



UNIVERSITY OF ALASKA ANCHORAGE

Office of Academic Affairs
3211 Providence Drive
Anchorage, AK 99508-4614

Date: May 7, 2014
 To: Dana Thomas, Vice President of Academic Affairs, Statewide Academic Council Chair
 From: Elisha Baker, Provost and Vice Chancellor for Academic Affairs *E. Baker*
 Through: Thomas Case, Chancellor *T. Case*
 Subject: Proposed Speech-Language Pathology Post-Baccalaureate Certificate

The College of Education is proposing a post-baccalaureate certificate in Speech-Language Pathology. The program proposal has been approved by the faculty, dean, and appropriate UAA curriculum committees. It is now being submitted to the Statewide Academic Council for consideration of placement on the Board of Regents agenda.

The program development was informed by a healthcare workforce vacancy study and feedback from administrators from Alaska's three largest school districts and the state Department of Education and Early Development.

Since 2004, UAA has had an affiliation agreement with East Carolina University to provide an Alaska Cohort in ECU's distance Communication Sciences and Disorders master's degree. The proposed certificate builds on the prerequisite courses UAA offers for the ECU master's degree, and provides a transcribed credential for students completing this coursework.

The certificate will provide a pathway to graduate study in speech-language pathology, and prepare individuals in related fields to better understand, teach, and/or interact with individuals with speech, language, and/or hearing impairment. As all of the courses will be available by e-learning, the certificate will meet the needs of the entire state.

Since the courses are already being offered, the financial needs of this program will be met through existing investments, increased tuition and fee revenue, and internal college reallocations.

A minor with similar content and shared resources has been submitted to the NWCCU for the final stage of approval, since minors do not require approval by the Regents.

*Attachments: BOR Program Action Request Form, Program Executive Summary and Prospectus
 CC: Vice Provost Kalina, Assistant Vice Provost Carlson, Dean Ryan, Professor Brigham*



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

1a. Major Academic Unit (choose one) UAA	1b. School or College College of Education	1c. Department or Program Special Education																																								
2. Complete Program Title Speech-Language Pathology Post-Baccalaureate Certificate																																										
3. Type of Program <input type="checkbox"/> Undergraduate Certificate <input type="checkbox"/> AA/AAS <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Post-Baccalaureate Certificate <input type="checkbox"/> Master's <input type="checkbox"/> Graduate Certificate <input type="checkbox"/> Doctorate																																										
4. Type of Action <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete		5. Implementation date (semester, year) <input type="checkbox"/> Fall <input type="checkbox"/> Spring Year 2014																																								
6. Projected Revenue and Expenditure Summary. Not Required if the requested action is deletion. (Provide information for the 5 th year after program or program change approval if a baccalaureate or doctoral degree program; for the 3 rd year after program approval if a master's or associate degree program; and for the 2 nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached). Note that Revenues and Expenditures are not always entirely new; some may be current (see 7d.)																																										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th colspan="2">Projected Annual Revenues in FY 15</th> <th colspan="2">Projected Annual Expenditures in FY 15</th> </tr> <tr> <td colspan="2">Unrestricted</td> <td colspan="2">Salaries & benefits (faculty and staff)</td> </tr> <tr> <td>General Fund</td> <td>\$24,713</td> <td>Other (commodities, services, etc.)</td> <td>\$</td> </tr> <tr> <td>Student Tuition & Fees</td> <td>\$27,848</td> <td>TOTAL EXPENDITURES</td> <td>\$52,561</td> </tr> <tr> <td>Indirect Cost Recovery</td> <td>\$</td> <td colspan="2">One-time Expenditures to Initiate Program (if >\$250,000)</td> </tr> <tr> <td>TVEP or Other (specify):</td> <td>\$</td> <td colspan="2">(These are costs in addition to the annual costs, above.)</td> </tr> <tr> <td colspan="2">Restricted</td> <td>Year 1</td> <td>\$</td> </tr> <tr> <td>Federal Receipts</td> <td>\$</td> <td>Year 2</td> <td>\$</td> </tr> <tr> <td>TVEP or Other (specify):</td> <td>\$</td> <td>Year 3</td> <td>\$</td> </tr> <tr> <td>TOTAL REVENUES</td> <td>\$52,561</td> <td>Year 4</td> <td>\$</td> </tr> </table>			Projected Annual Revenues in FY 15		Projected Annual Expenditures in FY 15		Unrestricted		Salaries & benefits (faculty and staff)		General Fund	\$24,713	Other (commodities, services, etc.)	\$	Student Tuition & Fees	\$27,848	TOTAL EXPENDITURES	\$52,561	Indirect Cost Recovery	\$	One-time Expenditures to Initiate Program (if >\$250,000)		TVEP or Other (specify):	\$	(These are costs in addition to the annual costs, above.)		Restricted		Year 1	\$	Federal Receipts	\$	Year 2	\$	TVEP or Other (specify):	\$	Year 3	\$	TOTAL REVENUES	\$52,561	Year 4	\$
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Page # of attached summary where the budget is discussed, including initial phase-in: 3. The projected budget indicates the financial support the college has committed to the program, which will be accomplished entirely from tuition and reallocations within the college. Revenues and expenditures will be shared with a minor with similar requirements. Financial projections are based on personnel requirements.																																										
7. Budget Status. Items a., b., and c. indicate the source(s) of the General Fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program, indicate amount anticipated and expiration date, if applicable.																																										
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8. Facilities: New or substantially (>\$25,000 cost) renovated facilities will be required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.																																										

¹Sometimes the courses required by a new degree or certificate program are already being taught by an MAU, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

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

Year 1: 8

Year 2: 16

Year 3: 18

Year 4: 20

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

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

Graduate TA	0
Adjunct	0
Term	.5
Tenure track	0

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

Graduate TA	0
Adjunct	0
Term	0
Tenure track	0

Former assignment of any reassigned faculty:
For more information see page 3 of the attached summary.

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

Program Affected	Anticipated Effect
See note.	The program is not expected to affect other programs because it is in an area not currently available, and all courses are offered by the program's home department.
	The program is a pathway to graduate study. It also enables individuals in related fields to obtain information that will facilitate service delivery for individuals with speech, language, and/or hearing impairment.

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

13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': Planned submission to AK Professional Licensing Board for consideration as one avenue to satisfy educational requirement for licensure as an SLP Assistant.

14. Aligns with University or campus mission, goals, core themes, and objectives (list): UAA 2017 Strategic Priority A (education and training for workforce development and high demand careers) and C (increased educational opportunity and student success), Academic Master Plan Goal 4 (develop and enhance programs in response to state needs in education and healthcare)

Page in attached summary where alignment is discussed: 1

15. State needs met by this program (list): Currently there is no undergraduate program in speech-language pathology in Alaska. This will provide a pathway to graduate study. A 2012 Health Workforce Vacancy Study, the Health Workforce Development Plan, and support from AK Director of Special Education and administrators from Anchorage, Mat-Su, and Fairbanks school districts all demonstrate the needs this program will meet.

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

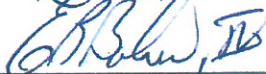
16. Program is initially planned to be: (check all that apply)

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

Page # in attached summary where e-learning is discussed: 3

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

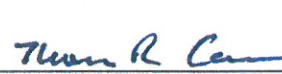
(choose one above)



Provost

 08/05/2014

Date

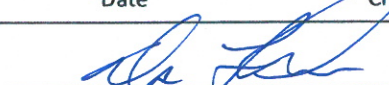
 Thuan R. Cam

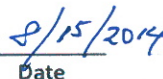
Chancellor

 7 May 2014

Date

- ☐ Recommend Approval
- ☐ Recommend Disapproval


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

 8/15/2014

Date

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

Attachments: ☒ Summary of Degree or Certificate Program Proposal

☒ Other (optional) Letters of Support

Revised: 10/10/2012

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

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

Degree/Certificate Title & Responsible Program

Major Academic Unit University of Alaska Anchorage	School or College College of Education	Department Special Education
Complete Program Title Speech-Language Pathology Post-Baccalaureate Certificate		
Type of Program	<input type="checkbox"/> Undergrad Certificate <input type="checkbox"/> AA/AAS	<input checked="" type="checkbox"/> Post-Baccalaureate Certificate
	<input type="checkbox"/> Masters <input type="checkbox"/> Graduate Certificate	<input type="checkbox"/> Doctoral

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

The proposed Speech-Language Pathology (SLP) Post-Baccalaureate Certificate is designed to provide education and training for workforce development and high demand careers, aligning with UAA's 2017 Strategic Plan Priority A. UAA, in conjunction with the UA Office of Health Programs Development, has assessed Alaska's workforce needs and identified a significant need for speech-language pathologists in healthcare. Letters from the State of Alaska Department of Education & Early Development (DEED) Special Education Administrator and administrators from Anchorage, Matanuska-Susitna, and Fairbanks North Star Borough School Districts also identify a significant shortage of speech-language pathologists to meet the needs of public school children in Alaska. The proposed program supports the UA Academic Master Plan Goal 4 to develop and enhance programs in response to state needs in education and healthcare.

The SLP Post-Baccalaureate Certificate also aligns with the goals in UAA 2017 Strategic Plan Priority C that relate to increased educational opportunity and student success. Students completing the program will be highly qualified candidates to apply to graduate programs in speech-language pathology.

2. History of the development of the proposed program.

Since 2004 the UAA College of Education has had an affiliation agreement with East Carolina University's (ECU) Communication Sciences and Disorders Department distance Master's Degree program. An Alaska Cohort was established in the ECU Distance Education program to enable Alaska to "Grow our own speech-language pathologists." UAA provides the required prerequisite courses via distance delivery and graduate level internship courses for students accepted to the affiliated program. ECU provides the graduate academic program via distance delivery. To date, 90% of the graduates of the Alaska Cohort have accepted positions in Alaska. The prerequisite courses have been available as non-degree seeking professional level courses. Course enrollees were individuals who had just completed a Bachelor's degree and needed the required prerequisites prior to applying to graduate school as well as the second career students returning to school to become speech-language pathologists.

The Alaska Speech-Language Hearing Association, the UAA Office of Health Programs Development, and the UA Allied Health Alliance support development of educational programs to train speech-language pathologists. The SLP Post-Baccalaureate Certificate will allow students who already have a baccalaureate degree in another field to obtain required coursework in preparation for graduate study in Speech-Language Pathology. It will also enable individuals in related fields to obtain information that will help an educator or health professional to better understand, teach and/or interact with individuals with speech, language, and/or hearing impairment.

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

There is no impact on the GERs because they are not required for the Post-Baccalaureate Certificate nor is there a negative impact on other academic units. The Post-Baccalaureate Certificate is a pathway to graduate study in speech-language pathology for those who choose to become fully certified speech-language pathologists. There is no other program in Alaska that provides coursework to achieve this goal. The Post-Baccalaureate Certificate also enables individuals in related fields to obtain information that will facilitate service delivery for individuals with speech, language, and/or hearing impairment. As the courses will be available by distance delivery the Post-Baccalaureate Certificate meets the needs of the entire state.

4. State needs met by the proposed 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.

Currently there is no undergraduate program in speech-language pathology in Alaska. Providing an SLP Post-Baccalaureate Certificate program will meet the need for qualified speech-language pathologists in Alaska by providing a pathway to graduate study in speech-language pathology. The 2012 Alaska Health Workforce Vacancy Study¹ and letters from the State of Alaska Director of Special Education and special education administrators from Anchorage, Matanuska-Susitna, and Fairbanks North Star Borough school districts document the need for speech-language pathology education programs in Alaska.²

The Alaska Health Workforce Development Plan (May 2010) assessed occupational priorities for Alaska.³ Three priority groups were established with Priority 1 representing those occupations “Most critical; requires immediate attention.” Speech-Language Pathology was rated priority 1.

Having an SLP Post-Baccalaureate Certificate program in Alaska will make it possible for a greater number of Speech-Language Pathology jobs to be filled by Alaskans rather than by outside contractors who are not likely to become permanent residents of Alaska. This program will allow Alaskans who are changing careers, to obtain the education required to apply to graduate study in speech-language pathology without leaving Alaska.

¹ <https://app.box.com/s/xqh4aj46ooc46e62r6q9>

² See Attachment for letters of support.

³ http://labor.state.ak.us/awib/forms/Healthcare_Workforce_Plan.pdf

The courses that comprise the Post-Baccalaureate Certificate in Speech-Language Pathology may serve as potential electives for students in a variety of UAA College of Education programs. Courses at the 200-400 level could be used as electives for the B.A. in Early Childhood. Several of the 400 level courses may serve as electives for the M.Ed. in Teaching and Learning, the M.Ed. in Special Education, and the M.Ed. in Early Childhood Special Education. Outcomes of meetings with the College of Health indicate that this may be the case for majors in that college as well.

5. Student opportunities, outcomes, and enrollment projections.

Completion of the SLP Post-Baccalaureate Certificate program is a pathway to graduate study in speech-language pathology for those who choose to become fully certified speech-language pathologists. It will also enable individuals in related professions to obtain information that will facilitate service delivery for individuals with speech, language, and/or hearing impairment.

Table 5
Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
FTE Enrollment	8	8	10	10	10
Enrollment Headcount	8	16	18	20	20
Graduates	0	8	8	10	10

6. Program availability.

Courses will be offered using a variety of delivery modes. Distance delivery will be available for all courses to enable students from around the state to participate in this program. Distance delivery is considered essential for statewide access as this is the only speech-language pathology program in Alaska that prepares post bachelors students for graduate study in speech-language pathology.

7. Faculty and staff workload implications.

The program requires a minimum of a full time and a .5 term faculty position as well as sufficient adjunct faculty to meet program needs. Ellen Brigham is the ongoing Program Coordinator who currently serves as a bipartite term faculty Assistant Professor. A .5 term assistant professor will be hired effective fall 2014. A new prerequisite course was added (EDSL A410) as required for application to the affiliated graduate program with East Carolina University. All courses except EDSL A410 and EDSL A411 are also requirements for the SLP Minor that is being proposed concurrently with the SLP Post-Baccalaureate Certificate.⁴ Advising will be done jointly by the advisors in the College of Education Office of Student Engagement and by the faculty advisor in the Speech-Language Pathology Program. No additional advisors will be needed.

⁴ Since minors do not require approval by the Board of Regents, the SLP minor has been separately submitted to the Northwest Commission on Colleges and Universities for final approval.

8. Fiscal Plan for the proposed program.

The projected budget below indicates the financial support College of Education has committed to the Speech-Language Pathology Post-Baccalaureate Certificate. Funding at the level shown will be accomplished from reallocations with the college with a portion offset by tuition and fee revenue. The salary for the ongoing bipartite term Assistant Professor, Ellen Brigham, is currently covered by COE and will be ongoing. Please note, the projected .51 faculty and adjunct cost is shared with SLP Minor. Incremental increases are due to projected yearly salary increases.

Table ES8
Incremental Expenses, Revenues, and Balances

Year	New Expenses	New Revenue	Balance
Yr 1	52,561	27,848	24,713
Yr 2	53,876	27,848	24,713
Yr 3	55,222	34,810	20,412
Yr 4	56,602	34,810	31,792
Yr 5	58,017	34,810	31,792



Anchorage School District

Special Education Department

5530 E. Northern Lights Blvd. • Anchorage, AK 99504 • 907-742-6021 • www.asdk12.org/sped/

Wednesday, November 6, 2013

Subject: University of Alaska Speech Program Support

Dear Ms. Brigham,

It is my understanding that the University of Alaska- Anchorage is currently working on a proposal for a minor or post-baccalaureate certificate in speech-language pathology.

Anchorage School District continues to find it extremely difficult to recruit and hire Speech and Language Pathologists. As a result, we would value any preparatory education that the University of Alaska can do to support the needs of Anchorage School District with Speech and Language Pathologists.

Additionally, Alaska school districts have a significant demand for the services of Speech and Language Pathologists. As the Secretary of the Council of Administrators of Special Education (CASE) of the Alaska Council of Exceptional Children (CEC), the shortage of Speech and Language Pathologists is frequently brought up in our meetings. We have worked together to discuss the recruitment and retention strategies, salary scales, and service delivery models.

Anchorage School District is in full support of the programs proposed. As a direct benefit of the University of Alaska's program, Anchorage School District will be able to employ trained and skilled staff. This in turn provides the best support for students at-risk and/or receiving special education services under IDEA.

Cordially,

Shawn A. Bernard
Special Education Coordinator: Related Service
email: Bernard_shawn@asdk12.org
office: 907.742.6019

Educating All Students for Success in Life

Anchorage School Board Tam Agosti-Gisler, President
Natasha von Imhof, Vice President
Kameron Perez-Verdia, Clerk

Bettye Davis, Treasurer
Eric Croft

Pat Higgins
Kathleen Plunkett

Superintendent Ed Graff



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

520 Fifth Avenue Fairbanks, Alaska 99701-4756 (907) 452-2000
www.k12northstar.org



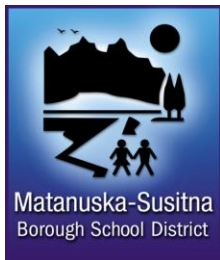
October 29, 2013

Dear Ellen,

Year after year the FNSBSD is put in the position of hiring Speech Language Pathologists (SLPs) from contracting companies as well as hiring retired SLPs, who may only work a few hours per week in order to continue receiving their pension, in order to fill vacancies. We are always in need of SLPs who would like to become vested as school district employees. I would love to see a Communicative Disorders program (both an undergraduate and graduate) available in the state.

Thank you for addressing this very important need.

Kathie Kenaston, SLP – MS-CCC
Special Education Coordinator
FNSB School District
(T) [907-452-2000](tel:907-452-2000) Ext. 11416
(F) [907-451-6005](tel:907-451-6005)
kathie.kenaston@k12northstar.org



OFFICE OF STUDENT SUPPORT SERVICES

Lucy Hope – Director ♦ Dale Sweetser – Assistant Director

Mission: Mat-Su Borough School District prepares students for success

10/30/13

To Whom It May Concern,

I am writing a letter of support for your proposal to offer a minor and post-bac certificate in speech-language pathology. Alaska has a significant demand for the services of SLPs and anything that you and UAA can do to meet the needs of Alaskan school students will be greatly appreciated in our professional community.

The Matanuska Susitna Borough School District in Palmer Alaska places considerable time recruiting related service staff each year, including Speech Language Pathologists. Over the past three years, we have yet to reach our optimal number of qualified Speech Language Pathologists resulting in the need to hire contracted staff versus district employees. Our goal would be to only hire employees in order to have consistency and longevity, as well as reduce costs in our staffing budget. We have had anywhere from 2 to 8 contracted Speech Language Pathologists each year for the past four years.

Dale Sweetser
Assistant Director
Student Support Services

STATE OF ALASKA

Department of Education & Early Development

Division of Teaching & Learning Support Special Education

SEAN PARNELL, GOVERNOR

*Goldbelt Place
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Donald Enoch
(907) 465-2972 Phone
(907) 465- 2806 Fax
Donald.Enoch@alaska.gov*

November 4, 2013


Ellen Brigham M.S., CCC-SLP
Assistant Professor
Speech-Language Program Coordinator
Special Education Department
3211 Providence Drive, PSB 220D
Anchorage, AK 99508-4614

This is a letter of support for the University of Alaska, Anchorage (UAA) to consider a proposal for a minor in speech-language pathology. It is my understanding that this action, if approved, would give undergraduates at UAA the opportunity to be ready to apply to the graduate program two years earlier than they can currently. In addition to this proposal, I support consideration of a change to providing a post BAC certificate in support of career changers taking prerequisite courses and applying to the graduate program.

I am aware that thirty two students have completed the graduate program with 90% accepting positions in Alaska. Of this percentage, 72% accepted positions in public schools. While this is a positive note, a severe shortage of Speech Language Pathologists continues. The 2012 Alaska Health Workforce Vacancy Study included data from a number of Alaska School Districts. This study identified a 20% statewide vacancy rate for Speech Language Pathologists (SLPs). Letters from the school districts in Fairbanks, Mat-Su and Anchorage indicate that strategies used to address the shortage include hiring contractors and retired SLPs willing to work a couple of days a week. The other practices to meet this growing challenge include increasing caseloads and supports. These temporary solutions do not sufficiently address the problem that exists and is growing as more SLPs retire.

This is an important issue and critical for Alaskan students receiving these services. If there is anything I can do to assist in this work, please do not hesitate to contact me personally. Thank you for your support in these efforts.

Sincerely,



Donald E. Enoch Jr.
Special Education Administrator