

Joint UAF-UAA Ph.D. Program in Clinical-Community Psychology
General Policies & Procedures
10-23-09 Update

PREAMBLE

The present document reflects all *general policies and procedures* for the Joint UAF-UAA Ph.D. Program in Clinical-Community Psychology as adopted by program faculty during regular faculty meetings and scheduled retreats. Each policy is identified with a date of adoption and/or modification. The document is a living document, which means that it will be updated each time faculty adopt a new policy or modify an existing policy. The date of the General Policy & Procedure document will always reflect the most recent update.

The General Policy & Procedure document does *not* cover governance across campuses or student-related policies in detail, but simply makes reference to these issues and points the reader to the documents that house these types of policies. Governance issues that cut across campuses are contained in the Program Request that was approved by the Board of Regents in June 2005; student-related policy is contained in the student handbook available on the program website. Only if modifications are made to the Governance Across Campus as outlined in the Program Prospectus (which is *not* a living document), will that section of the General Policy and Procedure manual begin to expand and change.

Abbreviations used: DCT = Director of Clinical Training; PC = Program Coordinator;

I. Governance Across Campuses

- A. The official Program Request to be approved by the Board of Regents and to be adopted by the administrations of each campus will delineate workloads and resource equity across the two Departments.

Adopted on February 21, 2003 at the Joint Faculty Meeting.

NOTE: The Program Request and NWCCU Prospectus are attached as addenda to this document and continue to be binding with regard to collaboration across departments and campuses for administrative purposes at all levels (from the departments on up to the deans, provosts, and chancellors. The information in these documents is not repeated in this P&P.

II. Program Governance

- A. Directors of Clinical Training

- 1. Selection of a new Director of Clinical Training

- a. Each campus will define a selection process for the DCT that is consistent with the local campus culture and abides by APA guidelines.*
 - b. When a campus has a vacancy in the DCT position, the dean of the college will initiate the selection process for the new DCT.
 - c. When a DCT candidate has been provisionally selected by a campus with a vacancy, that information will be provided to the other campus. The other

campus will provide transparent input based on a private vote about the candidate among the Ph.D. core faculty of the other campus. Specifically, the other campus will vote (by secret ballot if desired), and will then share the outcome of the vote in an open discussion with the full PhD core faculty, thus providing a transparent discussion based on a private vote. Input is not a veto that can override the other campus, but instead is supplementary and advisory input for consideration of the Dean from the campus electing the DCT.

- d. Once the other campus has provided input about the candidate to the campus with a vacancy, the DCT from the other campus will notify the appropriate dean of the faculty's vote and reasons. The dean will then make the final selection and appointment.

* Each campus will define their selection process by November 15, 2007. The process defined by each campus will become part of the official policy and procedures for the Ph.D. program.

Discussed at May 10 – 11, 2007 Joint Faculty Retreat and finalized on May 25, 2007 in joint faculty e-mail correspondence following the retreat.

2. Term

The term of Co-Directors will be staggered so that one experienced Co-Director always will be in an administrative role. The terms will last for three years. The Co-Directors will be 12-month positions that are elected by faculty. There are no limits on how many terms a Co-Director may serve.

Adopted on February 21, 2003 at the Joint Faculty Meeting.

3. Parallel Role with Department Chair

The DCT from each campus holds a role parallel to that of the Department Chair. At the request of the joint faculty, a document outlining this parallel relationship was submitted to the respective Deans in June 2005.

Adopted on May 9, 2005 at the Joint Faculty Retreat.

B. Committees

1. Equal Representation and Consensus Model

There will be equal representation by UAA and UAF on all governance committees. Decisions require consensus from all committee members. If the committee is not able to reach consensus, additional persons from each faculty will be added or the issue will be referred to the combined faculty of both campuses. This model of requiring consensus will be used in all committees. The process to be followed if a committee cannot reach consensus is deferred until later.

Adopted on February 21, 2003 at the Joint Faculty Meeting.

2. Roles and Responsibilities

Committees should conduct discussion, make recommendations, and provide draft documents to the faculty for review and ratification. While DCTs are on most committees, the DCTs rely on the conveners of committees to move those committees forward. When changes are suggested, it is helpful when faculty to make their suggested edits in a draft document using the track changes feature of their word processing software.

Adopted on April 14, 2006 at the Joint Faculty Meeting.

3. List of Committees

<i>Admissions</i>	<i>The admissions committee consists of the two DCTs, one faculty member per campus, and one student representative per campus. The committee always will have representation from ANPsych and the PCs participate in all meetings.</i>
<i>Competencies</i>	<i>The committee will always include the two DCTs; membership of members other than the DCT will rotate, with one faculty member per campus.</i>
<i>Culture Committee</i>	<i>Committee invites at least one of the PCs to attend all meetings; the committee will have <u>at least</u> two faculty members per campus and one student representative per campus.</i>
<i>Governance</i>	<i>Membership always includes the DCTs and department chairs. Membership of other members is rotating, with one faculty member per campus.</i>
<i>Outcomes/Curriculum</i>	<i>Outcomes and curriculum will always have the same members, with the exception of adding either the UAF or UAA DCT (or both) to the curriculum committee; the committee will have at least two faculty members per campus and one student representative per campus.</i>
<i>Research Scholarship</i>	<i>Committee will always include at least one active PI from each campus</i>

4. General Principles for Committee Assignments

The two DCTs are on all committees except the Outcomes and Culture Committee.

All committees have equal numbers of UAA and UAF faculty, usually two per campus.

Rotating committee members are appointed by the DCTs.

Attempts are made to limit committee memberships to no more than three per faculty member, unless a faculty member specifically agrees to serve on more.

Adopted on May 9, 2005 at the ANC Faculty Retreat; modified on May 11, 2007 at the FAI Faculty Retreat

5. Dissertation Committees

A faculty member from either campus can chair a dissertation committee.
Adopted on February 21, 2003 at the Joint Faculty Meeting.

The Dissertation chair has a different function from an academic advisor. Dissertation chairs must be actively involved in research. Any faculty member can be an academic advisor.

Adopted on August 25, 2004 at the Joint Faculty Retreat.

Policies About Dissertation Committee Composition

- First, the dissertation chair needs to be a tenured or tenure-track doctoral-trained psychology faculty member who has a research component in their workload and who has an appointment in the UAA or UAF psychology department. If the individual is not a core faculty member in the Joint Ph.D. Program in Clinical-Community Psychology, she or he must be approved as a dissertation chair by the two DCTs (in consultation with the core faculty as needed). Requests and approvals for a non-core chair have to be obtained before work on the dissertation can begin.
- Second, the committee must include at least three additional tenured or tenure-track doctoral-trained psychology faculty members who have a research component in their workload and who have an appointment in the UAA or UAF psychology department.
- Third, at least one of the four psychology faculty committee members must be from the psychology department of the non-resident campus.
- Fourth, if a student wishes to have a committee member who does not meet the criteria noted in items 1 and 2 above, this individual can serve as an additional (above and beyond the required four) member of the committee. Inclusion of this individual as a committee member must be approved by the dissertation chair and the two DCTs.

Adopted on October 9, 2009 at the Joint Faculty Meeting.

C. Faculty

1. Faculty Responsibilities

Faculty are responsible for knowing the information contained in this document and the Ph.D. Student Handbook.

NOTE: The most current version of the student handbook is available on the program website at <http://psyphd.alaska.edu>. The material in the handbook reflects all student-related policies and procedures as decided upon by program faculty in various meetings and retreats; this student-related policy information is not repeated in this P&P.

2. Faculty Designations

- a. Core Doctoral Faculty
50% or more of faculty time is spent in the Ph.D. program AND at least two types of Ph.D. activities are engaged in (i.e., two of the following: research, teaching doctoral courses, clinical supervision, mentoring students, supervising research, chairing a dissertation) AND the faculty's degree is in the substantive area of professional psychology in which the program provides training AND the faculty embraces the program mission and integrates it in all aspects for her or his work (including research, service, and clinical practice) (APA suggested definition.)
- b. Contributing Doctoral Faculty
Faculty contribute regularly and significantly through two or more doctoral activities BUT *do not* have a 50% time commitment OR *do not* have a degree in community, clinical, or counseling psychology. (APA suggested definition.)
- c. Other Doctoral Faculty
Faculty do one type of doctoral activity only and generally only contribute occasionally. (APA suggested definition.)
- d. Miscellaneous
Faculty designations are fluid and can change over time to reflect that faculty may change their level of involvement in the Ph.D. program (either increased or decreased). Contributing and Other faculty can provide clinical supervision if properly licensed. In order to serve as a dissertation chair, a Contributing or Other faculty member needs to be a tenured or tenure-track doctoral-trained psychology faculty member who has a research component in her/his workload and who has an appointment in the UAA or UAF psychology department. This person must be approved as dissertation chair by the two DCTs (in consultation with the core faculty as needed) before work on the dissertation can begin

Adopted on May 9, 2005 at the Joint Faculty Retreat

Revised on October 9, 2009 at the Joint Faculty Meeting.

3. Syllabi

All syllabi need to include readings and assignments specifically related to culture. This requirement will be shared with all Ph.D. faculty, including non-core faculty and adjuncts.

Adopted on September 8, 2006 at the Joint Faculty Meeting.

4. Faculty Workload

Workload credit for clinical supervision will typically be accounted for through the faculty member being course instructor for a practicum or internship section. Workload credit for serving on dissertation committees will be accounted for based on level of activity; that is, if these activities are engaged in at levels determined previously by the workload committee to result in course release, contributing faculty can then qualify for adjusted workloads.

Following are the specifics from the workload committee: *“participating in doctoral dissertations is an optional activity that will be included in a faculty members’ workload as determined by a formula that accords differential credit for serving as committee chair or committee members. These credits will be accumulated by a faculty member and when sufficient credits are attained, they may, at the faculty member’s discretion, count as one teaching unit in the faculty member’s workload. The formula used will require three credits of dissertation activity to count as one teaching unit; one credit will be assigned for chairing a committee and .5 credit assigned for serving on a committee. These credits are assigned during the semester in which the doctoral student completes their dissertation and are accumulated across academic years. Once the three credits of dissertation activity are attained, at the discretion of the faculty member, it can be used to replace one teaching unit in the subsequent academic year.”*

Adopted on May 9, 2005 at the Joint Faculty Meeting

5. Communications related to the Ph.D. program

Faculty will funnel information about the PhD program through the DCTs. This communication structure helps the DCTs manage current program needs. When communicating about the PhD program to external bodies, faculty will let one of the DCTs know beforehand.

Adopted on April 14, 2006 at the Joint Faculty Meeting.

6. Requesting Executive Session

Faculty will let one of the DCT’s know before the faculty meeting if they anticipate needing to meet in Executive Session.

Adopted on September 22, 2006 at the Joint Faculty Meeting.

7. Faculty Recruitment

a. Salary

New faculty hired to the Joint Program will be hired at the same salary level regardless of the campus on which they are housed.

Adopted on February 21, 2003 at the Joint Faculty Meeting.

b. Faculty Searches

A single search committee will be formed for all doctoral faculty searches. The committee consists of four faculty members (two per campus and including the two DCTs) and two students (one per campus). APA Monitor ads are to include a strong statement about cultural, indigenous, and rural emphasis of the program with the hope to recruit indigenous faculty members. A single ad is the preferred mode of advertisement. All candidates who are invited for an on-site interview will need to do a video-conferences research colloquium and a video-conferenced class so both faculties and student bodies can be present and so we can evaluate each candidate's ease with video-conferencing.

Adopted on May 9, 2005 at the Joint Faculty Retreat.

Input from all faculty is desired and welcomed for faculty recruitment. All faculty should be involved in the on-site interviews. These searches are *joint* for FAI and ANC and hence decisions are made by the appointed *joint* committee rather than by campus-specific faculty (with input from faculty from both campuses).

Adopted on February 10, 2006 at the Joint Faculty Retreat.

Across both campuses, any faculty recruitment involving a hire that might result in a new core faculty member in the Ph.D. Program, the faculty recruitment policies and procedures for the Joint PhD Program will be followed (as specified in the Program Policy and Procedures). Anytime position recruitment in one of the two departments might give rise to an affiliate or contributing faculty member in the Ph.D. program, representation on the search committee is offered the other department.

Adopted February 28, 2008 at the Joint Faculty Retreat

Before the search committee makes its hiring recommendation to the Dean, a final discussion lead by the search committee will take place at a regularly scheduled core Ph.D. program faculty meeting to get feedback from all faculty and students regarding the candidates.

Adopted February 28, 2008 at the Joint Faculty Retreat

Non-search committee faculty members give input to the search committee during the above-noted meeting based on their interactions with the faculty candidates during candidate visits, specifically through meetings with candidates and attendance of either the lecture or symposium, and review of the candidates' curriculum vitae.

Adopted May 7, 2008 at the Joint Faculty Retreat

8. Organizational Structure and Lines of Authority

- a. All DCT-level decisions are made jointly by both DCTs.
- b. DCTs report to their deans not to department chairs (Ph.D. program and department needs may differ making the DCTs and chairs less than objective in mediating issues. Deans make final decisions in such instances); chairs and DCTs should not fight each other over resources and decisions, but rather should have a “court of opinion” that is above the department (i.e., the Dean’s office).
- c. DCTs are in charge of the Ph.D. budget. The Ph.D. program has its own budget code.
- d. DCTs have lots of “delegated authority” and make most of the program decisions.
- e. DCTs directly hire, fire, and supervise all Ph.D. program staff and student assistants for the DCTs.
- f. DCTs deal with all of the following issues with the noted committees OR as needed in collaboration with their deans, department chairs, or each other:
 - i. Curriculum with input from the curriculum committee;
 - ii. Programmatic issues with input from the governance committee;
 - iii. Core faculty issues, with Deans and/or department chairs as needed;
 - iv. Problem-solving with students regarding progress in the program in collaboration with student advisors;
 - v. Assignments of doctoral faculty to Ph.D. program committees in collaboration with the doctoral faculty involved;
 - vi. Processing of student course waiver requests and other student special requests (e.g., transferring in of courses from other programs, changes in course sequencing);
 - vii. Teaching assignments for core and contributing doctoral faculty in collaboration with the department chairs;
 - viii. Course scheduling in collaboration with the department chair ;
 - ix. Identification of which doctoral faculty are core versus contributing doctoral faculty;
 - x. Initiation of approval of doctoral faculty to serve as dissertation chairs via memo to dean who then formally appoints the faculty as a doctoral faculty;
 - xi. All doctoral-level faculty hires regardless of campus in collaboration with faculty search committees;
 - xii. Determination of eligibility for continued research-intensive workloads of core doctoral faculty;
 - xiii. If the dean asks the department chair for input into the review of a core doctoral faculty member, the chair will seek the input from the DCT in the writing of the review.
- g. Collaborations of DCTs with the Respective Department Chairs
- h. Given the unique status of the DCT in the respective Departments of Psychology and the overlapping responsibilities of the Department chairs and the DCTs, roles and collaborations need to be clarified. There are at least three areas of collaboration: course scheduling and faculty teaching loads; doctoral

student complaints and grievances about doctoral faculty, and core doctoral faculty reviews.

- i. **Class Scheduling and Faculty Teaching Loads**
The DCT and chair need to collaborate in coordinating course schedule and faculty teaching loads across the spectrum of the curriculum (from undergraduate to doctoral). They will collaborate on matching course schedules to minimize conflicts in time blocks. They will collaborate on matching teaching load in faculty's workloads to assure appropriate levels of contribution of a given faculty to all department programs.
- ii. **Doctoral Student Complaints and Grievances Involving Doctoral Faculty**
University policy requires that chairs are involved in conflict resolution with students. The doctoral program will follow local grievance and conflict resolution procedures, which dictate that chair deal with such situations. When doctoral students and doctoral faculty are involved in a grievable or conflict situation, the chair will seek the input and assistance of the DCT. The DCT will collaborate with the chair to seek resolution. All formal paperwork will be completed by the chair and will be copied to the DCT.
- iii. **Core Doctoral Faculty Reviews**
If the dean asks the department chair for input into the review of a core doctoral faculty member, the chair will seek the input from the DCT in the writing of the review. If possible, both individuals will sign the core doctoral faculty member's review.
- iv. **Conflict Resolution**
Conflicts and irresolvable disagreements between the DCT and department chair are resolved at the lowest administrative level possible. It is hoped that the DCT and chair have sufficiently positive working relationships and mutual respect to make it possible for them to work out disagreements or conflicts on their own. If they cannot work out the conflict alone, each chooses another faculty colleague to mediate and assist. If this group of four individuals cannot resolve the conflict, it will be taken to the doctoral governance committee. If the conflict cannot be resolved there, it will be taken to the respective college dean.

Adopted on May 9, 2005 at the Joint Faculty Retreat.

II. Student Admissions

A. Confidentiality

All admissions materials and discussions must be kept strictly confidential. Written materials need to be stored in a secure location and can be shared only with other core and contributing faculty members of the joint program.

Adopted on February 10, 2006 at the Joint Faculty Retreat.

B. Faculty Involvement in Issues related to the Admissions Process

All core faculty will be involved in difficult issues that come up during the admissions process as deemed appropriate by the admissions committee. This can be facilitated by

broadly identifying issues by e-mail, setting up impromptu meetings as needed, and having more frequent joint faculty meetings.

Adopted on May 12, 2006 at the Joint Faculty Retreat.

C. Recruitment

1. Recruitment Targets

The Recruitment Committee is in charge of coordinating recruitment efforts and producing recruitment materials. Students in the following professions and groups are recruitment targets:

- a. Professions: psychology, anthropology, social work, sociology, human services, other related behavioral health fields.
- b. Regions: Alaska, all Canadian provinces, rural US states (especially Idaho, Montana, North and South Dakota, Wyoming), and circumpolar regions.
- c. Specialty Groups: behavioral healthcare providers, tribal colleges.

Adopted on May 9, 2005 at the Joint Faculty Retreat.

2. Marketing

The program will get listed in the APA publication about Graduate Study in Psychology. The program will also recruit in the following venues, using brochures, videos, and PowerPoint presentations:

- a. American Psychological Association meetings
- b. Regional psychological association meetings
- c. Society of Indian Psychologists meetings
- d. Rural Mental Health Association meetings
- e. International Arctic Social Science Association meetings
- f. Meetings as part of the International Polar Year
- g. Similar association meetings

May 9, 2005 Joint Faculty Retreat.

3. Web site

All recruitment materials will be posted on the website (as feasible and possible). These materials will state the mission of the program and reflect the following points:

- a. Although students may reside on separate campuses, each student is one of a cohort of eight, not four, students;
- b. The program requires cultural immersion experiences and has heavy demands on cultural integration in all courses and activities;
- c. The program has to be completed full-time; part-time study is not allowed except in special circumstances that have to be approved by the full faculty and cannot be obtained at admission;
- d. The program provides paid assistantships to students who want or need them;

- e. The program is difficult, course-heavy, demanding, and costly; go into it with your eyes open;
 - f. The program requires intense study for five full-time years; there are no short-cuts; transfer of previously taken courses are determined on a case-by-case basis and are not guaranteed;
 - g. There are at least two face-to-face full student body retreats per year that are required of all students;
 - h. The program does NOT train one-on-one psychotherapists who want to do a traditional private practice ;
 - i. List the areas of practice for which the program WILL prepare students.
- Adopted on May 9, 2005 at the Joint Faculty Retreat.*

D. Guidelines for Applicant Evaluation Process

1. Overview of the Review Process

All applications will receive a preliminary review by the two DCTs and will be prescreened based on criteria including GPA, appropriate degree and course work, letter of intent, professional vita, and letters of recommendation.

Individual and complete reviews (using the **Comprehensive Rating Form**) will need to be conducted (using the **Comprehensive Rating Form**) for the top candidates in the pool. **All rating and screening forms need to be given to the respective campus Program Coordinator for filing.** The designated UAA or UAF Program Coordinator will type all ratings and screening numbers into an Excel spreadsheet. The admissions committee will then meet to produce the final candidate rankings, taking into consideration the need to balance the cohort for choice of campus, diversity, and gender, as well as match with program mission and faculty research interests.

This ranking is not as simple as adding up all the numbers; an applicant who is average in all categories is probably a better candidate than someone who is outstanding in half of the categories and unacceptable in the other half. Thus, the committee will consider the number of categories in which an applicant excels, the ratings on all items, and similar issue to come up with a final ranking.

Once this final ranking has been accomplished, the top 16 students are invited for an in-person interview. Once interviews have been completed and students have been rated for interview performance by all admissions committee members (using the **Interview Rating Form**), a final student ranking is accomplished based on all ratings and information from all sources. This is done via the same process used to rank students before making interview invitations. Once this ranking has been completed, the top eight students are admitted and the other students are placed on a waiting list.

2. Guiding Principles for All Faculty Rating Applicants

The following guiding principles must be implemented by all admissions committee members (i.e., faculty members rating applications during a given application cycle):

- a. GPAs need to be evaluated in the context of the institution granting the degree (e.g., Ivy League University versus unaccredited college) and in the context of the degree specialty obtained (e.g., physical education versus microbiology);
- b. GREs are not required but invited, especially if the student believes that her or his GPA does not reflect true ability or potential;
- c. Final selection needs to reflect a balance in the cohort for campus choice with half of the students at UAF and half at UAA; separate rankings will be made for each campus One for students indicating they only want UAA or they don't care and one for students indicating they only want UAF or don't care. Students indicating they don't care are ranked at both campuses!); this may mean that some higher ranked students may not be admitted because they chose a campus that had more applicants and are not willing to be admitted to the other campus;
- d. Final selection needs to reflect a balance in diversity (minimally including rurality, ethnicity, and gender), as well as match with program mission and faculty research interests;
- e. In-person interviews of the top-ranked finalists will take place before final decisions are made about admissions. Out-of-state students need to travel to Alaska for the interviews despite the expense burden this places on applicants; in special circumstances only will arrangements be approved for phone or video-interviews; this decision is made by the Directors of Clinical Training in consultation with each other.

3. Access to Applicant Files

Applicant files will be copied so that one copy is available at each campus. The Ph.D. Program Coordinators will house applicants files, organized alphabetically, in a designated location. File reviewers are requested to abide by the following rules that will protect file confidentiality and smoothness of the review process:

- a. Please do not take any of the files home and only remove a few at a time (in case other reviewers need access to files at the same time);
- b. Please do not keep any of the files in your office if you are not actively working on them and replace them in the file cabinet as soon as you are finished working on them;
- c. Please note that we will implement a "card system" for file check-out. A colored card is inserted in place of the file, with the name of the faculty member who has "checked out" the file. In this way, we have a constant record of where files are located at all times. This may become more important as our faculty grows larger;
- d. Please keep the files in alphabetical order;
- e. Please check off the files you have finished reviewing on the cover sheet.

4. Timeframe for Review Activities

Date	Task	Comments
Prior to February 1	Receive applications on an ongoing basis	Files will be copied and organized as they are received
February 1* (following Monday if it falls on the weekend)	Postmark final applications	This is the currently approved application deadline; no files postmarked <i>after</i> this date are reviewed (unless in our first year we do not have enough applicants)
February	Committee starts file review	Coordinate with the ProgCoor; hand rating sheets to ProgCoor as you complete them for data entry
February	All file ratings are completed	Rating sheets must be with the ProgCoor by 4:00 pm for final data entry
February	Committee meets to make final rankings	This meeting requires the spreadsheet be complete and available
February	The Program Coordinator begins to make phone calls to interviewees	All interviews are in-person; only special circumstances will allow for video-conferences interviews (case-by-case); two weeks need to be allowed for interviewees to purchase plane tickets Interviewees receive disclosure and criminal history forms to complete before interview.
March	All interviewees are present for the on-site interviews (one set at UAF; one set at UAA)	All faculty, not just admissions committee should participate in at least some portion of the on-site interviews; UAA faculty will travel to UAF for one of these days and UAF to UAA; an ANPsych presentation is always included in this day
March	Committee meets to begin to make final rankings	Preliminary acceptance and rejection decisions are made
March	Final committee selection meeting – all faculty will be invited	formal faculty input will be requested about the acceptance and rejection lists; based on full faculty input, final acceptance and rejection decisions are made
March	Begin extending offers	
April 1	Latest date that offers can to be extended	Please note that APA accreditation requires this timing
April 15	Applicants have to respond to extended offers	Please note that APA accreditation requires this timing

5. Forms to be Used in the Admissions Process

- a. Screening Form (partly completed by the ProgCoor via an Excel spreadsheet completed as applications arrive; additional ratings made by each individual admissions committee member)
- b. Comprehensive Rating Form (completed by each admissions committee member)
- c. Interview Rating Form (completed by each admissions committee members and any additional faculty members present during the in-person interviews)
- d. Student Application Form (completed by the student)

e. Reference Rating Form (completed by each of three required references)
Discussed at May 9, 2005 Joint Faculty Retreat and finalized in summer 2005 in joint faculty e-mail correspondence following the retreat; modified and approved 8-25-2006.

6. Receipt of Applicant Files

- a. The program application deadline is February 1 or the first business day after any February 1 that falls on a weekend or holiday.
- b. Student applications must be received by the posted deadline.
- c. Applications postmarked after February 1 will not be considered as they did not meet the published admission requirement submission deadline.
- d. An exception to the above rule can be made if the application is postmarked at least two days prior to the application deadline and was sent via an overnight mailing services (a receipt will be required) AND the application is received in its entirety by both campuses no later than 5 business days after the application deadline.
- e. Applications are considered incomplete and will not be considered if not received within the above timeframes at BOTH campuses.

III. Miscellaneous Policies

A. Courses and Curriculum

1. Campus Course Loads

Approximately equal numbers of courses will be taught on each campus. Tuition/fees associated with a specific course should be credited to the campus of the faculty member who is teaching the class.
Adopted on February 21, 2003 at the Joint Faculty Meeting.

2. Course Scheduling

Given the different semester start and end dates, and different approaches to class scheduling, a uniform class schedule was created that accommodates student and faculty needs. The solution we came up with is creative, will provide space and time for the needed number of blocks per week (minimum of 12 course sections per fall semester and 10 per spring semester), and will meet the 45 contact-hour requirement for Northwest Accreditation. Specifically, we resolved the following:

- a. We will schedule all courses in 3.5 hour blocks.
- b. We will schedule courses for 13 weeks per semester (13 weeks * 3.5 hours = 45.5 contact hours per semester) with courses starting at the latest starting date for the two campuses and ending at the earliest ending date for the two campuses.
- c. We will teach all required courses during the day (8am to 6pm).

- d. We will consider keeping at least one day (preferably two days) per week clear for practicum placements and supervision (programs typically reserve Thursdays and Fridays)
- e. Given the need for a minimum of 12 teaching blocks in Fall semester, and two dedicated classrooms per campus, we can offer 4 sections per day (2 simultaneous in the morning and 2 simultaneous in the afternoon) for a possible total of 16 sections (not teaching topic courses on Fridays) or 12 sections (not teaching topic courses on Thursday and Friday). If necessary, we can extend the hours during the day slightly to offer three 3.5 hour blocks per day.

Adopted on May 10, 2005 at the Joint Faculty Retreat

B. Cultural Immersion

Core PhD faculty and all PhD students are **expected** to attend the Cultural Immersion. Non-core psychology faculty are **encouraged and invited** to attend.

Adopted on May 11, 2007 at the Joint Faculty Retreat

C. Non-PhD Students

INDS students will need the permission of both DCT's and the faculty teaching the course prior to being admitted to any Ph.D. course. This group will consult and make a decision privately before providing an answer to the student. This information should be shared with adjunct faculty.

Adopted on December 9, 2005 at the Joint Faculty Meeting.

Non-Ph.D. students may request permission from the DCTs to register for a Ph.D. course. The DCTs will discuss the request with each other and with the instructor of record and will make a decision on a case-by-case basis. The one exception to this policy is Ph.D. courses that are stacked with UAA Master's level courses, in which case UAA Psychology MA students may register for the Ph.D. course.

Adopted on May 12, 2006 at the Joint Faculty Retreat.

D. Alcohol Policy

1. Alcohol Use during Cultural Immersion and Cultural Orientation

Because of the strong and mixed feelings about alcohol use within the Alaska Native community, all participants are expected to refrain from the use of alcohol or illicit drugs for the duration of a cultural immersion or cultural orientation. This includes the entire period of time from the beginning of the event until the conclusion of the event, even if there are times when the event is not formally in session.

2. Alcohol Use during Department –Sponsored Events

All participants are expected to refrain from the use of alcohol or illicit drugs during department-sponsored events. This expectation does not include social events. One way to distinguish department-sponsored events from social events is to determine whether the group is working from an agenda and taking minutes. If

there is an agenda and minutes, the meeting is clearly a department-sponsored event.

Adopted on February 21, 2007 at the Joint Faculty Meeting.

E. End-of-Semester Student Evaluation Forms

In an effort to provide students with better anonymity in their written instructor evaluations, students will be provided with an electronic version of the evaluation form and colored paper so they can write their comments electronically and print them on properly colored paper. Students are encouraged to complete the comments before class on the day the evaluations are done, and include them with their other evaluation forms.

Adopted on February 23, 2007 at the Joint Faculty Meeting.

F. Bridge Number Utilization

1. Bridge number use for class purposes

If the Lifesize unit goes down, and the instructor of record wishes to hold class via a conference call, the following procedures are in place:

If the instructor is in Fairbanks, the Fairbanks Bridge number will be used.

If the instructor is in Anchorage, the Anchorage Bridge number will be used.

If an instructor or student in a class will be out of town and must participate via a conference call, the procedure is the same; if the instructor is in Fairbanks, the Fairbanks bridge number is use, and if the instructor is in Anchorage, the Anchorage bridge number is to be used.

Faculty and students **MUST** notify the local Program Coordinator when a planned use of the bridge number for class purposes is being scheduled.

Each classroom has a copy of the Procedures for Lifesize Failure with explicit instructions on what to do.

2. Bridge number use for non-class related purposes

For non-class related activities, the Chair of the committee needs to notify the local Program Coordinator of when the meetings will take place to ensure that the bridge number is not being utilized for a class.

Re Students requesting MS degrees

Re: Students requesting MS degrees
From: Douglas Causey

Sent: Wednesday, June 11, 2008 6:21 PM

To: CHRISTIANE BREMS

Cc: ANISSA HAUSER

Subject: Re: Students requesting MS degrees

Chris,

I wrote the first email to serve as the memo of record and I tried to be as complete as possible. I wanted to reassure you that the following memo below, sent earlier, is all that I need to establish this policy. Don't bother writing a new one, just attach it (in case I lose this in my email, it's happened before) to the academic petition....

Contact me if you have any questions....

: -)

Doug

Thursday, April 24, 2008

To: Mike Driscoll, Ph.D.
UAA Provost

Doug Causey, Ph.D.
UAA Vice Provost for Research and Graduate Studies

Jim Liszka, Ph.D.
UAA Dean, College of Arts and Sciences

From: Christiane Brems, Ph.D., ABPP
UAA Director of Clinical Training, Ph.D. Program in Clinical-Community Psychology

John Petraitis, Ph.D.
UAA Chair, Department of Psychology

Patt Sandberg, Ph.D.
M.S. Clinical Training Coordinator, Department of Psychology

Re: Master's Degree within the Ph.D. Program in Clinical-Community Psychology

NOTE: This memorandum is written in response to a meeting John Petraitis, Anissa Hauser, and Chris Brems had with Mike Driscoll on April 24, 2008, when he asked for an outline of the issues that would need to be tackled by the UAA administration in implementing a proposal to award the UAA M.S. degree in Clinical Psychology to doctoral students on their way toward the Ph.D. in Clinical-Community Psychology

On April 18, 2008, the core faculty for the Joint UAF-UAA Ph.D. Program in Clinical-Community Psychology passed a resolution to make the UAA M.S. degree in Clinical Psychology available to our doctoral students as a degree option on the way to the doctorate. The M.S. degree is available only at UAA; as such, UAA would award the degree. For background about the details of the M.S. degree requirements and how they would be met by doctoral students, please see the appendix to this memo.

There are several minor administrative issues that need to be addressed to make this plan a reality. These issues are listed in no particular order below:

- 1) What will be the best way to admit future doctoral students into both programs, the Joint Ph.D. and the UAA M.S. program?

Requested Course of Action: UAA should have a policy that all students who express the desire for this option be admitted to the doctoral program are automatically dually admitted to the M.S. program; students will then have the option within their first year to decide whether to pursue both degrees or only the doctoral degree.

- 2) What will be the best way to complete Graduate Study Plans for students who choose to pursue both degrees?

- Requested Course of Action:* Students who choose the dual degree option complete a Graduate Studies Plan at UAA that lists all the requirements needed for the M.S. program and a Graduate Studies Plan at UAF that lists all the requirements remaining post-UAA-M.S. degree (this is essentially what we are already doing with all Ph.D. students who were admitted into the Ph.D. program after having already completed the UAA M.S. program)
- 3) How can we go about admitting the newest (Fall 08) Ph.D. program cohort into the M.S. program given that the application deadline passed on April 1, 2008 for Fall 08 admission?
Requested Course of Action: Patt Sandberg, as the director of the M.S. Program, will submit their names and Ph.D. program application materials (or portions thereof, as needed) as evidence of dual admission into the M.S. program and the Dean of the Graduate School will support this request/waiver
- 4) How can we offer the M.S. degree option to students who entered the Ph.D. program in Fall 2006 and Fall 2007?
Requested Course of Action: The Dean of the Graduate School approves a waiver to the admissions deadline for the existing students, allowing them to apply all graduate courses taken to date to the M.S. degree and essentially signing them into the UAA Banner system as M.S. program students
- 5) Is there an expedient or efficient way to make students aware of this option within the existing Ph.D. program catalog copy for Fall 2008?
Requested Course of Action: The provost grants permission to make a non-substantial change to the catalog, simply adding the following sentence to the existing Ph.D. program catalog copy, effective Fall 2008: Students admitted to the Ph.D. program have the option to obtain the UAA M.S. degree in Clinical Psychology. Students interested in exercising this option need to seek out their advisor to make a commensurate plan no later than by the end of their second semester in the doctoral program.
- 6) How will this plan be communicated to the UAF administration?
Requested Course of Action: The UAF DCT and Chair and the UAA DCT will meet with the Dean of CLA and of the UAF Graduate School to apprise them of the plan; the UAA Dean of the Graduate School will coordinate with the UAF Dean of the Graduate School as needed.

Appendix

Proposal for Doctoral Students to Obtain Masters Degree en route to PhD

Background:

Doctoral students in the UAF-UAA Joint Program in Clinical-Community Psychology at present do not have a viable option to obtain a masters degree en route to Ph.D. A master's degree may be beneficial to doctoral students for at least two reasons. First, it increases their marketability for practicum, employment, and predoctoral internship during the doctoral program. Second, it provides a graduate degree for our students should they be unable to complete the doctorate for any reason (i.e., if they end up ABD, leave the program for any personal reasons, if faculty decide it is not in student's or program's interest for the student to complete the doctorate). With such a masters degree, our students would be in a competitive position for employment and would be able to contribute to meeting the mental health needs of Alaska.

Overview of Proposal:

The easiest way to offer doctoral students the opportunity to obtain a masters degree en route to the doctorate is to make available an existing degree that has considerable overlap with the doctoral requirements. We are fortunate that such a degree exists in the M.S. in Clinical Psychology degree offered at UAA. Indeed, as the table below shows, the curricula for the M.S. in Clinical Psychology and the Ph.D. in Clinical-Community Psychology overlap to such a degree that only two additional courses would be required of students in the doctoral program to obtain the M.S. degree. Through this option, students would be able to obtain a degree that makes them eligible for licensure as a Psychological Associate and a Licensed Professional Counselor (note that the LPC requires additional 12 graduate credits that can be obtained after receiving the masters degree [i.e., as part of doctoral program]).

This degree option is proposed as strictly voluntary for doctoral students; they could choose not to pursue the degree and not receive a masters degree. For those students who do choose to pursue the degree option, as described below, they would receive additional clinical training that would make them more viable as practicum students, predoctoral interns, and employees. Although there are some administrative details to work out if we decide to offer this option to doctoral students, the effort and time required to iron out these details are trivial compared to the paperwork and time involved in the development of a new masters degree. Finally, having such an option would increase the parity between the two campuses, that is, UAF awards the doctorate and UAA the masters.

Masters Degree Option

Through this option, doctoral students would be able to receive the master's degree at the end of their second year in the doctoral program. The degree option would not be required and students would opt to pursue this additional degree through taking two additional courses, PSY 624 Group Therapy and PSY 626 Family Therapy. These courses could serve as the student's electives in the doctoral program. In addition to the two courses, students would also need to take one additional semester of PSY 653, Practicum Placement: Clinical II (although most if not all students are doing so anyway to reach their portfolio-required clinical contact hours). This option would also necessitate two course substitutions: 1) PSY 602 Native Ways of Knowing substituted for PSY 654 Cultural Issues in Psychotherapy; and 2) PSY 639 Research Methods

substituted for PSY 609 Applied Research Methods. Note that both course substitutions would still meet licensure requirements. After completing the additional requirements, students would be eligible to be awarded the M.S. in Clinical Psychology degree. The following table provides a comparison of the course requirements for the M.S. Clinical Psychology degree and the Ph.D. Clinical-Community Psychology degree.

Comparison of MS Clinical Psychology Course Requirements and Corresponding Ph.D. Clinical-Community Psychology Course Requirements

MS Clinical Psychology	Corresponding Ph.D. Clinical-Community Psychology (year taken)
604 Biological & Pharmacological Bases of Behavior	604 Biological & Pharmacological Bases of Behavior (3)
609 Applied Research Methods	639 Research Methods (1)
611 Ethics and Professional Practice	611 Ethics & Professional Practice (1)
612 Human Development in a Cultural Context	612 Human Development in a Cultural Context (1)
622 Multicultural Psychopathology	622 Multicultural Psychopathology (1)
623 Intervention I	623 Intervention I (1)
624 Group Therapy	No corresponding course
626 Family Therapy	No corresponding course
627 Community-based Intervention Skills	629 Intervention II (1)
633 Tests and Measurements in Multicultural Context	633 Tests and Measurements in Multicultural Context (2)
654 Cultural Issues in Psychotherapy	602 Native Ways of Knowing (1)
665 Psychotherapy Practicum	652 Practicum Placement – Clinical I (2)
670 Psychotherapy Internship (2 semesters)	653 Practicum Placement – Clinical II (would need 2 semesters) (2)
681 Substances of Abuse in Alaska	681 Substances of Abuse in Alaska (3)
682 Substance Abuse Assessment and Treatment Planning	682 Substance Abuse Assessment and Treatment Planning (3)
683 Clinical Interventions in Substance Abuse	683 Substance Abuse Intervention (3)
3 credits of electives	3 credits of electives (courses taken anyway as part of doctorate)
Total = 48 credits	Total =48 credits + additional 67 for Ph.D.

Additional Courses Needed:

1. PSY 624 Group Therapy
2. PSY 626 Family Therapy

Course Substitutions Needed (courses cover same basic information and meet same licensure requirements):

1. PSY 602 Native Ways of Knowing for PSY 654 Cultural Issues in Psychotherapy
2. PSY 639 Research Methods for PSY 609 Applied Research Methods
3. PSY 629 Intervention II (1) for PSY 629 Community-based Intervention Skills

Licensure Eligibility

The requirements for the M.S. in Clinical Psychology meet the current State of Alaska academic requirements for both the Licensed Psychological Associate (LPA) and Licensed Professional Counselor (LPC). Of course, we encourage students to complete their doctorate and

pursue licensure as a psychologist, rather than as LPA or LPC; however, through this degree, students would increase their options.

Licensed Psychological Associate (LPA). The LPA requires a minimum of 48 semester credit hours and the coursework in the following areas (with corresponding course numbers):

- (1) human growth and development (PSY 612);
- (2) social and cultural foundations of society (PSY 602);
- (3) counseling theory and practice (PSY 623 & PSY 629);
- (4) marriage, family, and group therapy and dynamics (PSY 624 & PSY 626);
- (5) appraisal of the individual (PSY 633);
- (6) research and evaluation (PSY 639); and
- (7) professional practices and ethics (PSY 611).

Licensed Professional Counselor (LPC). The LPA requires a minimum of 60 semester credit hours (either during or after the masters degree). The LPC requires coursework in at least **eight** of the following areas (with corresponding course numbers):

- (1) helping relationship, including counseling theory and practice (PSY 623 & PSY 629);
- (2) human growth and development (PSY 612);
- (3) lifestyle and career development (no corresponding course);
- (4) group dynamics, processes, counseling, and consulting (PSY 624);
- (5) assessment, appraisal, and testing of individuals (PSY 633);
- (6) social and cultural foundation, including multicultural issues (PSY 602);
- (7) principles of etiology, diagnosis, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior (PSY 622);
- (8) marriage and family counseling and therapy (PSY 626);
- (9) research and evaluation (PSY 639); and
- (10) professional counseling orientation and ethics (PY 611).

Implementation:

The advantage of this approach is that the M.S. Clinical Psychology is an existing degree, there is almost 100% overlap between course requirements for the M.S. Clinical Psychology and the first two years of the Ph.D. program, and we should be able to implement this approach immediately, in fact, retroactively to students currently in the program. However, a few issues need to be resolved prior to implementation, none of which are insurmountable; they simply need to be addressed. Following are some immediate questions with possible answers.

- Will students need to be admitted to the M.S. program? (work with UAA administration for the requirement to be formally admitted to be waived)
- How are the minor variations in course requirements via the two paths to the M.S. degree to be reconciled? (most likely through development of Graduate Study Plan for M.S. degree that corresponds to courses that doctoral students take that meet the M.S. requirements)
- How will UAF-based students gain access to PSY 624 and PSY 626? (we could work with UAA instructors to offer the courses via Lifesize which would increase the course options for doctoral students).
- How will we work with the limitation that a course cannot be applied to two different degrees? (option one – work with UAF administration to find a solution; option two - develop the doctoral graduate studies plan based on whether students choose the masters

option, i.e., if students choose masters option, they develop a separate graduate studies plan for masters degree and a separate graduate studies plan for doctoral degree [which is just an extension of what we already do with existing students])

Course of Action and Progress to Date

Implementing this degree option will require several steps:

- First, we need to have the UAA faculty consider the potential consequences of this approach and to agree to it. Progress: We have taken this proposal to the full UAA psychology department and they have enthusiastically and unanimously supported its implementation.
- Second, we need to have the Joint Ph.D. faculty agree that this is in the students' interest and that we should move forward with the approach. Progress: The Outcomes/Curriculum Committee by consensus agreed to move this proposal forward to the full Ph.D. faculty. The full faculty reviewed and approved the proposal; the UAA DCT and Chair are tasked with taking the proposal to the UAA administration for implementation discussions.
- Third, we need to work with UAA and UAF administration to hammer out the details to how this degree option can be implemented with the existing UA structure and the existing Ph.D. in Clinical-Community Psychology program.

Barring any unforeseen obstacles, we would work with the various governance boards to implement this degree option as soon as possible. At the same time, we would work with governance boards and administrators to explore whether this option would be available to students currently enrolled in the program.

Summary

Through the addition of two elective courses, our doctoral students will be eligible to obtain the M.S. in Clinical Psychology through the existing degree at UAA. By obtaining this degree students will dramatically increase their professional options, increase their clinical skills, and become more competitive for employment and predoctoral internships. Although a few minor administrative issues would need to be resolved before implementing this approach, offering this option to our students is the quickest and least labor-intensive approach to being able to offer our students a master's degree en route to the doctorate.

RE GRE Waiver Confirmation from Provost and Dean

From: Michael A Driscoll
Sent: Tuesday, September 16, 2008 3:15 PM
To: CHRISTIANE BREMS; JAMES LISZKA
Cc:
Subject: RE: GRE Waiver Confirmation from Provost and Dean

Chris:

I've consulted with Dean Liszka and Grad School Director Mattison who support the request.

I therefore approve this request.

Sincerely,
Mike

Michael A Driscoll
Provost and Vice Chancellor for Academic Affairs
University of Alaska Anchorage
3211 Providence Drive
Anchorage, AK 99508-4614

Voice: (907) 786-1050
Fax: (907) 786-1426

From: CHRISTIANE BREMS [mailto:afcb@uaa.alaska.edu]
Sent: Monday, September 15, 2008 1:41 PM
To: Michael A Driscoll; JAMES LISZKA
Cc:
Subject: GRE Waiver Confirmation from Provost and Dean

Hello Jim and Mike - Just wanted to check in about this message I sent a week ago to see if you have been able to make a decision about this issue. We remain in a holding pattern with all the paperwork until we hear from you. A "reply all" would be most helpful.

Thanks - Chris

Monday, September 08, 2008

To: Mike Driscoll, Ph.D.
UAA Provost, Interim UAA Vice Provost for Research and Graduate Studies

Jim Liszka, Ph.D.
UAA Dean, College of Arts and Sciences

From: Christiane Brems, Ph.D., ABPP
UAA Director of Clinical Training, Ph.D. Program in Clinical-Community Psychology

Bill Connor, Ph.D.
UAF Director of Clinical Training, Ph.D. Program in Clinical-Community Psychology

Copy: Cecile Mitchell
Director of Enrollment Services

Peggy Byers
Assistant Director of Enrollment Services for Admissions and Recruitment.

RE GRE Waiver Confirmation from Provost and Dean

John Petraitis, Ph.D.
Chair, UAA Department of Psychology

Dani Sheppard, Ph.D.
Chair, UAF Department of Psychology

Re: Master's Degree within the Ph.D. Program in Clinical-Community Psychology – one more detail

Thank you for having worked out all the administrative details about allowing our doctoral students to obtain the UAA Master's degree in Clinical Psychology on their way to the Ph.D. in Clinical-Community Psychology. There is one additional detail that was not explicitly covered in any of the prior memos we have exchanged about this topic. Specifically, the master's degree, if entered into via the conventional route, requires the GRE and in some cases the Advanced Subject GRE in psychology. With this memorandum, we would like to clarify that the GREs will not be required of the students entering the master's degree program via the Ph.D. Program route. These students are vetted via other (perhaps more stringent) review criteria that are sufficient for admission to the doctoral program. All faculty and administrators in the two Departments of Psychology agree that the Ph.D. students meet the admission's criteria for the master's program, even without having completed or submitted the GREs.

Thank you so much for confirming this GRE waiver. We have several students waiting for formal admission, pending your official response that you agree with this GRE waiver.

Christiane Brems, Ph.D., ABPP
Professor and Co-Director, Behavioral Health Research and Services
UAA Director of Clinical Training, PhD Program in Clinical-Community Psychology
(907)561-2880 (office)
(907)786-1730 (voice mail)
(907)561-2895 (fax)

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Paul Reichardt, Provost
(907) 474-7096
(907) 474-1836 fax
frpbr@uaf.edu
www.uaf.edu/provost

Office of the Provost

311 Signers' Hall, P.O. Box 757580, Fairbanks, Alaska 99775-7580

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AUG 07 2006

OFFICE OF
ACADEMIC AFFAIRS

July 28, 2006

To: Stephen Jones, Chancellor, UAF
Elaine Maimon, Chancellor, UAA

From: Paul Reichardt, Provost, UAF
Michael A. Driscoll, Provost, UAA

Re: Implementation of UAF-UAA Joint Ph.D. Program in Clinical-Community Psychology

This memo documents the agreements we have reached to allow the Joint Ph.D. Program in Clinical-Community Psychology to begin for the 2006/2007 academic year. As you know, the program was approved by the Board of Regents on June 22, 2005, and NWCCU granted approval to offer the degree on April 10, 2006. The creation of this joint degree is built upon the good, collaborative work of our Psychology Faculties and Deans Liszka and Morrow. The agreements documented in this memo follow directly from the approved program proposal.

1. The implementation of the program will be split evenly between UAA and UAF. For example, the same number of students will be resident at UAF and at UAA, and half the courses offered during each semester will be offered at UAA and the other half at UAF. All courses will be video-conferenced across both campuses. For all courses, students will enroll at the campus offering the course. According to the UAF catalog all Ph.D. students must take a minimum of 18 UAF dissertation credits. Because of the joint nature of the Clinical-Community Psychology Ph.D. program, students in this program may transfer some or all of these dissertation credits from UAA. This agreement on the transfer of dissertation credits applies only to the Ph.D. Program in Clinical-Community Psychology. It is recognized that the transfer of dissertation credits from UAA will mean that most UAA-based Clinical-Community Psychology Ph.D. students will need to transfer more than 50% of their total program credits from UAA to UAF. UAF hereby agrees to consider only course credits when calculating the 50% limit on transfer credits from UAA, and to allow the transfer of up to 18 UAA dissertation credits (699) in addition.
2. Individual students (for example, because they have completed graduate courses in Psychology at other institutions during a prior Master's program) may need to transfer more than 50% of their total course credits from UAA to UAF. This will be considered on a case-by-case basis, via the normal UAF graduate petition process. Petitions of students whose advisory committee chair is a UAF faculty member will



require the approval of the student's graduate advisory committee, the UAF Director of Clinical Training (DCT), the Dean of the UAF College of Liberal Arts, and the Dean of the UAF Graduate School. Petitions of students whose advisory committee chair is a UAA faculty member will require the approval of the student's graduate advisory committee, the UAA Director of Clinical Training (DCT), the Dean of the UAA College of Arts and Sciences, the UAA Vice Provost for Research and Graduate Studies, and the Dean of the UAF Graduate School. The Deans and Vice Provost will approve these petitions as long as they are academically well-justified.

Any other petitions submitted by program students will require the same signatures for approval.

3. To accurately reflect the contributions of both UAF and UAA to a student's degree, UAF will provide the detailed transcript of a student's program (using the AOTD code in Banner) in response to all requests for official transcripts.
4. Program faculty at UAA will hold "joint" appointments at UAF and vice versa. The nature of the joint appointment will be documented for each faculty member using an addendum to their appointment letter. The home campus will issue the appointment letter as usual and the other campus will issue the addendum detailing the joint appointment. The precise language for the addendum has been approved by us and by UA HR staff. The language allows faculty from either campus to serve as doctoral advisors or dissertation chairs. Jointly appointed faculty will share in the governance of the Ph.D. program, but otherwise will be full participants in the governance functions of their home campus only.
5. Each campus will waive tuition for teaching assistants in the program, regardless of the student's campus of residence. Since approximately equal numbers of students will be at each campus, this should be approximately revenue-neutral and more efficient than cross-billing for waivers.
6. At the end of each academic year, we will jointly review the status of the program with regard to balance between the two campuses, enrollment, and financial status.

We look forward to reporting program successes to you over the next several years.

cc: Craig Dorman, Vice President for Academic Affairs and Research, UA
Susan Henrichs, Dean of the Graduate School, UAF
Doug Causey, Vice Provost for Research and Graduate Studies, UAA
Jim Liszka, Dean, College of Arts and Sciences, UAA
Phyllis Morrow, Dean, College of Liberal Arts, UAF
✓Christiane Brems, Department of Psychology, UAA
Catherine Koverola, Department of Psychology, UAF



MEMORANDUM OF AGREEMENT
BETWEEN
THE UNIVERSITY OF ALASKA ANCHORAGE
AND
THE UNIVERSITY OF ALASKA FAIRBANKS
REGARDING THE JOINT DOCTORAL PROGRAM IN PSYCHOLOGY

WHEREAS effective June 22, 2005, the Board of Regents of the University of Alaska approved a joint doctorate program in clinical-community psychology ("Joint Doctoral Program") for the University of Alaska Anchorage ("UAA") and the University of Alaska Fairbanks ("UAF");

WHEREAS on April 10, 2006, the Northwest Commission on Colleges and Universities granted approval to offer the degree;

WHEREAS on February 7, 2006, the Dean of the UAF College of Liberal Arts ("CLA") and the UAA Dean of the College of Arts and Sciences ("CAS") requested that the Provosts of UAA and UAF approve joint appointments of faculty members to the Joint Doctoral Program;

WHEREAS on July 28, 2006, UAF Provost Reichardt and UAA Provost Driscoll advised the Chancellors of UAA and UAF of agreements that had been reached to implement the Joint Doctoral Program;

WHEREAS continued cooperation between UAF and UAA is essential to the success of this Joint Doctoral Program;

WHEREAS the Joint Doctoral Program will utilize resources, faculty and staff of the UAF Department of Psychology and the UAA Department of Psychology and will utilize space on both campuses, shared library resources, and shared teleconferencing equipment and capacity;

WHEREAS essential student services and program resources will be equally accessible at both campuses;

WHEREAS there must be a core group of faculty members to guide, advise, and teach doctoral students;

WHEREAS both UAA and UAF will have faculty members in the core group and the supervising deans of CLA and CAS must exercise approval over which faculty members are designated as part of this core group;

WHEREAS many, but not necessarily all, of the courses in the Joint Doctoral Program will be taught by core faculty members;

WHEREAS only core faculty members will serve on student dissertation committees in the Joint Doctoral Program;

WHEREAS any core faculty member may chair a doctoral dissertation committee;

WHEREAS the dissertation chair should be at the home campus of the student and the student's committee must have faculty members from both campuses;

WHEREAS both affected UAF and UAA deans must assign workloads to core faculty members consistent with the faculty member's participation in the doctoral program;

WHEREAS each core faculty member must participate in the design, operation, governance, and assessment of the Joint Doctoral Program;

UAA and UAF jointly agree as follows:

1. The Deans of CLA and CAS must agree, and the Provosts of UAA and UAF must concur, before a faculty member will be designated as part of the core group for the Joint Doctoral Program. The UAF Director of Clinical Training ("DCT) and the UAA DCT will make recommendations to the deans regarding the decision.
2. The Deans will send the designated core faculty member a joint letter signed by both Deans. The letter will advise the faculty member that:
 - a. The faculty member has been designated as core faculty member in the Joint Doctoral Program;
 - b. The Deans expect that the faculty member will fully participate in the design, operation, governance, and assessment of the Joint Doctoral Program;
 - c. The faculty member's workload will be assigned by the supervising dean at the faculty member's home campus and it will indicate specific activities that form part of the Deans' expectations;
 - d. The designation as a core faculty member is contingent, in part, on the faculty member's continued appointment as a faculty member at the home campus;
 - e. The designation as a core faculty member is also at the pleasure of the Deans;
 - f. Removal of the designation as core faculty will be made only with the concurrence of both Deans and Provosts, but the removal is based on the pleasure of the Deans and Provosts and will not indicate any discredit of the faculty member;
 - g. Designation as a core faculty member will allow faculty from both UAF and UAA to serve as doctoral advisors or dissertation committee chairs;

h. The designation as a core faculty member will not modify the tenure and promotion process or unit criteria for the faculty member; and

i. Salary, annual review, union-related issues, workload, and other ordinary administrative matters will remain under the authority of the supervising dean at the home campus.

Entered into effective on the date last shown below.

Elaine P. Maimon Date: December 15, 2006
Elaine Maimon
Chancellor, UAA

Stephen B. Jones Date: 1/1/07
Stephen Jones
Chancellor, UAF