to change the focus of their nursing career or enhance their professional life with paralegal work. Thus, although the certificate will only be awarded to nursing graduates, nursing students may enroll as pre-majors and complete their legal coursework before they graduate from nursing school. The Legal Studies credits will also transfer seamlessly into the AAS in Paralegal Studies should students for some reason not finish their nursing degree, allowing efficient degree completion. Once students graduate from nursing, they can return to the LNC Paralegal program for a semester to complete the three courses in the program that are restricted to nursing graduates. Students beginning the program with a nursing degree may commence their studies with the two prerequisite courses for the higher level legal specialty courses and with the LNC-specific courses. In the second semester, they can move on to the higher level legal specialty courses. This structure allows the nursing graduate to complete the program in two or three semesters.

Once the opportunity to collaborate with the School of Nursing was articulated, ABA requirements for approval were reviewed, along with the structure of ABA approved LNC Paralegal programs in other parts of the country. Guidelines promulgated by the American Association for Paralegal Education (AAfPE) and by the American Association of Legal Nurse Consultants (AALNC) were also incorporated into the program design. Proposed curriculum changes were reviewed by the program’s external advisory committee, which offered feedback
and recommendations. Program requirements were revised in accordance with the information gathered from these resources. Program outcomes were identified through consultation with UAA’s Office of Academic Affairs, as well as review of the ABA Guidelines for the Approval of Paralegal Programs, the AAFPE Core Competencies for Paralegal Programs, and the AALNC Scope and Standards of Practice.

The greatest challenge in developing this curriculum was seeking to ensure that all of the competencies identified by the program Advisory Committee, the ABA, the AAFPE, and the AALNC were covered by our coursework, while at the same time ensuring that students could progress through the program efficiently. Course content and prerequisites were adjusted and readjusted to ensure that students can complete their coursework without delaying graduation or incurring unnecessary student loans.

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

This will be the first LNC Paralegal program in the state, so there is no potential for duplication of offerings. The only existing program that will be impacted is the UAA School of Nursing, which offers one of the courses required in the proposed program. The Justice Center has coordinated this proposal with the director of the School of Nursing, who has indicated her program can accommodate this change. There will be no impact on GER courses, as this program will comprise students who are either already enrolled in Nursing and taking GERs for those programs, or who have degrees in nursing and have thus completed their GER requirements.

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

This provides the first LNC Paralegal certificate in the state. Not only does it prepare nursing students and alumni for a wide variety of career paths, it also develops a workforce of Alaskans with a dual background in nursing and legal studies who are prepared to fill positions in private law firms, insurance claims offices, corporate risk management departments, health care organizations, and government benefits offices. The accompanying Master Executive Summary provides further discussion on how the proposed suite of programs addresses state needs.

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

Throughout the country and in Alaska there is increased emphasis on the use of paraprofessionals to improve access to and reduce the costs of professional services. In the legal field, employment of paralegals and nonlawyer professionals has grown at a rate much faster than other occupations, a trend that is forecast to continue for the foreseeable future. With respect to LNC Paralegals, private law firms specializing in personal injury or health care law are still the largest single category of employer, but there are numerous other

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1 The program’s external advisory committee is described in more detail in the accompanying Master Executive Summary.
opportunities in both the public and private sector. Other potential employers include federal, state, and municipal agencies dealing with government health or insurance benefits; state and federal lawyers dealing with assault, personal injury, and death cases; insurance companies; hospitals, nursing homes, and health care organizations; real estate and title insurance companies; unions; legal aid organizations; consumer organizations; environmental organizations; and any organization with a risk management or health claims department.

In addition to the skills listed in the Master Executive Summary, graduates of the proposed LNC certificate program will be able to integrate substantive principles of law and medical or clinical practice in the analysis of medical evidence; formulate theories of injury causation pursuant to accepted principles of forensic nursing; and construct from the AALNC ethical standards and ABA rules of professional responsibility coherent principles of ethical practice for LNC Paralegals.

It is expected that course seat enrollments in the first five years of the proposed LNC Paralegal undergraduate certificate program will be approximately 883 based on annual program enrollments of 136 to 210 students over that time period.

6. Faculty and staff workload implications.

As it is not possible to separate workload implications for each of the proposed programs, this item is discussed in detail the accompanying Master Executive Summary.

7. Fiscal Plan for the proposed program.

As it is not possible to separate out the costs of the proposed certificate from the other proposed programs, the discussion and tables related to the program’s fiscal plan are found in the accompanying Master Executive Summary.
1. **Degree/Certificate Title & Responsible Program**

<table>
<thead>
<tr>
<th>Major Academic Unit</th>
<th>School or College</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA</td>
<td>College of Health</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

**Complete Program Title**
Undergraduate Certificate, Legal Nurse Consultant Paralegal

**Type of Program**
- [x] Undergrad Certificate
- [ ] AA/AAS
- [ ] Baccalaureate
- [ ] Masters
- [ ] Graduate Certificate
- [ ] Doctoral
- [ ] Post Bacc.

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

See Attachment A.

3. **Rationale for the new program and educational objectives, student learning outcomes and plan for assessment.**

The Justice Center is restructuring its 60 credit undergraduate certificate in Paralegal Studies to make better use of existing resources within the Justice Center and College of Health, significantly increase student options and the depth of Justice Center programs, and respond to market demand in the legal field. The restructured program will utilize the existing core of legal specialty courses, courses covering both legal theory and practice, to offer a Legal Nurse Consultant (LNC) Paralegal certificate.

This core sequence of courses will also support:
- a Bachelor of Arts, Legal Studies,
- an Associate of Applied Science (AAS), Paralegal Studies,
- a Legal Studies Minor, and
- a post-baccalaureate certificate in Paralegal Studies.

New program proposals for these additional options are submitted along with the present proposal. Together, these five program options will comprise the expanded Legal Studies curriculum in the Justice Center. All program options will be grounded in a common core of courses combining theoretical knowledge of the law with skills-based training that meets American Bar Association (ABA) standards for approval.

The new LNC Paralegal program will be the first of its kind in the state. It will bring together the expertise of the School of Nursing with that of the Justice Center to produce graduates with dual backgrounds in health and legal studies. This is in accordance with Priority D of UAA 2017,
the institution’s strategic plan, which calls upon faculty to “[b]uild an institution recognized for its collaborative efforts between and among programs, schools, [and] colleges....” The program will provide workforce development for high-demand positions associated with health care claims, benefits eligibility and fraud, institutional peer review and risk management, and personal injury claims.

Table 3.1 below presents the educational objectives for the program’s students. Table 3.2 presents the student learning outcomes and the program’s plans to assess them.

### Table 3.1
**Educational Objectives**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad-based knowledge achieved through general college education.</td>
<td></td>
</tr>
<tr>
<td>Exceptionally strong competency in critical thinking and in written and oral communication skills.</td>
<td></td>
</tr>
<tr>
<td>Clear understanding of the rules of ethics governing American judges, lawyers, and paralegals.</td>
<td></td>
</tr>
<tr>
<td>Comprehensive legal vocabulary and understanding of judicial processes.</td>
<td></td>
</tr>
<tr>
<td>Operational knowledge of legal investigatory and discovery techniques.</td>
<td></td>
</tr>
<tr>
<td>Command of skills required for legal research, critical analysis, and technical drafting.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of theories of law, historical influences on the development of law, and fundamental principles of substantive law.</td>
<td></td>
</tr>
<tr>
<td>Appreciation for the role of law in the allocation of public resources and regulation of social and economic relationships.</td>
<td></td>
</tr>
</tbody>
</table>

### Table 3.2
**Student Learning Outcomes and Plan for Assessment**

Students who complete this program will:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Plan for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce superior university-level written documents and oral reports.</td>
<td>Internship evaluation, employer surveys, student portfolios.</td>
</tr>
<tr>
<td>Identify and accurately apply the rules of professional ethics governing lawyers and nonlawyer staff, and the rules governing the unauthorized practice of law in Alaska.</td>
<td>Internship evaluation, employer surveys, graduate surveys, exit exams, student portfolios.</td>
</tr>
<tr>
<td>Interpret and accurately apply legal terminology and foundational principles of substantive and procedural law.</td>
<td>Internship evaluation, employer surveys, graduate surveys, exit exams, student portfolios.</td>
</tr>
<tr>
<td>Develop and execute legal and medical research plans using law and medical library resources and commonly used legal and medical research databases.</td>
<td>Employer surveys, graduate surveys, student portfolios.</td>
</tr>
<tr>
<td>Synthesize primary and secondary legal authorities and draft memoranda of legal analysis.</td>
<td>Internship evaluation, employer surveys, graduate surveys, student portfolios.</td>
</tr>
<tr>
<td>Outcome</td>
<td>Plan for Assessment</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Prepare legal investigation and discovery plans and draft legal</td>
<td>Internship evaluation, employer surveys, graduate surveys, student portfolios.</td>
</tr>
<tr>
<td>pleadings that conform to the rules of civil procedure and incorporate</td>
<td></td>
</tr>
<tr>
<td>standard techniques and resources for managing a case in litigation.</td>
<td></td>
</tr>
<tr>
<td>Integrate substantive principles of law and medical/clinical practice</td>
<td>Employer surveys, exit exams.</td>
</tr>
<tr>
<td>the analysis of medical evidence.</td>
<td></td>
</tr>
<tr>
<td>Formulate theories of injury causation pursuant to accepted principles</td>
<td>Employer surveys, exit exams.</td>
</tr>
<tr>
<td>of forensic nursing.</td>
<td></td>
</tr>
<tr>
<td>Construct from the American Association of Legal Nurse Consultants</td>
<td>Employer surveys, graduate surveys, exit exams.</td>
</tr>
<tr>
<td>(AALNC) Code of Ethics and Conduct, the AALNC’s Scope and Standards</td>
<td></td>
</tr>
<tr>
<td>of Practice, and the Alaska Bar Association’s Rules of Professional</td>
<td></td>
</tr>
<tr>
<td>Responsibility coherent principles of ethical practice for the Legal</td>
<td></td>
</tr>
<tr>
<td>Nurse Consultant Paralegal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Relevance to the MAU and UA mission, goals, and objectives.

As noted above, Priority D of UAA 2017 is strengthening the UAA community. This priority calls upon faculty to “[b]uild an institution recognized for its collaborative efforts between and among programs, schools, [and] colleges....” The LNC Paralegal program is an exemplar of collaborative effort between the Justice Center and the School of Nursing. Developed in consultation with nursing faculty and including courses taught by both Justice and Nursing faculty, the program will provide a dual career track for current nursing students and for graduates.

Part of the vision in UAA 2017 is to be a university distinguished for “driving Alaska’s social and economic development through education and training for workforce development and high-demand careers.” Priority A of UAA 2017 is, in part, to build depth “in programs that support student success, general education, workforce development, preparation for high demand careers or respond to high student demand.” The proposed addition of an ABA approved LNC Paralegal Certificate is directly aligned with this vision and plan.² It adds substantial depth to Justice Center programs and provides students a new academic path toward high-demand positions that lie at the intersection of health care and law.

Another aim of UAA 2017 is facilitating the university’s “role as a public square” by extending its “partnerships with private and public institutions” through internships and organized volunteer opportunities. Strategic Plan Priority A similarly calls for increasing “active student participation in research, creative expression, and service learning.” The proposed program furthers this mission as well. Students are encouraged to complete 50 hours of volunteer service to Alaska legal aid agencies. These students may graduate with Pro Bono Service Honors.

² The program plans to seek ABA approval for the certificate when the program is approved by the Regents. The undergraduate certificate in Paralegal Studies is currently ABA-approved.
Priority C of UAA’s Strategic Plan calls for expanding educational opportunity and increasing student success by improving “the rates at which students attain their educational goals.” The LNC Paralegal Program has been carefully structured to permit students entering the program with a degree in hand to obtain their certificate in two or three semesters, and to provide undergraduate students with an opportunity to complete their law-related coursework while waitlisted for their nursing courses. This structure enables both cohorts of students an efficient path toward completing their certificate.

Another Strategic Priority identified in UAA 2017 focuses “on market share of Alaska’s college-bound students” and “recruitment of highly qualified high school graduates.” As the first LNC Paralegal credential in Alaska, the proposed program will improve the university’s ability to attract qualified high school graduates with an interest in law or nursing, or both, who wish to maximize their career options.

Just as this program change furthers the mission and strategic plan for UAA, so too does it further the strategic plan of the College of Health. One of the goals in the College Strategic Plan for Excellence in Instruction is to refine and expand academic offerings. The plan for Student Success identifies a related goal of optimizing student learning opportunities. The addition of the first LNC Paralegal Certificate in the state and the parallel development of four related legal studies options substantially expands Justice Center academic offerings and provides students a wider range of opportunities to meet their academic goals.

5. Collaboration with other universities and community colleges.

The Justice Center has discussed the proposed restructuring of its undergraduate certificate with the Program Coordinator of the UAF Associate of Applied Science in Paralegal Studies. The programs have collaborated in developing an articulation agreement between the two MAUs. No other MAU in the state has a paralegal program or legal studies program focused on workforce training within American Bar Association guidelines for approval of paralegal programs. Thus, although the University of Alaska Southeast offers a Legal Studies Minor through its School of Management, 3 five of the six courses in that program will transfer as Legal Studies electives, but not as legal specialty courses. The Introduction to Law course in the UAS program will transfer directly into the UAA program options, and be deemed to satisfy any prerequisite requirement for UAA’s LEGL 101, Introduction to Law. A transfer policy stating this will be provided to the ABA and included in the program advising materials in accordance with ABA guidelines.

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3 UAS discontinued a Paralegal Studies AAS in 2006 due to low enrollments and job opportunities. The local demand for graduates and interns in Anchorage and Mat-Su is significantly higher. The existing UAA program is already thriving in its existing structure, which is designed in accordance with ABA standards and has been ABA-approved since 1992.
The Justice Center has provided email notice of the restructuring of this program to all of the community campuses within UAA. Since Kenai Peninsula College (KPC) offers an occupational endorsement certificate and an undergraduate certificate in Corrections, the center is coordinating directly with KPC to provide ongoing information on changes to Paralegal and Legal Studies courses and programs.

6. Demand for program (citing manpower studies or similar statistics), relation to state of Alaska long-range development, relation to other programs in the University of Alaska that may depend on or interact with the proposed program.

A. Demand for the program.


The Bureau of Labor Statistics notes there are a variety of factors fueling this demand:

Employers are trying to reduce costs and increase the availability and efficiency of legal services by hiring paralegals to perform tasks once done by lawyers. Paralegals are performing a wider variety of duties, making them more useful to businesses.

Demand for paralegals also is expected to grow as an expanding population increasingly requires legal services, especially in areas such as intellectual property, healthcare, international law, elder issues, criminal law, and environmental law. The growth of prepaid legal plans also should contribute to the demand for legal services.

Private law firms will continue to be the largest employers of paralegals, but a growing array of other organizations, such as corporate legal departments, insurance companies, real-estate and title insurance firms, and banks also hire paralegals. Corporations in particular are expected to increase their in-house legal departments to cut costs. The wide range of tasks paralegals can perform has helped to increase their employment in small and medium-size establishments of all types.
Job Prospects. In addition to new jobs created by employment growth, more job openings will arise as people leave the occupation. There will be demand for paralegals who specialize in areas such as real estate, bankruptcy, medical malpractice, and product liability. Community legal service programs, which provide assistance to the poor, elderly, minorities, and middle-income families, will employ additional paralegals to minimize expenses and serve the most people. Job opportunities also are expected in Federal, State, and local government agencies, consumer organizations, and the courts.

The demand for legal paraprofessionals is also recognized by the ABA, which encourages their use as a means of driving down the cost of legal services and improving access to legal assistance. The ABA Standing Committee on Paralegals has summarized⁴ the wide range of employment options available:

The utilization of paralegals improves the efficiency, economy and availability of legal services. As a result, increased emphasis is being placed on the hiring of paralegals in a variety of legal and law-related settings. Although private law firms continue to be the single largest employer of paralegals, good job opportunities also exist in several other markets in both the private and public sectors.

In addition to private law firms, other organizations in the private sector employ paralegals. Some examples include corporate legal departments, insurance companies, estate and trust departments of large banks, hospitals and health care organizations, real estate and title insurance companies, and professional trade associations. Job opportunities in the public sector are available in community legal services programs, consumer organizations, offices of public defenders, prosecutors and attorneys general, city attorneys, a wide array of state and federal government agencies, and the judicial system.

Alaska mirrors the rest of the country in its need for well-trained legal paraprofessionals. Reflecting this trend, the UAA Paralegal Studies Certificate Program Advisory Committee, comprising lawyers and paralegals working in Anchorage, states that its members look forward to being able to hire graduates “who are ready to take up support positions in [the legal] field.”⁵

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⁴ [http://www.americanbar.org/groups/paralegals/resources/career_information.html](http://www.americanbar.org/groups/paralegals/resources/career_information.html)

⁵ See Attachment B for a copy of the external advisory committee’s letter of support
B. Relation to State of Alaska long-range development

The Alaska Department of Labor and Workforce Development’s *Alaska Economic Trends* for August 2011 notes that health care is “Alaska’s fastest growing industry.” The report details strategies needed to establish “the human pipeline” necessary to fill jobs in this expanding industry. Among the programs identified are health care information and management. Graduates of the LNC Paralegal will be prepared to contribute to this essential workforce, with a unique understanding of both nursing practices and the legal regulatory environment governing health care in the United States. As one member of the Anchorage legal community observed, when asked about the proposed paralegal program changes, “There is a significant tie between Alaska and the government(s). We need people who understand the complexities in general - not necessarily those who are lawyers.” 6 This is particularly true with respect to the pervasive federal infrastructure providing medical care and benefits in Alaska.

This program also has the potential to address a long-term problem in Alaska – unmet for legal assistance in rural areas of the state and among middle and low-income Alaskans. Information provided by state social service agencies to Alaska Legal Services Corporation (the organization primarily responsible for providing civil legal aid to low-income Alaskans) indicates high levels of need in the areas of domestic and child abuse, guardianship, neglected/abused dependents, and health cases involving Medicare, Medicaid, home and consumer-based care, and long-term health care facilities. Well-trained nonlawyer professionals who combine a nursing education with legal training can play an essential role in helping to close the justice gap in these critical areas.

C. Relation to other programs in the University of Alaska that may depend on or interact with the proposed program.

As noted above, this program is one of five interrelated proposed program options at UAA, all of which are centered on the same core of legal specialty coursework as defined by the ABA. Those programs are all coordinated within the Justice Center. There are no other programs that depend on the proposed program.

The proposed program relies on the UAA School of Nursing to offer Introduction to Forensic Nursing, one of the required courses in the certificate program. The Justice Center has coordinated this requirement with the School of Nursing, which has indicated it can support the certificate program in this manner.

7. Effects of program on other academic units (e.g. GER course requirements)

There are no other academic units that require courses from this program in their curriculum; hence course revisions will have no effect on other units. LEGL 101 (formerly PARL 101) is a

6 See Section 17 below
8. Availability of appropriate student services for program participants.

All program faculty include student advising in their workload agreements, and maintain regular office hours. Program faculty regularly take advantage of workshops and webinars on student advising to improve their skills in this area. The Justice Center also maintains a full-time receptionist who is trained to respond to routine student advising questions. The Justice Center’s advising resources are supported by the College of Health, which provides a permanent advisor for all students in the college. The college is also in the midst of a new initiative to support student success, by developing a one-stop, drop-in advising center housed in the college and focused exclusively on programs within the college, including the proposed Legal Studies programs. Students will also have access to the UAA Learning Resource Center, which provides student support and tutoring in a wide variety of areas, including writing, math, language lab, and ESL tutoring.

In addition to the kinds of student support required by all UAA students, students in the Legal Studies programs will require advising regarding careers as legal paraprofessionals, and some students will seek advising regarding graduate or law school. The systems for providing that advising are already in place. The Justice Center has been the site of prelaw advising for the university as a whole for many years. It maintains a prelaw advising website and e-mail list for all students at UAA. Faculty have also participated for many years in the Color of Justice, a program sponsored by the National Association of Women Judges that seeks to improve diversity in the bench and bar, by providing advising sessions to high school and college students on preparing for law school. The guidance materials generated for students in Color of Justice are made available to students in Justice Center programs as well.

With respect to career advising, the Justice Center is a member of the American Association for Paralegal Education and receives regular updates on best practices in paralegal education and career preparation from that organization. This information is reflected in course and advising materials made available to students. Students are also referred to the job bank maintained by the International Federation of Paralegal Managers, which permits posting of student resumes at no charge.

Program faculty also regularly advise students regarding the benefits of the Career Services Center of the UAA Career Development Office. The Career Services Center added a “law” category to its employment search software in 2004. This change has allowed local employers to post paralegal job openings by category, and has enabled students and graduates to view open paralegal positions, and post and submit their resumes. Students also continue to learn about direct placement opportunities through the program. Many prospective employers contact the Paralegal Studies Certificate Program rather than the Career Services Center. When
that occurs, those notices are posted on the Justice Center website and on the Paralegal Studies Program Blackboard Community website, available only to program majors. The latter is linked to the Career Services Center homepage on the UAA career information website.

Finally, program faculty maintain ongoing ties with the Alaska Association of Paralegals. As a result of this relationship, the association implemented a student membership category. Faculty bring members of the association into the classroom to meet students, and facilitate student engagement with this professional group. Students who become members may participate in the association’s legal education programs, and access the association’s job bank for information about local employment opportunities.

9. Opportunities for research and community engagement for admitted graduate and undergraduate students.

The ABA Standing Committee on Paralegals encourages the utilization of paraprofessionals “in pro bono public law programs that provide legal services to those who cannot afford to hire an attorney.”7 Similarly, the ABA Model Guidelines for the Utilization of Paralegals states that lawyers should facilitate paraprofessional participation in pro bono activities. Recent data shows that nationally there is only one legal aid attorney available for every 6,415 low-income persons. Legal need studies over the last decade consistently find that fewer than one in five low-income Americans are able to obtain legal assistance with problems such as domestic violence and family disputes, evictions, and denial of public benefits.8

Alaska is no exception to this problem.9 The LNC Paralegal certificate is intentionally structured to encourage students to participate in the legal tradition of pro bono work. Every student is encouraged to complete 50 or more hours of supervised volunteer service to Alaska legal aid agencies; students who do so may graduate with Pro Bono Service Honors.

In addition, students may take independent studies electives, during which they work with Justice Center faculty on community-engaged research. Students may also perform Legal Studies Internships, which often involve community service providers. Students have, for example, performed internships for the Alaska Immigration Project, the Alaska Innocence Project, the Alaska Civil Liberties Union, and the Alaska Court System Family Law Self-Help Center.

Finally, opportunities for community engagement are often available through the students’ individual courses, as a result of faculty ties to community organizations. In the fall of 2011, for example, paralegal students volunteered at the Alaska Bar Association/Alaska Legal Services first annual Elizabeth Peratrovich Pro Bono Legal Clinic held in conjunction with the Alaska Federation of Natives Convention. For a number of years, students in the introductory

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7 http://www.americanbar.org/content/dam/aba/administrative/paralegals/ls_prlg_probonobrochure.authcheckdam.pdf
9 See Armstrong, B., Unmet Legal Needs in the U.S. and Alaska, 27(2) Alaska Justice Forum (Summer 2010)
paralegal studies class worked with Alaska Legal Services Corporation to present a seminar at the Anchorage Senior Center on advance health care directives, powers of attorney, and simple wills. Faculty are committed to facilitating this type of community engagement among our students.

10. Outline of schedule for implementation of the program.

Table 10.1 provides an outline of the schedule for implementation of the program. Dates are contingent on approval by the Board of Regents and NWCCU.

<table>
<thead>
<tr>
<th>Critical Task</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hire new faculty</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>2. Reserve additional computer lab space</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>3. Finalize articulation agreement with Fairbanks</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>4. Post transfer policy re UAS transfer students</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>5. Offer courses in accordance with four year plan</td>
<td>August 2012</td>
</tr>
<tr>
<td>6. Apply for ABA program approval</td>
<td>November 2012</td>
</tr>
<tr>
<td>7. Admit first students</td>
<td>January 2013</td>
</tr>
<tr>
<td>8. First graduates complete program</td>
<td>August 2014</td>
</tr>
</tbody>
</table>

11. Projection of enrollments (FTE (full-time equivalent) and headcount) and graduates over next five years.

Strong demand for this program is anticipated based on the high number of students in the nursing programs at UAA, the university’s proximity to local health care centers, and the rapid growth of legal nurse consulting nationwide. Enrollments for Year 1 are predicted at 65% of what the projected total enrollment will be once the program is well-established at Year 5, and at 75%, 85%, 95%, and 100% respectively for each of the ensuing years. Enrollment and advising data will be evaluated after Year 1 and decisions made about adjusting enrollments or adding sections as necessary. Growth is expected to increase as the Justice Center publicizes the program through majors fairs, high school preview days and other university events.

The enrollment headcount in the table on the following page represents 20% of the total Legal Studies enrollments for all five program options, which is the estimated percentage of enrolled students expected to be seeking this certificate. The FTE enrollments are calculated based on 12 credit hours per student per semester.

Graduation projections are estimated to be 75% of full time majors in two years. Although this percentage is higher than institutional averages historically, students entering this program are much more likely than the general student body to graduate, and to graduate on time, given
that admission to the program is contingent on established success in writing at the college level and successful completion of 100 and 200 level written composition courses. In addition, students drawn to Legal Studies are generally highly motivated and the program has been carefully structured to facilitate efficient progression toward the degree.

Table 11.1
Enrollment Projections

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Enrollment</td>
<td>11</td>
<td>13</td>
<td>15</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Enrollment Headcount</td>
<td>136</td>
<td>158</td>
<td>179</td>
<td>200</td>
<td>210</td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>8</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

12. Availability and quality and/or requirement for new faculty and/or staff to support the program.

This program is a part of a larger curriculum package involving expansion of the Justice Center program offerings. The overall new work associated with the five Legal Studies program options will be accomplished by adding seats in existing courses and by hiring two new full-time tenure track bi-partite faculty to cover the work of the expanded program, including the certificate proposed here. These faculty positions have been funded internally through reallocation of existing College of Health resources; no new funding is requested. Recruitments are already underway to fill these positions.

The two new faculty members will support all five of the proposed program options in Legal Studies, not just this certificate. Existing staff and faculty will not be reassigned. Similarly, existing staff resources are sufficient to accommodate an increase in students. In addition to teaching four courses per semester, each new faculty will also provide advising to prospective and current students. The increase in advising responsibilities will therefore not impact existing staff and faculty.

A. Existing Faculty and Staff

Existing faculty who will teach in the new program are:

Name: Deborah K. Periman
Highest academic degree or certification: Juris Doctor
Academic rank/position title: Associate Professor, Coordinator Paralegal Studies Certificate Program
Professional registrations/qualifications: Member, Alaska Bar Association
Type of appointment: Full-time, Bi-partite
Relevant scholarly activity/experience: 14 years in private legal practice in Alaska, 13 years teaching full-time in the Justice Center
Current assignment: 18 units teaching, 12 units service per academic year
How workload will be adjusted to meet demands of the new program: no adjustment
If being relieved of current duties, describe how are current duties are to be met: N/A

Name: Jason Brandeis
Highest academic degree or certification: Juris Doctor
Academic rank/position title: Assistant Professor
Professional registrations/qualifications: Member, Alaska Bar Association
Type of appointment: Full-time, Bi-partite
Relevant scholarly activity/experience: 6 years practicing public interest law in Alaska, 2 years teaching full time in the Justice Center
Current assignment: 24 units teaching, 6 units service per academic year
How workload will be adjusted to meet demands of the new program: no adjustment
If being relieved of current duties, describe how are current duties are to be met: N/A

B. New Faculty and Staff

New faculty needed include two full-time faculty and one adjunct faculty with the following qualifications:

For the two full-time faculty positions:
Minimum academic degree or certification required: Juris Doctor
Academic rank/position title at time of hire: Assistant Professor
Required professional registrations/qualifications: (if applicable) Member, Alaska Bar Association
Type of appointment: Full-time, Bi-partite
Required relevant scholarly activity/experience: Experience in the practice of law in Alaska, experience working with legal paraprofessionals

For the one adjunct faculty position:
Minimum academic degree or certification required: M.S. or Ph.D. in Nursing, or Juris Doctor
Academic rank/position title at time of hire: Instructor
Required professional registrations/qualifications: Alaska-Licensed Registered Nurse or Member, Alaska Bar Association.
Type of appointment: Adjunct, Part-time (3 credit load per academic year)
Required relevant scholarly activity/experience: Expertise in the practice of health care law and experience supervising LNC paralegals, forensic nursing expertise, or expertise in legal nurse consulting principles and practices.

13. Library, equipment, and similar resource requirement, availability, appropriateness, and quality.

This program will not require library or other resources beyond those already implemented in support of the existing 60 credit undergraduate certificate in Paralegal Studies, the
baccalaureate degree in Justice, and the other programs offered by UAA’s School of Nursing and Allied Health Programs. Pursuant to ABA guidelines, the adequacy of the library and information resources available to program students is evaluated annually in coordination with the UAA Consortium Library’s departmental liaison and in consultation with all faculty instructing within the program. The starting point of the annual review is the inventory of materials maintained for the ABA reports.

The library maintains current state and federal legal codes and regulations, and municipal ordinances for Anchorage and larger urban centers. It also maintains an inventory of legal treatises, which are updated regularly in consultation with program faculty. In addition, all students have access to Lexis through the UAA’s subscription to the Lexis-Nexis Academic Universe. This database includes all state and federal codes and regulations, municipal ordinances, all state and federal case law, and a database of current law reviews, treatises, and practice manuals. In addition, all students have access to Westlaw Public Access through the Alaska State Court Law Library referenced below. Students also have access to all major nursing and medical journals through the library’s electronic databases.

Program students enrolled in Legal Research are assigned individual passwords for Westlaw (a commercial legal information site) access. This course is taught in an existing computer lab on campus. Program students also have access to a shared Westlaw account on a terminal in the Justice Center student lab.

The Justice Center programs also make regular use of the Alaska State Court Law Library, which is open to the public. Permission to provide onsite instruction is obtained directly by the legal research instructor from the State Law Librarian. The UAA program has not experienced any limitations on providing onsite instruction.

14. New facility or renovated space requirements.

In the short-term, the two new full-time tenure track bi-partite faculty will require office space. The Justice Center will accommodate this need through a reassignment of its existing research office space. The Justice Center has already allocated existing resources for the minor renovations necessary to reassign this space.

In the long-term, greater access to a computer lab will be required. Proficiency with information and computer technology is an essential asset for students to be successful in their legal careers. In addition, legal professionals must have strong skills in library and legal research. As these proficiencies become increasingly important, computer lab access will become critical. Trends in the legal profession have prompted this space requirement, not the proposed program changes. The Justice Center is working with the College of Health to develop long-term plans to secure access to a computer lab. In the meantime, some of the program options include a requirement in Computer Networking and Office Technologies, and all students will be advised about the importance of being proficient in computer networking and office technologies.
15. Projected cost of all required resources, revenue from all sources and a budgetary plan for implementing and sustaining the program.

The following budget information is based on the creation of all five new program options in Legal Studies (not just the program option that is the subject of this prospectus). The five new program options must be considered together, because they are interdependent and utilize a single set of resources and generate shared revenues. All program options were designed to utilize a common core of courses in Legal Studies, and in turn to facilitate student transfers from one program option to another. Each single program option will have costs that exceed revenues if the shared expenses are not separately allocated. It is only when all programs are considered together, and the costs recognized as a single set of expenditures supporting five programs, that the revenues exceed costs.

Projected annual revenues include existing general funds ($150,433) and new student tuition and fees ($350,963). New student tuition and fees are calculated using projected enrollments, tuition rates, and proposed course fees (and exclude the 20% portion for central budgeting). New enrollments are conservatively projected based on current enrollment trends, student interests, and market demands. Tuition revenue is conservatively projected using AY13 tuition rates, with no projected increase. In addition, the tuition revenue assumes that all students will be in-state students (actual tuition revenue will therefore be higher than projected here). Projected revenues from tuition and fees assume a slow growth in student enrollment from 65% of enrollment goals in FY13 to 100% in FY17. Proposed course fees are designed to cover the cost of legal research software for students, a portion of the American Bar Association approval cost, and the student insurance cost for internships (the first is an existing fee, the others are new proposed fees). No other revenues are projected.

The total projected annual expenditures include salaries and benefits for two existing faculty, two new faculty, and two adjunct professors (for six credits per year). Costs for existing faculty are prorated based on the portion of their workload assigned to the program options in Legal Studies. Projected annual expenditures also include costs for travel, contractual services, and commodities. The annual expenditures projected in FY17 below include $144,704 in expenditures that are already covered by existing general funds and $191,047 in new expenditures.

The total expenditures for these five program options in Legal Studies are projected to be $335,751 in FY17. The projected revenues are projected to be $501,396. Projected revenues exceed projected expenditures by 49%. For every projected dollar in expenditure, there is a projected $1.49 in revenue.

Table 15.1 presents a summary of the overall projected revenues and expenditures in FY17. Table 15.2 demonstrates the revenue sources contributing to the program budget.
Table 15.1
Budget Information

<table>
<thead>
<tr>
<th>Projected Annual Revenues in FY 17</th>
<th>Projected Annual Expenditures in FY 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>Salaries &amp; benefits (faculty and staff)</td>
</tr>
<tr>
<td>General Fund</td>
<td>$150,433</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>$350,963</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
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</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>$0</td>
</tr>
<tr>
<td>Restricted</td>
<td>Year 1</td>
</tr>
<tr>
<td>Federal Receipts</td>
<td>$0</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td>$501,396</td>
</tr>
</tbody>
</table>

Table 15.2
Budget Status

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>c. Funded through internal MAU redistribution:</td>
<td>$150,433</td>
<td>$0</td>
</tr>
<tr>
<td>d. Funded all or in part by external funds, expiration date</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>e. Other funding source Specify Type: New Student Tuition &amp; Fees</td>
<td>$350,963</td>
<td>$0</td>
</tr>
</tbody>
</table>

16. Other special needs or conditions that were considered in the program’s development.

With the exception of two courses (totaling three credit hours of instruction between the two) specific to the LNC Paralegal program, this program represents a restructuring of existing courses into a new certificate program. For that reason, there are few special needs or conditions that have not already been met through administration of the existing undergraduate certificate in paralegal studies. One exception to this is the need to ensure that the certificate program incorporates principles and practices established by the AALNC as well as by the ABA and the AAfPE. This certificate program, like the four related Legal Studies program options, has been developed to meet the recommendations of the ABA site teams who have reviewed the existing paralegal studies program over the last twenty years.
17. Consultant reviews, reports from visitations to other institutions, or names and opinions of personnel consulted in preparing the proposal.

Over the last two years, the Justice Center has been in discussions with the Paralegal Studies Certificate Program Advisory Committee regarding ways to strengthen its educational offerings for legal paraprofessionals. The present restructuring of the certificate program into five program options centered on a common core is in large part the product of those conversations.10

The program also consulted with representatives of the American Bar Association Standing Committee on Paralegals during the program’s 2011 reapproval site visit. Although no official findings or recommendations regarding the changes were made, the site reviewers provided valuable guidance with respect to restructuring the program.

This program restructuring and development of the new program options has also been informed by the American Association for Paralegal Education (AAfPE) Core Competencies for Paralegal Programs. The AAfPE Competencies identify specific student outcomes in the areas of critical thinking, organizational skills, communication, legal research, legal writing, computer, interviewing and investigation, ethical obligations, and legal department management skills.

Ongoing dialogue with community partners is another component driving these changes. For a number of years, various community legal services organizations such as the Alaska Court System Family Law Self-Help Center and the Alaska Innocence Project have contacted the Justice Center requesting student volunteers and interns to provide supervised assistance to legal aid and community service lawyers. The number of these requests has far exceeded the available number of student interns. Responding to this unmet demand for student interns and legal paraprofessionals – and facilitating student engagement and workplace training – is one of the goals of these program changes.

Finally, the Justice Center contracted with a local consulting group, Britten and Associates, to gather input from members of the justice and legal communities regarding the proposed program options.11 This consultant telephonically interviewed 12 representatives of public and private legal institutions, agencies, and organizations. From these responses, several core themes emerged:

- The proposed program would create a more comprehensive and complete approach to legal education in Alaska; more of a pathway than the current scattered flagstones. It would put legal education in Alaska on the same level as other professions and would have positive ramifications for UAA and the state.

---

10 See Section 18 for more information and Attachment B for the advisory committee’s letter of support
11 Attachment C presents a summary of the results
• The proposed program would reduce Alaska’s “brain drain”, i.e., it very likely would keep more Alaskan students in Alaska as they would not have to leave the state for these types of educational offerings.
• Graduating from the more comprehensive proposed programs would enable Alaskans to fill jobs that heretofore had been offered to out of state candidates who possessed more advanced educations in legal studies.
• The legal field, like other professions, is moving toward using more paraprofessionals in order to meet the demand for affordable and accessible legal services and for staffing private, public and governmental organizations. The expanded program offerings would provide those paraprofessionals.

Respondents were also asked specifically about workforce needs. The report explains:

Each participant was asked if they saw a need in the general workforce or in rural Alaska or Alaska Native corporations for nonlawyer employees trained in working with local, state, and federal regulations and with a basic understanding of government agencies and general legal principles. Those conversant with the subject all replied to the affirmative. Areas specifically identified were:
• Assisting in the development of tribal courts
• A general lack of legal training in the rural Alaska labor pool
• Most current needs are filled by students/graduates from out of state
• The pervasiveness of local, state and federal regulation across Alaska, more so than in most other states, creates more demand for nonlawyers with this type of training.

The report concludes:
[T]he majority of those who participated in the interviews felt the proposed changes are much needed and well planned. They believe the restructuring will greatly improve the quality and availability of legal studies in Alaska, fill a variety of existing and future unmet needs, allow Alaskans to stay in state to study and work, prepare more Alaskans for law school, provide professionals for a wide spectrum of employment opportunities, and, in general, contribute to a better informed populace more conversant with legal concepts. There was a sentiment that rural Alaska could gain additional benefits and that an increased number of students in legal studies programs might well close the gap on unmet legal needs in Alaska through internships and clinics. Most of the concerns voiced about the restructuring of the program focused more on how those responsible for the changes would implement them, not about the changes themselves. The hope that the new
curriculums would provide improved, writing, researching and interviewing skills was underscored frequently.

18. Concurrence of appropriate advisory councils

This program is guided by the UAA Paralegal Studies Certificate Program Advisory Committee, as noted above. The committee comprises ten local attorneys, paralegals, and court personnel plus one non-legal community member, paralegal program faculty, and college administrators. Committee members external to UAA unanimously expressed their approval of the program changes. In a written statement of support, the committee concluded that “The proposed program will give UAA students a range of choice to meet their career goals. It provides flexibility so motivated students can build on their work, for example, allowing paralegal certificate students at UAA or UAF to complete a bachelor’s degree in their discipline without leaving Alaska.”

They concluded:

The standards described in the program materials are rigorous but reasonable. This committee’s comments were considered and incorporated. We feel confident that each of the program components will produce graduates with the requisite knowledge and skills to enter the legal marketplace with confidence, and who can immediately assist their employers. Finally, the pro bono service honors program will be a great asset to legal services agencies in Alaska, and to many Alaskans with unmet legal needs. UAA can be especially proud of this aspect of the legal studies program.

We urge you to approve the curriculum changes proposed by the Justice Center.

---

12 See Attachment B
Attachment A: Catalog Copy and new/modified Course Descriptions

LEGAL STUDIES

Consortium Library (LIB), Room 213, (907) 786-1810
http://justice.uaa.alaska.edu

The UAA Justice Center, established by the Alaska Legislature in 1975, has a mandate to provide statewide justice-related education, research, and service. The Justice Center is an interdisciplinary unit that provides undergraduate, graduate, and professional education; conducts research in the areas of crime, law, and justice; and provides service to government units, justice agencies, and community organizations throughout urban and rural Alaska to promote a safe, healthy, and just society.

The Justice Center offers a variety of programs that prepare students for work in law-related or public service fields. The core of each program is a foundational sequence of courses combining theoretical knowledge of the law with skills-based training in American legal practice.

Legal Studies Goals

Students in all programs will acquire:

1. Broad-based knowledge achieved through general college education.
2. Exceptionally strong competency in critical thinking and in written and oral communication skills.
5. Operational knowledge of legal investigatory and discovery techniques.
6. Command of skills required for legal research, critical analysis, and technical drafting.
7. Knowledge of theories of law, historical influences on the development of law, and fundamental principles of substantive law.
8. Appreciation for the role of law in the allocation of public resources and regulation of social and economic relationships.

To accomplish these goals, the following program options are offered: Certificate, Legal Nurse Consultant Paralegal; Associate of Applied Science, Paralegal Studies; Bachelor of Arts, Legal Studies; Minor, Legal Studies; and Post-Baccalaureate Certificate, Paralegal Studies. (See chapter 11 of this catalog for information about the post-baccalaureate certificate.) Students may also work toward Pro Bono Service Honors.

Pro Bono Service Honors

The Justice Center awards Pro Bono Service Honors to those Legal Studies students who work toward improving access to justice by contributing volunteer service to Alaska legal aid agencies. Students majoring in any of the Legal Studies programs, as well as Legal Studies minors, are eligible to graduate with Pro Bono Service Honors upon satisfactory completion of the following requirements:

1. Meet the catalog requirements for the minor, degree, or certificate sought.
2. Complete, as applicable, the following number of volunteer hours with a legal services agency approved by the Legal Studies Program Coordinator:
   a. Undergraduate Certificate, Legal Nurse Consultant Paralegal: 50 hours
   b. Associate Applied Science, Paralegal Studies: 60 hours
   c. Bachelor of Arts, Legal Studies: 120 hours
   d. Minor, Legal Studies: 50 hours
3. Students intending to graduate with Pro Bono Service Honors must obtain written verification of their hours of service from the legal service agency or agencies assisted.
4. In the semester they intend to graduate, students must submit their verification of service hours and written notice of their intent to graduate with Pro Bono Service Honors to the Legal Studies Program Coordinator. The verification and notice must be received by the Legal Studies Coordinator on or before the date established by the registrar’s office as the deadline to apply for graduation.
Undergraduate Certificate, Legal Nurse Consultant Paralegal

The American Bar Association defines a paralegal as a person “who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible.” In this context, a Legal Nurse Consultant (LNC) Paralegal augments his or her substantive legal knowledge with specialized nursing education and experience. The LNC Paralegal Certificate is designed for registered nurses who hold an associate or baccalaureate degree in nursing from an accredited institution. The program provides students the same core legal education all paralegal students receive, along with specialized courses directed toward medical issues in the practice of law. It prepares students to work with lawyers providing medical expertise to law firms, health care institutions, insurance companies, government agencies, and other organizations handling legal matters associated with health care; disabilities, physical or mental injury, or death; medical credentialing, licensing, or privileges; workers’ compensation; or medical benefits. The program is approved by the American Bar Association.

Note: Students obtaining a certificate are not authorized to provide direct legal services to the public. The program offers training for paraprofessionals who are authorized to perform substantive legal work under the supervision of a licensed attorney. The program does not train lawyers. Students completing the program may wish to sit for the American Association of Legal Nurse Consultants Certification Exam accredited by the American Board of Nursing Specialties. The program is not accredited as a nursing specialty.

Student Learning Outcomes

Students who complete this program will:

1. Produce superior university-level written documents and oral reports.
2. Identify and accurately apply the rules of professional ethics governing lawyers and nonlawyer staff, and the rules governing the unauthorized practice of law in Alaska.
3. Interpret and accurately apply legal terminology and foundational principles of substantive and procedural law in the analysis of legal issues.
4. Develop and execute legal and medical research plans using law and medical library resources and commonly used legal and medical research databases.
5. Synthesize primary and secondary legal authorities and draft memoranda of legal analysis.
6. Prepare legal investigation/discovery plans and draft legal pleadings that conform to the rules of civil procedure and incorporate standard techniques and resources for managing a case in litigation.
7. Integrate substantive principles of law and medical/clinical practice in the analysis of medical evidence.
8. Formulate theories of injury causation pursuant to accepted principles of forensic nursing.

Admission Requirements

1. Students must meet the University Admission Requirements for Admission to Undergraduate Certificate and Associate Degree Programs.
2. Students must hold an associate of arts or baccalaureate degree in nursing from an accredited institution before receiving the LNC Paralegal Certificate. Students holding an associate of applied science degree in nursing who have satisfied the university’s general education requirements may also receive the certificate. Nursing majors and pre-majors who have not completed their degree will be admitted to the program as pre-majors and may proceed through the Legal Studies and Justice courses in the program provided all individual course prerequisites are met. Courses with the LNC prefix are open to nursing graduates only.
3. Students must have completed the equivalent of ENGL A111 with a minimum grade of C and (ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 or ENGL A311 or ENGL A312 or ENGL A313 or ENGL A414 or ENGL A487) with a minimum grade of B.
4. Students must have achieved a minimum GPA of 2.0 in their degree program or hold a 2.0 overall GPA at UAA to be admitted to the program as majors or pre-majors.
5. Students who do not meet the admissions requirements will be admitted as pre-majors. Students may take up to 12 credit hours of Legal Studies courses while in pre-major status.
Advising
1. Students who have not completed the English prerequisites for admission to the program should begin their English coursework in their first semester as a pre-major.
2. Proficiency in the use of computers and standard office software is an important component of the work of LNC Paralegals. Students are strongly encouraged to build their technological skills through coursework in Computer Information & Office Systems (CIOS), Computer Information Systems (CIS), or Computer & Networking Technology (CNT) as they progress through the program.
3. Campus restrictions for this program are enforced in accordance with American Bar Association Guidelines for the Approval of Paralegal Education Programs. Therefore, the certificate cannot be completed at extended campuses. Courses designated in this catalog as legal specialty courses may be taken only at the Anchorage campus.
4. Students interested in the LNC Paralegal certificate should consult a faculty advisor in the Justice Center before enrolling in Legal Studies or LNC Paralegal courses.

Certificate Requirements
1. Complete the following required core courses (30 credits):
   - LEGL A101 Introduction to Law 3
   - LEGL A215 Legal Ethics and the Role of the Legal Professional 3
   - LEGL A356 Legal Research, Analysis, and Writing 3
   - LEGL A367 Civil Procedure and Pretrial Practice 3
   - LEGL A377 Evidence, Investigation, and Discovery 3
   - LEGL A380 Torts, Workers’ Compensation, and Insurance Law 3
   - LEGL A385 Health Care Law and Regulatory Compliance 3
   - LEGL A487 Trial and Advanced Litigation Processes 3
   - LNC A347 Legal Nurse Consultant Paralegal Principles and Practices 2
   - LNC A348 Medical Records Review 1
   - NS A442 Introduction to Forensic Nursing 3
2. Students must achieve a minimum grade of C in each required course to receive the certificate. Courses may be repeated twice to improve grades.
3. All LNC Paralegal students must take the Legal Studies Exit Examination. There is no minimum score required for graduation.
4. A total of 30 credits is required for the certificate.

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Nancy Schufer, Professor Emeritus, AHNES@uaa.alaska.edu
**Undergraduate Certificate, Legal Nurse Consultant Paralegal**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEGL A101</td>
<td>Introduction to Law</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>Introduces legal processes in a democratic society. Emphasis on legal terminology, federal and state court systems and judicial decision making. Introduction to basic concepts of contracts, torts, criminal law, family law, and administrative law. Includes skills for conducting basic legal analysis.</td>
<td></td>
</tr>
<tr>
<td>LEGL A215</td>
<td>Legal Ethics and the Role of the Legal Professional</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>Studies legal ethics and the nonlawyer profession's role in a law office, corporate or public interest legal department, or government agency. Explores nature, scope, and ethics of legal practice and the relationship of nonlawyer staff to lawyers, clients, the court system, and the public. Legal practice in Alaska and the rules governing the unauthorized practice of law are emphasized. Foundational practice skills and principles of legal research and writing are introduced. Emphasizes professional skills development. Legal specialty course.</td>
<td></td>
</tr>
<tr>
<td>LEGL A356</td>
<td>Legal Research, Analysis, and Writing</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>Explores techniques of legal research, analysis and writing. Includes legal citation; researching judicial, statutory, regulatory, and secondary resources; research databases; fact pattern analysis; and technical rules of legal writing. Emphasizes professional skills development. Legal specialty course.</td>
<td></td>
</tr>
<tr>
<td>LEGL A367</td>
<td>Civil Procedure and Pretrial Practice</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>Introduces procedural concept of civil litigation and pretrial practice. Covers the rules of pleading and process, discovery, and motion practice. Reviews concepts of jurisdiction, venue, parties, statutes of limitation, and res judicata, and the ethical duties of competence and diligence. Emphasizes applied professional skills and practice in Alaska. Legal specialty course.</td>
<td></td>
</tr>
<tr>
<td>LEGL A377</td>
<td>Evidence, Investigation, and Discovery</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>Examines state and federal rules of evidence; sources and scope of privileges; techniques, ethics, and management of case investigation; and discovery processes and problems. Emphasizes professional skills development, Alaska law, and electronic discovery. Legal specialty course.</td>
<td></td>
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<tr>
<td>LEGL A380</td>
<td>Torts, Workers' Compensation, and Insurance Law</td>
<td>3 CR</td>
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<tr>
<td></td>
<td>Analyzes nature and function of the law of torts, workers' compensation, and liability insurance in the United States, as well as the role of the nonlawyer/paralegal professional in tort litigation and workers' compensation claims. Includes ethical issues in tort, workers' compensation, and insurance cases. Practice in Alaska and the development of professional skills are emphasized. Legal specialty course.</td>
<td></td>
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<tr>
<td>LEGL A385</td>
<td>Health Care Law and Regulatory Compliance</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>Explores legal issues arising in the delivery of health care services, including the physician-patient relationship and standards of care, individual and institutional liability, patient privacy and medical records security, insurance and Medicare, managed care and access to care, federal and state regulation of health care providers and regulatory compliance, accreditation and licensure, staff privileges, and medical ethics. Practice in Alaska and the development of professional skills are emphasized. Legal specialty course.</td>
<td></td>
</tr>
<tr>
<td>LEGL A487</td>
<td>Trial and Advanced Litigation Processes</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>Addresses advanced litigation processes and trial support. Includes alternative dispute resolution processes, case management systems, pretrial orders, pleadings, exhibit, and witness lists, pretrial motions, jury instructions and selection, judgments and orders, and notices of appeal. Practice in Alaska and development of professional skills are emphasized. Legal specialty course.</td>
<td></td>
</tr>
<tr>
<td>LNC A347</td>
<td>Legal Nurse Consultant Paralegal Principles and Practices</td>
<td>2 CR</td>
</tr>
<tr>
<td></td>
<td>Examines regulatory climate governing the work of Legal Nurse Consultant Paralegals and introduces concepts of substantive law and professional skills necessary to succeed in this field. Practice in Alaska and professional ethics are emphasized. Legal specialty course.</td>
<td></td>
</tr>
<tr>
<td>LNC A348</td>
<td>Medical Records Review</td>
<td>1 CR</td>
</tr>
<tr>
<td></td>
<td>Examines the role of medical records in personal injury litigation, malpractice cases, claims review, peer review, and compliance proceedings. Includes obtaining, reviewing, and summarizing records; records confidentiality and records security procedures; use of medical consultants; use of medical records to value and settle a case; working with records at trial; and rules of legal ethics associated with access to medical records. Legal specialty course.</td>
<td></td>
</tr>
</tbody>
</table>
Attachment B: Paralegal Studies Certificate Program Advisory Committee Letter of Support

To: UA Board of Regents  
President Patrick Gamble  
UAA Chancellor Tom Case

From: UAA Paralegal Studies Certificate Program Advisory Committee

Date: February 17, 2012

Re: UAA Justice Center  
proposed curriculum changes

As members of the University of Alaska Anchorage Paralegal Studies Certificate Program Advisory Committee, we are writing to express our full support for the changes proposed by the UAA Justice Center to its legal studies programs. The changes include: (1) a bachelor’s degree and a minor in Legal Studies; (2) an associate degree and a post-baccalaureate certificate in Paralegal Studies; and (3) a certificate in Legal Nurse Consultant Paralegal.

The proposed program will give UAA students a range of choices to meet their career goals. It provides flexibility so motivated students can build on their work, for example, allowing paralegal certificate students at UAA or UAF to complete a bachelor’s degree in their discipline without leaving Alaska.

Students should find the availability of a four-year degree in the legal field to be a valuable option, and we, as members of the legal community, look forward to being able to hire graduates with four-year degrees who are ready to take up support positions in this field. In addition, from the point of view of an employer, an associate’s degree is more desirable than an undergraduate certificate. Most employers don’t understand the distinction between an undergraduate certificate and a degree, and on its face an undergraduate certificate appears to be an inferior credential.

Providing a range of options will develop prospective employees who can meet a variety of needs. For instance, the legal nurse consulting paralegal certificate program will produce employees with specialized knowledge who are sure to be sought after by law firms and other employers.

The standards described in the program materials are rigorous but reasonable. This committee’s comments were considered and incorporated. We feel confident that each of the program components will produce graduates with the requisite knowledge and
skills to enter the legal marketplace with confidence, and who can immediately assist their employers.

Finally, the pro bono service honors program will be a great asset to legal services agencies in Alaska, and to many Alaskans with unmet legal needs. UAA can be especially proud of this aspect of the legal studies program.

We urge you to approve the curriculum changes proposed by the Justice Center.

Sincerely,
Marilyn May
Administrative Attorney
Justice Court System

Beth Adams
Alaska Court System

Virginia Buesch

Jeanne Schrader

K. Clark

M. Stacker

Hallabeck, Lamendola & Breckling
Carolyn J. Thomas
James Kjelvik
Bob Hutton
March 5, 2012

Dr. Deborah Perlman, J.D., Associate Professor  
University of Alaska Anchorage Justice Center  
3211 Providence Drive, LIB 213  
Anchorage, AK 99508-4614

Dear Dr. Perlmn:

During the month of February 2012, I interviewed a dozen members of Anchorage’s justice and legal communities, including public institutions and agencies and private firms and non-profit organizations, in order to determine their perspectives on the proposed restructuring of the UAA Justice Center’s paralegal certificate program.

Each person interviewed had been provided a brief overview of the proposed changes to the program. If they asked for additional detail about the proposed changes participants were sent a copy of the draft catalog description for the proposed program.

During the one-on-one interviews, participants were first asked about their overall reaction to the proposed changes. Virtually all reactions were positive. Most of the comments followed several central themes:

- The proposed program would create a more comprehensive and complete approach to legal education in Alaska; more of a pathway than the current scattered flagstones. It would put legal education in Alaska on the same level as other professions and would have positive ramifications for UAA and the state.
- The proposed program would reduce Alaska’s “brain drain”, i.e., it very likely would keep more Alaskan students in Alaska as they would not have to leave the state for these types of educational offerings.
- Graduating from the more comprehensive proposed programs would enable Alaskans to fill jobs that heretofore had been offered to out of state candidates who possessed more advanced educations in legal studies.
- The legal field, like other professions, is moving toward using more paraprofessionals in order to meet the demand for affordable and accessible legal services and for staffing private, public and governmental organizations. The expanded program offerings would provide those paraprofessionals.
- The expanded program would provide those contemplating going to law school broader exposure to pre-law courses and the rigors they could expect at law school, enabling them to make a better choice about pursuing a JD degree and increasing their chances for success if they do go on to law school. There was a pervasive sentiment that the expanded program would increase the number of Alaskans who would pursue a law degree and that more minorities and rural Alaskans would be among those.
- Note: A couple of participants were not as enthusiastic about the proposed restructuring of the program as most others because they had questions about the design, development and implementation of the new program, not issues with the concept.
A number of the participants pointed out that rural Alaska faces many unique issues. Large portions of the rural population are not conversant with or do not embrace the existing state justice system. Rural Alaskans have virtually no exposure to any sort of legal education at any level. Rural Alaskans experience difficulty in obtaining any sort of qualified legal assistance. Rural Alaskans are unlikely to consider attending law school. To one degree or another, those who raised these issues believe that expanding the legal services curriculum at UAA would have a positive effect on each of these issues.

Each participant was asked if they saw a need in the general workforce or in rural Alaska or Alaska Native corporations for nonlawyer employees trained in working with local, state, and federal regulations and with a basic understanding of government agencies and general legal principles. Those conversant with the subject all replied to the affirmative. Areas specifically identified were:

- Assisting in the development of tribal courts
- A general lack of legal training in the rural Alaska labor pool
- Most current needs are filled by students/graduates from out of state
- The pervasiveness of local, state and federal regulation across Alaska, more so than in most other states, creates more demand for nonlawyers with this type of training.

When asked if they thought the new program could help address unmet legal needs in the state by establishing student internships or student clinics that could assist non-profit legal service organizations, the overall response was that the need certainly exists and the concept was on target. A few spoke to the difficulties of internships and volunteer clinics, i.e., the significant staff commitment required to train and supervise interns or volunteers.

Other comments of significance were:

- Law firms seeking paralegals will appreciate applicants with a major in one area plus a post-bachelors paralegal certificate.
- The restructuring will provide greater availability for a legal education in the state, despite the lack of a law school.
- Once on the “path” created by this program those that are hesitant minorities will have a clearer visualization that a career in the legal field is not as foreboding and mystical as perhaps once thought.
- A distance learning component would be helpful.
- High schools might add other allied subjects to their curriculums to begin aligning students to legal studies at the college level
- The need for improved writing, researching, and interviewing skills.

In summary, the majority of those who participated in the interviews felt the proposed changes are much needed and well planned. They believe the restructuring will greatly improve the quality and availability of legal studies in Alaska, fill a variety of existing and future unmet needs, allow Alaskans to stay in state to study and work, prepare more Alaskans for law school, provide professionals for a wide spectrum of employment opportunities, and, in general, contribute to a better informed populace more conversant with legal concepts. There was a sentiment that rural Alaska could gain additional benefits and that an increased number of students in legal studies programs might well close the gap on unmet legal needs in Alaska through internships and clinics. Most of the concerns voiced about the restructuring of the program
focused more on how those responsible for the changes would implement them, not about the changes themselves. The hope that the new curriculums would provide improved, writing, researching and interviewing skills was underscored frequently.

Submitted by,

[Signature]

Eric Britten, President
Britten & Associates, LLC
### 1a. Major Academic Unit
(choose one)
- UAA

### 1b. School or College
- COH

### 1c. Department
- Justice Center

## 2. Complete Program Title
Associate of Applied Science, Paralegal Studies

### 3. Type of Program
- [ ] Undergraduate Certificate
- [ ] AA/AAS
- [ ] Baccalaureate
- [ ] Post-Baccalaureate Certificate
- [ ] Masters
- [ ] Graduate Certificate
- [ ] Doctorate

### 4. Type of Action
- [x] Add
- [ ] Change
- [ ] Delete

### 5. Implementation date (semester, year)
- Spring, 2013

### 6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.
(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master’s or associate degree program; and for the 2nd 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.)

<table>
<thead>
<tr>
<th>Projected Annual Revenues in FY 17</th>
<th>Projected Annual Expenditures in FY 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>Salaries &amp; benefits (faculty and staff)</td>
</tr>
<tr>
<td>General Fund</td>
<td>$305,126</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>$150,433</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>$350,963</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>$335,751</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>$501,396</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Restricted</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Receipts</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>$501,396</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

Page # of attached summary where the budget is discussed, including initial phase-in: Pg. 6 of the master exec. 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.

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>c. Funded through internal MAU redistribution:</td>
<td>$150,433</td>
<td>$0</td>
</tr>
<tr>
<td>d. Funded all or in part by external funds, expiration date</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>e. Other funding source Specify Type: New student tuitions and fees</td>
<td>$350,963</td>
<td>$0</td>
</tr>
</tbody>
</table>
8. Projected enrollments (headcount of majors). If this is a program deletion request, project the enrollments as the program is phased out.

| Year 1: 123 | Year 2: 142 | Year 3: 161 | Year 4: 179 |

Page number of attached summary where demand for this program is discussed: Pg. 2 of program summary and pg. 5 of the master exec summary.

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

| Graduate TA | 0 |
| Adjunct     | 2 |
| Term        | 0 |
| Tenure track| 2 (already funded) |

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

| Graduate TA | 0 |
| Adjunct     | 0 |
| Term        | 0 |
| Tenure track| 0 |

Former assignment of any reassigned faculty: 0
For more information, see page 5 of the attached master summary.

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

<table>
<thead>
<tr>
<th>Program Affected</th>
<th>Anticipated Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA CIOS</td>
<td>Slight increase student numbers</td>
</tr>
<tr>
<td>UAA CIS</td>
<td>Slight increase student numbers</td>
</tr>
<tr>
<td>UAA English</td>
<td>Slight increase in students in upper division written composition courses</td>
</tr>
</tbody>
</table>

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

12. Specialized accreditation or other external program certification to needed or anticipated. List all that apply or ‘none’:

American Bar Association


Page in attached summary where alignment is discussed: Pg. 1 of both the master exec. summary and the program summary.

14. State needs met by this program (list): Increase options for law-related study; creates workforce in high-demand field.

Page in the attached summary where the state needs to be met are discussed: Pg. 2 of the program summary and Pg. 4 of the master exec. summary.

15. Program is initially planned to be:

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

- 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: NA

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

_________________________________/_________

Authorized MAU Signature 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.

Attachments:  ☒ Summary of Degree or Certificate Program Proposal.
              ☐ Other (optional)
New Program Proposal
Associate of Applied Science, Paralegal Studies

Executive Summary
(See University Regulation R10.04.020.C)

This is a summary of a full prospectus. The full prospectus is available upon request. The information below summarizes a proposed AAS, one of five interrelated proposed program options in Legal Studies. A master executive summary provides information common to all proposals; it should be reviewed in tandem with this document.

Degree/Certificate Title & Responsible Program

<table>
<thead>
<tr>
<th>Major Academic Unit</th>
<th>School or College</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA</td>
<td>College of Health</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

Complete Program Title
Associate of Applied Science, Paralegal Studies

Type of Program
- Undergrad Certificate
- AA/AAS
- Baccalaureate
- Masters
- Graduate Certificate
- Doctoral
- Post-Baccalaureate Certificate

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

The proposed Associate of Applied Science (AAS) in Paralegal Studies furthers the educational mission of the University of Alaska and UAA in a number of ways, as described in section 1 of the Master Executive Summary. In addition, Priority A of UAA 2017 is, in part, to build depth “in programs that support student success, ... workforce development, preparation for high demand careers or respond to high student demand.” The proposed addition of an American Bar Association (ABA) approved AAS in Paralegal Studies is aligned with Priority A in that it responds to consistent and long-term demand from students for a degree rather than a certificate in Paralegal Studies.

2. History of the development of the proposed program.

The accompanying Master Executive Summary outlines the development of the suite of proposed degree options of which the AAS in Paralegal Studies is a part.

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

Although there is an AAS degree in Paralegal Studies available in Fairbanks, conversion of UAA’s 60-credit certificate to an AAS degree will not result in duplicate programs competing for the same student pool. The demand for students with this training is strong in both Anchorage and Fairbanks. Since the ABA does not approve online programs, students in Anchorage and Fairbanks must enroll in
the location in which they live and work. Moreover, students in UAA’s proposed AAS program will be required to complete 225 hours of internship placement with local law offices or legal departments (as are the currently enrolled certificate students). The success of these internships rests on local contact and supervision. By working closely with their local legal communities and using local law offices to support student training, both the UAA and UAF programs have been thriving under ABA approval for many years.

Section 3 of the accompanying Master Executive Summary provides additional information regarding the impact of the suite of proposed degree options of which the proposed degree is a part.

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

Section 4 of the accompanying Master Executive Summary describes the state needs met by the suite of proposed degree options of which the proposed AAS in Paralegal Studies is a part.

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

Section 5 of the accompanying Master Executive Summary describes student opportunities, outcomes, and enrollment projections for the suite of program options of which the proposed degree is a part.

It is expected that course seat enrollments in the first five years of the proposed AAS program will be approximately 794, based on annual program enrollments of 66 students over that time period.

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

As it is not possible to separate workload implications for each of the proposed programs, this item is discussed in detail the accompanying Master Executive Summary.

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

As it is not possible to separate out the costs of the proposed AAS from the other proposed programs, the discussion and tables related to the program’s fiscal plan are found in the accompanying Master Executive Summary.
New Program Proposal
Associate of Applied Science, Paralegal Studies

Prospectus
(See University Regulation R10.04.020.C)

1. **Degree/Certificate Title & Responsible Program**

<table>
<thead>
<tr>
<th>Major Academic Unit</th>
<th>School or College</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA</td>
<td>College of Health</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

Complete Program Title
Associate of Applied Science, Paralegal Studies

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Undergrad Certificate</th>
<th>AA/AAS</th>
<th>Baccalaureate</th>
<th>Masters</th>
<th>Graduate Certificate</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>☑</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

See Attachment A.

3. **Rationale for the new program and educational objectives, student learning outcomes and plan for assessment.**

The proposed Associate of Applied Science (AAS) in Paralegal Studies is part of a restructuring of the Justice Center’s offerings, which are intended to make better use of existing resources within the Justice Center and the College of Health, increase student options and the depth of Justice Center programs, and respond to market demand in the legal field. The proposed AAS is a slight reconfiguration of the current American Bar Association (ABA) approved 60 credit undergraduate certificate, providing students with a degree instead of a certificate.

The restructured program will utilize the existing core of legal specialty courses, courses covering both legal theory and practice, to provide an Associate of Applied Science (AAS) in Paralegal Studies. In addition to the proposed AAS in Paralegal Studies, this core sequence of courses will also support a:

- Legal Nurse Consultant (LNC) Paralegal undergraduate certificate for students working on or holding a nursing degree,
- Bachelor of Arts in Legal Studies,
- Legal Studies Minor, and
- Post-Baccalaureate certificate in Paralegal Studies.

New program proposals for these additional options are submitted along with the present proposal. Together, these five program options will comprise the expanded Legal Studies curriculum in the Justice Center. All program options will be grounded in a common core of
courses combining theoretical knowledge of the law with skills-based training that meets American Bar Association (ABA) standards for approval.

Replacing the existing ABA approved undergraduate certificate with an ABA approved associate degree corresponds to changes in paralegal regulation throughout the country. A number of state and local bar associations are developing paralegal certification or registration programs, and a few of these programs require a degree rather than a certificate as a prerequisite for credentialing. Thus, the proposed change will improve the ability of our students to acquire credentials out of state, a benefit particularly important to our military students and military families.

This change also responds to recommendations by the ABA program review teams that have visited UAA and by the UAA Paralegal Studies certificate program external advisory committee. The committee noted that “from the point of view of an employer, an associate’s degree is more desirable than an undergraduate certificate. Most employers don’t understand the distinction between an undergraduate certificate and a degree, and on its face an undergraduate certificate appears to be an inferior credential.”

This program change also responds to requests from students for a degree program in Paralegal Studies. Students consistently perceive a degree to be preferable to a certificate. One of the clearest recent examples of this is the comment made by a student in the spring of 2012 who was seeking advising about transferring into the UAA certificate program from a paralegal associate degree program at a California community college. This student expressed concern that transferring into the University’s certificate program would “degrade” the work she had done in the community college associate program.

Finally, the new degree program will provide a foundation on which students may build in working toward a baccalaureate degree. This is in accordance with Board of Regents Policy 10.04.064(D)(2), which states that universities are “encouraged to develop degree programs that build upon a student’s prior experience [including] baccalaureate programs, which build upon certificate and associate programs.”

With approval of this AAS, enrollments in the existing undergraduate certificate in Paralegal Studies will be suspended. The program will be deleted after existing enrolled students have earned their certificates, changed to the AAS, withdrawn, or otherwise discontinued the program.

Tables on the following page present the educational objectives for the program’s students, as well as the student learning outcomes and plans to assess them.

1 See Attachment B
**Table 3.1**  
*Educational Objectives*

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad-based knowledge achieved through general college education.</td>
<td><strong>Outcome</strong></td>
</tr>
<tr>
<td>Exceptionally strong competency in critical thinking and in written and oral communication skills.</td>
<td><strong>Plan for Assessment</strong> * Internship evaluation, employer surveys, student portfolios.</td>
</tr>
<tr>
<td>Clear understanding of the rules of ethics governing American judges, lawyers, and paralegals.</td>
<td></td>
</tr>
<tr>
<td>Comprehensive legal vocabulary and understanding of judicial processes.</td>
<td></td>
</tr>
<tr>
<td>Operational knowledge of legal investigatory and discovery techniques.</td>
<td></td>
</tr>
<tr>
<td>Command of skills required for legal research, critical analysis, and technical drafting.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of theories of law, historical influences on the development of law, and fundamental principles of substantive law.</td>
<td></td>
</tr>
<tr>
<td>Appreciation for the role of law in the allocation of public resources and regulation of social and economic relationships.</td>
<td></td>
</tr>
</tbody>
</table>

**Table 3.2**  
*Student Learning Outcomes and Plan for Assessment*

Students who complete this program will:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Plan for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce superior university-level written documents and oral reports.</td>
<td>Internship evaluation, employer surveys, student portfolios.</td>
</tr>
<tr>
<td>Identify and accurately apply the rules of professional ethics governing lawyers and nonlawyer staff, and the rules governing the unauthorized practice of law in Alaska.</td>
<td>Internship evaluation, employer surveys, graduate surveys, exit exams, student portfolios.</td>
</tr>
<tr>
<td>Interpret and accurately apply legal terminology and foundational principles of substantive and procedural law in the analysis of legal issues.</td>
<td>Internship evaluation, employer surveys, graduate surveys, exit exams, student portfolios.</td>
</tr>
<tr>
<td>Develop and execute legal research plans using law library resources and commonly used legal research databases.</td>
<td>Internship evaluation, employer surveys, graduate surveys, student portfolios.</td>
</tr>
<tr>
<td>Synthesize primary and secondary legal authorities and draft memoranda of legal analysis.</td>
<td>Internship evaluation, employer surveys, graduate surveys, student portfolios.</td>
</tr>
<tr>
<td>Prepare legal investigation and discovery plans and draft legal pleadings that conform to the rules of civil procedure and incorporate standard techniques and resources for managing a case in litigation.</td>
<td>Internship evaluation, employer surveys, graduate surveys, student portfolios.</td>
</tr>
<tr>
<td>Relate legal rules and doctrines to client problems in the performance of entry-level paralegal duties in a private law firm, public legal service agency, or law department.</td>
<td>Internship evaluation, employer surveys, graduate, surveys.</td>
</tr>
</tbody>
</table>
4. Relevance to the MAU and UA mission, goals, and objectives.

Part of the vision in the current strategic plan, UAA 2017, is to be distinguished for “driving Alaska’s social and economic development through education and training for workforce development and high-demand careers.” Priority A of UAA 2017 is, in part, to build depth “in programs that support student success, general education, workforce development, preparation for high demand careers or respond to high student demand.” The proposed addition of an American Bar Association (ABA) approved AAS in Paralegal Studies is directly aligned with this vision and plan.² It adds depth to Justice Center programs, responds to consistent and long-term demand from students for a legal studies minor, and provides students a new academic path toward high-demand positions in the legal field.

Another aspect of the vision in UAA 2017 is facilitating the university’s “role as a public square” by extending its “partnerships with private and public institutions” through internships and organized volunteer opportunities. Strategic plan Priority A similarly calls for increasing “active student participation in research, creative expression, and service learning.” The proposed programs further this mission as well. All students are required to complete 225 placement hours in an internship. Students are also encouraged to contribute 60 hours of volunteer service to an Alaska legal aid agency. These students may graduate with Pro Bono Service Honors.

Priority C of UAA 2017 calls for expanding educational opportunity and increasing student success, in part by improving “the rates at which students attain their educational goals.” The new program options reconfigure admissions requirements and prerequisites, enabling students to more efficiently achieve their degree. This change increases the likelihood that students will “stay on track” and finish in two years.

Another Strategic Priority identified in UAA 2017 focuses “on market share of Alaska’s college-bound students” and “recruitment of highly qualified high school graduates.” Providing a degree in Paralegal Studies, rather than an undergraduate certificate, will improve the university’s ability to attract such highly qualified, college-bound students.

Just as this program change furthers the mission and strategic plan for UAA, so too does it further the strategic plan of the College of Health. One of the goals in the College Strategic Plan for Excellence in Instruction is to refine and expand academic offerings. The plan for Student Success identifies a related goal of optimizing student learning opportunities. The addition of a degree in Paralegal Studies and the parallel development of four related legal studies options, substantially expand Justice Center academic offerings and provide students a wider range of opportunities to meet their academic goals.

² The program plans to seek ABA approval for the AAS when the program is approved by the Regents. The undergraduate certificate is currently ABA-approved.
Finally, the College of Health, like the university, explicitly values the concept of the university as a public square. Thus part of the college’s strategic plan is to expand opportunities for community partnerships. The mandatory internships, together with the incentive to earn Pro Bono Service Honors by volunteering with legal aid agencies, demonstrably strengthen the bond between the university and the community.

5. Collaboration with other universities and community colleges.

The Justice Center has discussed the proposed restructuring of its undergraduate certificate with the Program Coordinator of the UAF Associate of Applied Science in Paralegal Studies. The programs have collaborated in developing an articulation agreement for transferring courses from UAF’s AAS Paralegal Studies program to UAA for use in UAA’s Justice Center programs. No other MAU in the state has a paralegal or legal studies program focused on workforce training within American Bar Association guidelines for approval of paralegal programs, which do not allow approval of online programs. The University of Alaska Southeast (UAS) offers an online Legal Studies Minor through its School of Management and five of the six courses in that program will transfer into the proposed degrees as Legal Studies electives, but not as legal specialty courses. The Introduction to Law course in the UAS program will transfer directly into the UAA program options as being equivalent to UAA’s LEGL 101, Introduction to Law. A transfer policy stating this will be provided to the ABA and included in the program advising materials in accordance with ABA guidelines.

The Justice Center has provided email notice of the restructuring of this program to all of the community campuses within UAA. Since Kenai Peninsula College (KPC) offers an occupational endorsement certificate and an undergraduate certificate in Corrections, the center is coordinating directly with KPC to provide ongoing information on changes to Paralegal and Legal Studies courses and programs.

6. Demand for program (citing manpower studies or similar statistics), relation to state of Alaska long-range development, relation to other programs in the University of Alaska that may depend on or interact with the proposed program.

A. Demand for the program.

The United States Bureau of Labor Statistics Occupational Outlook Handbook for 2011 shows that “Employment of paralegals and legal assistants is projected to grow 28 percent

3 See Attachment D

4 UAS discontinued a Paralegal Studies AAS in 2006 due to low enrollments and job opportunities. The local demand for graduates and interns in Anchorage and Mat-Su is significantly higher. The program is also already thriving in its existing structure, which is designed in accordance with ABA standards and has been ABA-approved since 1992. The revised program will be submitted to ABA for approval when it has received appropriate BOR and NWCCU approvals.
between 2008 and 2018, much faster than the average for all occupations” (emphasis added). A survey taken by CareerCast.com and published in the January 2011 American Bar Association Journal ranks paralegals 13th among the top 200 job opportunities. Growth of 13.7% is expected in Alaska according to 2012 estimates from the state Department of Labor and Workforce Development.

The Bureau of Labor Statistics notes there are a variety of factors fueling this demand:

Employers are trying to reduce costs and increase the availability and efficiency of legal services by hiring paralegals to perform tasks once done by lawyers. Paralegals are performing a wider variety of duties, making them more useful to businesses.

Demand for paralegals also is expected to grow as an expanding population increasingly requires legal services, especially in areas such as intellectual property, healthcare, international law, elder issues, criminal law, and environmental law. The growth of prepaid legal plans also should contribute to the demand for legal services.

Private law firms will continue to be the largest employers of paralegals, but a growing array of other organizations, such as corporate legal departments, insurance companies, real estate and title insurance firms, and banks also hire paralegals. Corporations in particular are expected to increase their in-house legal departments to cut costs. The wide range of tasks paralegals can perform has helped to increase their employment in small and medium-size establishments of all types.

Job Prospects. In addition to new jobs created by employment growth, more job openings will arise as people leave the occupation. There will be demand for paralegals who specialize in areas such as real estate, bankruptcy, medical malpractice, and product liability. Community legal service programs, which provide assistance to the poor, elderly, minorities, and middle-income families, will employ additional paralegals to minimize expenses and serve the most people. Job opportunities also are expected in Federal, State, and local government agencies, consumer organizations, and the courts.

The demand for legal paraprofessionals is also recognized by the ABA, which encourages their use as a means of driving down the cost of legal services and improving access to legal
assistance. The ABA Standing Committee on Paralegals has summarized\(^5\) the wide range of employment options available:

The utilization of paralegals improves the efficiency, economy and availability of legal services. As a result, increased emphasis is being placed on the hiring of paralegals in a variety of legal and law-related settings. Although private law firms continue to be the single largest employer of paralegals, good job opportunities also exist in several other markets in both the private and public sectors.

In addition to private law firms, other organizations in the private sector employ paralegals. Some examples include corporate legal departments, insurance companies, estate and trust departments of large banks, hospitals and health care organizations, real estate and title insurance companies, and professional trade associations. Job opportunities in the public sector are available in community legal services programs, consumer organizations, offices of public defenders, prosecutors and attorneys general, city attorneys, a wide array of state and federal government agencies, and the judicial system.

Alaska mirrors the rest of the country in its need for well-trained legal paraprofessionals. Reflecting this trend, the UAA Paralegal Studies Certificate Program Advisory Committee, comprising lawyers and paralegals working in Anchorage, states that its members look forward to being able to hire graduates “who are ready to take up support positions in [the legal] field.”\(^6\)

In addition to meeting workforce development needs, the proposed program is also responsive to student demand for a paralegal studies degree program in Anchorage. As noted above, students consistently perceive a degree to be preferable to a certificate.

B. Relation to State of Alaska long-range development

The proposed Associate of Applied Science in Paralegal Studies will provide a workforce of individuals who are familiar with Alaska’s communities and the social and economic fabric of the state; who are trained to work with local, state, and federal regulations; and who have an understanding of the judicial and legislative processes. In a state with no law school, these individuals will be prepared to work in a variety of public and private settings where a license to practice law is not required, but knowledge of legal processes is

\(^5\) [http://www.americanbar.org/groups/paralegals/resources/career_information.html](http://www.americanbar.org/groups/paralegals/resources/career_information.html)

\(^6\) See Attachment B for a copy of the external advisory committee’s letter of support
essential. As Alaska grows its next generation of government and corporate leaders, a cohort of Alaskans with the ability to locate, analyze, and apply regulatory mandates will prove an invaluable asset. As one member of the Anchorage legal community observed, when asked about the proposed paralegal program changes, “There is a significant tie between Alaska and the government(s). We need people who understand the complexities in general - not necessarily those who are lawyers.”

This program also has the potential to address a long-term problem in Alaska – unmet needs for legal assistance in rural areas of the state and among middle- and low-income Alaskans. Information provided by state social service agencies to Alaska Legal Services Corporation (the organization primarily responsible for providing civil legal aid to low-income Alaskans) indicates high levels of need in the areas of consumer finance, domestic abuse, custody/visitation and divorce, health cases, housing, predatory lending, Native allotments, and Indian/tribal law. Well-trained nonlawyer legal professionals can play an essential role in closing the justice gap and promoting access to legal assistance for everyone.

With respect to closing the justice gap, it is important to note that the Alaska Court System Fairness and Access Committee’s 2007 Status report looked at possible solutions to the problem of unmet legal needs for low-income individuals. In its section examining how to increase the availability of reduced fee legal services to low-income clients, the Access to Justice subcommittee specifically identified “paralegal training” as one of the possible solutions.

The existing Paralegal Studies certificate program has worked with the Fairness and Access Committee looking at ways to assist the Court System in developing a program of court facilitators or “cultural navigators” to help guide members of ethnic and cultural minorities through court process. The report notes:

Members of the Implementation Committee recently contacted the University of Alaska Paralegal programs in Anchorage and Fairbanks to explore the possibilities of those programs offering training in Plain English concepts and skills for Cultural Navigators. At this time, the UAA program is particularly interested in offering these programs. In early 2007, the UAA program submitted a proposal for training paralegals in cultural navigator techniques.

Those 2007 efforts were unsuccessful, in part because the existing paralegal studies program lacked sufficient depth to support the initiative. Expanded program

7 See Attachment C
options with increased numbers of students and graduates may make similar efforts feasible in the future.

Finally, by providing increased opportunities for legal education in state this program has the potential to increase diversity in Alaska’s legal community and its judiciary. For example, the Fairness and Access Advisory Committee 2007 report referenced above also noted that the number of Alaska Native magistrates had decreased from 18 (of 61) in 1978 to 5 (of 37) in 2004. The court system reports that number of Alaska Native magistrates remains unchanged in 2012 – 5 out of 45 total. These are nonlawyer positions presiding over certain types of cases in areas of the state where services of a full-time district court judge are not required. They also serve in urban centers on routine matters to ease the workload of district court judges. Increasing the number of Alaska Native students graduating with a two-year or four-year degree that emphasizes Alaska legal practices would provide a pool of competent individuals with the training to take on these positions and the confidence and motivation to apply.

C. Relation to other programs in the University of Alaska that may depend on or interact with the proposed program.

As noted above, this program is one of five interrelated proposed program options at UAA, all of which are centered on the same core of legal specialty coursework as defined by the ABA. Those programs are all coordinated within the Justice Center.

This program also coordinates with the AAS in Paralegal Studies at UAF. Although the two programs do not formally interact with one another, the directors of the respective programs work cooperatively together as described above to ensure that there are no impediments to qualified UAF graduates progressing through the program at UAA. An articulation agreement is in draft that will formalize this process.  

7. Effects of program on other academic units (e.g., GER course requirements)

There are no other academic units that require courses from this program in their curriculum; hence, course revisions will have no effect on other units. LEGL 101 (formerly PARL 101) is a GER course. However, its curriculum has not changed so there will be no impact on other units related to course content. The Justice Center anticipates adding two additional sections of LEGL 101 each academic year, so students from other units should not experience any increased difficulty getting into the course as a result of these proposed program changes.

In three to four years, the English Department may experience an increase in the number of students taking upper division composition courses, as students complete their three-credit

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10 See Attachment D
upper division written composition requirement. The Justice Center is coordinating this with the chair of the English department, who has indicated that this is feasible.

The UAA Computer Information Systems (CIS) and Computer Information and Office Systems (CIOS) programs may experience a slight increase in enrollments due to a three-credit technology education requirement for all majors. However, because the technology education requirement permits such a wide range of course options, neither CIS nor CIOS is likely to notice an actual impact on any one course.

This degree should have no substantial impact on the extensive GER options of UAA. At the AAS degree level, the General University Requirement (GUR, comparable to the GER for baccalaureate degrees) is relatively small and uses core courses found in the GER that support many other degrees. The increased number of Paralegal Studies students will be a very small percentage of the total students taking these courses and, consequently, will not have a noticeable impact on the GER course loads.

8. Availability of appropriate student services for program participants.

All program faculty include student advising in their workload agreements, and maintain regular office hours. Program faculty regularly take advantage of workshops and webinars on student advising to improve their skills in this area. The Justice Center also maintains a full-time receptionist who is trained to respond to routine student advising questions. The Justice Center’s advising resources are supported by the College of Health, which provides a permanent advisor for all students in the college. The college is also in the midst of a new initiative to support student success, by developing a one-stop, drop-in advising center housed in the College and focused exclusively on programs within the college, including the proposed Legal Studies programs. Students will also have access to the UAA Learning Resource Center, which provides student support and tutoring in a wide variety of areas, including writing, math, language lab, and ESL tutoring.

In addition to the kinds of student support required by all UAA students, students in the Legal Studies programs will require advising regarding careers as legal paraprofessionals, and some students will seek advising regarding graduate or law school. The systems for providing that advising are already in place. The Justice Center has been the site of prelaw advising for the university as a whole for many years. It maintains a prelaw advising website and e-mail list for all students at UAA. Faculty have also participated for many years in the Color of Justice, a program sponsored by the National Association of Women Judges that seeks to improve diversity in the bench and bar, by providing advising sessions to high school and college students preparing for law school. The guidance materials generated for students in Color of Justice are made available to students in Justice Center programs as well.

With respect to career advising, the Justice Center is a member of the American Association for Paralegal Education and receives regular updates on best practices in paralegal education and career preparation from that organization. This information is reflected in course and advising
materials made available to students. Students are also referred to the job bank maintained by the International Federation of Paralegal Managers, which permits posting of student resumes at no charge.

Program faculty also regularly advise students regarding the benefits of the Career Services Center of the UAA Career Development Office. The Career Services Center added a “law” category to its employment search software in 2004. This change has allowed local employers to post paralegal job openings by category, and has enabled students and graduates to view open paralegal positions, and post and submit their resumes. Students also continue to learn about direct placement opportunities through the program. Many prospective employers contact the Paralegal Studies Certificate Program rather than the Career Services Center. When that occurs, those notices are posted on the Justice Center website and on the Paralegal Studies Program Blackboard Community website, available only to program majors. This website is linked to the Career Services Center homepage on the UAA career information website.

Finally, program faculty maintain ongoing ties with the Alaska Association of Paralegals. As a result of this relationship, the association implemented a student membership category. Faculty bring members of the association into the classroom to meet students and facilitate student engagement with this professional group. Students who become members may participate in the association’s student membership category and access the association’s job bank for information about local employment opportunities.

9. **Opportunities for research and community engagement for admitted graduate and undergraduate students.**

The proposed program is intentionally structured to encourage students to participate in the legal tradition of pro bono work and to facilitate their engagement in community service. Every student is required to complete 225 placement hours in an internship to complete this degree. This requirement was created to implement ABA encouragement for paraprofessionals to be involved in pro bono work.

The ABA Standing Committee on Paralegals encourages the utilization of paraprofessionals “in pro bono public law programs that provide legal services to those who cannot afford to hire an attorney.”11 Similarly, the ABA Model Guidelines for the Utilization of Paralegals states that lawyers should facilitate paraprofessional participation in pro bono activities. Recent data shows that nationally there is only one legal aid attorney available for every 6,415 low-income persons. Legal need studies over the last decade consistently find that fewer than one in five low-income Americans are able to obtain legal assistance with problems such as domestic violence and family disputes, evictions, and denial of public benefits.12

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11 [http://www.americanbar.org/content/dam/aba/administrative/paralegals/ls_prlgs_probonobrochure.authcheckdam.pdf](http://www.americanbar.org/content/dam/aba/administrative/paralegals/ls_prlgs_probonobrochure.authcheckdam.pdf)

Alaska is no exception to this problem. Students from the existing UAA paralegal program have, for example, performed internships for the Alaska Immigration Project, the Alaska Innocence Project, the Alaska Civil Liberties Union, and the Alaska Court System Family Law Self-Help Center. Students who contribute 60 or more hours of supervised volunteer service to Alaska legal aid agencies may graduate with Pro Bono Service Honors.

Finally, opportunities for community engagement are often available through the students’ individual courses as a result of faculty ties to community organizations. In the fall of 2011, for example, paralegal students volunteered at the Alaska Bar Association/Alaska Legal Services first annual Elizabeth Peratrovich Pro Bono Legal Clinic held in conjunction with the Alaska Federation of Natives Convention. For a number of years, students in the introductory paralegal studies class worked with Alaska Legal Services Corporation to present a seminar at the Anchorage Senior Center on advance health care directives, powers of attorney, and simple wills. Faculty are committed to facilitating this type of community engagement among our students.

10. Outline of schedule for implementation of the program.

<table>
<thead>
<tr>
<th>Critical Task</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hire new faculty</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>2. Reserve additional computer lab space</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>3. Finalize articulation agreement with Fairbanks</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>4. Post transfer policy regarding UAS transfer students</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>5. Offer courses in accordance with four year plan</td>
<td>August 2012</td>
</tr>
<tr>
<td>6. Apply for ABA program approval</td>
<td>November 2012</td>
</tr>
<tr>
<td>7. Admit first students</td>
<td>January 2013</td>
</tr>
<tr>
<td>8. First students graduate</td>
<td>June 2015</td>
</tr>
</tbody>
</table>

10. Projection of enrollments (FTE (full-time equivalent) and headcount) and graduates over next five years.

Strong demand for this program is anticipated due to the ongoing growth of the paralegal profession. Enrollments for Year 1 are predicted at 65% of what the projected total enrollment will be once the program is well established at Year 5 and at 75%, 85%, 95%, and 100% respectively for each of the ensuing years. Enrollment and advising data will be evaluated after Year 1 and decisions made about adjusting enrollments or adding sections as necessary.

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13 See Armstrong, B., Unmet Legal Needs in the U.S. and Alaska, 27(2) Alaska Justice Forum (Summer 2010)
Growth is expected to increase as the Justice Center publicizes the program through majors fairs, high school preview days, and other University events.

Paralegal Studies students, both AAS-seeking and post-baccalaureate, are expected to comprise approximately 30% of the total number of students in all five Legal Studies program options. From this 30% combined paralegal studies students, 60% are expected to be seeking the AAS, and 40% the post-baccalaureate certificate. Thus, the headcount numbers below represent the AAS level paralegal studies portion of the total numbers for all five program options. The FTE enrollments are calculated based on 12 credit hours per student per semester. Graduation projections are estimated to be 75% of full time majors in two years. Although this percentage is higher than institutional averages historically, students entering this program are much more likely than the general student body to graduate, and to graduate on time, given that admission to the program is contingent on established success in writing at the college level and successful completion of 100 and 200 level written composition courses. In addition, students drawn to Legal Studies are generally highly motivated and the program has been carefully structured to facilitate efficient progression toward the degree.

### Table 11.1
Enrollment Projections

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Enrollment</td>
<td>10</td>
<td>12</td>
<td>13</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Enrollment Headcount</td>
<td>123</td>
<td>142</td>
<td>161</td>
<td>179</td>
<td>189</td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

**11. Availability and quality and/or requirement for new faculty and/or staff to support the program.**

This degree is a part of a larger curriculum package involving expansion of the Justice Center program offerings. The overall new work associated with the five Legal Studies program options will be accomplished by adding seats in existing courses and by hiring two new full-time tenure track bi-partite faculty to cover the work of the expanded program, including the AAS proposed here. These faculty positions have been funded internally through reallocation of existing College of Health resources; no new funding is requested. Recruitments are already underway to fill these positions.

The two new faculty members will support all five of the proposed program options in Legal Studies, not just this degree. Existing staff and faculty will not be reassigned. Similarly, existing staff resources are sufficient to accommodate an increase in students. In addition to teaching four courses per semester, each new faculty will also provide advising to prospective and current students. The increase in advising responsibilities will therefore not impact existing staff and faculty.
A. Existing Faculty and Staff

Existing faculty who will teach in the new program are:

Name: Deborah K. Periman  
Highest academic degree or certification: Juris Doctor  
Academic rank/position title: Associate Professor, Coordinator Paralegal Studies Certificate Program  
Professional registrations/qualifications: Member, Alaska Bar Association  
Type of appointment: Full-time, Bi-partite  
Relevant scholarly activity/experience: 14 years in private legal practice in Alaska, 13 years teaching full-time in the Justice Center  
Current assignment: 18 units teaching, 12 units service per academic year, including program coordination  
How workload will be adjusted to meet demands of the new program: no adjustment  
If being relieved of current duties, describe how are current duties are to be met: N/A

Name: Jason Brandeis  
Highest academic degree or certification: Juris Doctor  
Academic rank/position title: Assistant Professor  
Professional registrations/qualifications: Member, Alaska Bar Association  
Type of appointment: Full-time, Bi-partite  
Relevant scholarly activity/experience: 6 years practicing public interest law in Alaska, 2 years teaching full time in the Justice Center  
Current assignment: 24 units teaching, 6 units service per academic year  
How workload will be adjusted to meet demands of the new program: no adjustment  
If being relieved of current duties, describe how are current duties are to be met: N/A

B. New Faculty and Staff

New faculty currently funded and being recruited include two full-time faculty with the following qualifications:

Minimum academic degree or certification required: Juris Doctor  
Academic rank/position title at time of hire: Assistant Professor  
Required professional registrations/qualifications: (if applicable) Member, Alaska Bar Association  
Type of appointment: Full-time, Bi-partite  
Required relevant scholarly activity/experience: Experience in the practice of law in Alaska, experience working with legal paraprofessionals
12. Library, equipment, and similar resource requirement, availability, appropriateness, and quality.

This program will not require library or other resources beyond those already implemented in support of the existing 60 credit undergraduate certificate and baccalaureate degree in Justice. Pursuant to ABA guidelines, the adequacy of the library and information resources available to program students is evaluated annually in coordination with the UAA Consortium Library’s departmental liaison and in consultation with all faculty instructing within the program. The starting point of the annual review is the inventory of materials maintained for the ABA reports.

The library maintains current state and federal legal codes and regulations, and municipal ordinances for Anchorage and larger urban centers. It also maintains an inventory of legal treatises, which are updated regularly in consultation with program faculty. In addition, all students have access to Lexis through the UAA’s subscription to the Lexis-Nexis Academic Universe. This database includes all state and federal codes and regulations, municipal ordinances, all state and federal case law, and a database of current law reviews, treatises, and practice manuals. In addition, all students have access to Westlaw Public Access through the Alaska State Court Law Library referenced below.

Program students enrolled in Legal Research are assigned individual passwords for Westlaw (a commercial legal information site) access. This course is taught in an existing computer lab on campus. Program students also have access to a shared Westlaw account on a terminal in the Justice Center student lab.

The Justice Center programs also make regular use of the Alaska State Court Law Library, which is open to the public. Permission to provide onsite instruction is obtained directly by the legal research instructor from the State Law Librarian. The UAA program has not experienced any limitations on providing onsite instruction.

These resources are of high quality and are adequate for the support of the proposed Paralegal and Legal Studies programs.

13. New facility or renovated space requirements.

In the short-term, the two new full-time tenure track bi-partite faculty will require office space. The Justice Center will accommodate this need through a reassignment of its existing research office space. The Justice Center has already allocated existing resources for the minor renovations necessary to reassign this space.

In the long-term, greater access to a computer lab will be required. Proficiency with information and computer technology is an essential asset for students to be successful in their legal careers. In addition, legal professionals must have strong skills in library and legal research. As these proficiencies become increasingly important, computer lab access will become critical. Trends in the legal profession have prompted this space requirement, not the
proposed program changes. The Justice Center is working with the College of Health to develop long-term plans to secure access to a computer lab. In the meantime, some of the program options include a requirement in Computer Networking and Office Technologies, and all students will be advised about the importance of being proficient in computer networking and office technologies.

14. Projected cost of all required resources, revenue from all sources and a budgetary plan for implementing and sustaining the program.

The following budget information is based on the creation of all five new program options in Legal Studies (not just the program option that is the subject of this prospectus). The five new program options must be considered together, because they are interdependent and utilize a single set of resources and generate shared revenues. All program options were designed to utilize a common core of courses in Legal Studies, and in turn to facilitate student transfers from one program option to another. Each single program option will have costs that exceed revenues if the shared expenses are not separately allocated. It is only when all programs are considered together, and the costs recognized as a single set of expenditures supporting five programs, that the revenues exceed costs.

Projected annual revenues include existing general funds ($150,433) and new student tuition and fees ($350,963). New student tuition and fees are calculated using projected enrollments, tuition rates, and proposed course fees (and exclude the 20% portion for central budgeting). New enrollments are conservatively projected based on current enrollment trends, student interests, and market demands. Tuition revenue is conservatively projected using AY13 tuition rates, with no projected increase. In addition, the tuition revenue assumes that all students will be in-state students (actual tuition revenue will therefore be higher than projected here). Projected revenues from tuition and fees assume a slow growth in student enrollment from 65% of enrollment goals in FY13 to 100% in FY17. Proposed course fees are designed to cover the cost of legal research software for students, a portion of the American Bar Association approval cost, and the student insurance cost for internships (the first is an existing fee, the others are new proposed fees). No other revenues are projected.

The total projected annual expenditures include salaries and benefits for two existing faculty, two new faculty, and two adjunct professors (for six credits per year). Costs for existing faculty are prorated based on the portion of their workload assigned to the program options in Legal Studies. Projected annual expenditures also include costs for travel, contractual services, and commodities. The annual expenditures projected in FY17 below include $144,704 in expenditures that are already covered by existing general funds and $191,047 in new expenditures.

The total expenditures for these five program options in Legal Studies are projected to be $335,751 in FY17. The projected revenues are projected to be $501,396. Projected revenues exceed projected expenditures by 49%. For every projected dollar in expenditure, there is a projected $1.49 in revenue.
Table 15.1
Budget Information

<table>
<thead>
<tr>
<th>Projected Annual Revenues in FY 17</th>
<th>Projected Annual Expenditures in FY 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>Salaries &amp; benefits (faculty and staff)</td>
</tr>
<tr>
<td>General Fund</td>
<td>Other (commodities, services, etc.)</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>TOTAL EXPENDITURES</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>One-time Expenditures to Initiate Program (if &gt;$250,000)</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>(These are costs in addition to the annual costs, above.)</td>
</tr>
<tr>
<td>Restricted</td>
<td>Year 1</td>
</tr>
<tr>
<td>Federal Receipts</td>
<td>Year 2</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>Year 3</td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td>Year 4</td>
</tr>
</tbody>
</table>

Table 15.2
Budget Status

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>c. Funded through internal MAU redistribution:</td>
<td>$150,433</td>
<td>$0</td>
</tr>
<tr>
<td>d. Funded all or in part by external funds, expiration date</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>e. Other funding source Specify Type: New Student Tuition &amp; Fees</td>
<td>$350,963</td>
<td>$0</td>
</tr>
</tbody>
</table>

15. Other special needs or conditions that were considered in the program's development.

Since this program represents a restructuring of the existing 60 credit undergraduate certificate into a 60 credit associate of applied science degree, there are few special needs or conditions that have not already been met through administration of the existing undergraduate certificate. The new degree has been developed to meet the recommendations of the ABA site teams who have reviewed the existing paralegal studies program over the last twenty years, and has been carefully structured to correspond to all of the ABA requirements for the approval of paralegal programs, as well as to meet American Association for Paralegal Education standards.

16. Consultant reviews, reports from visitations to other institutions, or names and opinions of personnel consulted in preparing the proposal.

Over the last two years, the Justice Center has been in discussions with the Paralegal Studies Certificate Program Advisory Committee regarding ways to strengthen its educational offerings
for legal paraprofessionals. The present restructuring of the certificate program into five program options centered on a common core is in large part the product of those conversations.\textsuperscript{14}

The program also consulted with representatives of the American Bar Association Standing Committee on Paralegals during the program’s 2011 reapproval site visit. Although no official findings or recommendations regarding the changes were made, the site reviewers provided valuable guidance with respect to restructuring the program.

This program restructuring and development of the new program options has also been informed by the American Association for Paralegal Education (AAfPE) Core Competencies for Paralegal Programs. The AAfPE Competencies identify specific student outcomes in the areas of critical thinking, organizational skills, communication, legal research, legal writing, computer, interviewing and investigation, ethical obligations, and legal department management skills.

In addition, Paralegal Studies faculty have participated in the Color of Justice program for a number of years. This is a summer conference sponsored by the National Association of Women Judges and co-sponsored by the Alaska Court System. Its purpose is to promote diversity in the legal profession and the judiciary. Discussions with national representatives of that program highlighted the challenges minority youth and first generation college students often face in completing their undergraduate educations and successfully applying to and graduating from law school. Those discussions further emphasized how vitally important it is to expose these students early in their high school and college years to the career possibilities available to them in the legal field, and to support their academic development as undergraduates. These new program options are, in part, the product of these discussions also.

Ongoing dialogue with community partners is another component driving these changes. For a number of years, various community legal services organizations such as the Alaska Court System Family Law Self-Help Center and the Alaska Innocence Project have contacted the Justice Center requesting student volunteers and interns to provide supervised assistance to legal aid and community service lawyers. The number of these requests has far exceeded the available number of student interns. Responding to this unmet demand for student interns and legal paraprofessionals – and facilitating student engagement and workplace training – is one of the goals of these program changes.

Finally, the Justice Center contracted with a local consulting group, Britten and Associates, to gather input from members of the justice and legal communities regarding the proposed program options.\textsuperscript{15} This consultant telephonically interviewed 12 representatives of public and private legal institutions, agencies, and organizations. From these responses, several themes emerged:

\textsuperscript{14} See Section 18 for more information and Attachment B for the advisory committee’s letter of support

\textsuperscript{15} Attachment C presents a summary of the results
• The proposed program would create a more comprehensive and complete approach to legal education in Alaska; more of a pathway than the current scattered flagstones. It would put legal education in Alaska on the same level as other professions and would have positive ramifications for UAA and the state.
• The proposed program would reduce Alaska’s “brain drain”, i.e., it very likely would keep more Alaskan students in Alaska as they would not have to leave the state for these types of educational offerings.
• Graduating from the more comprehensive proposed programs would enable Alaskans to fill jobs that heretofore had been offered to out of state candidates who possessed more advanced educations in legal studies.
• The legal field, like other professions, is moving toward using more paraprofessionals in order to meet the demand for affordable and accessible legal services and for staffing private, public and governmental organizations. The expanded program offerings would provide those paraprofessionals.
• The expanded program would provide those contemplating going to law school broader exposure to pre-law courses and the rigors they could expect at law school, enabling them to make a better choice about pursuing a JD degree and increasing their chances for success if they do go on to law school. There was a pervasive sentiment that the expanded program would increase the number of Alaskans who would pursue a law degree and that more minorities and rural Alaskans would be among those.

Respondents were also asked specifically about workforce needs. The report explains:

Each participant was asked if they saw a need in the general workforce or in rural Alaska or Alaska Native corporations for nonlawyer employees trained in working with local, state, and federal regulations and with a basic understanding of government agencies and general legal principles. Those conversant with the subject all replied to the affirmative. Areas specifically identified were:
• Assisting in the development of tribal courts
• A general lack of legal training in the rural Alaska labor pool
• Most current needs are filled by students/graduates from out of state
• The pervasiveness of local, state and federal regulation across Alaska, more so than in most other states, creates more demand for nonlawyers with this type of training.
The report concludes:

[T]he majority of those who participated in the interviews felt the proposed changes are much needed and well planned. They believe the restructuring will greatly improve the quality and availability of legal studies in Alaska, fill a variety of existing and future unmet needs, allow Alaskans to stay in state to study and work, prepare more Alaskans for law school, provide professionals for a wide spectrum of employment opportunities, and, in general, contribute to a better informed populace more conversant with legal concepts. There was a sentiment that rural Alaska could gain additional benefits and that an increased number of students in legal studies programs might well close the gap on unmet legal needs in Alaska through internships and clinics. Most of the concerns voiced about the restructuring of the program focused more on how those responsible for the changes would implement them, not about the changes themselves. The hope that the new curriculums would provide improved, writing, researching and interviewing skills was underscored frequently.

17. Concurrence of appropriate advisory councils

This program is guided by the UAA Paralegal Studies Certificate Program Advisory Committee. The committee comprises ten local attorneys, paralegals, and court personnel, along with one non-legal community member, paralegal program faculty, and college administrators. Committee members external to UAA unanimously expressed their approval of the program changes. In a written statement of support, the committee concluded, "The proposed program will give UAA students a range of choice to meet their career goals. It provides flexibility so motivated students can build on their work, for example, allowing paralegal certificate students at UAA or UAF to complete a bachelor's degree in their discipline without leaving Alaska."16 They concluded:

The standards described in the program materials are rigorous but reasonable. This committee’s comments were considered and incorporated. We feel confident that each of the program components will produce graduates with the requisite knowledge and skills to enter the legal marketplace with confidence, and who can immediately assist their employers. Finally, the pro bono service honors program will be a great asset to legal services agencies in Alaska, and to many Alaskans with unmet legal needs. UAA can be especially proud of this aspect of the legal studies program.

We urge you to approve the curriculum changes proposed by the Justice Center.

16 See Attachment B
Attachment A: Catalog Copy and Course Descriptions for AAS

Associate of Applied Science, Paralegal Studies

The American Bar Association defines a paralegal as a person “who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible.” The Associate of Applied Science in Paralegal Studies provides students with the specialized skills and knowledge to build a career performing substantive legal work under the supervision of a lawyer, in accordance with American Bar Association standards, or to work in a variety of public service and government agencies where familiarity with government regulation and legal processes is required. The program is approved by the American Bar Association.

The Associate of Applied Science Paralegal Studies is coordinated with the Bachelor of Arts Legal Studies. Students obtaining the Associate degree may apply their core courses and general education credits toward completion of the baccalaureate degree.

Note: Students obtaining a degree are not authorized to provide direct legal services to the public. The program offers training for paraprofessionals who are authorized to perform substantive legal work under the supervision of a licensed attorney. The program does not train lawyers.

Student Learning Outcomes

Students who complete this program will:
1. Produce superior university-level written documents and oral reports.
2. Identify and accurately apply the rules of professional ethics governing lawyers and nonlawyer staff, and the rules governing the unauthorized practice of law in Alaska.
3. Interpret and accurately apply legal terminology and foundational principles of substantive and procedural law in the analysis of legal issues.
4. Develop and execute legal research plans using law library resources and commonly used legal research databases.
5. Synthesize primary and secondary legal authorities and draft memoranda of legal analysis.
6. Prepare legal investigation/discovery plans and draft legal pleadings that conform to the rules of civil procedure and incorporate standard techniques and resources for managing a case in litigation.
7. Relate legal rules and doctrines to client problems in the performance of entry-level paralegal duties in a private law firm, public legal service agency, or law department.

Admission Requirements

1. Students must complete the University’s Admission to Associate of Applied Science programs requirements.
2. Students must have completed ENGL A111 with a minimum grade of C and (ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 or ENGL A311 or ENGL A312 or ENGL A313 or ENGL A414 or ENGL A487) with a minimum grade of B.
3. Students must have a 2.00 overall GPA.
4. Students who do not meet the admissions requirements will be admitted as pre-majors. Students may take up to 12 credit hours of Legal Studies courses while in pre-major status.

Advising

1. Students who have not completed the English prerequisites for admission to the program should begin their English coursework in their first semester as a pre-major.
2. Campus restrictions for this program are enforced in accordance with American Bar Association Guidelines for the Approval of Paralegal Education Programs. Therefore, the degree cannot be completed at extended campuses. Courses designated in this catalog as legal specialty courses may be taken only at the Anchorage campus.
3. Students interested in the Associate of Applied Science, Paralegal Studies should consult a faculty advisor in the Justice Center before enrolling in Legal Studies courses.
4. Students who plan to pursue a baccalaureate degree in addition to the Associate of Applied Science should also consult an academic advisor in their intended area of baccalaureate study for appropriate general elective course selections.
Major Requirements

1. Complete 9 credits in written communication skills with the minimum grades stated below:
   - ENGL A111 Methods of Written Communication with a minimum grade of C 3
   and one of the following with a minimum grade of B:
   - ENGL A211 Academic Writing About Literature (3)
   - ENGL A212 Technical Writing (3)
   - ENGL A213 Writing in the Social and Natural Sciences (3)
   - ENGL A214 Persuasive Writing (3)
   and one of the following with a minimum grade of B:
   - ENGL A311 Advanced Composition (3)
   - ENGL A312 Advanced Technical Writing (3)
   - ENGL A313 Professional Writing (3)
   - ENGL A414 Research Writing (3)
   - ENGL A487 Standard Written English (3)

2. Complete 3 credits in oral communication skills with a minimum grade of C
   - COMM A111 Fundamentals of Oral Communication (3)
   - COMM A235 Small Group Communication (3)
   - COMM A237 Interpersonal Communication (3)
   - COMM A241 Public Speaking (3)

3. Complete 3 credits in quantitative skills from the University’s General Education Requirements with a minimum grade of D.

4. Complete 3 credits in Computer Information & Office Systems or Computer Information Systems with a minimum grade of C.

5. Complete 12 credit hours selected from the General Course Requirements for Associate of Applied Science Degrees found at the beginning of this chapter with a minimum grade of D. Courses used to fulfill the Written Communication Skills, Oral Communication Skills or Quantitative Skills or degree requirements may not be used to meet this requirement. No more than 7 credits may be taken from any one disciplinary area. Note that students are strongly advised to select courses that also meet the General Education Requirements for Baccalaureate Degrees found at the beginning of this chapter.

6. Complete 3 credit hours of any Legal Studies or Justice elective at the 100 level or above with a minimum grade of C.

7. Complete the following required core courses with a minimum grade of C (21-24 credits)
   - LEGL A101 Introduction to Law 3
   - LEGL A215 Legal Ethics and the Role of the Legal Professional 3
   - LEGL A356 Legal Research, Analysis, and Writing 3
   - LEGL A367 Civil Procedure and Pretrial Practice 3
   - LEGL A377 Evidence, Investigation, and Discovery 3
   - LEGL A487 Trial and Advanced Litigation Processes 3
   - LEGL A495 Legal Studies Internship (3-6) 3

8. Complete one of the following upper division Legal Studies elective courses with a minimum grade of C (3 credits):
   - LEGL/JUST A340 Family Law (3)
   - LEGL/JUST A352 Criminal Law and Procedure (3)
   - LEGL A362 Contracts, Debt, and Principles of Ownership (3)
   - LEGL A380 Torts, Workers’ Compensation, and Insurance Law (3)
   - LEGL A385 Health Care Law and Regulatory Compliance (3)
   - LEGL A489 Legal Studies Senior Seminar (3)
   Other upper division law course from Justice or Legal Studies curriculum with Legal Studies Coordinator approval (3)

9. Complete three credit hours from one of the following electives with a minimum grade of C.
   - JUST A315 Development of Law (3)
   - JUST/JUST A343 Constitutional Law (3)
   - JUST A344 Courts and Civil Liberties (3)
   - JUST A374 The Courts (3)

10. Students must achieve a minimum grade of C in each Legal Studies core course and in the selected Legal Studies and Justice electives to receive the degree. Courses may be repeated twice to improve grades.

11. All Paralegal Studies majors must take the Legal Studies Exit Examination. There is no minimum score required for graduation.

12. A total of 60 credits is required for the degree.
Course Descriptions: Associate of Applied Science

JUST A315  Development of Law
Examines the philosophy and development of law in the United States from colonial times to the present. Explores American constitutional history and the role of the courts, the legislature, and the executive branch in the lawmaking process. Analyzes legal developments as they relate to changing economic, political, social, and intellectual trends.

JUST A340  Family Law

JUST A343  Constitutional Law
Introduces students to American constitutional law through a study of the history of the Constitution and selected landmark Supreme Court cases. Topics covered are separation of powers, judicial review, civil rights and liberties, property and economic rights and others.

JUST A344  Courts and Civil Liberties
Intensive study of the development of civil liberties in the United States with emphasis on freedom of speech, free exercise of religion, separation of church and state, due process, equal protection of the law, and the right of privacy. Focuses on Supreme Court cases and literature and considers various influences on judicial decision-making.

JUST A352  Criminal Law and Procedure
Examines elements and functions of substantive criminal law together with constitutional, statutory, and rules-based limits on law enforcement in the United States. Includes federal and state law of crimes, defenses, search and seizure, interrogations and confessions, identification, arrests and charging, right to counsel, right to jury, sentencing, and double jeopardy. Emphasis on Alaska law.

JUST A374  The Courts
Examines the basic components of the U.S. courts with particular emphasis on case processing through the court system and the roles of court actors. Covers the history as well as the current structure and function of the court system and assesses the gap between the ideals and the realities of court processes and practices.

LEGL A101  Introduction to Law
Introduces legal processes in a democratic society. Emphasis on legal terminology, federal and state court systems and judicial decision making. Introduction to basic concepts of contracts, torts, criminal law, family law, and administrative law. Includes skills for conducting basic legal analysis.

LEGL A215  Legal Ethics and the Role of the Legal Professional
Studies legal ethics and the nonlawyer professional's role in a law office, corporate or public interest legal department, or government agency. Explores nature, scope, and ethics of legal practice and the relationship of nonlawyer staff to lawyers, clients, the court system, and the public. Legal practice in Alaska and the rules governing the unauthorized practice of law are emphasized. Foundational practice skills and principles of legal research and writing are introduced. Emphasizes professional skills development. Legal specialty course.

LEGL A340  Family Law

LEGL A352  Criminal Law and Procedure
Examines elements and functions of substantive criminal law together with constitutional, statutory, and rules-based limits on law enforcement in the United States. Includes federal and state law of crimes, defenses, search and seizure, interrogations and confessions, identification, arrests and charging, right to counsel, right to jury, sentencing, and double jeopardy. Emphasis on Alaska law.

LEGL A356  Legal Research, Analysis, and Writing
Explores techniques of legal research, analysis and writing. Includes legal citation; researching judicial, statutory, regulatory, and secondary resources; research databases; fact pattern analysis; and technical rules of legal writing. Emphasizes professional skills development. Legal specialty course.
LEGL A362  **Contracts, Debt, and Principles of Ownership**  
Examines fundamental principles of contract law, property ownership, debt formation, and collection. Includes Uniform Commercial Code and Bankruptcy. Legal ethics, practice in Alaska, and development of professional skills are emphasized. Legal specialty course.

LEGL A367  **Civil Procedure and Pretrial Practice**  
Introduces procedural concepts of civil litigation and pretrial practice. Covers the rules of pleading and process, discovery, and motion practice. Reviews concepts of jurisdiction, venue, parties, statutes of limitation, and res judicata, and the ethical duties of competence and diligence. Emphasizes applied professional skills and practice in Alaska. Legal specialty course.

LEGL A377  **Evidence, Investigation, and Discovery**  
Examines state and federal rules of evidence; sources and scope of privileges; techniques, ethics, and management of case investigation; and discovery processes and problems. Emphasizes professional skills development, Alaska law, and electronic discovery. Legal specialty course.

LEGL A380  **Torts, Workers’ Compensation, and Insurance Law**  
Analyzes nature and function of the law of torts, workers’ compensation, and liability insurance in the United States, as well as the role of the nonlawyer legal professional in tort litigation and workers’ compensation claims. Includes ethical issues in tort, workers’ compensation, and insurance cases. Practice in Alaska and the development of professional skills are emphasized. Legal specialty course.

LEGL A385  **Health Care Law and Regulatory Compliance**  
Explores legal issues arising in the delivery of health care services, including the physician-patient relationship and standards of care, individual and institutional liability, patient privacy and medical records security, insurance and Medicare, managed care and access to care, federal and state regulation of health care providers and regulatory compliance, accreditation and licensure, staff privileges, and medical ethics. Practice in Alaska and the development of professional skills are emphasized. Legal specialty course.

LEGL A487  **Trial and Advanced Litigation Processes**  
Addresses advanced litigation processes and trial support. Includes alternative dispute resolution processes, case management systems, pretrial orders, pleadings, exhibit, and witness lists, pretrial motions, jury instructions and selection, judgments and orders, and notices of appeal. Practice in Alaska and development of professional skills is emphasized. Legal specialty course.

LEGL A489  **Legal Studies Senior Seminar**  
Analyzes advanced legal concepts and the role of the nonlawyer in administrative law, business organizations, contract law, torts and workers’ compensation, estate planning and probate, and property law. Emphasizes applied paraprofessional skills in legal research, fact analysis, and drafting legal documents. Legal specialty course.

LEGL A495  **Legal Studies Internship**  
Specially arranged field experiences for advanced Legal Studies students. Designed to expand knowledge and skills through supervised placements in law-related work settings. Emphasizes professional skills development. Special Note: May be repeated for maximum of 6 credits. Legal specialty course.
Attachment B: UAA Paralegal Studies Certificate Program Advisory Committee Letter of Support

To:         UA Board of Regents  
             President Patrick Gamble  
             UAA Chancellor Tom Case

From:      UAA Paralegal Studies Certificate Program Advisory Committee

Date:     February 17, 2012

Re:        UAA Justice Center  
            proposed curriculum changes

As members of the University of Alaska Anchorage Paralegal Studies Certificate Program Advisory Committee, we are writing to express our full support for the changes proposed by the UAA Justice Center to its legal studies programs. The changes include: (1) a bachelor’s degree and a minor in Legal Studies; (2) an associate degree and a post-baccalaureate certificate in Paralegal Studies; and (3) a certificate in Legal Nurse Consultant Paralegal.

The proposed program will give UAA students a range of choices to meet their career goals. It provides flexibility so motivated students can build on their work, for example, allowing paralegal certificate students at UAA or UAF to complete a bachelor’s degree in their discipline without leaving Alaska.

Students should find the availability of a four-year degree in the legal field to be a valuable option, and we, as members of the legal community, look forward to being able to hire graduates with four-year degrees who are ready to take up support positions in this field. In addition, from the point of view of an employer, an associate’s degree is more desirable than an undergraduate certificate. Most employers don’t understand the distinction between an undergraduate certificate and a degree, and on its face an undergraduate certificate appears to be an inferior credential.

Providing a range of options will develop prospective employees who can meet a variety of needs. For instance, the legal nurse consulting paralegal certificate program will produce employees with specialized knowledge who are sure to be sought after by law firms and other employers.

The standards described in the program materials are rigorous but reasonable. This committee’s comments were considered and incorporated. We feel confident that each of the program components will produce graduates with the requisite knowledge and
skills to enter the legal marketplace with confidence, and who can immediately assist their employers.

Finally, the pro bono service honors program will be a great asset to legal services agencies in Alaska, and to many Alaskans with unmet legal needs. UAA can be especially proud of this aspect of the legal studies program.

We urge you to approve the curriculum changes proposed by the Justice Center.

[Signatures]

Bob Huston
Carolyn J. Thom
James Clyver
William J. Breck, Lampke & Brecking
Marilyn May
Alaska Court System

Beth Adams
Alaska Court System

Virginia Busch
Sara Ve Schott

[Signature]

[Signature]

Mortimer Stacke, P.C., Walker & Clayman (Paralegal)
March 5, 2012

Dr. Deborah Peiman, J.D., Associate Professor
University of Alaska Anchorage Justice Center
3211 Providence Drive, UB 213
Anchorage, AK 99508-4614

Dear Dr. Periman:

During the month of February 2012, I interviewed a dozen members of Anchorage’s justice and legal communities, including public institutions and agencies and private firms and non-profit organizations, in order to determine their perspectives on the proposed restructuring of the UAA Justice Center’s paralegal certificate program.

Each person interviewed had been provided a brief overview of the proposed changes to the program. If they asked for additional detail about the proposed changes participants were sent a copy of the draft catalog description for the proposed program.

During the one-on-one interviews, participants were first asked about their overall reaction to the proposed changes. Virtually all reactions were positive. Most of the comments followed several central themes:

- The proposed program would create a more comprehensive and complete approach to legal education in Alaska; more of a pathway than the current scattered flagstones. It would put legal education in Alaska on the same level as other professions and would have positive ramifications for UAA and the state.
- The proposed program would reduce Alaska’s “brain drain”, i.e., it very likely would keep more Alaskan students in Alaska as they would no have to leave the state for these types of educational offerings.
- Graduating from the more comprehensive proposed programs would enable Alaskans to fill jobs that heretofore had been offered to out of state candidates who possessed more advanced educations in legal studies.
- The legal field, like other professions, is moving toward using more paraprofessionals in order to meet the demand for affordable and accessible legal services and for staffing private, public and governmental organizations. The expanded program offerings would provide those paraprofessionals.
- The expanded program would provide those contemplating going to law school broader exposure to pre-law courses and the rigors they could expect at law school, enabling them to make a better choice about pursuing a JD degree and increasing their chances for success if they do go on to law school. There was a pervasive sentiment that the expanded program would increase the number of Alaskans who would pursue a law degree and that more minorities and rural Alaskans would be among those.
- Note: A couple of participants were not as enthusiastic about the proposed restructuring of the program as most others because they had questions about the design, development and implemention of the new program, not issues with the concept.
A number of the participants pointed out that rural Alaska faces many unique issues. Large portions of the rural population are not conversant with or do not embrace the existing state justice system. Rural Alaskans have virtually no exposure to any sort of legal education at any level. Rural Alaskans experience difficulty in obtaining any sort of qualified legal assistance. Rural Alaskans are unlikely to consider attending law school. To one degree or another, those who raised these issues believe that expanding the legal services curriculum at UAA would have a positive effect on each of these issues.

Each participant was asked if they saw a need in the general workforce or in rural Alaska or Alaska Native corporations for nonlawyer employees trained in working with local, state, and federal regulations and with a basic understanding of government agencies and general legal principles. Those conversant with the subject all replied to the affirmative. Areas specifically identified were:

- Assisting in the development of tribal courts
- A general lack of legal training in the rural Alaska labor pool
- Most current needs are filled by students/graduates from out of state
- The pervasiveness of local, state and federal regulation across Alaska, more so than in most other states, creates more demand for nonlawyers with this type of training.

When asked if they thought the new program could help address unmet legal needs in the state by establishing student internships or student clinics that could assist non-profit legal service organizations, the overall response was that the need certainly exists and the concept was on target. A few spoke to the difficulties of internships and volunteer clinics, i.e., the significant staff commitment required to train and supervise interns or volunteers.

Other comments of significance were:

- Law firms seeking paralegals will appreciate applicants with a major in one area plus a post-bachelors paralegal certificate.
- The restructuring will provide better availability for a legal education in the state, despite the lack of a law school.
- Once on the “path” created by this program those otherwise hesitant minorities will have a clearer visualization that a career in the legal field is not as foreboding and mystical as perhaps once thought.
- A distance learning component would be helpful.
- High schools might add other allied subjects to their curriculums to begin aligning students to legal studies at the college level.
- The need for improved writing, researching, and interviewing skills.

In summary, the majority of those who participated in the interviews felt the proposed changes are much needed and well planned. They believe the restructuring will greatly improve the quality and availability of legal studies in Alaska, fill a variety of existing and future unmet needs, allow Alaskans to stay in state to study and work, prepare more Alaskans for law school, provide professionals for a wide spectrum of employment opportunities, and, in general, contribute to a better informed populace more conversant with legal concepts. There was a sentiment that rural Alaska could gain additional benefits and that an increased number of students in legal studies programs might well close the gap on unmet legal needs in Alaska through internships and clinics. Most of the concerns voiced about the restructuring of the program
focused more on how those responsible for the changes would implement them, not about the changes themselves. The hope that the new curriculums would provide improved, writing, researching and interviewing skills was underscored frequently.

Submitted by,

[Signature]

Eric Britten, President
Britten & Associates, LLC
Attachment D: UAA/UAF Draft Articulation Agreement

University of Alaska (UAA) Justice Center: Associate of Applied Science in Paralegal Studies

Articulation and Transfer Policy

applicable to

The University of Alaska Fairbanks (UAF) Associate of Applied Science in Paralegal Studies Program

Terms of Transfer

The University of Alaska Justice Center will accept graduates of the UAF Paralegal Studies program into the Associate of Applied Science in Paralegal Studies program and approve credit for transferred coursework as set forth below. Students who do not meet the written communication skills requirement for admission to the UAA Associate of Applied Science program will be admitted as pre-majors until this requirement is met.

For UAF Associate of Applied Science in Paralegal Studies transfer students, the following course transfers will be approved:

<table>
<thead>
<tr>
<th>University of Fairbanks</th>
<th>University of Alaska</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS F102 - Introduction to Law</td>
<td>LEGL A101 - Introduction to Law</td>
</tr>
<tr>
<td>PLS F106 - Introduction to Paralegal Skills</td>
<td>LEGL A377 - Evidence, Investigation, and Discovery</td>
</tr>
<tr>
<td>PLS F105 - Paralegal Ethics</td>
<td>LEGL A215 - Legal Ethics and the Role of the Legal Professional</td>
</tr>
<tr>
<td>PLS F210 - Civil Procedure</td>
<td>LEGL A307 - Civil Procedure and Pretrial Practice</td>
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<tr>
<td>PLS F260 - Computers in the Law Office</td>
<td>LEGL A417 - Trial and Advanced Litigation Processes</td>
</tr>
<tr>
<td>PLS F280 - Intermediate Legal Research and Writing for Paralegals</td>
<td>LEGL A356 - Legal Research, Analysis, and Writing</td>
</tr>
<tr>
<td>PLS F285 - Advanced Legal Writing</td>
<td>LEGL A419 - Legal Studies Senior Seminar</td>
</tr>
<tr>
<td>PLS F299 - Paralegal Studies Internship</td>
<td>LEGL A455 - Internship</td>
</tr>
<tr>
<td>PS F101 - Introduction to American Govt</td>
<td>Legal Studies elective</td>
</tr>
<tr>
<td>PS F303 - Politics and the Judicial Process</td>
<td>JUST A315 - Development of Law</td>
</tr>
<tr>
<td>PS F300X - Ethics and Society</td>
<td>Legal Studies elective</td>
</tr>
<tr>
<td>JUST F300X - Justice and Society</td>
<td>Legal Studies elective</td>
</tr>
<tr>
<td>PS F435W - Constitutional Law I: Institutions and Govt Powers</td>
<td>JUST A343 - Constitutional Law</td>
</tr>
<tr>
<td>PS F436 - Constitutional Law II: Civil Rights and Civil Liberties</td>
<td>JUST A341 - Courts and Civil Liberties</td>
</tr>
<tr>
<td>JRN F413 - Mass Media Law</td>
<td>JPC A202 - First Amendment and Media Ethics</td>
</tr>
<tr>
<td>PLS F202 - Torts</td>
<td>LEGL A388 - Torts, Workers’ Compensation, and Insurance Law</td>
</tr>
<tr>
<td>PLS F212 - Criminal Law for Paralegals</td>
<td>LEGL A351 - Criminal Law and Procedure</td>
</tr>
<tr>
<td>PLS F215 - Contracts/Real Property</td>
<td>LEGL A365 - Contracts, Debt, and Principles of Ownership</td>
</tr>
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UAA/UAF Articulation Policy for AAS
<table>
<thead>
<tr>
<th>University of Fairbanks</th>
<th>University of Alaska</th>
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</thead>
<tbody>
<tr>
<td>PLS F240—Family Law</td>
<td>LEGL A340 – Family Law</td>
</tr>
<tr>
<td>PLS F222- Employment and Administrative Law for Paralegals</td>
<td>Legal Studies elective</td>
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<tr>
<td>PLS F240 – Probate Law</td>
<td>Legal Studies elective</td>
</tr>
<tr>
<td>PLS F25 – Business Organizations</td>
<td>JUST A241 – Business Law I</td>
</tr>
<tr>
<td>PLS F253 – Special Topics Course</td>
<td>Legal Studies elective</td>
</tr>
</tbody>
</table>

**Conditions**

- The course transfers listed above are applicable only for the purpose of evaluating whether the student has met the requirements for graduating from UAA with an Associate of Applied Science in Paralegal Studies.
- This agreement is applicable only to credit hours earned at UAF during a period in which the UAF Associate of Applied Science in Paralegal Studies is approved by the American Bar Association.
- Transferring students must have a cumulative GPA of 2.0 or higher and meet all requirements for admission to UAA.
- Transferring students must have completed the courses to be transferred (above) with grades of C (2.0) or higher.
- For purposes of computing requisite credit hours at a specified level (200, 300, or 400-level), courses taken at UAF will retain the course level assigned by UAF.
- Courses for which transfer credit is awarded will not transfer more than the number of credit hours earned at UAF; students must meet the minimum earned credit hours required for the degree.
- General education requirements will be evaluated by the University under its normal transfer requirements.
- Students seeking to graduate with an Associate of Applied Science in Paralegal Studies must meet UAA’s minimum credits in residence requirements.

**Procedure**

Transfer students wishing to have UAF coursework credited toward UAA’s Associate of Applied Science in Paralegal Studies degree in the manner set forth above must file an academic petition with the Justice Center. The Justice Center will review the petition and, where the conditions described above are met, deem the petitioned UAA course requirement satisfied by the corresponding UAF course transferred.

**Duration**

This agreement will take effect upon approval by the UA Board of Regents of the UAA Associate of Applied Science in Paralegal Studies. It will remain in effect in effect for one year beyond the date on which written notice of its termination is received by the coordinator or director of the UAF Associate of Applied Science in Paralegal Studies program. However, this agreement will not take effect, or will cease effect immediately in the event the American Bar Association determines that the transfer policy set forth above does not meet the requirements for approval of programs by the Standing Committee on Paralegals.
### Board of Regents Program Action Request

**University of Alaska**

Proposal to Add, Change, or Delete a Program of Study

*(University Regulation R10.04.020)*

<table>
<thead>
<tr>
<th>1a. Major Academic Unit</th>
<th>1b. School or College</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA</td>
<td>COH</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

2. Complete Program Title  Bachelor of Arts, Legal Studies

3. Type of Program

- [ ] Undergraduate Certificate
- [ ] AA/AAS
- [x] Baccalaureate
- [ ] Post-Baccalaureate Certificate
- [ ] Masters
- [ ] Graduate Certificate
- [ ] Doctorate

4. Type of Action

- [x] Add
- [ ] Change
- [ ] Delete

5. Implementation date (semester, year)

- Spring, 2013

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.

(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master’s or associate degree program; and for the 2nd 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.)

<table>
<thead>
<tr>
<th>Projected Annual Revenues in FY 17</th>
<th>Projected Annual Expenditures in FY 17</th>
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<tbody>
<tr>
<td></td>
<td>Unrestricted</td>
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<tr>
<td>General Fund</td>
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<td>Student Tuition &amp; Fees</td>
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<td>Indirect Cost Recovery</td>
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<td>TVEP or Other (specify):</td>
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<tr>
<td></td>
<td>Salaries &amp; benefits (faculty and staff)</td>
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<tr>
<td></td>
<td>Other (commodities, services, etc.)</td>
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<td></td>
<td>TOTAL EXPENDITURES</td>
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<tr>
<td></td>
<td>One-time Expenditures to Initiate Program (if &gt;$250,000)</td>
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<th>Restricted</th>
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<tbody>
<tr>
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<tr>
<td>TVEP or Other (specify):</td>
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</tr>
<tr>
<td>TOTAL REVENUES</td>
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<td>$0</td>
</tr>
</tbody>
</table>

Page # of attached summary where the budget is discussed, including initial phase-in: Pgs. 5-6 of the master exec. 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.

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>c. Funded through internal MAU redistribution:</td>
<td>$150,433</td>
<td>$0</td>
</tr>
<tr>
<td>d. Funded all or in part by external funds, expiration date</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>e. Other funding source Specify Type: New student tuitions and fees</td>
<td>$350,963</td>
<td>$0</td>
</tr>
</tbody>
</table>
8. Projected enrollments (headcount of majors). If this is a program deletion request, project the enrollments as the program is phased out.

| Year 1: 205 | Year 2: 236 | Year 3: 268 | Year 4: 299 |

Page number of attached summary where demand for this program is discussed: Pg 2 of program summary and pg. 5 of the master exec summary.

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

| Graduate TA | 0 |
| Adjunct     | 2 |
| Term        | 0 |
| Tenure track| 2 (already funded) |

Former assignment of any reassigned faculty: 0
For more information see page 5 of the attached master exec. summary.

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

| Graduate TA | 0 |
| Adjunct     | 0 |
| Term        | 0 |
| Tenure track| 0 |

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

<table>
<thead>
<tr>
<th>Program Affected</th>
<th>Anticipated Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA Comm. Engagement</td>
<td>Higher student numbers in internship course</td>
</tr>
<tr>
<td>UAA English</td>
<td>Higher student numbers in upper division composition courses</td>
</tr>
</tbody>
</table>

Page number of attached summary where effects on other programs are discussed: Pg. 4 of the master exec. summary and pg. 2 of the program summary.

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

American Bar Association

Page in attached summary where alignment is discussed: Pg. 1 of both the master exec. summary and the program summary.


14. State needs met by this program (list): Increase options for law-related study; bridge to baccalaureate degree from associate degree; creates workforce in high-demand field.

Page in the attached summary where the state needs to be met are discussed: Pg. 2 of the program summary and Pg. 4 of the master exec. summary.

15. Program is initially planned to be:

- Available to students attending classes at UAA campus(es).
- 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: NA

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

Authorized MAU Signature / Date
Approved / Disapproved
Chair, Academic and Student Affairs Committee / 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 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.

Attachments:
☒ Summary of Degree or Certificate Program Proposal.
☐ Other (optional)
New Program Proposal
Bachelor of Arts, Legal Studies

Executive Summary
(See University Regulation R10.04.020.C)

This is a summary of a full prospectus. The full prospectus is available upon request. The information below summarizes a proposed Bachelor of Arts, one of five interrelated proposed program options in Legal Studies. A master executive summary provides information common to all proposals; it should be reviewed in tandem with this document.

<table>
<thead>
<tr>
<th>Major Academic Unit</th>
<th>School or College</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA</td>
<td>College of Health</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

Complete Program Title
Bachelor of Arts, Legal Studies

Type of Program
- Undergrad Certificate
- AA/AAS
- Baccalaureate
- Masters
- Graduate Certificate
- Doctoral
- Post-Baccalaureate Certificate

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

The proposed Bachelor of Arts degree and the four related program options further the educational mission of the University of Alaska and UAA in a number of ways, as described in section 1 of the Master Executive Summary. First, UA Board of Regents Policy 10.04.064(D)(2) encourages universities “to develop degree programs that build upon a student’s prior experience [including] baccalaureate programs, which build upon certificate and associate programs.” This program does exactly that – establishes a baccalaureate program that builds upon UAA’s existing 60 credit Paralegal Studies certificate, and upon UAF’s existing AAS in Paralegal Studies. This will provide the first opportunity in the state for graduates of these two-year programs to bridge directly into a Bachelor degree.

Another Strategic Priority identified in the UAA 2017 Strategic Plan is focusing “on market share of Alaska’s college-bound students” and “recruitment of highly qualified high school graduates.” Creation of the first four-year legal studies degree in Alaska will improve the university’s ability to attract such highly qualified graduates. In addition, the proposed program is likely to keep college-bound high school seniors with an interest in legal studies from going out of state to school. There is currently no ABA approved four-year degree program in Washington, Oregon, or Idaho, and no such program in the California public universities, so this may also attract students from those states.

Additional ways in which the proposed BA furthers the education mission of the University are described in the Master Executive Summary.
2. **History of the development of the proposed program.**

The accompanying Master Executive Summary outlines the development of the suite of proposed degree options of which the BA in Legal Studies is a part.

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

The accompanying Master Executive Summary describes the impact of the suite of proposed degree options of which the BA in Legal Studies is a part.

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

This change will provide the first baccalaureate program in the state for students interested in legal studies, as well as a bridge to the baccalaureate degree for students graduating from UAA or UAF with a certificate or associate of applied science in Paralegal Studies. Not only does it prepare students for high demand careers, it also meets employer needs for a workforce of Alaskans well versed in researching, analyzing, and applying state and federal regulations, and ready to grow into positions of corporate or public leadership.

The accompanying Master Executive Summary provides further discussion on how the proposed suite of programs addresses state needs.

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

Graduates with a BA in Legal Studies will possess both a theoretical knowledge of the law and legal practice skills. They will be able to produce superior university-level written documents and oral reports; apply the rules of professional ethics governing lawyers and nonlawyer staff, and the rules governing the unauthorized practice of law in Alaska; apply legal terminology and foundational principles of substantive and procedural law; conduct legal research using law library resources and commonly used legal research databases; synthesize primary and secondary legal authorities and draft memoranda of legal analysis; conduct legal investigation, manage discovery, and draft legal pleadings that conform to the rules of civil procedure; assess theories of law and the impact of law on social and economic relationships, access to public resources, and individual liberties; and construct from disparate fields of substantive law a unified theory of law as a mechanism for ordering social and economic relationships.

It is expected that course seat enrollments in the first five years of the proposed BA program will be approximately 1,323, based on annual program enrollments of 205 to 315 students over that time period.

The accompanying Master Executive Summary has further discussion about the student opportunities.
6. **Faculty and staff workload implications.**

As it is not possible to separate workload implications for each of the proposed programs, this item is discussed in detail the accompanying Master Executive Summary.

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

As it is not possible to separate out the costs of the proposed BA in Legal Studies from the other proposed programs, the discussion and tables related to the program’s fiscal plan are found in the accompanying Master Executive Summary.
1. **Degree/Certificate Title & Responsible Program**

<table>
<thead>
<tr>
<th>Major Academic Unit</th>
<th>School or College</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA</td>
<td>College of Health</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

| Complete Program Title | Bachelor of Arts, Legal Studies |

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Undergrad Certificate</th>
<th>AA/AAS</th>
<th>□ Baccalaureate</th>
<th>□ Masters</th>
<th>□ Graduate Certificate</th>
<th>□ Doctoral</th>
</tr>
</thead>
</table>

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

See Attachment A.

3. **Rationale for the new program and educational objectives, student learning outcomes and plan for assessment.**

The Justice Center is restructuring its existing 60 credit undergraduate certificate in Paralegal Studies to make better use of existing resources within the Justice Center and College of Health, significantly increase student options and the depth of Justice Center programs, and respond to market demand in the legal field. The restructured program will utilize the existing core of legal specialty courses, courses covering both legal theory and practice, to provide a baccalaureate degree in Legal Studies.

This core sequence of courses will also support:

- a Legal Nurse Consultant (LNC) Paralegal certificate for students working on or holding a nursing degree,
- an Associate of Applied Science (AAS), Paralegal Studies,
- a Legal Studies Minor, and
- a post-baccalaureate certificate in Paralegal Studies.

New program proposals for these additional options are submitted along with the present proposal. Together, these five program options will comprise the expanded Legal Studies curriculum in the Justice Center. All program options will be grounded in a common core of courses combining theoretical knowledge of the law with skills-based training that meets American Bar Association (ABA) standards for approval.

The new baccalaureate program will be the only four-year degree in legal studies in the state. It will provide a continuing education pathway by which students graduating with an AAS in Paralegal Studies from either UAF or UAA may build upon their prior coursework. This is in
accordance with Board of Regents Policy 10.04.064(D)(2), which states that universities are “encouraged to develop degree programs that build upon a student’s prior experience [including] baccalaureate programs, which build upon certificate and associate programs.”

This program option will also provide an efficient mechanism for incoming Bachelor degree-seeking students interested in paraprofessional legal careers to complete a degree in their area of interest. Moreover, there are no ABA approved four-year degree programs in Washington, Oregon, or Idaho and the two such programs operating in California are at private liberal arts institutions and not at public universities. Thus, this program has the potential not only to keep Alaska students at home, but to attract out of state students as well.

Finally, every study done in recent years of employment trends for legal paraprofessionals finds that students with Bachelor degrees are in greater demand by employers than are students with associate degrees or undergraduate certificates. Not only are these graduates in greater demand, but their average rate of pay is higher than paraprofessionals without a four-year degree. The proposed Bachelor of Arts in Legal Studies will give UAA’s graduates employment and earnings advantages not currently available through the existing undergraduate certificate program.

Table 3.1 below presents the educational objectives for the program’s students. Table 3.2 on the following page presents the student learning outcomes and the program’s plans to assess them.

Table 3.1

<table>
<thead>
<tr>
<th>Educational Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad-based knowledge achieved through general college education.</td>
</tr>
<tr>
<td>Exceptionally strong competency in critical thinking and in written and oral communication skills.</td>
</tr>
<tr>
<td>Clear understanding of the rules of ethics governing American judges, lawyers, and paralegals.</td>
</tr>
<tr>
<td>Comprehensive legal vocabulary and understanding of judicial processes.</td>
</tr>
<tr>
<td>Operational knowledge of legal investigatory and discovery techniques.</td>
</tr>
<tr>
<td>Command of skills required for legal research, critical analysis, and technical drafting.</td>
</tr>
<tr>
<td>Knowledge of theories of law, historical influences on the development of law, and fundamental principles of substantive law.</td>
</tr>
<tr>
<td>Appreciation for the role of law in the allocation of public resources and regulation of social and economic relationships.</td>
</tr>
</tbody>
</table>
Table 3.2  
Student Learning Outcomes and Plan for Assessment

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Plan for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce superior university-level written documents and oral reports.</td>
<td>Internship evaluation, employer surveys, student portfolios.</td>
</tr>
<tr>
<td>Identify and accurately apply the rules of professional ethics governing lawyers and nonlawyer staff, and the rules governing the unauthorized practice of law in Alaska.</td>
<td>Internship evaluation, employer surveys, graduate surveys, exit exams, student portfolios.</td>
</tr>
<tr>
<td>Interpret and accurately apply legal terminology and foundational principles of substantive and procedural law.</td>
<td>Internship evaluation, employer surveys, graduate surveys, exit exams, student portfolios.</td>
</tr>
<tr>
<td>Develop and execute legal research plans using law library resources and commonly used legal research databases.</td>
<td>Internship evaluation, employer surveys, graduate surveys, student portfolios.</td>
</tr>
<tr>
<td>Synthesize primary and secondary legal authorities and draft memoranda of legal analysis.</td>
<td>Internship evaluation, employer surveys, graduate surveys, student portfolios.</td>
</tr>
<tr>
<td>Prepare legal investigation/discovery plans and draft legal pleadings that conform to the rules of civil procedure and incorporate standard techniques and resources for managing a case in litigation.</td>
<td>Internship evaluation, employer surveys, graduate surveys, student portfolios.</td>
</tr>
<tr>
<td>Assess and critique theories of law and the impact of American law, both historically and currently, on social and economic relationships, access to public resources, and individual liberties.</td>
<td>Student portfolios.</td>
</tr>
<tr>
<td>Construct from disparate fields of substantive law a unified theory of law as a mechanism for ordering social and economic relationships.</td>
<td>Student portfolios.</td>
</tr>
</tbody>
</table>

4. Relevance to the MAU and UA mission, goals, and objectives.

As noted above, Board of Regents Policy 10.04.064(D)(2), states that universities are “encouraged to develop degree programs that build upon a student’s prior experience [including] baccalaureate programs, which build upon certificate and associate programs.” This program does exactly that: establishes a baccalaureate program that builds upon UAA’s existing 60 credit Paralegal Studies certificate, and upon UAF’s existing AAS in Paralegal Studies.

Part of the vision in the current strategic plan, UAA 2017, is to be distinguished for “driving Alaska’s social and economic development through education and training for workforce
development and high-demand careers.” Priority A of UAA 2017 is, in part, to build depth “in programs that support student success, general education, workforce development, preparation for high demand careers or respond to high student demand.” The proposed addition of an ABA-approved BA in Legal Studies is directly aligned with this vision and plan.\(^1\) It adds substantial depth to Justice Center programs and provides students a new academic path toward high-demand positions in the legal field.

Another aim of UAA 2017 is facilitating the university’s “role as a public square” by extending its “partnerships with private and public institutions” through internships and organized volunteer opportunities. Strategic Plan Priority A similarly calls for increasing “active student participation in research, creative expression, and service learning.” The proposed programs further this mission as well. All Legal Studies BA students will be required to complete a community engagement internship prior to graduation. Students are encouraged to go beyond the requirements of the internship by completing 120 hours of volunteer service to Alaska legal aid agencies. These students may graduate with Pro Bono Service Honors.

Priority C of UAA’s Strategic Plan calls for expanding educational opportunity and increasing student success, in part by improving “the rates at which students attain their educational goals” and increasing the number who achieve the highest academic distinction. The new program options reconfigure admissions requirements and prerequisites, and facilitate the transition from two-year to four-year programs, enabling students to more efficiently achieve their degree. This change increases the likelihood that students will “stay on track” and finish in four years.

Another Strategic Priority identified in UAA 2017 focuses “on market share of Alaska’s college-bound students” and “recruitment of highly qualified high school graduates.” Creation of the first four-year legal studies degree in Alaska will improve the university’s ability to attract such highly qualified graduates. In addition, the proposed program is likely to keep college-bound high school seniors with an interest in legal studies from going out of state to school. There is currently no ABA approved four-year degree program in Washington, Oregon, or Idaho, and no such program in the California public universities, so this may also attract students from those states.

Just as this program change will further the mission and strategic plan for UAA, so too does it further the strategic plan of the College of Health. One of the goals in the College Strategic Plan for Excellence in instruction is to refine and expand academic offerings. The plan for Student Success identifies a related goal of optimizing student learning opportunities. The addition of the first four-year Legal Studies degree in the state and the parallel development of four related legal studies options substantially expands Justice Center academic offerings and provides students a wider range of opportunities to meet their academic goals.

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\(^1\) The program plans to seek ABA approval for the BA when the program is approved by the Regents. The undergraduate certificate is currently ABA-approved.
Finally, the College of Health, like the university, explicitly values the concept of the university as a public square. Thus part of the College’s strategic plan is to expand opportunities for community partnerships. The mandatory community engagement internships included in the proposed BA program, together with the incentive to earn Pro Bono Service Honors by volunteering with legal aid agencies, demonstrably strengthens the bond between the university and the community.

5. Collaboration with other universities and community colleges.

The Justice Center has discussed the proposed restructuring of its undergraduate certificate with the Program Coordinator of the UAF Associate of Applied Science in Paralegal Studies. The programs have collaborated in developing an articulation agreement between the two MAUs. The articulation agreement will provide a scaffold by which graduates of the UAF program may apply their prior coursework toward the Bachelor of Arts in Legal Studies with no loss of credits in the discipline. No other MAU in the state has a paralegal program or legal studies program focused on workforce training within American Bar Association guidelines for approval of paralegal programs. Thus, although the University of Alaska Southeast offers an online Legal Studies Minor through its School of Management, five of the six courses in that program will transfer as Legal Studies electives, but not as legal specialty courses. The Introduction to Law course in the UAS program will transfer directly into the UAA program options, and be deemed to satisfy any prerequisite requirement for UAA’s LEGL 101, Introduction to Law. A transfer policy stating this will be provided to the ABA and included in the program advising materials in accordance with ABA guidelines.

The Justice Center has provided email notice of the restructuring of this program to all of the community campuses within UAA. Since Kenai Peninsula College (KPC) offers an occupational endorsement certificate and an undergraduate certificate in Corrections, the center is coordinating directly with KPC to provide ongoing information on changes to Paralegal and Legal Studies courses and programs.

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2 See Attachment D

3 UAS discontinued a Paralegal Studies AAS in 2006 due to low enrollments and job opportunities. The local demand for graduates and interns in Anchorage and Mat-Su is significantly higher. The existing UAA program is already thriving in its existing structure, which is designed in accordance with ABA standards and has been ABA-approved since 1992.
6. Demand for program (citing manpower studies or similar statistics), relation to state of Alaska long-range development, relation to other programs in the University of Alaska that may depend on or interact with the proposed program.

A. Demand for the program.


The Bureau of Labor Statistics notes there are a variety of factors fueling this demand:

Employers are trying to reduce costs and increase the availability and efficiency of legal services by hiring paralegals to perform tasks once done by lawyers. Paralegals are performing a wider variety of duties, making them more useful to businesses.

Demand for paralegals also is expected to grow as an expanding population increasingly requires legal services, especially in areas such as intellectual property, healthcare, international law, elder issues, criminal law, and environmental law. The growth of prepaid legal plans also should contribute to the demand for legal services.

Private law firms will continue to be the largest employers of paralegals, but a growing array of other organizations, such as corporate legal departments, insurance companies, real-estate and title insurance firms, and banks also hire paralegals. Corporations in particular are expected to increase their in-house legal departments to cut costs. The wide range of tasks paralegals can perform has helped to increase their employment in small and medium-size establishments of all types.

*Job Prospects.* In addition to new jobs created by employment growth, more job openings will arise as people leave the occupation. There will be demand for paralegals who specialize in areas such as real estate, bankruptcy, medical malpractice, and product liability. Community legal service programs, which provide assistance to the poor, elderly, minorities, and middle-income families, will employ additional paralegals to minimize
expenses and serve the most people. Job opportunities also are expected in Federal, State, and local government agencies, consumer organizations, and the courts.

The demand for legal paraprofessionals is also recognized by the ABA, which encourages their use as a means of driving down the cost of legal services and improving access to legal assistance. The ABA Standing Committee on Paralegals has summarized the wide range of employment options available:

The utilization of paralegals improves the efficiency, economy and availability of legal services. As a result, increased emphasis is being placed on the hiring of paralegals in a variety of legal and law-related settings. Although private law firms continue to be the single largest employer of paralegals, good job opportunities also exist in several other markets in both the private and public sectors.

In addition to private law firms, other organizations in the private sector employ paralegals. Some examples include corporate legal departments, insurance companies, estate and trust departments of large banks, hospitals and health care organizations, real estate and title insurance companies, and professional trade associations. Job opportunities in the public sector are available in community legal services programs, consumer organizations, offices of public defenders, prosecutors and attorneys general, city attorneys, a wide array of state and federal government agencies, and the judicial system.

Alaska mirrors the rest of the country in its need for well-trained legal paraprofessionals. Reflecting this trend, the UAA Paralegal Studies Certificate Program Advisory Committee, comprising lawyers and paralegals working in Anchorage, states that its members look forward to being able to hire graduates “who are ready to take up support positions in [the legal] field.”

In addition to meeting workforce development needs, the proposed program is also responsive to student demand for a law-related four-year program of study in Anchorage. As the Law School Admissions Council’s designated site of prelaw advising at UAA, the Justice Center has for more than ten years received a steady stream of telephone calls from prospective and existing students looking for a degree related to their interest in the law. Similarly, students enrolled in the Introduction to Law course routinely ask faculty when the

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4 [http://www.americanbar.org/groups/paralegals/resources/career_information.html](http://www.americanbar.org/groups/paralegals/resources/career_information.html)

5 See Attachment B for a copy of the external advisory committee’s letter of support
University will begin a Bachelor’s degree program that will allow them to focus on and develop their interest in the law.

Middle and high school students are equally interested in pursuing a legal education. Justice faculty regularly attend preview events for middle and high school students looking ahead to college, and at every event a number of these students or their parents ask whether UAA has a degree program for law-related study.

Recently the Justice Center surveyed a small cohort of graduates of the Paralegal Studies undergraduate certificate program, asking whether those students would have pursued a four-year degree in legal studies had one been available when they enrolled. Those without a bachelor’s degree were also asked how likely they would be to enroll if one were started. More than 60% said they would have chosen the bachelor’s initially, and more than 50% reported they were “very likely” to continue their education if a Bachelor’s degree is started. Students surveyed in former years have indicated that one weakness of the existing paralegal certificate program is that it is not a degree or B.A. program. Finally, one graduate of the certificate program who went on to law school and is now a practicing member of the Alaska Bar, upon hearing about the proposed changes wrote, “The new curriculum and degree offerings will add a new level of professionalism to what I always considered a very professional program. I can't help but think I would have chosen a different degree program had that 4-year program been there when I attended.”

Thus, in developing the proposed baccalaureate program, the Justice Center seeks not only to meet the needs of its existing partners in the legal community and provide for its students a career path rich with opportunity, but also to fully engage its students in a program of study that advances them toward the professional life they envision for themselves.

B. Relation to State of Alaska long-range development

The proposed Bachelor of Arts in Legal Studies will provide a workforce of individuals who are familiar with Alaska’s communities and the social and economic fabric of the state; who are trained to work with local, state, and federal regulations; and who have an understanding of the judicial and legislative processes. In a state with no law school, these individuals will be prepared to work in a variety of public and private settings where a license to practice law is not required, but knowledge of legal processes is essential. As Alaska grows its next generation of government and corporate leaders, a cohort of Alaskans with the ability to locate, analyze, and apply regulatory mandates will prove an invaluable asset. As one member of the Anchorage legal community observed, when asked about the proposed paralegal program changes, “There is a significant tie between Alaska and the government(s). We need people who understand the complexities in general - not necessarily those who are lawyers.”

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6 See Appendix C
This program also has the potential to address a long-term problem in Alaska—unmet needs for legal assistance in rural areas of the state and among middle and low-income Alaskans. Information provided by state social service agencies to Alaska Legal Services Corporation (the organization primarily responsible for providing civil legal aid to low-income Alaskans) indicates high levels of need in the areas of consumer finance, domestic abuse, custody/visitation and divorce, health cases, housing, predatory lending, Native allotments, and Indian/tribal law. Well-trained nonlawyer legal professionals can play an essential role in closing the justice gap and promoting access to legal assistance for everyone.

With respect to closing the justice gap, it is important to note that the Alaska Court System Fairness and Access Committee’s 2007 Status report looked at possible solutions to the problem of unmet legal needs for low-income individuals. In its section examining how to increase the availability of reduced fee legal services to low-income clients, the Access to Justice subcommittee specifically identified “paralegal training” as one of the possible solutions.

The existing Paralegal Studies Certificate Program has worked with the Fairness and Access Committee looking at ways to assist the Court System in developing a program of court facilitators or “cultural navigators” to help guide members of ethnic and cultural minorities through court process. The report notes:

Members of the Implementation Committee recently contacted the University of Alaska Paralegal programs in Anchorage and Fairbanks to explore the possibilities of those programs offering training in Plain English concepts and skills for Cultural Navigators. At this time, the UAA program is particularly interested in offering these programs. In early 2007, the UAA program submitted a proposal for training paralegals in cultural navigator techniques.

Those 2007 efforts were unsuccessful, in part because the existing paralegal studies program lacked sufficient depth to support the initiative. Expanded program options with increased numbers of students and graduates may make similar efforts feasible in the future.

Finally, by providing increased opportunities for legal education in state, and the only four-year degree in legal studies, this program has the potential to increase diversity in Alaska’s legal community and its judiciary. For example, the Fairness and Access Advisory Committee 2007 report referenced above also noted that the number of Alaska Native magistrates had decreased from 18 (of 61) in 1978 to 5 (of 37) in 2004. The court system

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reports that number of Alaska Native magistrates remains unchanged in 2012 – 5 out of 45 total. These are nonlawyer positions presiding over certain types of cases in areas of the state where services of a full-time district court judge are not required. They also serve in urban centers on routine matters to ease the workload of district court judges. Increasing the number of Alaska Native students graduating with a two-year or four-year degree that emphasizes Alaska legal practices would provide a pool of competent individuals with the training to take on these positions and the confidence and motivation to apply.

C. Relation to other programs in the University of Alaska that may depend on or interact with the proposed program.

This program provides a pathway for graduates of the proposed AAS in Paralegal Studies (currently an undergraduate certificate) at UAA to continue their education and complete a Bachelor’s degree with no loss of credits earned. As noted above, this program is one of five interrelated proposed program options at UAA, all of which are centered on the same core of legal specialty coursework as defined by the ABA. Those programs are all coordinated within the Justice Center.

This program also provides a pathway to a baccalaureate degree for AAS graduates of the UAF Paralegal Studies program. Although the two programs do not formally interact with one another, the directors of the respective programs work cooperatively together as described above to ensure that there are no impediments to qualified UAF graduates progressing through the program at UAA. An articulation agreement is in draft that will formalize this process.9

7. Effects of program on other academic units (e.g. GER course requirements)

No other academic units require courses from this program in their curriculum; hence course revisions will have no effect on other units. LEGL 101 (formerly PARL 101) is a GER course. However, its curriculum has not changed so there will be no impact on other units related to course content. The Justice Center anticipates adding two additional sections of LEGL 101 each academic year, so students from other units should not experience any increased difficulty getting into the course as a result of these proposed program changes.

The Justice program will see a substantial increase in students in the two Justice courses required in the Legal Studies BA, and a lesser increase in those Justice courses that serve as permissible Legal Studies electives. These increases have been addressed internally by adding additional sections or seats to the courses.

In three to four years, the English Department may experience an increase in students taking upper division composition courses, as Legal Studies students complete their three credit upper

9 See Attachment D
division written composition requirement. The Justice Center is coordinating this with the chair of the English department, who has indicated that this is feasible.

The Center for Community Engagement and Learning (CCEL) will see an increase in students enrolled in its internship class, as the Legal Studies majors complete this three-credit requirement. The Justice Center is coordinating this with the CCEL director, who has indicated the course can accommodate the Legal Studies students.

No other units on campus will be affected by this proposal, as other program requirements regarding required courses offered by other units relate only to minimum grades in general education requirements and will not result in changes to the number of students enrolling. Permissible electives offered by other units are unlikely to see a noticeable rise in enrollments, in that each student will take only five of the 21 permissible courses, so that enrollments will be spread broadly across the spectrum of courses.

8. Availability of appropriate student services for program participants.

All program faculty include student advising in their workload agreements, and maintain regular office hours. Program faculty regularly take advantage of workshops and webinars on student advising to improve their skills in this area. The Justice Center also maintains a full-time receptionist who is trained to respond to routine student advising questions. The Justice Center’s advising resources are supported by the College of Health, which provides a permanent advisor for all students in the college. The college is also in the midst of a new initiative to support student success, by developing a one-stop, drop-in advising center housed in the college and focused exclusively on programs within the college, including the proposed Legal Studies programs. Students will also have access to the UAA Learning Resource Center, which provides student support and tutoring in a wide variety of areas, including writing, math, language lab, and ESL tutoring.

In addition to the kinds of student support required by all UAA students, students in the Legal Studies programs will require advising regarding careers as legal paraprofessionals, and some students will seek advising regarding graduate or law school. The systems for providing that advising are already in place. The Justice Center has been the site of prelaw advising for the university as a whole for many years. It maintains a prelaw advising website and e-mail list for all students at UAA. Faculty have also participated for many years in the Color of Justice, a program sponsored by the National Association of Women Judges that seeks to improve diversity in the bench and bar, by providing advising sessions to high school and college students on preparing for law school. The guidance materials generated for students in Color of Justice are made available to students in Justice Center programs as well.

With respect to career advising, the Justice Center is a member of the American Association for Paralegal Education and receives regular updates on best practices in paralegal education and career preparation from that organization. This information is reflected in course and advising materials made available to students. Students are also referred to the job bank maintained by
the International Federation of Paralegal Managers, which permits posting of student resumes at no charge.

Program faculty also regularly advise students regarding the benefits of the Career Services Center of the UAA Career Development Office. The Career Services Center added a “law” category to its employment search software in 2004. This change has allowed local employers to post paralegal job openings by category, and has enabled students and graduates to view open paralegal positions, and post and submit their resumes. Students also continue to learn about direct placement opportunities through the program. Many prospective employers contact the Paralegal Studies Certificate Program rather than the Career Services Center. When that occurs, those notices are posted on the Justice Center website and on the Paralegal Studies Program Blackboard Community website, available only to program majors. The latter is linked to the Career Services Center homepage on the UAA career information website.

Finally, program faculty maintain ongoing ties with the Alaska Association of Paralegals. As a result of this relationship, the association implemented a student membership category. Faculty bring members of the association into the classroom to meet students, and facilitate student engagement with this professional group. Students who become members may participate in the association’s legal education programs, and access the association’s job bank for information about local employment opportunities.

9. **Opportunities for research and community engagement for admitted graduate and undergraduate students.**

The ABA Standing Committee on Paralegals encourages the utilization of paraprofessionals “in pro bono public law programs that provide legal services to those who cannot afford to hire an attorney.” Similarly, the ABA Model Guidelines for the Utilization of Paralegals states that lawyers should facilitate paraprofessional participation in pro bono activities. Recent data shows that nationally there is only one legal aid attorney available for every 6,415 low-income persons. Legal need studies over the last decade consistently find that fewer than one in five low-income Americans are able to obtain legal assistance with problems such as domestic violence and family disputes, evictions, and denial of public benefits.

Alaska is no exception to this problem. The BA in Legal Studies is intentionally structured to encourage students to participate in the legal tradition of pro bono work and to facilitate their engagement in community service. Every student is required to complete three-credit hours (108 hours on-site) of Community Engagement internship. Students who go beyond this to contribute 120 or more hours of supervised service to Alaska legal aid agencies may graduate with Pro Bono Service Honors.

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10 [http://www.americanbar.org/content/dam/aba/administrative/paralegals/ls_prigs_probonobrochure.authcheckdam.pdf](http://www.americanbar.org/content/dam/aba/administrative/paralegals/ls_prigs_probonobrochure.authcheckdam.pdf)


12 See Armstrong, B., Unmet Legal Needs in the U.S. and Alaska, 27(2) Alaska Justice Forum (Summer 2010)
In addition, students may take independent studies electives, during which they work with Justice Center faculty on community-engaged research. Students may also perform Legal Studies Internships, which often involve community service providers. Students have, for example, performed internships for the Alaska Immigration Project, the Alaska Innocence Project, the Alaska Civil Liberties Union, and the Alaska Court System Family Law Self-Help Center.

Finally, opportunities for community engagement are often available through the students’ individual courses, as a result of faculty ties to community organizations. In the fall of 2011, for example, paralegal students volunteered at the Alaska Bar Association/Alaska Legal Services first annual Elizabeth Peratrovich Pro Bono Legal Clinic held in conjunction with the Alaska Federation of Natives Convention. For a number of years, students in the introductory paralegal studies class worked with Alaska Legal Services Corporation to present a seminar at the Anchorage Senior Center on advance health care directives, powers of attorney, and simple wills. Faculty are committed to facilitating this type of community engagement among our students.

10. Outline of schedule for implementation of the program.

<table>
<thead>
<tr>
<th>Critical Task</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hire new faculty</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>2. Reserve additional computer lab space</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>3. Finalize articulation agreement with Fairbanks</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>4. Post transfer policy re UAS transfer students</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>5. Offer courses in accordance with four year plan</td>
<td>August 2012</td>
</tr>
<tr>
<td>6. Apply for ABA program approval</td>
<td>November 2012</td>
</tr>
<tr>
<td>7. Admit first students</td>
<td>January 2013</td>
</tr>
<tr>
<td>8. Complete first assessment cycle</td>
<td>June 2015</td>
</tr>
<tr>
<td>9. Graduate first students</td>
<td>January 2017</td>
</tr>
</tbody>
</table>

11. Projection of enrollments (FTE (full-time equivalent) and headcount) and graduates over next five years.

Strong demand for this program is anticipated based on the frequency of student requests for a baccalaureate degree in legal studies and responses to student surveys indicating a high level of interest. Enrollments for Year 1 are predicted at 65% of what the projected total enrollment will be once the program is well-established at Year 5 and at 75%, 85%, 95%, and 100% respectively for each of the ensuing years. Enrollment and advising data will be evaluated after
Year 1 and decisions made about adjusting enrollments or adding sections as necessary. Growth is expected to increase as the Justice Center publicizes the program through majors fairs, high school preview days and other University events.

The enrollment headcount in the table below represents 30% of the total Legal Studies enrollments for all five program options, which is the estimated percentage of enrolled students expected to be seeking the baccalaureate degree. The FTE enrollments are calculated based on 12 credit hours per student per semester. Graduation projections are estimated to be 75% of full time majors in four years. Although this percentage is higher than institutional averages historically, students entering this program are much more likely than the general student body to graduate, and to graduate on time, given that admission to the program is contingent on established success in writing at the college level and successful completion of 100 and 200 level written composition courses. In addition, students drawn to Legal Studies are generally highly motivated and the program has been carefully structured to facilitate efficient progression toward the degree.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Enrollment</td>
<td>17</td>
<td>20</td>
<td>22</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>Enrollment Headcount</td>
<td>205</td>
<td>236</td>
<td>268</td>
<td>299</td>
<td>315</td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>15</td>
</tr>
</tbody>
</table>

12. Availability and quality and/or requirement for new faculty and/or staff to support the program.

This degree is a part of a larger curriculum package involving expansion of the Justice Center program offerings. The overall new work associated with the five Legal Studies program options will be accomplished by adding seats in existing courses and by hiring two new full-time tenure track bi-partite faculty to cover the work of the expanded program, including the BA proposed here. These faculty positions have been funded internally through reallocation of existing College of Health resources; no new funding is requested. Recruitments are already underway to fill these positions.

The two new faculty members will support all five of the proposed program options in Legal Studies, not just this degree. Existing staff and faculty will not be reassigned. Similarly, existing staff resources are sufficient to accommodate an increase in students. In addition to teaching four courses per semester, each new faculty will also provide advising to prospective and current students. The increase in advising responsibilities will therefore not impact existing staff and faculty.
A. Existing Faculty and Staff

Existing faculty who will teach in the new program are:

Name: Deborah K. Periman
Highest academic degree or certification: Juris Doctor
Academic rank/position title: Associate Professor, Coordinator Paralegal Studies Certificate Program
Professional registrations/qualifications: Member, Alaska Bar Association
Type of appointment: Full-time, Bi-partite
Relevant scholarly activity/experience: 14 years in private legal practice in Alaska, 13 years teaching full-time in the Justice Center
Current assignment: 18 units teaching, 12 units service per academic year
How workload will be adjusted to meet demands of the new program: no adjustment
If being relieved of current duties, describe how are current duties are to be met: N/A

Name: Jason Brandeis
Highest academic degree or certification: Juris Doctor
Academic rank/position title: Assistant Professor
Professional registrations/qualifications: Member, Alaska Bar Association
Type of appointment: Full-time, Bi-partite
Relevant scholarly activity/experience: 6 years practicing public interest law in Alaska, 2 years teaching full time in the Justice Center
Current assignment: 24 units teaching, 6 units service per academic year
How workload will be adjusted to meet demands of the new program: no adjustment
If being relieved of current duties, describe how are current duties are to be met: N/A

B. New Faculty and Staff

New faculty needed include two full-time faculty and one adjunct faculty with the following qualifications:

For the two full-time faculty positions:
Minimum academic degree or certification required: Juris Doctor
Academic rank/position title at time of hire: Assistant Professor
Required professional registrations/qualifications: (if applicable) Member, Alaska Bar Association
Type of appointment: Full-time, Bi-partite
Required relevant scholarly activity/experience: Experience in the practice of law in Alaska, experience working with legal paraprofessionals

For the one adjunct faculty position:
Minimum academic degree or certification required: Juris Doctor
Academic rank/position title at time of hire: Assistant Professor
Required professional registrations/qualifications: Member, Alaska Bar Association
Type of appointment: Full-time, Bi-partite
Required relevant scholarly activity/experience: Experience in the practice of law in Alaska, experience working with legal paraprofessionals

13. Library, equipment, and similar resource requirement, availability, appropriateness, and quality.

This program will not require library or other resources beyond those already implemented in support of the existing 60 credit undergraduate certificate and baccalaureate degree in Justice. Pursuant to ABA guidelines, the adequacy of the library and information resources available to program students is evaluated annually in coordination with the UAA Consortium Library’s departmental liaison and in consultation with all faculty instructing within the program. The starting point of the annual review is the inventory of materials maintained for the ABA reports.

The library maintains current state and federal legal codes and regulations, and municipal ordinances for Anchorage and larger urban centers. It also maintains an inventory of legal treatises, which are updated regularly in consultation with program faculty. In addition, all students have access to Lexis through the UAA’s subscription to the Lexis-Nexis Academic Universe. This database includes all state and federal codes and regulations, municipal ordinances, all state and federal case law, and a database of current law reviews, treatises, and practice manuals. In addition, all students have access to Westlaw Public Access through the Alaska State Court Law Library referenced below.

Program students enrolled in Legal Research are assigned individual passwords for Westlaw (a commercial legal information site) access. This course is taught in an existing computer lab on campus. Program students also have access to a shared Westlaw account on a terminal in the Justice Center student lab.

The Justice Center programs also make regular use of the Alaska State Court Law Library, which is open to the public. Permission to provide onsite instruction is obtained directly by the legal research instructor from the State Law Librarian. The UAA program has not experienced any limitations on providing onsite instruction.

14. New facility or renovated space requirements.

In the short-term, the two new full-time tenure track bi-partite faculty will require office space. The Justice Center will accommodate this need through a reassignment of its existing research office space. The Justice Center has already allocated existing resources for the minor renovations necessary to reassign this space.

In the long-term, greater access to a computer lab will be required. Proficiency with information and computer technology is an essential asset for students to be successful in their legal careers. In addition, legal professionals must have strong skills in library and legal
research. As these proficiencies become increasingly important, computer lab access will become critical. Trends in the legal profession have prompted this space requirement, not the proposed program changes. The Justice Center is working with the College of Health to develop long-term plans to secure access to a computer lab. In the meantime, some of the program options include a requirement in Computer Networking and Office Technologies, and all students will be advised about the importance of being proficient in computer networking and office technologies.

15. **Projected cost of all required resources, revenue from all sources and a budgetary plan for implementing and sustaining the program.**

The following budget information is based on the creation of all five new program options in Legal Studies (not just the program option that is the subject of this prospectus). The five new program options must be considered together, because they are interdependent and utilize a single set of resources and generate shared revenues. All program options were designed to utilize a common core of courses in Legal Studies, and in turn to facilitate student transfers from one program option to another. Each single program option will have costs that exceed revenues if the shared expenses are not separately allocated. It is only when all programs are considered together, and the costs recognized as a single set of expenditures supporting five programs, that the revenues exceed costs.

Projected annual revenues include existing general funds ($150,433) and new student tuition and fees ($350,963). New student tuition and fees are calculated using projected enrollments, tuition rates, and proposed course fees (and exclude the 20% portion for central budgeting). New enrollments are conservatively projected based on current enrollment trends, student interests, and market demands. Tuition revenue is conservatively projected using AY13 tuition rates, with no projected increase. In addition, the tuition revenue assumes that all students will be in-state students (actual tuition revenue will therefore be higher than projected here). Projected revenues from tuition and fees assume a slow growth in student enrollment from 65% of enrollment goals in FY13 to 100% in FY17. Proposed course fees are designed to cover the cost of legal research software for students, a portion of the American Bar Association approval cost, and the student insurance cost for internships (the first is an existing fee, the others are new proposed fees). No other revenues are projected.

The total projected annual expenditures include salaries and benefits for two existing faculty, two new faculty, and two adjunct professors (for six credits per year). Costs for existing faculty are prorated based on the portion of their workload assigned to the program options in Legal Studies. Projected annual expenditures also include costs for travel, contractual services, and commodities. The annual expenditures projected in FY17 below include $144,704 in expenditures that are already covered by existing general funds and $191,047 in new expenditures.

The total expenditures for these five program options in Legal Studies are projected to be $335,751 in FY17. The projected revenues are projected to be $501,396. Projected revenues
exceed projected expenditures by 49%. For every projected dollar in expenditure, there is a projected $1.49 in revenue.

### Table 15.1
Budget Information

<table>
<thead>
<tr>
<th>Projected Annual Revenues in FY 17</th>
<th>Projected Annual Expenditures in FY 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>Salaries &amp; benefits (faculty and staff)</td>
</tr>
<tr>
<td>General Fund</td>
<td>Other (commodities, services, etc.)</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>TOTAL EXPENDITURES</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>One-time Expenditures to Initiate Program (if &gt;$250,000)</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>(These are costs in addition to the annual costs, above.)</td>
</tr>
<tr>
<td>Restricted</td>
<td>Year 1</td>
</tr>
<tr>
<td>Federal Receipts</td>
<td>Year 2</td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>Year 3</td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td>Year 4</td>
</tr>
</tbody>
</table>

### Table 15.2
Budget Status

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>c. Funded through internal MAU redistribution:</td>
<td>$150,433</td>
<td>$0</td>
</tr>
<tr>
<td>d. Funded all or in part by external funds, expiration date</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>e. Other funding source Specify Type: New Student Tuition &amp; Fees</td>
<td>$350,963</td>
<td>$0</td>
</tr>
</tbody>
</table>

16. **Other special needs or conditions that were considered in the program’s development.**

With the exception of two new courses, this program represents a restructuring of existing courses into a new degree program. For that reason, there are few special needs or conditions that have not already been met through administration of the existing undergraduate certificate. One exception to this is the need to ensure that this baccalaureate program is not only a scaffold for UAA certificate and associate degree students, but for students coming out of Fairbanks and Juneau as well. The coordination to ensure those students’ needs are met is addressed in Section 5 above.
In addition, this program has been developed to meet the recommendations of the ABA site teams who have reviewed the existing paralegal studies program over the last twenty years, and has been carefully structured to correspond to all of the ABA requirements for the approval of paralegal programs.

17. Consultant reviews, reports from visitations to other institutions, or names and opinions of personnel consulted in preparing the proposal.

Over the last two years, the Justice Center has been in discussions with the Paralegal Studies Certificate Program Advisory Committee regarding ways to strengthen its educational offerings for legal paraprofessionals. The present restructuring of the certificate program into five program options centered on a common core is in large part the product of those conversations.¹³

The program also consulted with representatives of the American Bar Association Standing Committee on Paralegals during the program’s 2011 reapproval site visit. Although no official findings or recommendations regarding the changes were made, the site reviewers provided valuable guidance with respect to restructuring the program.

This program restructuring and development of the new program options has also been informed by the American Association for Paralegal Education (AAfPE) Core Competencies for Paralegal Programs. The AAfPE Competencies identify specific student outcomes in the areas of critical thinking, organizational skills, communication, legal research, legal writing, computer, interviewing and investigation, ethical obligations, and legal department management skills.

In addition, Paralegal Studies faculty have participated in the Color of Justice program for a number of years. This is a summer conference sponsored by the National Association of Women Judges and co-sponsored by the Alaska Court System. Its purpose is to promote diversity in the legal profession and the judiciary. Discussions with national representatives of that program highlighted the challenges minority youth and first generation college students often face in completing their undergraduate educations and successfully applying to and graduating from law school. Those discussions further emphasized how vitally important it is to expose these students early in their high school and college years to the career possibilities available to them in the legal field, and to support their academic development as undergraduates. These new program options are, in part, the product of these discussions also.

Ongoing dialogue with community partners is another component driving these changes. For a number of years, various community legal services organizations such as the Alaska Court System Family Law Self-Help Center and the Alaska Innocence Project have contacted the Justice Center requesting student volunteers and interns to provide supervised assistance to legal aid and community service lawyers. The number of these requests has far exceeded the

¹³ See Section 18 for more information and Attachment B for the advisory committee’s letter of support
available number of student interns. Responding to this unmet demand for student interns and legal paraprofessionals – and facilitating student engagement and workplace training – is one of the goals of these program changes.

Finally, the Justice Center contracted with a local consulting group, Britten and Associates, to gather input from members of the justice and legal communities regarding the proposed program options. This consultant telephonically interviewed 12 representatives of public and private legal institutions, agencies, and organizations. From these responses, several core themes emerged:

- The proposed program would create a more comprehensive and complete approach to legal education in Alaska; more of a pathway than the current scattered flagstones. It would put legal education in Alaska on the same level as other professions and would have positive ramifications for UAA and the state.
- The proposed program would reduce Alaska’s “brain drain”, i.e., it very likely would keep more Alaskan students in Alaska as they would not have to leave the state for these types of educational offerings.
- Graduating from the more comprehensive proposed programs would enable Alaskans to fill jobs that heretofore had been offered to out of state candidates who possessed more advanced educations in legal studies.
- The legal field, like other professions, is moving toward using more paraprofessionals in order to meet the demand for affordable and accessible legal services and for staffing private, public and governmental organizations. The expanded program offerings would provide those paraprofessionals.
- The expanded program would provide those contemplating going to law school broader exposure to pre-law courses and the rigors they could expect at law school, enabling them to make a better choice about pursuing a JD degree and increasing their chances for success if they do go on to law school. There was a pervasive sentiment that the expanded program would increase the number of Alaskans who would pursue a law degree and that more minorities and rural Alaskans would be among those.

Respondents were also asked specifically about workforce needs. The report explains:

Each participant was asked if they saw a need in the general workforce or in rural Alaska or Alaska Native corporations for nonlawyer employees trained in working with local, state, and federal regulations and with a basic

14 Attachment C presents a summary of the results
understanding of government agencies and general legal principles. Those conversant with the subject all replied to the affirmative. Areas specifically identified were:

- Assisting in the development of tribal courts
- A general lack of legal training in the rural Alaska labor pool
- Most current needs are filled by students/graduates from out of state
- The pervasiveness of local, state and federal regulation across Alaska, more so than in most other states, creates more demand for nonlawyers with this type of training.

The report concludes:

[T]he majority of those who participated in the interviews felt the proposed changes are much needed and well planned. They believe the restructuring will greatly improve the quality and availability of legal studies in Alaska, fill a variety of existing and future unmet needs, allow Alaskans to stay in state to study and work, prepare more Alaskans for law school, provide professionals for a wide spectrum of employment opportunities, and, in general, contribute to a better informed populace more conversant with legal concepts. There was a sentiment that rural Alaska could gain additional benefits and that an increased number of students in legal studies programs might well close the gap on unmet legal needs in Alaska through internships and clinics. Most of the concerns voiced about the restructuring of the program focused more on how those responsible for the changes would implement them, not about the changes themselves. The hope that the new curriculums would provide improved, writing, researching and interviewing skills was underscored frequently.

18. Concurrence of appropriate advisory councils

This program is guided by the UAA Paralegal Studies Certificate Program Advisory Committee, as noted above. The committee comprises ten local attorneys, paralegals, and court personnel plus one non-legal community member, paralegal program faculty, and college administrators. Committee members external to UAA unanimously expressed their approval of the program changes. In a written statement of support, the committee concluded that “The proposed program will give UAA students a range of choice to meet their career goals. It provides flexibility so motivated students can build on their work, for example, allowing paralegal certificate students at UAA or UAF to complete a bachelor’s degree in their discipline without leaving Alaska.”15 They concluded:

The standards described in the program materials are rigorous but reasonable. This committee’s comments were considered and incorporated.

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15 See Attachment B
We feel confident that each of the program components will produce graduates with the requisite knowledge and skills to enter the legal marketplace with confidence, and who can immediately assist their employers. Finally, the pro bono service honors program will be a great asset to legal services agencies in Alaska, and to many Alaskans with unmet legal needs. UAA can be especially proud of this aspect of the legal studies program.

We urge you to approve the curriculum changes proposed by the Justice Center.
Attachment A: Catalog Copy and new/modified Course Descriptions

LEGAL STUDIES

Consortium Library (LIB), Room 213, (907) 786-1810
http://justice.uaa.alaska.edu

The UAA Justice Center, established by the Alaska Legislature in 1975, has a mandate to provide statewide justice-related education, research, and service. The Justice Center is an interdisciplinary unit that provides undergraduate, graduate, and professional education; conducts research in the areas of crime, law, and justice; and provides service to government units, justice agencies, and community organizations throughout urban and rural Alaska to promote a safe, healthy, and just society.

The Justice Center offers a variety of programs that prepare students for work in law-related or public service fields. The core of each program is a foundational sequence of courses combining theoretical knowledge of the law with skills-based training in American legal practice.

Legal Studies Goals

Students in all programs will acquire:
1. Broad-based knowledge achieved through general college education.
2. Exceptionally strong competency in critical thinking and in written and oral communication skills.
5. Operational knowledge of legal investigatory and discovery techniques.
6. Command of skills required for legal research, critical analysis, and technical drafting.
7. Knowledge of theories of law, historical influences on the development of law, and fundamental principles of substantive law.
8. Appreciation for the role of law in the allocation of public resources and regulation of social and economic relationships.

To accomplish these goals, the following program options are offered: Certificate, Legal Nurse Consultant Paralegal; Associate of Applied Science, Paralegal Studies; Bachelor of Arts, Legal Studies; Minor, Legal Studies; and Post-Baccalaureate Certificate, Paralegal Studies. (See chapter 11 of this catalog for information about the post-baccalaureate certificate.) Students may also work toward Pro Bono Service Honors.

Pro Bono Service Honors

The Justice Center awards Pro Bono Service Honors to those Legal Studies students who work toward improving access to justice by contributing volunteer service to Alaska legal aid agencies. Students majoring in any of the Legal Studies programs, as well as Legal Studies minors, are eligible to graduate with Pro Bono Service Honors upon satisfactory completion of the following requirements:
1. Meet the catalog requirements for the minor, degree, or certificate sought.
2. Complete, as applicable, the following number of volunteer hours with a legal services agency approved by the Legal Studies Program Coordinator:
   a. Undergraduate Certificate, Legal Nurse Consultant Paralegal: 50 hours
   b. Associate Applied Science, Paralegal Studies: 60 hours
   c. Bachelor of Arts, Legal Studies: 120 hours
   d. Minor, Legal Studies: 50 hours
3. Students intending to graduate with Pro Bono Service Honors must obtain written verification of their hours of service from the legal service agency or agencies assisted.
4. In the semester they intend to graduate, students must submit their verification of service hours and written notice of their intent to graduate with Pro Bono Service Honors to the Legal Studies Program Coordinator. The verification and notice must be received by the Legal Studies Coordinator on or before the date established by the registrar’s office as the deadline to apply for graduation.
Bachelor of Arts, Legal Studies

The Bachelor of Arts in Legal Studies provides students with a broad educational background in American law and policy that prepares them well for a lifetime of informed civic participation. Students will also acquire the technical skills and specialized knowledge that will enable them to build a career working under the supervision of lawyers in federal and state agencies or court systems, in a variety of legal service settings, in private law offices or corporate legal departments, and in a multitude of other public and private organizations where familiarity with government regulation and legal processes is required. The program also lays the academic foundation for students who later wish to advance to graduate programs in law or public policy. The program is approved by the American Bar Association.

Note: Students obtaining a degree are not authorized to provide direct legal services to the public. The program offers training for paraprofessionals who are authorized to perform substantive legal work under the supervision of a licensed attorney. The program does not train lawyers.

Student Learning Outcomes

Students who complete this program will:
1. Produce superior university-level written documents and oral reports.
2. Identify and accurately apply the rules of professional ethics governing lawyers and nonlawyer staff, and the rules governing the unauthorized practice of law in Alaska.
3. Interpret and accurately apply legal terminology and foundational principles of substantive and procedural law.
4. Develop and execute legal research plans using law library resources and commonly used legal research databases.
5. Synthesize primary and secondary legal authorities and draft memoranda of legal analysis.
6. Prepare legal investigation/discovery plans and draft legal pleadings that conform to the rules of civil procedure and incorporate standard techniques and resources for managing a case in litigation.
7. Assess and critique theories of law and the impact of American law, both historically and currently, on social and economic relationships, access to public resources, and individual liberties.
8. Construct from disparate fields of substantive law a unified theory of law as a mechanism for ordering social and economic relationships.

Admission Requirements

1. Students must complete the University’s Admission to Baccalaureate Programs Requirements.
2. Students must have completed ENGL A111 with a minimum grade of C and (ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 or ENGL A311 or ENGL A312 or ENGL A313 or ENGL A414 or ENGL A487) with a minimum grade of B.
3. Students must have a 2.00 overall GPA.
4. Students who do not meet the admissions requirements will be admitted as pre-majors. Students may take up to 12 credit hours of Legal Studies courses while in pre-major status.

Advising

1. Students who have not completed the English prerequisites for admission to the program should begin their English coursework in their first semester as a pre-major.
2. Students are strongly encouraged to complete a Certificate in Civic Engagement or to augment their degree with a Justice Minor or a minor in another discipline. Students should note, however, that courses that may be used to satisfy either the Legal Studies degree or the Justice Minor will not be counted toward the completion requirements of both programs.
3. Proficiency in the use of computers and standard office software is an important component of legal practice. Students are strongly encouraged to build their technological skills through coursework in Computer Information & Office Systems (CIOS), Computer Information Systems (CIS), or Computer & Networking Technology (CNT) as they progress through the program.
4. Campus restrictions for this program are enforced in accordance with American Bar Association Guidelines for the Approval of Paralegal Education Programs. Therefore, the Legal Studies degree cannot be completed at extended campuses. Courses designated in this catalog as legal specialty courses may be taken only at the Anchorage campus.
5. Transfer credit for Legal Studies and Justice courses will be determined at the departmental level.
6. Legal Studies majors who have completed the Associate of Applied Science in Paralegal Studies at the University of Alaska Fairbanks will receive full transfer credit for their courses in accordance with the Articulation Agreement on file in the Justice Center and posted on the Justice Center website. However, students must complete 120 total credit hours for the degree; 42 of those credits must be upper division.
7. Students interested in the Bachelor of Arts, Legal Studies should consult a faculty advisor in the Justice Center before
enrolling in Legal Studies courses.

**Major Requirements**

1. Complete 9 credits in written communication skills with the minimum grades stated below:
   
   ENGL A111  Methods of Written Communication with a minimum grade of C  
   ENGL A211  Academic Writing About Literature (3)  
   ENGL A212  Technical Writing (3)  
   ENGL A213  Writing in the Social and Natural Sciences (3)  
   ENGL A214  Persuasive Writing (3)  

   and one of the following with a minimum grade of B:
   
   ENGL A311  Advanced Composition (3)  
   ENGL A312  Advanced Technical Writing (3)  
   ENGL A313  Professional Writing (3)  
   ENGL A414  Research Writing (3)  
   ENGL A487  Standard Written English (3)  

2. Complete the following required core courses with a minimum grade of C in each course (30 credits):
   
   JUST A315  Development of Law  
   JUST A374  The Courts  
   LEGL A101  Introduction to Law  
   LEGL A215  Legal Ethics and the Role of the Legal Professional  
   LEGL/JUST A352  Criminal Law and Procedure  
   LEGL A356  Legal Research, Analysis, and Writing  
   LEGL A367  Civil Procedure and Pretrial Practice  
   LEGL A377  Evidence, Investigation, and Discovery  
   LEGL A487  Trial and Advanced Litigation Processes  
   LEGL A489  Legal Studies Senior Seminar  

3. Complete 15-17 credits (12 upper division) from the following list of law-related electives with a minimum grade of C in each course:
   
   ATA A133  Aviation Law and Regulations (3)  
   BA A432  Real Estate Law (3)  
   CM A401  Construction Law (3)  
   GEO A267  Boundary Law I (4)  
   GEO A457  Boundary Law II (4)  
   JPC A202  First Amendment and Media Ethics (3)  
   JPC A313  Movies and the First Amendment (3)  
   JUST A241  Business Law I (3)  
   JUST A242  Business Law II (3)  
   JUST/PS A343  Constitutional Law (3)  
   JUST A344  Courts and Civil Liberties (3)  
   JUST/JPC A413  Communications Law (3)  
   LEGL/JUST A340  Family Law (3)  
   LEGL A362  Contracts, Debt, and Principles of Ownership (3)  
   LEGL A380  Torts, Workers' Compensation, and Insurance Law (3)  
   LEGL A385  Health Care Law and Regulatory Compliance (3)  
   LEGL/JUST A485  Tribal Courts and Alaska Native Rights (3)  
   LEGL A495  Legal Studies Internship (with instructor approval) (3-6)  
   PHIL A406  Philosophy of Law (3)  
   PS A424  International Law and Organizations (3)  
   SOC A308  Sociology of Law (3)  

   Other upper division law courses from the Justice or Legal Studies curriculum may be used to satisfy this requirement with departmental approval. Only 6 credits of JUST A490 may be used to satisfy elective requirements for the BA in Legal Studies.

4. Complete a minimum of 3 credits of Civic Engagement Internship, CEL A395 with a minimum grade of C.  

5. Students must achieve a minimum grade of C in each Legal Studies core course and in the Legal Studies electives to receive the degree. Courses may be repeated twice to improve grades.  

6. All Legal Studies majors must take the Legal Studies Exit Examination. There is no minimum score required for
graduation.
7. A total of 120 credits is required for the degree. At least 42 credits must be upper division, 24 of which must be in residence.

FACULTY
John Angell, Professor Emeritus, AHJE@uaa.alaska.edu
Allan Barnes, Professor, abarnes@uaa.alaska.edu
Jason Brandeis, Assistant Professor, jbrandeis@uaa.alaska.edu
Sharon Chamard, Associate Professor, sechamard@uaa.alaska.edu
Robert Congdon, Professor Emeritus, AFREC@uaa.alaska.edu
Ronald Everett, Associate Professor, rseverett@uaa.alaska.edu
Cory Lepage, Assistant Professor, crlepage@uaa.alaska.edu
Bradley Myrstol, Assistant Professor, bmyrstol@uaa.alaska.edu
Troy Payne, Assistant Professor, tpayne9@uaa.alaska.edu
Deborah Periman, Program Coordinator/Associate Professor, dperiman@uaa.alaska.edu
Marry Rivera, Associate Professor, mrivera11@uaa.alaska.edu
Andre Rosay, Director, abrosay@uaa.alaska.edu
Nancy Schafer, Professor Emeritus, AHNES@uaa.alaska.edu
Bachelor of Arts, Legal Studies

JUST A241 Business Law I 3 CR
Introduction to business law. Covers topics such as the American legal system, dispute resolution, constitutional and government regulation of business, torts, contract laws, and theory, international law, and business ethics.

JUST A242 Business Law II 3 CR
Continuation of Business Law I. Covers topics such as sales and leases, negotiables, debtor-creditor relations, agency, business organizations, and property law.

JUST A315 Development of Law 3 CR
Examines the philosophy and development of law in the United States from colonial times to the present. Explores American constitutional history and the role of the courts, the legislature, and the executive branch in the lawmaking process. Analyzes legal developments as they relate to changing economic, political, social, and intellectual trends.

JUST A340 Family Law 3 CR
Studies federal and state statutes and judicial doctrines governing family relationships. Emphasis on marriage, divorce, child custody, support, property rights, adoption, and child protection. The impact of the Indian Child Welfare Act in Alaska family law is explored.

JUST A348 Constitutional Law 3 CR
Introduces students to American constitutional law through a study of the history of the Constitution and selected landmark Supreme Court cases. Topics covered are separation of powers, judicial review, civil rights and liberties, property and economic rights, and others.

JUST A344 Courts and Civil Liberties 3 CR
Intensive study of the development of civil liberties in the United States with emphasis on freedom of speech, free exercise of religion, separation of church and state, due process, equal protection of the law, and the right of privacy. Focuses on Supreme Court cases and literature and considers various influences on judicial decision making.

JUST A353 Criminal Law and Procedure 3 CR
Examines the functions of substantive criminal law together with constitutional, statutory, and rules-based limits on law enforcement in the United States. Includes federal and state law of crimes, defenses, search and seizure, interrogations and confessions, identification, arrest, and criminal justice. Emphasis on Alaska law.

JUST A374 The Courts 3 CR
Examines the U.S. courts with particular emphasis on case processing through the court system and the role of court actors. Covers the history and current structure and function of the court system and assesses the gap between the ideals and the realities of court processes and practices.

JUST A413 Communication Law 3 CR
Legal rights, privileges, and regulations of press, radio, television, internet, and films: libel, contempt, copyright, rights of privacy; decisions of regulatory bodies.

JUST A485 Tribal Courts and Alaska Native Rights 3 CR

LEGAL A101 Introduction to Law 3 CR
Introduces legal processes in a democratic society. Emphasis on legal terminology, federal and state court systems, and judicial decision making. Introduces the basic concepts of contracts, torts, criminal law, family law, and administrative law. Includes skills for conducting basic legal analysis.

LEGAL A215 Legal Ethics and the Role of the Legal Professional 3 CR
Studies legal ethics and the nonlawyer professional's role in a law office, corporate or public interest legal department, or government agency. Explores nature, scope, and ethic of legal practice and the relationship of nonlawyer staff to lawyers, clients, the court system, and the public. Legal practice in Alaska and the rules governing the unauthorized practice of law are emphasized. Foundational practice skills and principles of legal research and writing are introduced. Emphasis on professional skills development. Legal specialty course.

LEGAL A340 Family Law 3 CR
Studies federal and state statutes and judicial doctrines governing family relationships. Emphasis on marriage, divorce, child custody, support, property rights, adoption, and child protection. The impact of the Indian Child Welfare Act in Alaska family law is explored.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEGL A352</td>
<td>Criminal Law and Procedure</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>Examines elements and functions of substantive criminal law together with constitutional, statutory, and rules-based limits on law enforcement in the United States. Includes federal and state law of crimes, defenses, search and seizure, interrogations and confessions, identification, arrests and charging, right to counsel, right to jury, sentencing, and double jeopardy. Emphasis on Alaska law.</td>
<td></td>
</tr>
<tr>
<td>LEGL A356</td>
<td>Legal Research, Analysis, and Writing</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>Explores techniques of legal research, analysis and writing. Includes legal citation; researching judicial, statutory, regulatory, and secondary resources; research databases; legal pattern analysis; and technical rules of legal writing. Emphasizes professional skills development. Legal specialty course.</td>
<td></td>
</tr>
<tr>
<td>LEGL A362</td>
<td>Contracts, Debt, and Principles of Ownership</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>Examines fundamental principles of contract law, property ownership, debt formation, and collection. Includes Uniform Commercial Code and Bankruptcy Legal ethics, practice in Alaska, and development of professional skills are emphasized. Legal specialty course.</td>
<td></td>
</tr>
<tr>
<td>LEGL A367</td>
<td>Civil Procedure and Pretrial Practice</td>
<td>2 CR</td>
</tr>
<tr>
<td></td>
<td>Introduces procedural concepts of civil litigation and pretrial practice. Covers the rules of pleading and process, discovery, and motion practice. Reviews concepts of jurisdiction venue, parties, statutes of limitation, and res judicata, and ethical duties of competence and diligence. Emphasizes professional skills and practice in Alaska. Legal specialty course.</td>
<td></td>
</tr>
<tr>
<td>LEGL A377</td>
<td>Evidence, Investigation, and Discovery</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>Examines state and federal rules of evidence; sources and scope of privileges; techniques, ethics, and management of case investigators; and discovery processes and problems. Emphasizes professional skills development, Alaska law, and electronic discovery. Legal specialty course.</td>
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<tr>
<td>LEGL A380</td>
<td>Torts, Workers' Compensation, and Insurance Law</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>Analyzes nature and function of the law of torts, workers' compensation and liability insurance in the United States, as well as the role of the nonlawyer legal professional in tort litigation and workers' compensation claims. Includes ethical issues in tort, workers' compensation, and insurance cases. Practice in Alaska and the development of professional skills are emphasized. Legal specialty course.</td>
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<tr>
<td>LEGL A385</td>
<td>Health Care Law and Regulatory Compliance</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>Explores legal issues arising in the delivery of healthcare services, including the physician-patient relationship and standards of care, individual and institutional liability, patient privacy and medical records security, insurance and Medicare, managed care and access to care, federal and state regulation of health care providers and regulatory compliance, accreditation and licensure, staff privileges, and medical ethics. Practice in Alaska and the development of professional skills are emphasized. Legal specialty course.</td>
<td></td>
</tr>
<tr>
<td>LEGL A485</td>
<td>Tribal Courts and Alaska Native Rights</td>
<td>3 CR</td>
</tr>
<tr>
<td>LEGL A487</td>
<td>Trial and Advanced Litigation Processes</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>Addresses advanced litigation processes and trial support. Includes alternative dispute resolution processes, case management systems, pretrial orders, pleadings, exhibit, and witness lists, pretrial motions, jury instructions and selection, judgments and orders, and notices of appeal. Practice in Alaska and development of professional skills is emphasized. Legal specialty course.</td>
<td></td>
</tr>
<tr>
<td>LEGL A489</td>
<td>Legal Studies Junior Seminar</td>
<td>3 CR</td>
</tr>
<tr>
<td></td>
<td>Analyzes advanced legal concepts and the role of the nonlawyer in administrative law, business organizations, contract law, torts and workers' compensation, estate planning and probate, and property law. Emphasizes applied paraprofessional skills in legal research, fact analysis, and drafting legal documents. Legal specialty course.</td>
<td></td>
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<tr>
<td>LEGL A495</td>
<td>Legal Studies Internship</td>
<td>3-6 CR</td>
</tr>
<tr>
<td></td>
<td>Specially arranged field experiences for advanced Legal Studies students. Designed to expand knowledge and skills through supervised placements in law-related work settings. Emphasize professional skills development. Special Note: May be repeated for maximum of 6 credits. Legal specialty course.</td>
<td></td>
</tr>
</tbody>
</table>
Attachment B: Paralegal Studies Certificate Program Advisory Committee Letter of Support

To: UA Board of Regents  
    President Patrick Gamble  
    UAA Chancellor Tom Case

From: UAA Paralegal Studies Certificate Program Advisory Committee

Date: February 17, 2012

Re: UAA Justice Center  
    proposed curriculum changes

As members of the University of Alaska Anchorage Paralegal Studies Certificate Program Advisory Committee, we are writing to express our full support for the changes proposed by the UAA Justice Center to its legal studies programs. The changes include: (1) a bachelor’s degree and a minor in Legal Studies; (2) an associate degree and a post-baccalaureate certificate in Paralegal Studies; and (3) a certificate in Legal Nurse Consultant Paralegal.

The proposed program will give UAA students a range of choices to meet their career goals. It provides flexibility so motivated students can build on their work, for example, allowing paralegal certificate students at UAA or UAF to complete a bachelor’s degree in their discipline without leaving Alaska.

Students should find the availability of a four-year degree in the legal field to be a valuable option, and we, as members of the legal community, look forward to being able to hire graduates with four-year degrees who are ready to take up support positions in this field. In addition, from the point of view of an employer, an associate’s degree is more desirable than an undergraduate certificate. Most employers don’t understand the distinction between an undergraduate certificate and a degree, and on its face an undergraduate certificate appears to be an inferior credential.

Providing a range of options will develop prospective employees who can meet a variety of needs. For instance, the legal nurse consulting paralegal certificate program will produce employees with specialized knowledge who are sure to be sought after by law firms and other employers.

The standards described in the program materials are rigorous but reasonable. This committee’s comments were considered and incorporated. We feel confident that each of the program components will produce graduates with the requisite knowledge and
skills to enter the legal marketplace with confidence, and who can immediately assist their employers.

Finally, the pro bono service honors program will be a great asset to legal services agencies in Alaska, and to many Alaskans with unmet legal needs. UAA can be especially proud of this aspect of the legal studies program.

We urge you to approve the curriculum changes proposed by the Justice Center.

[Signatures]

[Names and titles]

[Names and titles]
March 5, 2012

Dr. Deborah Peiman, J.D., Associate Professor
University of Alaska Anchorage Justice Center
3211 Providence Drive, LIB 213
Anchorage, AK 99508-4614

Dear Dr. Periman,

During the month of February 2012, I interviewed a dozen members of Anchorage’s justice and legal communities, including public institutions and agencies and private firms and non-profit organizations, in order to determine their perspectives on the proposed restructuring of the UAA Justice Center’s paralegal certificate program.

Each person interviewed had been provided a brief overview of the proposed changes to the program. If they asked for additional detail about the proposed changes participants were sent a copy of the draft catalog description for the proposed program.

During the one-on-one interviews, participants were first asked about their overall reaction to the proposed changes. Virtually all reactions were positive. Most of the comments followed several central themes:

- The proposed program would create a more comprehensive and complete approach to legal education in Alaska; more of a pathway than the current scattered flagstones. It would put legal education in Alaska on the same level as other professions and would have positive ramifications for UAA and the state.
- The proposed program would reduce Alaska’s “brain drain”, i.e., it very likely would keep more Alaskan students in Alaska as they would no have to leave the state for these types of educational offerings.
- Graduating from the more comprehensive proposed programs would enable Alaskans to fill jobs that heretofore had been offered to out of state candidates who possessed more advanced educations in legal studies.
- The legal field, like other professions, is moving toward using more paraprofessionals in order to meet the demand for affordable and accessible legal services and for staffing private, public and governmental organizations. The expanded program offerings would provide those paraprofessionals.
- The expanded program would provide those contemplating going to law school broader exposure to pre-law courses and the rigors they could expect at law school, enabling them to make a better choice about pursuing a JD degree and increasing their chances for success if they do go on to law school. There was a pervasive sentiment that the expanded program would increase the number of Alaskans who would pursue a law degree and that more minorities and rural Alaskans would be among those.
- Note: A couple of participants were not as enthusiastic about the proposed restructuring of the program as most others because they had questions about the design, development and implementation of the new program, not issues with the concept.
A number of the participants pointed out that rural Alaska faces many unique issues. Large portions of the rural population are not conversant with or do not embrace the existing state justice system. Rural Alaskans have virtually no exposure to any sort of legal education at any level. Rural Alaskans experience difficulty in obtaining any sort of qualified legal assistance. Rural Alaskans are unlikely to consider attending law school. To one degree or another, those who raised these issues believe that expanding the legal services curriculum at UAA would have a positive effect on each of these issues.

Each participant was asked if they saw a need in the general workforce or in rural Alaska or Alaska Native corporations for nonlawyer employees trained in working with local, state, and federal regulations and with a basic understanding of government agencies and general legal principles. Those conversant with the subject all replied to the affirmative. Areas specifically identified were:

- Assisting in the development of tribal courts
- A general lack of legal training in the rural Alaska labor pool
- Most current needs are filled by students/graduates from out of state
- The pervasiveness of local, state and federal regulation across Alaska, more so than in most other states, creates more demand for nonlawyers with this type of training.

When asked if they thought the new program could help address unmet legal needs in the state by establishing student internships or student clinics that could assist non-profit legal service organizations, the overall response was that the need certainly exists and the concept was on target. A few spoke to the difficulties of internship and volunteer clinics, i.e., the significant staff commitment required to train and supervise interns or volunteers.

Other comments of significance were:

- Law firms seeking paralegals will appreciate applicants with a major in one area plus a post-bachelors paralegal certificate.
- The restructuring will provide better availability for a legal education in the state, despite the lack of a law school.
- Once in the “pipeline” created by this program those otherwise hesitant minorities will have a clearer visualization that a career in the legal field is not as foreboding and mystical as perhaps once thought.
- A distance learning component would be helpful.
- High schools might add other allied subjects to their curriculums to begin aligning students to legal studies at the college level.
- The need for improved writing, researching, and interviewing skills.

In summary, the majority of those who participated in the interviews felt the proposed changes are much needed and well planned. They believe the restructuring will greatly improve the quality and availability of legal studies in Alaska, fill a variety of existing and future unmet needs, allow Alaskans to stay in state to study and work, prepare more Alaskans for law school, provide professionals for a wide spectrum of employment opportunities, and, in general, contribute to a better informed populace more conversant with legal concepts. There was a sentiment that rural Alaska could gain additional benefits and that an increased number of students in legal studies programs might well close the gap on unmet legal needs in Alaska through internships and clinics. Most of the concerns voiced about the restructuring of the program
focused more on how those responsible for the changes would implement them, not about the changes themselves. The hope that the new curriculums would provide improved, writing, researching and interviewing skills was underscored frequently.

Submitted by,

Eric Britten, President
Britten & Associates, LLC
Attachment D: BA Legal Studies Articulation and Transfer Agreement UAF AAS

University of Alaska (UAA) Justice Center Bachelor of Arts in Legal Studies
Articulation and Transfer Policy
applicable to
The University of Alaska Fairbanks (UAF) Associate of Applied Science in Paralegal Studies Program

Terms of Transfer

The University of Alaska Justice Center will accept graduates of the UAF Paralegal Studies program into the Bachelor of Arts, Legal Studies program and approve credit for transferred coursework as set forth below. Students who do not meet the written communication skills requirement for admission to the Bachelor of Arts program will be admitted as pre-majors until this requirement is met.

For UAF Associate of Applied Science in Paralegal Studies graduates, the following course transfers will be approved:

<table>
<thead>
<tr>
<th>University of Fairbanks</th>
<th>University of Alaska</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS F102 - Introduction to Law</td>
<td>LEGL A101 - Introduction to Law</td>
</tr>
<tr>
<td>PLS F103 - Introduction to Paralegal Skills</td>
<td>LEGL A377 - Evidence, Investigation, and Discovery</td>
</tr>
<tr>
<td>PLS F105 - Paralegal Ethics</td>
<td>LEGL A215 - Legal Ethics and the Role of the Legal Professional</td>
</tr>
<tr>
<td>PLS F210 - Civil Procedure</td>
<td>LEGL A367 - Civil Procedure and Pretrial Practice</td>
</tr>
<tr>
<td>PLS F250 - Computers in the Law Office</td>
<td>LEGL A487 - Trial and Advanced Litigation Processes</td>
</tr>
<tr>
<td>PLS F250 - Intermediate Legal Research and Writing for Paralegals</td>
<td>LEGL A355 - Legal Research, Analysis, and Writing</td>
</tr>
<tr>
<td>PLS F255 - Advanced Legal Writing</td>
<td>LEGL A489 - Legal Studies Senior Seminar</td>
</tr>
<tr>
<td>PLS F399 - Paralegal Studies Internship</td>
<td>LEGL A495 - Internship</td>
</tr>
<tr>
<td>PS F101 - Introduction to American Govt</td>
<td>Legal Studies elective</td>
</tr>
<tr>
<td>PS F303 - Politics and the Judicial Process</td>
<td>JUST A315 - Development of Law</td>
</tr>
<tr>
<td>PS F300X - Ethics and Society</td>
<td>Legal Studies elective</td>
</tr>
<tr>
<td>JUST F300X - Justice and Society</td>
<td>Legal Studies elective</td>
</tr>
<tr>
<td>PS F415W - Constitutional Law I: Institutions and Govt Powers</td>
<td>JUST A341 - Constitutional Law</td>
</tr>
<tr>
<td>PS F416 - Constitutional Law II: Civil Rights and Civil Liberties</td>
<td>JUST A342 - Courts and Civil Liberties</td>
</tr>
<tr>
<td>JRN F113 - Mass Media Law</td>
<td>JPC A202 - First Amendment and Media Ethics</td>
</tr>
<tr>
<td>PLS F102 - Torts</td>
<td>LEGL A380 - Torts, Workers' Compensation, and Insurance Law</td>
</tr>
<tr>
<td>PLS F13 - Criminal Law for Paralegals</td>
<td>LEGL A352 - Criminal Law and Procedure</td>
</tr>
<tr>
<td>PLS F145 - Contracts/Real Property</td>
<td>LEGL A362 - Contracts, Debt, and Principles of Ownership</td>
</tr>
<tr>
<td>University of Fairbanks</td>
<td>University of Alaska</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>PLS F:40—Family Law</td>
<td>LEGL A:40 – Family Law</td>
</tr>
<tr>
<td>PLS F:42- Employment and Administrative Law for Paralegals</td>
<td>Legal Studies elective</td>
</tr>
<tr>
<td>PLS F:50 – Probate Law</td>
<td>Legal Studies elective</td>
</tr>
<tr>
<td>PLS F:75 – Business Organizations</td>
<td>JUST A2H – Business Law I</td>
</tr>
<tr>
<td>PLS F:93 – Special Topics Course</td>
<td>Legal Studies elective</td>
</tr>
</tbody>
</table>

**Conditions**

- The course transfers listed above are applicable only where the transferring student has completed an Associate of Applied Science in Paralegal Studies at UAF and only for the purpose of evaluating whether the student has met the requirements for graduating from UAA with a Bachelor of Arts, Legal Studies.
- This agreement is applicable only to credit hours earned at UAF during a period in which the UAF Associate of Applied Science in Paralegal Studies is approved by the American Bar Association.
- UAF graduates must have a final cumulative GPA of 2.0 or higher.
- UAF graduates must have completed the courses to be transferred (above) with grades of C (2.0) or higher.
- Lower division credit hours will not be counted toward the 42 upper division credits required for graduation from the UAA Bachelor of Arts, Legal Studies program.
- Courses for which transfer credit is awarded will not transfer more than the number of credit hours earned at UAF; a minimum of 120 earned credit hours is required for graduation.
- General education requirements will be evaluated by the University under its normal transfer requirements.
- Students seeking to graduate with a Bachelor of Arts, Legal Studies must meet UAA’s minimum credits in residence requirements.

**Procedure**

Transfer students wishing to have UAF coursework credited toward UAA’s Bachelor of Arts in Legal Studies in the manner set forth above must file an academic petition with the Justice Center. The Justice Center will review the petition and, where the conditions described above are met, deem the petitioned UAA course requirement satisfied by the corresponding UAF course transferred.

**Duration**

This agreement will take effect upon approval by the UA Board of Regents of the UAA Bachelor of Arts, Legal Studies. It will remain in effect for one year beyond the date on which written notice of its termination is received by the coordinator or director of the UAF Associate of Applied Science in Paralegal Studies program. **However**, this agreement will not take effect, or will cease effect immediately in the event the American Bar Association determines that the transfer policy set forth above does not meet the requirements for approval of programs by the Standing Committee on Paralegals.
### Board of Regents Program Action Request

**University of Alaska**

Proposal to Add, Change, or Delete a Program of Study

*(University Regulation R10.04.020)*

<table>
<thead>
<tr>
<th>1a. Major Academic Unit (choose one)</th>
<th>UAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. School or College</td>
<td>COH</td>
</tr>
<tr>
<td>1c. Department</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

2. Complete Program Title: Post-Baccalaureate Certificate, Paralegal Studies

3. Type of Program

- [ ] Undergraduate Certificate
- [ ] AA/AAS
- [ ] Baccalaureate
- [x] Post-Baccalaureate Certificate

- [ ] Masters
- [ ] Graduate Certificate
- [ ] Doctorate

4. Type of Action

- [x] Add
- [ ] Change
- [ ] Delete

5. Implementation date (semester, year)

Spring, 2013

6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion.

(Provide information for the 5th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; and for the 2nd 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.)

<table>
<thead>
<tr>
<th>Projected Annual Revenues in FY 17</th>
<th>Projected Annual Expenditures in FY 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>Salaries &amp; benefits (faculty and staff)</td>
</tr>
<tr>
<td>General Fund</td>
<td>Other (commodities, services, etc.)</td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
<td>TOTAL EXPENDITURES</td>
</tr>
<tr>
<td>Indirect Tuition &amp; Fees</td>
<td></td>
</tr>
<tr>
<td>TVEP or Other (specify):</td>
<td>One-time Expenditures to Initiate Program (if &gt;$250,000)</td>
</tr>
<tr>
<td>Restrict</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td></td>
</tr>
</tbody>
</table>

Page # of attached summary where the budget is discussed, including initial phase-in: Pgs. 5-6 of the master exec. 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.

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>c. Funded through internal MAU redistribution:</td>
<td>$150,433</td>
<td>$0</td>
</tr>
<tr>
<td>d. Funded all or in part by external funds, expiration date</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>e. Other funding source Specify Type: New student tuitions and fees</td>
<td>$350,963</td>
<td>$0</td>
</tr>
</tbody>
</table>
8. Projected enrollments (headcount of majors). If this is a program deletion request, project the enrollments as the program is phased out.

| Year 1: 82 | Year 2: 94 | Year 3: 107 | Year 4: 120 |

Page number of attached summary where demand for this program is discussed: Pg 2 of program summary and pg. 5 of the master exec summary.

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

| Graduate TA | 0 |
| Adjunct     | 2 |
| Term        | 0 |
| Tenure track| 2 (already funded) |

Former assignment of any reassigned faculty: 0
For more information see page 5 of the attached master exec. summary.

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

| Graduate TA | 0 |
| Adjunct     | 0 |
| Term        | 0 |
| Tenure track| 0 |

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

<table>
<thead>
<tr>
<th>Program Affected</th>
<th>Anticipated Effect</th>
<th>Program Affected</th>
<th>Anticipated Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Page number of attached summary where effects on other programs are discussed: Pg. 4 of the master exec. summary and pg. 2 of the program summary.

12. Specialized accreditation or other external program certification to needed or anticipated. List all that apply or ‘none’:

American Bar Association


Page in attached summary where alignment is discussed: Pg. 1 of both the master exec. summary and the program summary.

14. State needs met by this program (list): Increase options for law-related study; creates workforce in high-demand field.

Page in the attached summary where the state needs to be met are discussed: Pgs. 2 of the program summary and Pg. 4 of the master exec. summary.

15. Program is initially planned to be:

- Available to students attending classes at UAA campus(es).
- 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: NA

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

______________________________________________________________________________
Authorized MAU Signature          Date
| Approved | _____________________________ / _________ |
| Disapproved | Chair, Academic and Student Affairs Committee  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 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.

Attachments:  ☒ Summary of Degree or Certificate Program Proposal.
              ☐ Other (optional)
New Program Proposal
Post-Baccalaureate Certificate, Paralegal Studies

Executive Summary
(See University Regulation R10.04.020.C)

This is a summary of a full prospectus. The full prospectus is available upon request. The information below summarizes a proposed Post-Baccalaureate Certificate in Legal Studies, one of five interrelated proposed program options in Legal Studies. A master executive summary provides information common to all proposals; it should be reviewed in tandem with this document.

<table>
<thead>
<tr>
<th>Major Academic Unit</th>
<th>School or College</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA</td>
<td>College of Health</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

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

The proposed Post-Baccalaureate Certificate in Paralegal Studies is part of a restructuring of the Justice Center’s existing undergraduate certificate in Paralegal Studies. The restructured program will utilize the existing core of legal specialty courses, courses covering both legal theory and practice, to provide not only the proposed certificate, but also a Legal Nurse Consultant (LNC) Paralegal Undergraduate Certificate; a Bachelor of Arts (BA) in Legal Studies; a Legal Studies Minor; and an Associate of Applied Science (AAS) in Paralegal Studies. New program proposals for these additional options are submitted in tandem with the present proposal.

The proposed certificate and the four related program options further the educational mission of the University of Alaska and UAA in a number of ways, as described in Section 1 of the accompanying Master Executive Summary. In addition, UA Board of Regents Policy 10.04.064(D)(2) encourages universities “to develop degree programs that build upon a student’s prior experience.” This program does exactly that by establishing a post-baccalaureate program that builds upon students’ undergraduate coursework.

2. History of the development of the proposed program.

Over the last five years, 16% of the students seeking the existing paralegal certificate had already earned at least a Bachelor’s degree. In fact, the program has awarded undergraduate certificates to a number of students already holding Master’s degrees, and to one student holding a Ph.D. In the past, the undergraduate certificate was the only option available to these degree-holding students. With the proposed post-baccalaureate certificate, such
students will have the option of obtaining a credential that explicitly recognizes their prior academic accomplishment and enhances their employability to a greater degree than does the undergraduate certificate. Additional details regarding development of the program, and the role of the program’s external advisory committee, are described in paragraph 2 of the accompanying Master Executive Summary.

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

As students will enter this program with all GER requirements met, and will take only core courses within the program, no other UA programs will be impacted. There is no potential for duplication of existing programs, as no other post-baccalaureate certificate program in Paralegal Studies or Legal Studies exists in the state.

4. State needs met by the proposed program.

This program provides the first post-baccalaureate program in the state for students interested in legal studies. Not only does it prepare students for high demand careers, it also meets employer needs for a workforce of Alaskans well-versed in researching, analyzing, and applying state and federal regulations, and ready to grow into positions of corporate or public leadership. The accompanying Master Executive Summary provides further discussion on how the proposed suite of programs addresses state needs.

5. Student opportunities, outcomes, and enrollment projections.

Graduates of the program will be able to synthesize the disciplinary content of their Bachelor’s program with substantive legal principles and law practice skills. They will produce superior university-level written documents and oral reports; apply the rules of professional ethics governing lawyers and nonlawyer staff, and the rules governing the unauthorized practice of law in Alaska; apply legal terminology and foundational principles of substantive and procedural law; conduct legal research; synthesize primary and secondary legal authorities and draft memoranda of legal analysis; conduct legal investigations, manage discovery, and draft legal pleadings that conform to the rules of civil procedure; and relate legal rules to client problems in the performance of entry-level paralegal duties in a private law firm, public legal service agency, or law department.

It is expected that course seat enrollments in the first five years of the proposed post-baccalaureate program will be approximately 529, based on annual program enrollments of 7 to 11 students over that time period.

The accompanying Master Executive Summary has further discussion about opportunities for students choosing this program option.
6. **Faculty and staff workload implications.**

As it is not possible to separate workload implications for each of the proposed programs, this item is discussed in detail the accompanying Master Executive Summary.

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

As it is not possible to separate out the costs of the proposed post-baccalaureate certificate from the other proposed programs, the discussion and tables related to the program’s fiscal plan are found in the accompanying Master Executive Summary.
New Program Proposal

Prospectus

(See University Regulation R10.04.020.C)

1. Degree/Certificate Title & Responsible Program

<table>
<thead>
<tr>
<th>Major Academic Unit</th>
<th>School or College</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA</td>
<td>College of Health</td>
<td>Justice Center</td>
</tr>
</tbody>
</table>

Complete Program Title
Post-Baccalaureate Certificate, Paralegal Studies

Type of Program
[ ] Masters
[ ] Graduate Certificate
[ ] AA/AAS
[ ] Doctoral
[ ] Baccalaureate
[ ] Post Bacc.

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

See Attachment A.

3. Rationale for the new program and educational objectives, student learning outcomes and plan for assessment.

The proposed Post-Baccalaureate Certificate in Paralegal Studies is part of an overall restructuring of the Justice Center’s existing undergraduate certificate in Paralegal Studies. The restructured program will utilize the existing core of legal specialty courses, courses covering both legal theory and practice, to provide not only the proposed post-baccalaureate certificate, but also a Legal Nurse Consultant (LNC) Paralegal Undergraduate Certificate; a Bachelor of Arts in Legal Studies; a Legal Studies Minor; and an Associate of Applied Science in Paralegal Studies. New program proposals for these additional options are submitted in tandem with the present proposal.

The Bureau of Labor Statistics’ most recent Occupational Outlook Handbook shows that “Employment of paralegals and legal assistants is projected to grow 28 percent between 2008 and 2018, much faster than the average for all occupations” (emphasis added). This proposal will create the first post-baccalaureate paralegal certificate program in the state. It provides students holding a bachelor’s degree in another field of study with focused, job skills training in the high demand paralegal field. At the same time, it develops a workforce of Alaskans well-versed in researching, analyzing, and applying state and federal regulations, and ready to grow into positions of corporate or public leadership.

Tables on the following page present the educational objectives for the program’s students, as well as the student learning outcomes and plans to assess them.
### Table 3.1
**Educational Objectives**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Plan for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad-based knowledge achieved through general college education.</td>
<td>Internship evaluation, employer surveys, student portfolios.</td>
</tr>
<tr>
<td>Exceptionally strong competency in critical thinking and in written and oral communication skills.</td>
<td>Internship evaluation, employer surveys, student portfolios.</td>
</tr>
<tr>
<td>Clear understanding of the rules of ethics governing American judges, lawyers, and paralegals.</td>
<td>Internship evaluation, employer surveys, student portfolios.</td>
</tr>
<tr>
<td>Comprehensive legal vocabulary and understanding of judicial processes.</td>
<td>Internship evaluation, employer surveys, student portfolios.</td>
</tr>
<tr>
<td>Operational knowledge of legal investigatory and discovery techniques.</td>
<td>Internship evaluation, employer surveys, student portfolios.</td>
</tr>
<tr>
<td>Command of skills required for legal research, critical analysis, and technical drafting.</td>
<td>Internship evaluation, employer surveys, student portfolios.</td>
</tr>
<tr>
<td>Knowledge of theories of law, historical influences on the development of law, and fundamental principles of substantive law.</td>
<td>Internship evaluation, employer surveys, student portfolios.</td>
</tr>
<tr>
<td>Appreciation for the role of law in the allocation of public resources and regulation of social and economic relationships.</td>
<td>Internship evaluation, employer surveys, student portfolios.</td>
</tr>
</tbody>
</table>

### Table 3.2
**Student Learning Outcomes and Plan for Assessment**

Students who complete this program will:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Plan for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce superior university-level written documents and oral reports.</td>
<td>Internship evaluation, employer surveys, student portfolios.</td>
</tr>
<tr>
<td>Identify and accurately apply the rules of professional ethics governing lawyers and nonlawyer staff, and the rules governing the unauthorized practice of law in Alaska.</td>
<td>Internship evaluation, employer surveys, graduate surveys, exit exams, student portfolios.</td>
</tr>
<tr>
<td>Interpret and accurately apply legal terminology and foundational principles of substantive and procedural law.</td>
<td>Internship evaluation, employer surveys, graduate surveys, exit exams, student portfolios.</td>
</tr>
<tr>
<td>Develop and execute legal research plans using law library resources and commonly used legal research databases.</td>
<td>Internship evaluation, employer surveys, graduate surveys, student portfolios.</td>
</tr>
<tr>
<td>Synthesize primary and secondary legal authorities and draft memoranda of legal analysis.</td>
<td>Internship evaluation, employer surveys, graduate surveys, student portfolios.</td>
</tr>
<tr>
<td>Prepare legal investigation and discovery plans and draft legal pleadings that conform to the rules of civil procedure and incorporate standard techniques and resources for managing a case in litigation.</td>
<td>Internship evaluation, employer surveys, graduate surveys, student portfolios.</td>
</tr>
<tr>
<td>Relate legal rules and doctrines to client problems in the performance of entry-level paralegal duties in a private law firm, public legal service agency, or law department.</td>
<td>Internship evaluation, employer surveys, graduate, surveys.</td>
</tr>
</tbody>
</table>
4. Relevance to the MAU and UA mission, goals, and objectives.

The proposed post-baccalaureate certificate and the four related program options further the educational mission of the University of Alaska and UAA in a number of ways. First, part of UAA’s Strategic Plan, UAA 2017, is to be distinguished for “driving Alaska’s social and economic development through education and training for workforce development and high-demand careers.” Priority A of UAA 2017 is, in part, to build depth “in programs that support student success, . . . workforce development, preparation for high demand careers or respond to high student demand.” The proposed addition of an American Bar Association (ABA) approved Post-Baccalaureate Certificate in Paralegal Studies is directly aligned with this vision and priority: it adds depth to Justice Center programs and provides workforce development in the high-demand paralegal field.

Another aspect of UAA’s Strategic Plan is facilitating the university’s “role as a public square” by extending its “partnerships with private and public institutions” through internships and organized volunteer opportunities. Strategic Plan Priority A similarly calls for increasing “active student participation in... service learning.” The proposed certificate furthers this mission in that it requires each student to complete 225 placement hours in an internship. In addition, the students are encouraged to engage in pro bono volunteer service to Alaska legal aid agencies; students who complete 50 placement hours of such service may graduate with Pro Bono Service Honors. The mandatory internships, together with the incentive to earn Pro Bono Service Honors by volunteering with legal aid agencies, demonstrably strengthen the bond between the university and the community.

Priority C of UAA’s Strategic Plan calls for expanding educational opportunity and increasing student success by improving “the rates at which students attain their educational goals” and increasing the number who achieve the highest academic distinction. The new program reconfigures admissions requirements and prerequisites, enabling students to more efficiently achieve the degree of their choice.

Finally, UA Board of Regents Policy 10.04.064(D)(2) encourages universities “to develop degree programs that build upon a student’s prior experience.” This program does exactly that – establishes a post-baccalaureate program that builds upon students’ undergraduate coursework.

5. Collaboration with other universities and community colleges.

The Justice Center has discussed the proposed restructuring of its undergraduate certificate with the Program Coordinator of the UAF Associate of Applied Science in Paralegal Studies. The programs have collaborated in developing an articulation agreement between the two Major Academic Units (MAUs). No other MAU in the state has a paralegal or legal studies program focused on workforce training within American Bar Association guidelines for approval of paralegal programs, which do not allow approval of online programs. Thus, although the University of Alaska Southeast (UAS) offers a Legal Studies Minor online through its School of
Management, five of the six courses in that program will transfer as Legal Studies electives, but not as legal specialty courses. The Introduction to Law course at UAS will transfer directly into the UAA program options, and be deemed to satisfy any prerequisite requirement for UAA’s LEGL 101, Introduction to Law. A transfer policy stating this will be provided to the ABA and included in the program advising materials, which are posted online for students in accordance with ABA guidelines.

The Justice Center has provided email notice of the restructuring of this program to all of the community campuses within UAA. Since Kenai Peninsula College (KPC) offers an occupational endorsement certificate and an undergraduate certificate in Corrections, the center is coordinating directly with KPC to provide ongoing information on changes to Paralegal and Legal Studies courses and programs.

6. Demand for program (citing manpower studies or similar statistics), relation to state of Alaska long-range development, relation to other programs in the University of Alaska that may depend on or interact with the proposed program.

A. Demand for the program.


The Bureau of Labor Statistics notes there are a variety of factors fueling this demand:

Employers are trying to reduce costs and increase the availability and efficiency of legal services by hiring paralegals to perform tasks once done by lawyers. Paralegals are performing a wider variety of duties, making them more useful to businesses.

Demand for paralegals also is expected to grow as an expanding population increasingly requires legal services, especially in areas such as intellectual property, healthcare, international law, elder issues, criminal law, and environmental law. The growth of prepaid legal plans also should contribute to the demand for legal services.

Private law firms will continue to be the largest employers of paralegals, but a growing array of other organizations, such as corporate legal departments, insurance companies, real-estate
and title insurance firms, and banks also hire paralegals. Corporations in particular are expected to increase their in-house legal departments to cut costs. The wide range of tasks paralegals can perform has helped to increase their employment in small and medium-size establishments of all types.

Job prospects. In addition to new jobs created by employment growth, more job openings will arise as people leave the occupation. There will be demand for paralegals who specialize in areas such as real estate, bankruptcy, medical malpractice, and product liability. Community legal service programs, which provide assistance to the poor, elderly, minorities, and middle-income families, will employ additional paralegals to minimize expenses and serve the most people. Job opportunities also are expected in Federal, State, and local government agencies, consumer organizations, and the courts.

The demand for legal paraprofessionals is also recognized by the ABA, which encourages their use as a means of driving down the cost of legal services and improving access to legal assistance. The ABA Standing Committee on Paralegals has summarized the wide range of employment options available:

The utilization of paralegals improves the efficiency, economy and availability of legal services. As a result, increased emphasis is being placed on the hiring of paralegals in a variety of legal and law-related settings. Although private law firms continue to be the single largest employer of paralegals, good job opportunities also exist in several other markets in both the private and public sectors.

In addition to private law firms, other organizations in the private sector employ paralegals. Some examples include corporate legal departments, insurance companies, estate and trust departments of large banks, hospitals and health care organizations, real estate and title insurance companies, and professional trade associations. Job opportunities in the public sector are available in community legal services programs, consumer organizations, offices of public defenders, prosecutors and attorneys general, city attorneys, a wide array of state and federal government agencies, and the judicial system.

1 http://www.americanbar.org/groups/paralegals/resources/career_information.html
Alaska mirrors the rest of the country in its need for well-trained legal paraprofessionals. Reflecting this trend, the UAA Paralegal Studies Certificate Program Advisory Committee, comprising lawyers and paralegals working in Anchorage, states that its members look forward to being able to hire graduates “who are ready to take up support positions in [the legal] field.”

B. Relation to State of Alaska long-range development

The proposed certificate program will provide a workforce of individuals who are familiar with Alaska’s communities and the social and economic fabric of the state; who are trained to work with local, state, and federal regulations; and who have an understanding of the judicial and legislative processes. In a state with no law school, these individuals will be prepared to work in a variety of public and private settings where a license to practice law is not required, but knowledge of legal processes is essential. As Alaska grows its next generation of government and corporate leaders, a cohort of Alaskans with the ability to locate, analyze, and apply regulatory mandates will prove an invaluable asset. As one member of the Anchorage legal community observed, when asked about the proposed paralegal program changes, “There is a significant tie between Alaska and the government(s). We need people who understand the complexities in general - not necessarily those who are lawyers.”

This program also has the potential to address a long-term problem in Alaska—unmet needs for legal assistance in rural areas of the state and among middle- and low-income Alaskans. Information provided by state social service agencies to Alaska Legal Services Corporation (the organization primarily responsible for providing civil legal aid to low-income Alaskans) indicates high levels of need in the areas of consumer finance, domestic abuse, custody/visitation and divorce, health cases, housing, predatory lending, Native allotments, and Indian/tribal law. Well-trained nonlawyer legal professionals can play an essential role in closing the justice gap and promoting access to legal assistance for everyone.

With respect to closing the justice gap, it is important to note that the Alaska Court System Fairness and Access Committee’s 2007 Status Report looked at possible solutions to the problem of unmet legal needs for low-income individuals. In its section examining how to increase the availability of reduced fee legal services to low-income clients, the Access to Justice subcommittee specifically identified “paralegal training” as one of the possible solutions.

________________________
2 See Attachment B for a copy of the external advisory committee’s letter of support
3 See Section 17 below
The existing Paralegal Studies Certificate Program has worked with the Fairness and Access Committee looking at ways to assist the Court System in developing a program of court facilitators or “cultural navigators” to help guide members of ethnic and cultural minorities through court process. The report\(^5\) notes:

Members of the Implementation Committee recently contacted the University of Alaska Paralegal programs in Anchorage and Fairbanks to explore the possibilities of those programs offering training in Plain English concepts and skills for Cultural Navigators. At this time, the UAA program is particularly interested in offering these programs. In early 2007, the UAA program submitted a proposal for training paralegals in cultural navigator techniques.

Those 2007 efforts were unsuccessful, in part because the existing paralegal studies program lacked sufficient depth to support the initiative. Expanded program options with increased numbers of students and graduates may make similar efforts feasible in the future.

Finally, by providing increased opportunities for legal education in state this program has the potential to increase diversity in Alaska’s legal community and its judiciary. For example, the Fairness and Access Advisory Committee 2007 report referenced above also noted that the number of Alaska Native magistrates had decreased from 18 (of 61) in 1978 to 5 (of 37) in 2004. The court system reports that number of Alaska Native magistrates remains unchanged in 2012 – 5 out of 45 total. These are nonlawyer positions presiding over certain types of cases in areas of the state where services of a full-time district court judge are not required. They also serve in urban centers on routine matters to ease the workload of district court judges. Increasing the number of Alaska Native students graduating with post-baccalaureate education that emphasizes Alaska legal practices would provide a pool of competent individuals with the training to take on these positions and the confidence and motivation to apply.

C. Relation to other programs in the University of Alaska that may depend on or interact with the proposed program.

As noted above, this program is one of five interrelated proposed program options at UAA, all of which are centered on the same core of legal specialty coursework as defined by the ABA. Those programs are all coordinated within the Justice Center.

7. Effects of program on other academic units (e.g. GER course requirements)

There are no other academic units that require courses from this program in their curriculum; hence course revisions will have no effect on other units. LEGL 101 (formerly PARL 101) is a GER course. However, its curriculum has not changed so there will be no impact on other units related to course content. The Justice Center anticipates adding two additional sections of LEGL 101 each academic year, so students from other units should not experience any increased difficulty getting into the course as a result of these proposed program changes.

8. Availability of appropriate student services for program participants.

All program faculty include student advising in their workload agreements, and maintain regular office hours. Program faculty regularly take advantage of workshops and webinars on student advising to improve their skills in this area. The Justice Center also maintains a full-time receptionist who is trained to respond to routine student advising questions. The Justice Center’s advising resources are supported by the College of Health, which provides a permanent advisor for all students in the college. The college is also in the midst of a new initiative to support student success, by developing a one-stop, drop-in advising center housed in the college and focused exclusively on programs within the college, including the proposed Legal Studies programs. Students will also have access to the UAA Learning Resource Center, which provides student support and tutoring in a wide variety of areas, including writing, math, language lab, and ESL tutoring.

In addition to the kinds of student support required by all UAA students, students in the Legal Studies programs will require advising regarding careers as legal paraprofessionals, and some students will seek advising regarding graduate or law school. The systems for providing that advising are already in place. The Justice Center has been the site of prelaw advising for the university as a whole for many years. It maintains a prelaw advising website and e-mail list for all students at UAA. Faculty have also participated for many years in the Color of Justice, a program sponsored by the National Association of Women Judges that seeks to improve diversity in the bench and bar, by providing advising sessions to high school and college students on preparing for law school. The guidance materials generated for students in Color of Justice are made available to students in Justice Center programs as well.

With respect to career advising, the Justice Center is a member of the American Association for Paralegal Education and receives regular updates on best practices in paralegal education and career preparation from that organization. This information is reflected in course and advising materials made available to students. Students are also referred to the job bank maintained by the International Federation of Paralegal Managers, which permits posting of student resumes at no charge.

Program faculty also regularly advise students regarding the benefits of the Career Services Center of the UAA Career Development Office. The Career Services Center added a “law” category to its employment search software in 2004. This change has allowed local employers
to post paralegal job openings by category, and has enabled students and graduates to view open paralegal positions, and post and submit their resumes. Students also continue to learn about direct placement opportunities through the program. Many prospective employers contact the Paralegal Studies Certificate Program rather than the Career Services Center. When that occurs, those notices are posted on the Justice Center website and on the Paralegal Studies Program Blackboard Community website, available only to program majors. This website is linked to the Career Services Center homepage on the UAA career information website.

Finally, program faculty maintain ongoing ties with the Alaska Association of Paralegals. As a result of this relationship, the Association implemented a student membership category. Faculty bring members of the Association into the classroom to meet students and facilitate student engagement with this professional group. Students who become members may participate in the Association’s legal education programs and access the Association’s job bank for information about local employment opportunities.

9. Opportunities for research and community engagement for admitted graduate and undergraduate students.

The ABA Standing Committee on Paralegals encourages the utilization of paraprofessionals “in pro bono public law programs that provide legal services to those who cannot afford to hire an attorney.”6 Similarly, the ABA Model Guidelines for the Utilization of Paralegals states that lawyers should facilitate paraprofessional participation in pro bono activities. Recent data show that nationally there is only one legal aid attorney available for every 6,415 low-income persons. Legal need studies over the last decade consistently find that fewer than one in five low-income Americans are able to obtain legal assistance with problems such as domestic violence and family disputes, evictions, and denial of public benefits.7

Alaska is no exception to this problem.8 The proposed program is intentionally structured to encourage students to participate in the legal tradition of pro bono work and to facilitate their engagement in community service. Every student is required to complete 225 placement hours in an internship. Students have, for example, performed internships for the Alaska Immigration Project, the Alaska Innocence Project, the Alaska Civil Liberties Union, and the Alaska Court System Family Law Self-Help Center. Students who contribute 60 or more hours of supervised volunteer service to Alaska legal aid agencies may graduate with Pro Bono Service Honors.

Finally, opportunities for community engagement are often available through the students’ individual courses, as a result of faculty ties to community organizations. In the fall of 2011, for example, paralegal students volunteered at the Alaska Bar Association/Alaska Legal Services

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6 American Bar Association, How to Utilize Legal Assistants in Pro Bono Publico Programs (1999)

7 Legal Services Corporation, Documenting the Justice Gap (2009)

8 See Armstrong, B., Unmet Legal Needs in the U.S. and Alaska, 27(2) Alaska Justice Forum (Summer 2010).
first annual Elizabeth Peratovich Pro Bono Legal Clinic held in conjunction with the Alaska Federation of Natives Convention. For a number of years, students in the introductory paralegal studies class worked with Alaska Legal Services Corporation to present a seminar at the Anchorage Senior Center on advance health care directives, powers of attorney, and simple wills. Faculty are committed to facilitating this type of community engagement among our students.

10. Outline of schedule for implementation of the program.

Table 10.1
Critical Tasks/Milestones

Precise dates contingent on approval by the Board of Regents and NWCCU

<table>
<thead>
<tr>
<th>Critical Task</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hire new faculty</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>2. Reserve additional computer lab space</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>3. Finalize articulation agreement with Fairbanks</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>4. Post transfer policy for UAS transfer students</td>
<td>Summer 2012</td>
</tr>
<tr>
<td>5. Offer courses in accordance with four year plan</td>
<td>August 2012</td>
</tr>
<tr>
<td>6. Apply for ABA program approval</td>
<td>November 2012</td>
</tr>
<tr>
<td>7. Admit first students</td>
<td>January 2013</td>
</tr>
<tr>
<td>8. Graduate first students</td>
<td>January 2014</td>
</tr>
</tbody>
</table>

11. Projection of enrollments (FTE (full-time equivalent) and headcount) and graduates over next five years.

Strong demand for this program is anticipated due to the ongoing growth of the paralegal profession. Enrollments for Year 1 are predicted at 65% of the projected total enrollment when the program is well-established at Year 5, and at 75%, 85%, 95%, and 100% respectively for each of the ensuing years. Enrollment and advising data will be evaluated after Year 1 and decisions made about adjusting enrollments or adding sections as necessary. Growth is expected to increase as the Justice Center publicizes the program through majors fairs, high school preview days and other University events.

Paralegal Studies students, both AAS-seeking and post-baccalaureate, are expected to comprise approximately 30% of the total number of students in all five Legal Studies program options. From this 30% combined paralegal studies students, 60% are expected to be seeking the AAS, and 40% the post-baccalaureate certificate. Thus the headcount numbers below represent the post-baccalaureate certificate level paralegal studies portion of the total numbers for all five program options. The FTE enrollments are calculated based on 12 credit hours per student per semester. Graduation projections are estimated to be 75% of full-time majors in two years. Although this percentage is higher than institutional averages historically, students entering this program are much more likely than the general student body to graduate, and to graduate on
time, given that admission to the program is contingent on having successfully completed the requirements of a baccalaureate degree. In addition, entering students must have established success in writing at the college level and successfully completed 100 and 200 level written composition courses. Finally, students drawn to Legal Studies are generally highly motivated and the program has been carefully structured to facilitate efficient progression toward the degree.

Table 11.1
Enrollment Projections

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FTE Enrollment</strong></td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td><strong>Enrollment Headcount</strong></td>
<td>82</td>
<td>94</td>
<td>107</td>
<td>120</td>
<td>126</td>
</tr>
<tr>
<td><strong>Graduates</strong></td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

12. Availability and quality and/or requirement for new faculty and/or staff to support the program.

This program is a part of a larger curriculum package involving expansion of the Justice Center program offerings. The overall new work associated with the five Legal Studies program options will be accomplished by adding seats in existing courses and by hiring two new full-time tenure track bi-partite faculty to cover the work of the expanded program, including the post-baccalaureate certificate proposed here. These faculty positions have been funded internally through reallocation of existing College of Health resources; no new funding is requested. Recruitment are already underway to fill these positions.

The two new faculty members will support all five of the proposed program options in Legal Studies, not just this certificate. Existing staff and faculty will not be reassigned. Similarly, existing staff resources are sufficient to accommodate an increase in students. In addition to teaching four courses per semester, each new faculty will also provide advising to prospective and current students. The increase in advising responsibilities will therefore not impact existing staff and faculty.

A. **Existing Faculty and Staff**

Existing faculty who will teach in the new program are:

- **Name:** Deborah K. Periman
- **Highest academic degree or certification:** Juris Doctor
- **Academic rank/position title:** Associate Professor, Coordinator Paralegal Studies Certificate Program
- **Professional registrations/qualifications:** Member, Alaska Bar Association
- **Type of appointment:** Full-time, Bi-partite
Relevant scholarly activity/experience: 14 years in private legal practice in Alaska, 13 years teaching full-time in the Justice Center
Current assignment: 18 units teaching, 12 units service per academic year, including program coordination
How workload will be adjusted to meet demands of the new program: no adjustment
If being relieved of current duties, describe how are current duties are to be met: N/A

Name: Jason Brandeis
Highest academic degree or certification: Juris Doctor
Academic rank/position title: Assistant Professor
Professional registrations/qualifications: Member, Alaska Bar Association
Type of appointment: Full-time, Bi-partite
Relevant scholarly activity/experience: 6 years practicing public interest law in Alaska, 2 years teaching full time in the Justice Center
Current assignment: 24 units teaching, 6 units service per academic year
How workload will be adjusted to meet demands of the new program: no adjustment
If being relieved of current duties, describe how are current duties are to be met: N/A

B. New Faculty and Staff

New faculty needed include two full-time faculty with the following qualifications:

Minimum academic degree or certification required: Juris Doctor
Academic rank/position title at time of hire: Assistant Professor
Required professional registrations/qualifications: (if applicable) Member, Alaska Bar Association
Type of appointment: Full-time, Bi-partite
Required relevant scholarly activity/experience: Experience in the practice of law in Alaska, experience working with legal paraprofessionals

13. Library, equipment, and similar resource requirement, availability, appropriateness, and quality.

This program will not require library or other resources beyond those already implemented in support of the existing 60 credit undergraduate certificate and baccalaureate degree in Justice. Pursuant to ABA guidelines, the adequacy of the library and information resources available to program students is evaluated annually in coordination with the UAA Consortium Library’s departmental liaison and in consultation with all faculty instructing within the program. The starting point of the annual review is the inventory of materials maintained for the ABA reports.

The library maintains current state and federal legal codes and regulations, and municipal ordinances for Anchorage and larger urban centers. It also maintains an inventory of legal treatises, which are updated regularly in consultation with program faculty. In addition, all students have access to Lexis through the UAA’s subscription to the Lexis-Nexis Academic...
University. This database includes all state and federal codes and regulations, municipal ordinances, all state and federal case law, and a database of current law reviews, treatises, and practice manuals. In addition, all students have access to Westlaw Public Access through the Alaska State Court Law Library referenced below.

Program students enrolled in Legal Research are assigned individual passwords for Westlaw (a commercial legal information site) access. This course is taught in an existing computer lab on campus. Program students also have access to a shared Westlaw account on a terminal in the Justice Center student lab.

The Justice Center programs also make regular use of the Alaska State Court Law Library, which is open to the public. Permission to provide onsite instruction is obtained directly by the legal research instructor from the State Law Librarian. The UAA program has not experienced any limitations on providing onsite instruction.

14. New facility or renovated space requirements.

In the short-term, the two new full-time tenure track bi-partite faculty will require office space. The Justice Center will accommodate this need through a reassignment of its existing research office space. The Justice Center has already allocated existing resources for the minor renovations necessary to reassign this space.

In the long-term, greater access to a computer lab will be required. Proficiency with information and computer technology is an essential asset for students to be successful in their legal careers. In addition, legal professionals must have strong skills in library and legal research. As these proficiencies become increasingly important, computer lab access will become critical. Trends in the legal profession have prompted this space requirement, not the proposed program changes. The Justice Center is working with the College of Health to develop long-term plans to secure access to a computer lab. In the meantime, some of the program options include a requirement in Computer Networking and Office Technologies, and all students will be advised about the importance of being proficient in computer networking and office technologies.

15. Projected cost of all required resources, revenue from all sources and a budgetary plan for implementing and sustaining the program.

The following budget information is based on the creation of all five new program options in Legal Studies (not just the program option that is the subject of this prospectus). The five new program options must be considered together, because they are interdependent and utilize a single set of resources and generate shared revenues. All program options were designed to utilize a common core of courses in Legal Studies, and in turn to facilitate student transfers from one program option to another. Each single program option will have costs that exceed revenues if the shared expenses are not separately allocated. It is only when all programs are
considered together, and the costs recognized as a single set of expenditures supporting five programs, that the revenues exceed costs.

Projected annual revenues include existing general funds ($150,433) and new student tuition and fees ($350,963). New student tuition and fees are calculated using projected enrollments, tuition rates, and proposed course fees (and exclude the 20% portion for central budgeting). New enrollments are conservatively projected based on current enrollment trends, student interests, and market demands. Tuition revenue is conservatively projected using AY13 tuition rates, with no projected increase. In addition, the tuition revenue assumes that all students will be in-state students (actual tuition revenue will therefore be higher than projected here). Projected revenues from tuition and fees assume a slow growth in student enrollment from 65% of enrollment goals in FY13 to 100% in FY17. Proposed course fees are designed to cover the cost of legal research software for students, a portion of the American Bar Association approval cost, and the student insurance cost for internships (the first is an existing fee, the others are new proposed fees). No other revenues are projected.

The total projected annual expenditures include salaries and benefits for two existing faculty, two new faculty, and two adjunct professors (for six credits per year). Costs for existing faculty are prorated based on the portion of their workload assigned to the program options in Legal Studies. Projected annual expenditures also include costs for travel, contractual services, and commodities. The annual expenditures projected in F17 below include $144,704 in expenditures that are already covered by existing general funds and $191,047 in new expenditures.

The total expenditures for these five program options in Legal Studies are projected to be $335,751 in FY17. The projected revenues are projected to be $501,396. Projected revenues exceed projected expenditures by 49%. For every projected dollar in expenditure, there is a projected $1.49 in revenue.

Table 15.1 on the following page presents a summary of total revenues and expenditures in FY17. Table 15.2 shows the sources of projected revenue.
<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Continuing</th>
<th>One-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In current legislative budget request</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>b. Additional appropriation required</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>c. Funded through internal MAU redistribution:</td>
<td>$150,433</td>
<td>$0</td>
</tr>
<tr>
<td>d. Funded all or in part by external funds, expiration date</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>e. Other funding source Specify Type: New student tuition and fees</td>
<td>$350,963</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Table 15.2**

**Budget Status**

16. **Other special needs or conditions that were considered in the program's development.**

This program is part of the restructuring of the existing 60 credit undergraduate certificate into a 60 credit associate degree with a post-baccalaureate certificate option. For that reason, there are few special needs or conditions that have not already been met through administration of the existing undergraduate certificate. The new certificate has been developed to meet the recommendations of the ABA site teams who have reviewed the existing paralegal studies program over the last twenty years, and has been carefully structured to correspond to all of the ABA requirements for the approval of paralegal programs, as well as to meet American Association for Paralegal Education standards.

17. **Consultant reviews, reports from visitations to other institutions, or names and opinions of personnel consulted in preparing the proposal.**

Over the course of the last two years, the Justice Center has been in discussions with the Paralegal Studies Certificate Program Advisory Committee regarding ways to strengthen its
educational offerings for legal paraprofessionals. The present restructuring of the certificate program into five program options centered on a common core is in large part the product of those conversations.9

The program also consulted with representatives of the American Bar Association Standing Committee on Paralegals during the program’s 2011 reapproval site visit. Although no official findings or recommendations regarding the changes were made, the site reviewers provided valuable guidance with respect to restructuring the program.

This program restructuring and development of the new program options has also been informed by the American Association for Paralegal Education (AAfPE) Core Competencies for Paralegal Programs. The AAfPE Competencies identify specific student outcomes in the areas of critical thinking, organizational skills, communication, legal research, legal writing, computer, interviewing and investigation, ethical obligations, and legal department management skills.

As referenced in Section 8, Paralegal Studies faculty have participated in the Color of Justice program for a number of years in collaboration with the National Association of Women Judges. Discussions with national representatives of that program highlighted the challenges minority youth and first generation college students often face in completing their undergraduate educations and successfully applying to and graduating from law school. Those discussions further emphasized how vitally important it is to expose these students early in their high school and college years to the career possibilities available to them in the legal field, and to support their academic development as undergraduates. These new program options are, in part, the product of these discussions also.

Ongoing dialogue with community partners is another component driving these changes. For a number of years, various community legal services organizations such as the Alaska Court System Family Law Self-Help Center and the Alaska Innocence Project have contacted the Justice Center requesting student volunteers and interns to provide supervised assistance to legal aid and community service lawyers. The number of these requests has far exceeded the available number of student interns. Responding to this unmet demand for student interns and legal paraprofessionals – and facilitating student engagement and workplace training --is one of the goals of these program changes.

Finally, the Justice Center contracted with a local consulting group, Britten and Associates, to gather input from members of the justice and legal communities regarding the proposed program options.10 This consultant telephonically interviewed 12 representatives of public and private legal institutions, agencies, and organizations. From these responses, several core themes emerged:

9 See Section 18 for more information and Attachment B for the advisory committee’s letter of support

10 Attachment C presents a summary of the results
• The proposed program would create a more comprehensive and complete approach to legal education in Alaska; more of a pathway than the current scattered flagstones. It would put legal education in Alaska on the same level as other professions and would have positive ramifications for UAA and the state.
• The proposed program would reduce Alaska’s “brain drain”, i.e., it very likely would keep more Alaskan students in Alaska as they would not have to leave the state for these types of educational offerings.
• Graduating from the more comprehensive proposed programs would enable Alaskans to fill jobs that heretofore had been offered to out of state candidates who possessed more advanced educations in legal studies.
• The legal field, like other professions, is moving toward using more paraprofessionals in order to meet the demand for affordable and accessible legal services and for staffing private, public and governmental organizations. The expanded program offerings would provide those paraprofessionals.
• The expanded program would provide those contemplating going to law school broader exposure to pre-law courses and the rigors they could expect at law school, enabling them to make a better choice about pursuing a JD degree and increasing their chances for success if they do go on to law school. There was a pervasive sentiment that the expanded program would increase the number of Alaskans who would pursue a law degree and that more minorities and rural Alaskans would be among those.

Respondents were also asked specifically about workforce needs. The report explains:

Each participant was asked if they saw a need in the general workforce or in rural Alaska or Alaska Native corporations for nonlawyer employees trained in working with local, state, and federal regulations and with a basic understanding of government agencies and general legal principles. Those conversant with the subject all replied to the affirmative. Areas specifically identified were:
• Assisting in the development of tribal courts
• A general lack of legal training in the rural Alaska labor pool
• Most current needs are filled by students/graduates from out of state
• The pervasiveness of local, state and federal regulation across Alaska, more so than in most other states, creates more demand for nonlawyers with this type of training.
The report concludes: 
[18. Concurrence of appropriate advisory councils]

This program is guided by the UAA Paralegal Studies Certificate Program Advisory Committee, as noted above. The committee comprises ten local attorneys, paralegals, and court personnel plus one non-legal community member, paralegal program faculty, and college administrators. These external advisory members unanimously expressed their approval of the program changes. In a written statement of support, the committee stated “the proposed program will give UAA students a range of choice to meet their career goals. It provides flexibility so motivated students can build on their work, for example, allowing paralegal certificate students at UAA or UAF to complete a bachelor’s degree in their discipline without leaving Alaska.” 11 They concluded: 

The standards described in the program materials are rigorous but reasonable. This committee’s comments were considered and incorporated. We feel confident that each of the program components will produce graduates with the requisite knowledge and skills to enter the legal marketplace with confidence, and who can immediately assist their employers. Finally, the pro bono service honors program will be a great asset to legal services agencies in Alaska, and to many Alaskans with unmet legal needs. UAA can be especially proud of this aspect of the legal studies program.

We urge you to approve the curriculum changes proposed by the Justice Center.

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11 See Attachment B
Attachment A: Catalog Copy and new/modified Course Descriptions

LEGAL STUDIES

Consortium Library (LIB), Room 213, (907) 786-1810
http://justice.uaa.alaska.edu

The UAA Justice Center, established by the Alaska Legislature in 1975, has a mandate to provide statewide justice-related education, research, and service. The Justice Center is an interdisciplinary unit that provides undergraduate, graduate, and professional education; conducts research in the areas of crime, law, and justice; and provides service to government units, justice agencies, and community organizations throughout urban and rural Alaska to promote a safe, healthy, and just society.

The Justice Center offers a variety of programs that prepare students for work in law-related or public service fields. The core of each program is a foundational sequence of courses combining theoretical knowledge of the law with skills-based training in American legal practice.

Legal Studies Goals

Students in all programs will acquire:

1. Broad-based knowledge achieved through general college education.
2. Exceptionally strong competency in critical thinking and in written and oral communication skills.
5. Operational knowledge of legal investigatory and discovery techniques.
6. Command of skills required for legal research, critical analysis, and technical drafting.
7. Knowledge of theories of law, historical influences on the development of law, and fundamental principles of substantive law.
8. Appreciation for the role of law in the allocation of public resources and regulation of social and economic relationships.

Pro Bono Service Honors

The Justice Center awards Pro Bono Service Honors to those Legal Studies students who work toward improving access to justice by contributing volunteer service to Alaska legal aid agencies. Post-Baccalaureate Certificate, Paralegal Studies students are eligible to graduate with Pro Bono Service Honors upon satisfactory completion of the following requirements:

1. Meet the catalog requirements for the certificate.
2. Complete 50 hours of volunteer hours with a legal services agency approved by the Legal Studies Program Coordinator.
3. Obtain written verification of hours of service from the legal service agency or agencies assisted.
4. Submit verification of service hours and written notice of intent to graduate with Pro Bono Service Honors to the Legal Studies Program Coordinator. The verification and notice must be received by the Legal Studies Coordinator on or before the date established by the registrar’s office as the deadline to apply for graduation.

Post-Baccalaureate Certificate, Paralegal Studies

The American Bar Association defines a paralegal as a person “who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible.” The Post-Baccalaureate Certificate in Paralegal Studies is designed for students who have completed a baccalaureate degree and wish to continue their education. It provides students with the technical skills and specialized knowledge to work under the supervision of lawyers in federal and state agencies or court systems, in a variety of legal service settings, in private law offices or corporate legal departments, and in a multitude of other public and private organizations where familiarity with government regulation and legal processes is required. The program is approved by the American Bar Association.

Note: Students obtaining a certificate are not authorized to provide direct legal services to the public. The program offers training for paraprofessionals who are authorized to perform substantive legal work under the supervision of a licensed attorney. The program does not train lawyers.
Student Learning Outcomes

Students who complete this program will:
1. Produce superior university-level written documents and oral reports.
2. Identify and accurately apply the rules of professional ethics governing lawyers and nonlawyer staff, and the rules governing the unauthorized practice of law in Alaska.
3. Interpret and accurately apply legal terminology and foundational principles of substantive and procedural law.
4. Develop and execute legal research plans using law library resources and commonly used legal research databases.
5. Synthesize primary and secondary legal authorities and draft memoranda of legal analysis.
6. Prepare legal investigation/discovery plans and draft legal pleadings that conform to the rules of civil procedure and incorporate standard techniques and resources for managing a case in litigation.
7. Relate legal rules and doctrines to client problems in the performance of entry-level paralegal duties in a private law firm, public legal service agency, or law department.

Admission Requirements

1. Students must meet the university requirements for admission to post-baccalaureate certificate programs listed at the beginning of this chapter.
2. Students must have completed the equivalent of ENGL A111 with a minimum grade of C and (ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 or ENGL A311 or ENGL A312 or ENGL A313 or ENGL A414 or ENGL A487) with a minimum grade of B.
3. Students must have a cumulative grade point average of 2.0 in their baccalaureate program.

Advising

1. Students who have not completed the English prerequisites for admission to the program should begin their English coursework in their first semester.
2. Proficiency in the use of computers and standard office software is an important component of legal practice. Students are strongly encouraged to build their technological skills through coursework in Computer Information & Office Systems (CIOS), Computer Information Systems (CIS), or Computer & Networking Technology (CNT) as they progress through the program.
3. Campus restrictions for this program are enforced in accordance with American Bar Association Guidelines for the Approval of Paralegal Education Programs. Therefore, the certificate cannot be completed at extended campuses. Courses designated in this catalog as legal specialty courses may be taken only at the Anchorage campus.
4. Students interested in the Post-Baccalaureate Certificate, Paralegal Studies should consult a faculty advisor in the Justice Center before enrolling in Legal Studies courses.

Certificate Requirements

1. Complete the following required core courses (21-24 credits):
   - LEGL A101 Introduction to Law 3
   - LEGL A215 Legal Ethics and the Role of the Legal Professional 3
   - LEGL A356 Legal Research, Analysis, and Writing 3
   - LEGL A367 Civil Procedure and Pretrial Practice 3
   - LEGL A377 Evidence, Investigation, and Discovery 3
   - LEGL A487 Trial and Advanced Litigation Processes 3
   - LEGL A495 Legal Studies Internship (3-6)
2. Complete one of the following Legal Studies elective courses (3 credits):
   - LEGL/ JUST A340 Family Law (3)
   - LEGL/ JUST A352 Criminal Law and Procedure (3)
   - LEGL A362 Contracts, Debt, and Principles of Ownership (3)
   - LEGL A380 Torts, Workers’ Compensation, and Insurance Law (3)
   - LEGL A385 Health Care Law and Regulatory Compliance (3)
   - LEGL A489 Legal Studies Senior Seminar (3)
   - Other upper division Legal Studies or Justice course with Legal Studies Coordinator approval (3)
3. Students must achieve a minimum grade of C in each Legal Studies core course and in the selected Legal Studies and Justice electives. Courses may be repeated twice to improve grades.
4. All Paralegal Studies students must take the Legal Studies Exit Examination. There is no minimum score required for graduation.
5. A total of 24 credits is required for the certificate.
FACULTY
John Angell, Professor Emeritus, AHJEA@uaa.alaska.edu
Allan Barnes, Professor, arbarnes@uaa.alaska.edu
Jason Brandeis, Assistant Professor, jbrandeis@uaa.alaska.edu
Sharon Chamard, Associate Professor, sechamard@uaa.alaska.edu
Robert Congdon, Professor Emeritus, AFREC@uaa.alaska.edu
Ronald Everett, Associate Professor, rseverett@uaa.alaska.edu
Cory Lepage, Assistant Professor, crlepage@uaa.alaska.edu
Bradley Myrstol, Assistant Professor, bmyrstol@uaa.alaska.edu
Troy Payne, Assistant Professor, tpayne9@uaa.alaska.edu
Deborah Periman, Program Coordinator/Associate Professor, dperiman@uaa.alaska.edu
Marny Rivera, Associate Professor, mrivera11@uaa.alaska.edu
Andre Rosay, Director, abrosay@uaa.alaska.edu
Nancy Schafer, Professor Emeritus, AHNES@uaa.alaska.edu
## Post-Baccalaureate Certificate, Paralegal Studies

### Just A341: Family Law

### Just A342: Criminal Law and Procedure
Examines elements and functions of substantive criminal law together with constitutional, statutory, and rules-based limits on law enforcement in the United States. Includes federal and state law of crimes, defenses, search and seizure, interrogations and confessions, identification, arrests and charging, right to counsel, right to jury, sentencing, and double jeopardy. Emphasis on Alaska law.

### Legl A10: Introduction to Law
Introduce legal processes in a democratic society. Emphasis on legal terminology, federal and state court systems and judicial decision making. Introduction to basic concepts of contracts, torts, criminal law, family law, and administrative law. Includes skills for conducting basic legal analysis.

### Legl A21: Legal Ethics and the Role of the Legal Professional
Studies legal ethics and the nonlawyer professional's role in a law office, corporate or public interest legal department or government agency. Explores nature, scope, and ethics of legal practice and the relationship of nonlawyer staff to lawyers, clients, the court system, and the public. Legal practice in Alaska and the rules governing the unauthorized practice of law are emphasized. Foundational practice skills and principles of legal research and writing are introduced. Emphasize professional skills development. Legal specialty course.

### Legl A341: Family Law

### Legl A35: Criminal Law and Procedure
Examines elements and functions of substantive criminal law together with constitutional, statutory, and rules-based limits on law enforcement in the United States. Includes federal and state law of crimes, defenses, search and seizure, interrogations and confessions, identification, arrests and charging, right to counsel, right to jury, sentencing, and double jeopardy. Emphasis on Alaska law.

### Legl A36: Legal Research, Analysis, and Writing
Explores techniques of legal research, analysis and writing. Includes legal citation; researching judicial, statutory, regulatory, and secondary resources; research databases; legal writing principles; and technical rules of legal writing. Emphasizes professional skills development. Legal specialty course.

### Legl A36: Contracts, Debt, and Principles of Ownership
Examines fundamental principles of contract law, property ownership, debt formation, and collection. Includes Uniform Commercial Code and Bankruptcy. Legal ethics, practice in Alaska, and development of professional skills are emphasized. Legal specialty course.

### Legl A37: Civil Procedure and Pretrial Practice
Introduction of pretrial practice and procedural concepts. Covers the rules of pleading and process, discovery, and motion practice. Reviews concepts of jurisdiction, venue, parties, statutes of limitation, and evidence; and the ethical duties of competence and diligence. Emphasizes applied professional skills and practice in Alaska. Legal specialty course.

### Legl A38: Evidence, Investigation, and Discovery
Examines the state and federal rules of evidence; sources and scope of privileges; techniques, ethics, and management of case investigation; and discovery procedures and problems. Emphasizes professional skills development, Alaska law, and electronic discovery. Legal specialty course.

### Legl A39: Torts, Workers' Compensation, and Insurance Law
Analyzes nature and function of tort law in the United States, as well as the role of the nonlawyer professional in tort litigation and workers' compensation. Includes ethical issues in tort, workers' compensation, and insurance cases. Practice in Alaska and the development of professional skills are emphasized. Legal specialty course.

### Legl A41: Health Care Law and Regulatory Compliance
Explores legal issues arising in the delivery of health care services, including the physician-patient relationship and standards of care, individual and institutional liability, patient privacy and medical records security, insurance and Medicare, managed care and access to care, state regulation of health care providers and regulatory compliance, accreditation and licensure, staff privileges, and medical ethics. Practice in Alaska and the development of professional skills are emphasized. Legal specialty course.

### Legl A42: Trial and Advanced Litigation Processes
Addresses advanced litigation processes and trial support. Includes alternative dispute resolution processes, case management systems, pretrial orders, pleadings, exhibits, and witness lists, pretrial motions, jury instructions and selection, judgments and orders, and notices of appeal. Practice in Alaska and the development of professional skills is emphasized. Legal specialty course.

### Legl A43: Legal Studies Senior Seminar
Analyzes advanced legal concepts and the role of the nonlawyer in administrative law, business organizations, contract law, torts and workers' compensation, estate planning and probate, and property law. Emphasizes applied paraprofessional skills in legal research, fact analysis, and drafting legal documents. Legal specialty course.

### Legl A49: Legal Studies Internship
Specially arranged field experiences for advanced legal studies students. Designed to expand knowledge and skills through supervised placements in law-related work settings. Emphasizes professional skills development. Special Note: May be repeated for a maximum of 6 credits. Legal specialty course.
Attachment B: Paralegal Studies Certificate Program Advisory Committee Letter of Support

To:       UA Board of Regents
          President Patrick Gamble
          UAA Chancellor Tom Case

From: UAA Paralegal Studies Certificate Program Advisory Committee

Date: February 17, 2012

Re: UAA Justice Center
    proposed curriculum changes

As members of the University of Alaska Anchorage Paralegal Studies Certificate Program Advisory Committee, we are writing to express our full support for the changes proposed by the UAA Justice Center to its legal studies programs. The changes include: (1) a bachelor’s degree and a minor in Legal Studies; (2) an associate degree and a post- baccalaureate certificate in Paralegal Studies; and (3) a certificate in Legal Nurse Consultant Paralegal.

The proposed program will give UAA students a range of choices to meet their career goals. It provides flexibility so motivated students can build on their work, for example, allowing paralegal certificate students at UAA or UAF to complete a bachelor’s degree in their discipline without leaving Alaska.

Students should find the availability of a four-year degree in the legal field to be a valuable option, and we, as members of the legal community, look forward to being able to hire graduates with four-year degrees who are ready to take up support positions in this field. In addition, from the point of view of an employer, an associate’s degree is more desirable than an undergraduate certificate. Most employers don’t understand the distinction between an undergraduate certificate and a degree, and on its face an undergraduate certificate appears to be an inferior credential.

Providing a range of options will develop prospective employees who can meet a variety of needs. For instance, the legal nurse consulting paralegal certificate program will produce employees with specialized knowledge who are sure to be sought after by law firms and other employers.

The standards described in the program materials are rigorous but reasonable. This committee’s comments were considered and incorporated. We feel confident that each of the program components will produce graduates with the requisite knowledge and
skills to enter the legal marketplace with confidence, and who can immediately assist their employers.

Finally, the pro bono service honors program will be a great asset to legal services agencies in Alaska, and to many Alaskans with unmet legal needs. UAA can be especially proud of this aspect of the legal studies program.

We urge you to approve the curriculum changes proposed by the Justice Center.
March 5, 2012

Dr. Deborah Peiman, J.D., Associate Professor
University of Alaska Anchorage Justice Center
3211 Providence Drive, LIB 213
Anchorage, AK 99508-4614

Dear Dr. Periman:

During the month of February 2012, I interviewed a dozen members of Anchorage’s justice and legal communities, including public institutions and agencies and private firms and non-profit organizations, in order to determine their perspectives on the proposed restructuring of the UAA Justice Center’s paralegal certificate program.

Each person interviewed had been provided a brief overview of the proposed changes to the program. If they asked for additional detail about the proposed changes, participants were sent a copy of the draft catalog description for the proposed program.

During the one-on-one interviews, participants were first asked about their overall reaction to the proposed changes. Virtually all reactions were positive. Most of the comments followed several central themes:

- The proposed program would create a more comprehensive and complete approach to legal education in Alaska; more of a pathway than the current scattered flagstones. It would put legal education in Alaska on the same level as other professions and would have positive ramifications for UAA and the state.
- The proposed program would reduce Alaska’s “brain drain”, i.e., it very likely would keep more Alaskan students in Alaska as they would no have to leave the state for these types of educational offerings.
- Graduating from the more comprehensive proposed programs would enable Alaskans to fill jobs that heretofore had been offered to out of state candidates who possessed more advanced educations in legal studies.
- The legal field, like other professions, is moving toward using more paraprofessionals in order to meet the demand for affordable and accessible legal services and for staffing private, public and governmental organizations. The expanded program offerings would provide those paraprofessionals.
- The expanded program would provide those contemplating going to law school broader exposure to pre-law courses and the rigors they could expect at law school, enabling them to make a better choice about pursuing a JD degree and increasing their chances for success if they do go on to law school. There was a pervasive sentiment that the expanded program would increase the number of Alaskans who would pursue a law degree and that more minorities and rural Alaskans would be among those.
- Note: A couple of participants were not as enthusiastic about the proposed restructuring of the program as most others because they had questions about the design, development and implementation of the new program, not issues with the concept.
A number of the participants pointed out that rural Alaska faces many unique issues. Large portions of the rural population are not conversant with or do not embrace the existing state justice system. Rural Alaskans have virtually no exposure to any sort of legal education at any level. Rural Alaskans experience difficulty in obtaining any sort of qualified legal assistance. Rural Alaskans are unlikely to consider attending law school. To one degree or another, those who raised these issues believe that expanding the legal services curriculum at UAA would have a positive effect on each of these issues.

Each participant was asked if they saw a need in the general workforce or in rural Alaska or Alaska Native corporations for nonlawyer employees trained in working with local, state, and federal regulations and with a basic understanding of government agencies and general legal principles. Those conversant with the subject all replied to the affirmative. Areas specifically identified were:

- Assisting in the development of tribal courts
- A general lack of legal training in the rural Alaska labor pool
- Most current needs are filled by students/graduates from out of state
- The pervasiveness of local, state and federal regulation across Alaska, more than in most other states, creates more demand for nonlawyers with this type of training.

When asked if they thought the new program could help address unmet legal needs in the state by establishing student internships or student clinics that could assist non-profit legal service organizations, the overall response was that the need certainly exists and the concept was on target. A few spoke to the difficulties of internships and volunteer clinics, i.e., the significant staff commitment required to train and supervise interns or volunteers.

Other comments of significance were:

- Law firms seeking paralegals will appreciate applicants with a major in one area plus a post-bachelors paralegal certificate.
- The restructuring would provide greater availability for a legal education in the state, despite the lack of a law school.
- Once on the “path” created by this program those otherwise hesitant minorities will have a clearer visualization that a career in the legal field is not as foreboding and mystical as perhaps once thought.
- A distance learning component would be helpful.
- High schools might add other allied subjects to their curriculums to begin aligning students to legal studies at the college level
- The need for improved writing, researching, and interviewing skills.

In summary, the majority of those who participated in the interviews felt the proposed changes are much needed and well planned. They believe the restructuring will greatly improve the quality and availability of legal studies in Alaska, fill a variety of existing and future unmet needs, allow Alaskans to stay in state to study and work, prepare more Alaskans for law school, provide professionals for a wide spectrum of employment opportunities, and, in general, contribute to a better informed populace more conversant with legal concepts. There was a sentiment that rural Alaska could gain additional benefits and that an increased number of students in legal studies programs might well close the gap on unmet legal needs in Alaska through internships and clinics. Most of the concerns voiced about the restructuring of the program
focused more on how those responsible for the changes would implement them, not about the changes themselves. The hope that the new curriculums would provide improved, writing, researching and interviewing skills was underscored frequently.

Submitted by,

[Signature]

Eric Britten, President
Britten & Associates, LLC