

***NEW DEGREE PROGRAM REQUEST***  
(UA Regulation 10.04.02)

***Ph.D. Program in Clinical-Community Psychology  
With a Rural Indigenous Emphasis***

Respectfully and Jointly Submitted to the  
University of Alaska Board of Regents  
by the Faculties of the  
UAA Department of Psychology  
UAF Department of Psychology

October 1, 2004

Christiane Brems, Ph.D., ABPP  
Professor and BHRS Co-Director  
Department of Psychology and Behavioral Health Research and Services  
University of Alaska Anchorage  
907-786-1730; [cbrems@uaa.alaska.edu](mailto:cbrems@uaa.alaska.edu)

Catherine Koverola, Ph.D.  
Professor and Chair  
Department of Psychology  
University of Alaska Fairbanks  
907-474-2614; [c.koverola@uaf.edu](mailto:c.koverola@uaf.edu)

*Revised 2-15-2005*

# NEW DEGREE PROGRAM REQUEST

## Table of Contents

I.	Cover Memorandum .....	3
	A. Name of Persons Preparing Request.....	3
	B. Brief Program Description .....	3
	C. Approval Signatures.....	4
II.	Identification of Program.....	5
	A. Description of Program.....	5
	B. Program Goals .....	18
III.	Personnel Directly Involved in Program.....	22
	A. Faculty.....	22
	B. Administrative and Coordinating Personnel.....	24
	C. Classified Personnel.....	24
IV.	Enrollment Information .....	25
	A. Projected Enrollment .....	25
	B. Enrollment Determination .....	25
	C. Minimum Enrollment for First Five Years .....	25
	D. Maximum Enrollment.....	26
	E. Special Restrictions.....	26
V.	Need for Program.....	27
	A. Requirement for Other Programs.....	27
	B. Employment Market Needs .....	27
VI.	Other .....	29
VII.	Resource Impact.....	31
	A. Budget.....	31
	B. Facilities and Space Needs.....	33
	C. Credit Hour Production.....	34
	D. Faculty Needs.....	35
	E. Library, Media, and Other Needs .....	35
VIII.	Relation to Other Programs in the UA System.....	37
	A. Effects on Enrollments Elsewhere .....	37
	B. Duplication of Other Programs.....	38
	C. Relationship to Research and Service Activities .....	38
IX.	Implementation and Termination.....	40
	A. Date of Implementation .....	40
	B. Student Recruitment Plans.....	40
	C. Termination Date .....	41
	D. Phase-Out Plans .....	41
	E. Program Assessment.....	42
X.	Regents Guidelines Summary Form .....	43
XI.	Resource Commitment Form.....	47

## ***NEW DEGREE PROGRAM REQUEST***

### ***I. Cover Memorandum***

#### **A. Name of Persons Preparing Request**

Christiane Brems, Ph.D., ABPP  
Professor and BHRS Co-Director  
Department of Psychology and Behavioral Health Research and Services  
University of Alaska Anchorage  
907-786-1730; [cbrems@uaa.alaska.edu](mailto:cbrems@uaa.alaska.edu)

Catherine Koverola, Ph.D.  
Professor and Chair  
Department of Psychology  
University of Alaska Fairbanks  
907-474-2614; [c.koverola@uaf.edu](mailto:c.koverola@uaf.edu)

#### **B. Brief Program Description**

The proposed joint Ph.D. Program in Clinical-Community Psychology with a Rural Indigenous Emphasis will be a partnership between the Departments of Psychology at UAA and UAF. The program focus will include clinical, community, and cross-cultural psychology with an emphasis on indigenous, Alaska Native, and American Indian psychology. This UA partnership will integrate the strengths and resources of both departments to advance academic excellence, promote innovative and practical research, and provide solid graduate training in clinical-community psychology. The five-year program will have a single curriculum, joint governance, and program faculty at each of the two MAUs. The program will seek accreditation from the American Psychological Association, ensuring that graduates have obtained the full range of clinical training mandated for doctoral-level clinical psychologists and providing assurance that graduates will be adequately prepared for licensure as psychologists. The program will graduate six to eight Ph.D.-level psychologists annually.

The primary objectives of the proposed program are as follows:

1. To train doctoral-level psychologists with integrated expertise in clinical, community, and cross-cultural psychology with an emphasis in indigenous, Alaska Native, and American Indian psychology.
2. To increase significantly the number of doctoral-level psychologists with expertise and sensitivity to cross-cultural issues who will practice clinical-community psychology throughout Alaska, in particular, but also in isolated rural communities in the Circumpolar North and the Lower 48 U.S. states.
3. To increase significantly the number of doctoral-level psychologists who will conduct research on clinical, community, and cross-cultural issues relevant to Alaska, underserved ethnic minorities, and rural communities in Alaska and the Circumpolar North.
4. To increase significantly the number of doctoral-level psychologists who are of Alaska Native and American Indian descent.

**C. Approval Signatures**

---

**A. Christiane Brems, Ph.D., ABPP  
Chair, UAA Department of Psychology**

---

**Dean, UAA College of Arts & Sciences**

---

**Chair, UAA Graduate Academic Board**

---

**President, UAA Faculty Senate**

---

**Dean, Graduate School**

---

**Chancellor, UAA**

---

**President, University of Alaska**

## ***II. Identification of Program***

### **A. Description of Program**

#### **1. Program Title**

Ph.D. in Clinical-Community Psychology with a Rural Indigenous Emphasis

#### **2. Credential Level of Program**

Doctor of Philosophy (Ph.D.)

#### **3. Admission Requirements and Prerequisites**

- Compliance with the University Requirements for a doctoral degree and admission to graduate studies as detailed in the UAF Catalog
- Minimum of a Bachelor's degree (B.S. or B.A. or B.Ed.); major in psychology or related field preferred
- Minimum undergraduate grade point average of 3.0
- Course work in the areas of abnormal psychology, statistics, research methods, and one of the following: personality, clinical psychology, social psychology, or community psychology
- Letter of intent describing the applicant's interest and purpose in studying clinical-community psychology, the reasons why a Ph.D. in clinical-community psychology at UAA/UAF is sought at this point in the applicant's professional development, and an understanding of relevant professional ethics
- Professional vita, including documentation regarding academic, research, and professional experiences; special projects and activities; and recognitions or honors
- Three professional references (preferably curriculum or research advisors, major course instructors with whom the students had contact in more than one course, and/or supervisors)
- Criminal background check (to be completed upon notification and before final acceptance into the program). Students must have no recent history of impairment due to alcohol or substance abuse.

#### **4. Course Descriptions**

A listing of required courses follows, listed numerically by Program Year, that is, in the order in which students would be most likely to take them. Elective courses are listed last; students will determine independently when to take these courses. For each course, indication is made of the course number, number of credits, semester(s) during which the course will be offered, course title, and course description as it will appear in the syllabus and catalog.

#### ***Courses Taken in Program Year One***

##### **PSY 601 (1 credit) Fall: *Clinical/Community/Cross-Cultural Integration Seminar***

Introduces current trends in community, clinical, and indigenous psychology. Students are encouraged to explore how these three fields complement each other to bring about positive

change in community and clinical settings. Special emphasis is on ways to conceptualize mental health and community issues in culturally appropriate ways. (Note that this is a yearlong course that will meet every other week for two semesters. Students will register in the fall but complete the course in the spring. The course must be taken for 3 years for a total of 3 credits). (Prerequisite: Graduate standing in Psychology)

**PSY 602 (3 credits) Fall: *Native Ways of Knowing***

Covers the appropriate and valid ways of describing and explaining human behavior by using the social context, culture, and history of indigenous groups. Includes indigenous approaches to values, health, the interconnection of family and community; the nature of spirituality and indigenous healing; and the importance of elders and spiritual healers. (Prerequisite: Graduate standing in Psychology)

**PSY 603 (3 credits) Spring: *Alaskan & Rural Psychology***

Introduces rural community psychology, including the diversity of rural communities with emphasis on Alaska, and the rural circumpolar north. Provides an introduction to rural health promotion, prevention, and behavioral health care and a basis for understanding many of the issues of services planning and delivery in rural areas. (Prerequisites: Graduate standing in Psychology, PSY 632 Community Psychology Across Cultures)

**PSY 611 (3 credits) Spring: *Ethics and Professional Practice***

Provides a comprehensive overview of ethical principles and legal statutes involved in clinical and community practice and research. Designed as a forum for discussion of ethical issues and other concerns relevant to professionals in psychology, with particular emphasis given to ethical issues in cross cultural and rural contexts in Alaska. (Prerequisite: Graduate standing in Psychology)

**PSY 622 (3 credits) Fall: *Multicultural Psychopathology***

An overview of contemporary views on child and adult psychopathology from a multicultural perspective. Reviews the fundamentals of clinical interviewing and diagnosis. Includes training in the DSM-IV diagnostic system. The role of culture, ethnicity, gender and social class in symptom formation and the experience of psychological disorders will be examined. (Prerequisite: Graduate standing in Psychology)

**PSY 623 (3 credits) Fall: *Intervention I***

Increases knowledge and skills related to traditional and nontraditional therapeutic interventions. Students are provided with a range of theoretical perspectives, a conceptual understanding of, and an opportunity to practice a wide range of culturally relevant and appropriate techniques that are applicable in traditional and non-traditional community mental health settings. (Prerequisite: Graduate standing in Psychology)

**PSY 629 (3 credits) Spring: *Intervention II***

Deepens understanding of the variety and application of intervention techniques in diverse settings. Directs students to explore the efficacy of specific interventions in a range of settings and with a variety of populations. Shapes critical thinking and basic intervention evaluation skills. (Prerequisites: Graduate standing in Psychology, PSY 623 Intervention I)

**PSY 632 (3 credits) Fall: *Community Psychology Across Cultures***

An overview of theory, research, and practice of community psychology with particular emphasis on cross-cultural themes, the design and evaluation of interventions in remote and rural community settings, prevention and health promotion, and social change. Particular emphasis will be on issues relevant to Alaska Native communities. (Prerequisite: Graduate standing in Psychology)

**PSY 639 (3 credits) Spring: *Research Methods***

Presents methods used for research in community, clinical, and cross-cultural settings. Introduces epistemologies and ethics relevant to research with rural and indigenous people. Includes a variety of designs and data gathering methods to improving understanding of behavior in social settings. Quantitative, qualitative, and mixed-method approaches will be presented. (Prerequisite: Graduate standing in Psychology)

***Courses Taken in Program Year Two***

**PSY 633 (3 credits) Fall: *Tests & Measurement in Multicultural Context***

Surveys principles of construction, analysis and evaluation of psychological tests in a multicultural context. Emphasizes culturally sensitive application of psychological tests and measurements. Focuses on the history, theory and methods of psychological testing by examining the areas of intelligence, personality, and vocation. Discusses widely-used intelligence and personality tests and procedures. (Prerequisite: Graduate standing in Psychology)

**PSY 616 (3 credits) Fall: *Program Evaluation and Community Consultation I***

The first in a two-course series, providing an overview of theories, methods, and applications of program evaluation and community consultation as tools for facilitating systemic and programmatic changes in community and clinical settings. Seminar covers techniques of entry into various settings and designing program evaluations in collaboration with various community organizations. (Prerequisites: Graduate standing in Psychology, PSY 639 Research Methods)

**PSY 617 (3 credits) Spring: *Program Evaluation and Community Consultation II***

The second in a two-course series, introducing the principles and dynamics involved in various types of consultative relationships in community and clinical settings, with a focus on cross-cultural and ethical issues. Covers methods of program evaluation implementation and use of program evaluation findings for consulting with relevant stakeholders. (Prerequisites: Graduate standing in Psychology, PSY 616 Program Evaluation and Community Consultation I)

**PSY 652 (3 credits) Fall: *Practicum Placement – Clinical I***

Provides a supervised clinical practicum experience in psychological interviewing, diagnosis, and psychotherapy. Applied techniques focusing on delivery of clinical services in traditional or non-traditional clinical settings. Cultural factors are considered in each of these areas. (Prerequisites: Admission to the Ph.D. Program in Clinical-Community Psychology; PSY 623 & 629 Intervention I & II, PSY 611 Ethics; PSY 622 Multicultural Psychopathology)

**PSY 653 (3 credits) Spring: *Practicum Placement – Clinical II***

Provides an advanced clinical practicum experience designed to provide increased depth in applying theory to the practice and improving skills as a clinician. Covers application of psychological assessment principles. Impact of cultural factors continues as a major aspect of the practicum experience. (Prerequisites: Admission to the Ph.D. Program in Clinical-Community Psychology; PSY 652 Practicum Placement-Clinical I)

**PSY 657 (3 credits) Fall: *Quantitative Analysis***

Examines the underlying principles of statistics, including the logic of statistical inference, probability, power, effect size, and Type 1 and 2 errors. Uses statistics for designs including the description of groups, correlation, predictive model, inferential statistics, analysis of mixed-method designs, and common nonparametric techniques. (Prerequisites: Graduate standing in Psychology, PSY 639 Research Methods)

**PSY 679 (3 credits) Spring: *Multicultural Psychological Assessment I***

Introduces administration, scoring, and interpretation of various intellectual and objective personality assessment instruments, as well as their psychometric properties, for children and adults. Emphasis on the meaningful integration of test results into a culturally sensitive assessment report. Highlights professional and ethical issues related to multicultural assessment practices emphasizing Alaska Natives. (Prerequisites: Admission to the Ph.D. Program in Clinical-Community Psychology, PSY 633 Tests and Measurement in Multicultural Context)

***Courses Taken in Program Year Three***

**PSY 604 (3 credits) Fall: *Biological and Pharmacological Bases of Behavior***

Covers biological underpinnings of behavior and the basic principles of pharmacology. Deals with physiological causes and contributors to psychopathology and with the medical sequelae of psychiatric disorders. Topics will include issues such as differential diagnosis, referral for medical or psychiatric evaluation, the functional and structural characteristics of relevant physiological systems. (Prerequisites: Graduate standing in Psychology, PSY 622 Multicultural Psychopathology)

**PSY 605 (1 credit) Fall: *History and Systems***

Provides a brief philosophically-oriented overview of the history of psychology. Compares Western psychology in the 19<sup>th</sup> and 20<sup>th</sup> centuries and selected indigenous psychologies of Asia and North America. Special attention is given to systems of thought that have emerged since the founding of psychology as an empirical science. (Prerequisite: Graduate standing in Psychology)

**PSY 607 (3 credits) Spring: *Cognition, Affect, and Culture***

Presents an overview of attention, memory, appraisal, and emotion with applications to clinical psychology in a cultural context. Cultural influences on emotional experience and cognition are explored. The etiology and treatment of psychological disorders with significant cognitive and affective disturbance are explored. (Prerequisites: Graduate standing in Psychology)

**PSY 612 (3 credits) Spring: *Human Development in a Cultural Context***

Study of developmental theory, research, and substantive applied issues across the life span. Particular emphasis is placed on understanding how culture and sociocultural context impact the interplay of biology and environment in the development of essential qualities and characteristics of individuals. (Prerequisite: Graduate standing in Psychology)

**PSY 658 (3 credits) Fall: *Qualitative Analysis***

Provides an introduction to the theory of qualitative inquiry, qualitative methodologies, and basic techniques of qualitative research. Enables the student to use qualitative methods in research. (Prerequisites: Graduate standing in Psychology, PSY 639 Research Methods)

**PSY 672 (3 credits) Fall: *Practicum Placement – Community I***

Community practicum experience that provides increased depth in applying theory to practice and improving skills as a community psychologist. Impact of cultural factors will be a major aspect of the practicum experience. (Prerequisite: Admission to the Ph.D. Program in Clinical-Community Psychology)

**PSY 673 (3 credits) Spring: *Practicum Placement – Community II***

Advanced community practicum experience that provides hands-on opportunities to create depth and breadth in designing creative applications of theory to practice and independently applying and honing skills as a community psychologist. Impact of cultural factors will be a major aspect of the practicum experience. (Prerequisites: Admission to the Ph.D. Program in Clinical-Community Psychology, PSY 672 Practicum Placement-Community I)

**PSY 681 (1 credit) Fall: *Substances of Abuse in Alaska***

Presents an overview of the most prevalent substances of abuse in Alaska including physical, psychological, social, and medical consequences of use and abuse. (Prerequisite: Graduate standing in Psychology)

**PSY 682 (1 credit) Fall: *Substance Abuse Assessment and Treatment Planning***

Specialized tests, measurement, and treatment planning for substance abuse are reviewed. Emphasis on the integration of results into culturally relevant treatment plans following the American Society for Addiction Medicine (ASAM) dimensional criteria. (Prerequisite: Graduate standing in Psychology)

**PSY 683 (1 credit) Fall: *Clinical Interventions in Substance Abuse***

Emphasis is on conceptualizing substance abuse as a continuum from intervention to after-care. Relevant evidence-based interventions and therapeutic communities are addressed within the context of rural Alaska Native Communities. (Prerequisite: Graduate standing in Psychology)

***Courses Taken in Program Year Four***

**PSY 699D (3-6 credits) Fall, Spring, Summer: *Dissertation***

Involves independent empirical research under the supervision of an individual dissertation committee. Culminates in a document prepared to publication standards and a public

presentation. (Prerequisites: Admission to the Ph.D. Program in Clinical-Community Psychology Passage of Research Competency, approval from Director of Clinical Training)

### ***Courses Taken in Program Year Five***

#### **PSY 686 (6 credits) Fall, Spring, Summer: *Predoctoral Internship***

Deepens understanding and application of assessment and intervention techniques in diverse settings. Students are placed in clinical or community settings for 40 hours per week to apply and sharpen skills. Students work under a local supervisor who manages student caseloads and assignments in collaboration with the course instructor. (Prerequisite: Admission to Ph.D. Program in Clinical-Community Psychology; approval of dissertation proposal; approval by the Director of Clinical Training)

### ***Elective Courses (mostly likely taken in Program Years Three and Four)***

#### **PSY 606 (3 credits) Spring, every third year: *Native Ways of Healing***

Explores healing from a variety of Native perspectives, particularly from Alaska Native perspectives. Emphasizes the preparation and education of healers, their roles and work, and integration within the community. Students will have the opportunity to examine the possible integration of clinical and community psychology with indigenous approaches to healing. (Prerequisite: Graduate standing in Psychology).

#### **PSY 659 (3 credits) Fall, every third year: *Multivariate Methods in Psychology***

Provides a conceptual discussion of and statistical software training in advanced statistical analysis, including multivariate regression, canonical correlation, discriminant analysis, multivariate analysis of variance, principal component analysis, factor analysis, logistic regression, and cluster analysis. (Prerequisites: Graduate standing in Psychology, PSY 639 Research Methods, PSY 657 Quantitative Analysis).

#### **PSY 671 (1 or 3 credits) Spring, every third year: *Grant Writing***

Provides hands on training in developing, writing, and submitting grant proposals. Discusses components of the grant writing process with an emphasis on services grant writing for nonprofits and public agencies. Emphasizes research grant writing, with a focus on NIH grant application and review process, and secondary attention to NSF process. (Prerequisites: Graduate standing in Psychology, PSY 639 Research Methods).

#### **PSY 684 (3 credits) Fall, every third year: *Clinical Supervision***

Familiarizes students with the clinical, ethical, and cultural issues involved in supervision. Contemporary, empirically supported information regarding various approaches to supervision will be examined. Covers both the relationship inherent in clinical supervision, and training in leadership and supervision of employees in other work settings. (Prerequisites: Graduate standing in Psychology, PSY 653 Practicum Placement-Clinical II).

#### **PSY 687 (3 credits) Spring, every third year: *Multicultural Psychological Assessment II***

Presents advanced psychological assessment tools including interviews, projective techniques and neurocognitive assessment. Emphasis on the integration of cognitive, personality and other

test results derived from an assessment battery into a meaningful and culturally sensitive psychological assessment report. (Prerequisites: Admission to Ph.D. Program in Clinical-Community Psychology; PSY 679 Multicultural Psychological Assessment I)

**PSY 698 (1-4 credits) Fall, Spring, Summer: *Individual Research***

Practical application of quantitative and qualitative research principles, under the supervision of a faculty member. Activities may include data collection, data entry, data cleaning, data analysis, data interpretation, and article-writing. (Prerequisite: PSY 639 Research Methods)

## 5. Degree Requirements

- *Required and Elective Elements of the Plan of Study:*
  - *Coursework:* Students must complete 24 required courses (for a total of 70 credits), 18 credits of dissertation, 18 credits of predoctoral internship, and 9 credits of electives. Students must accumulate a minimum of 115 credits to graduate and must have completed all required course work.
  - *Camp Minto:* Before beginning the first semester of formal enrollment in the program, students must participate in a two-week cultural immersion experience at Camp Minto. This experience will be coordinated by the Directors of Clinical Training (DCTs) and will also be attended by faculty members from both campuses who teach in the Ph.D. program. The experience is not graded but must be completed before students are allowed to register for courses.
  - *Clinical/Community Competency:* Students must demonstrate clinical/community competency before being allowed to apply for internship. Clinical competency is demonstrated through the preparation of a *Clinical/Community Portfolio* that will be evaluated by an ad hoc committee consisting of four clinically-trained faculty members (two per campus) who teach in the doctoral program. Criteria for the portfolio will be clearly defined and samples will be provided for students.
  - *Research Competency:* Students must demonstrate research competency before being allowed to register for dissertation credits. Research competency is demonstrated through the preparation of a *Research Portfolio* that will be evaluated by an ad hoc committee consisting of four research-trained faculty members (two per campus) who teach in the doctoral program. Criteria for the portfolio will be clearly defined and samples will be provided for students.
  - *Advancement to Candidacy:* Before students are allowed to register for dissertation credits, they will be reviewed for performance by the joint UAA/UAF Ph.D. committee, using existing university standards and forms for advancement to candidacy. Review will be based on faculty experience with students to date, submitted paperwork, and student's progress through the program. Feedback from the review will be provided to the student by her or his advisor. Students must have *cleared Research and Clinical/Community Competencies* before being able to request *Advancement to Candidacy*.
  - *Doctoral Dissertation Proposal Defense:* Before commencing data collection for a dissertation project, students must defend their proposal to their dissertation committee. The dissertation committee will consist of at least four members. It is recommended that the dissertation chair be on the same campus as the student. There must be at least one committee member from each Psychology Department at UAF and UAA. The defense

must be based on a written dissertation proposal to be distributed to the dissertation committee after approval by the dissertation chair. The defense will be an oral presentation to the committee by the student and will not be a public meeting. For data-collection-based dissertations involving human subjects, the proposal must also be approved by the UAA or UAF Institutional Review Board before data collection can commence.

- *Doctoral Dissertation:* A doctoral dissertation must be carried out successfully and approved by a doctoral dissertation committee. Content areas can vary widely, but must be related to clinical, community, or cross-cultural issues and applicable in Alaska settings.
- *Advancement to Internship:* Students must apply to the local Director of Clinical Training (DCT) before being permitted to apply for predoctoral internship credits. DCTs will review students' course work, assure that all prior milestones have been mastered (i.e., Clinical/Community Competency, Research Competency, Doctoral Dissertation Defense, and Advancement to Candidacy) before approving the student for internship and before writing a letter of support for the student (typically required by all approved internship sites).
- *Predoctoral Internship:* A full-time, one-year predoctoral internship is required. This internship should meet the criteria laid out by the American Psychological Association; selection of APIIC-approved internships are encouraged. Placements in Alaska are preferred, but not required.
- *Three-Year Cycle of Course Offerings:* By the third year of operations, during each semester all required Fall or Spring courses, respectively, will be taught. Electives will be taught in Fall and Spring at least every three years. Half of the courses in each semester will be taught at UAA by UAA faculty; half will be taught at UAF by UAF faculty. All courses will be video-conferenced and taken by registered doctoral students on both campuses. During the summer semester course offerings will be restricted to Dissertation, Internship, and select (non-predictably cycled) required or elective courses (as funding allows).

*Sample Three-Year Cycle of Course Offerings*

<i>Year Three of Operation</i>	
<p><b>Fall</b>            Clinical/Community/Cross-Cultural Integration Seminar            Native Ways of Knowing            Multicultural Psychopathology            Community Psychology Across Culture-            Intervention I            Program Evaluation and Community Consultation I            Tests &amp; Measurement in Multi-Cultural Context            Practicum Placement - Clinical I            Quantitative Analysis            Substances of Abuse in Alaska            Qualitative Analysis            Biological and Pharmacological Bases of Behavior            History and Systems            Practicum Placement - Clinical II            Dissertation</p>	<p><b>Spring</b>            Clinical/Community/Cross-Cultural Integration Seminar            Alaska &amp; Rural Psychology            Ethics and Professional Practice            Research Methods            Intervention II            Program Evaluation and Community Consultation II            Assessment I            Elective/Dissertation            Practicum Placement - Community I            Human Development            Cognition, Affect, and Culture            Practicum Placement - Community II            Dissertation            Predoctoral Internship            Native Ways of Healing (elective)</p>

Predocutorial Internship	Clinical Supervision (elective)
<i>Year Four of Operation</i>	
<b>Fall</b> Clinical/Community/Cross-Cultural Integration Seminar Native Ways of Knowing Multicultural Psychopathology Community Psychology Across Culture- Intervention I Program Evaluation and Community Consultation I Tests & Measurement in Multi-Cultural Context Practicum Placement - Clinical I Quantitative Analysis Substances of Abuse in Alaska Qualitative Analysis Biological and Pharmacological Bases of Behavior History and Systems Practicum Placement - Clinical II Dissertation Predocutorial Internship	<b>Spring</b> Clinical/Community/Cross-Cultural Integration Seminar Alaska & Rural Psychology Ethics and Professional Practice Research Methods Intervention II Program Evaluation and Community Consultation II Assessment I Elective/Dissertation Practicum Placement - Community I Human Development Cognition, Affect, and Culture Practicum Placement - Community II Dissertation Predocutorial Internship Assessment II (elective) Multivariate Statistics (elective)
<i>Year Five of Operation</i>	
<b>Fall</b> Clinical/Community/Cross-Cultural Integration Seminar Native Ways of Knowing Multicultural Psychopathology Community Psychology Across Culture- Intervention I Program Evaluation and Community Consultation I Tests & Measurement in Multi-Cultural Context Practicum Placement - Clinical I Quantitative Analysis Substances of Abuse in Alaska Qualitative Analysis Biological and Pharmacological Bases of Behavior History and Systems Practicum Placement - Clinical II Dissertation Predocutorial Internship	<b>Spring</b> Clinical/Community/Cross-Cultural Integration Seminar Alaska & Rural Psychology Ethics and Professional Practice Research Methods Intervention II Program Evaluation and Community Consultation II Assessment I Elective/Dissertation Practicum Placement - Community I Human Development Cognition, Affect, and Culture Practicum Placement - Community II Dissertation Predocutorial Internship Grant Writing (elective)

- Sample Course of Study:* Following is a sample of a five-year course of study that would allow the student to maximize efficiency in graduating from the program. This sample shows all milestones in addition to course work. Required milestones are shown in italics. The sample shows five-year course of study. However, students have the option of stretching the program out over a longer period of time and of utilizing summers for additional coursework or training experiences or to reduce Fall and Spring course loads.

<i>Summer Requirement Prior to Enrollment for Fall Semester of Year 1:</i> Camp Minto Cultural Immersion Experience	
<i>Year One</i>	
Clinical/Community/Cultural Integration Seminar - 0* Native Ways of Knowing -3	Clinical/Community/Cultural Integration Seminar - 1 Alaska & Rural Psychology - 3

Multicultural Psychopathology - 3 Community Psychology Across Culture-3 Intervention I – 3	Ethics and Professional Practice - 3 Research Methods - 3 Intervention II - 3 <i>Clinical Competency</i>
<i>Year Two</i>	
Clinical/Community/Cultural Integration Seminar – 0 Program Evaluation and Community Consultation I - 3 Tests & Measurement in Multi-Cultural Context - 3 Practicum Placement - 3 Quantitative Analysis - 3	Clinical/Community/Cultural Integration Seminar – 1 Program Evaluation and Community Consultation II - 3 Assessment I - 3 Elective - 3 Practicum Placement – 3 <i>Research Competency</i>
<i>Year Three</i>	
Clinical/Community/Cultural Integration Seminar – 0 Substances of Abuse in Alaska - 2 Qualitative Analysis - 3 Biological and Pharmacological Bases of Behavior - 3 History and Systems - 1 Practicum Placement - 3 <i>Advancement to Candidacy</i>	Clinical/Community/Cultural Integration Seminar – 1 Human Development - 3 Cognition, Affect, and Culture - 3 Elective - 3 Practicum Placement – 3 <i>Doctoral Dissertation Proposal Defense</i>
<i>Year Four</i>	
Dissertation - 6 Substances of Abuse in Alaska - 1 Elective - 3 <i>Advancement to Internship</i> <i>Internship Application</i>	Dissertation - 6 Dissertation – 6 <i>Internship Selection</i> <i>Completion of Dissertation</i>
<i>Year Five</i>	
Predocutorial Internship – 9	Predocutorial Internship – 6 <i>Graduation</i>

\*Number after course indicates credits. Clinical/Community/Cultural Integration Seminar will be a yearlong course for which students will register in the fall and complete in the spring semester.

- *Preliminary Catalog Copy Lay-Out:* Following is a sample of how the program may be described in the catalogues for both UAA and UAF.

## **Clinical-Community Psychology with a Rural Indigenous Emphasis**

Department of Psychology

### **Ph.D. Degree**

Minimum Requirements for Degree: 115 credits

The joint Ph.D. Program in Clinical-Community Psychology with a Rural Indigenous Emphasis is a partnership between the Departments of Psychology at UAA and UAF. Program focus includes clinical, community, and cross-cultural psychology with an emphasis on indigenous, Alaska Native, and American Indian psychology. This UA partnership integrates the strengths and resources of both departments to advance academic excellence, promote innovative and practical research, and provide solid graduate training in clinical-community psychology. The program, which will seek accreditation from the American Psychological Association, ensures

that graduates have obtained the full range of clinical training mandated for doctoral-level clinical psychologists and will be adequately prepared for licensure as psychologists.

### Graduate Program – Ph.D. Degree

1. Complete the admission process including the following:
  - a. Application deadline: February 1 for admission during the subsequent fall semester; this is the only application deadline per year.
  - b. Compliance with the University Requirements for a doctoral degree and admission to graduate studies as detailed in the UAF Catalog
  - c. Minimum of a Bachelor’s degree (B.S. or B.A. or B.Ed.); major in psychology or related field preferred
  - d. Minimum undergraduate grade point average of 3.0
  - e. Course work in the areas of abnormal psychology, statistics, research methods, and one of the following: personality, clinical psychology, social psychology, or community psychology
  - f. Letter of intent describing the applicant’s interest and purpose in studying clinical psychology, the reasons why a Ph.D. in clinical psychology at UAA/UAF is sought at this point in the applicant’s professional development, and an understanding of relevant professional ethics
  - g. Professional vita, including documentation regarding academic, research, and professional experiences; special projects and activities; and recognitions or honors
  - h. Three professional references (preferably curriculum or research advisors, major course instructors with whom the students had contact in more than one course, and/or supervisors)
  - i. Lifetime criminal background check (to be completed upon notification and before final acceptance into the program). Students must have no history of impairment due to alcohol or substance abuse in the past five years.
2. Complete the general university requirements as outlined in the UAA/UAF catalog
3. Complete the Ph.D. degree requirements as outlined in the UAA/UAF catalog
4. Complete the following as part of the Ph.D. program requirements:
  - a. *Cultural Immersion*: Before beginning the first semester of formal enrollment in the program, students must participate in a two-week cultural immersion experience at a rural/indigenous site (e.g., Camp Minto). This experience will be coordinated by the Directors of Clinical Training (DCTs) and will also be attended by at least one faculty member per campus who teaches in the Ph.D. program. The experience is not graded but must be completed before students are allowed to register for courses.
  - b. *Coursework*: Students must complete 24 required courses (for a total of 70 credits), 18 credits of dissertation, 18 credits of predoctoral internship, and 9 credits of electives. Students must accumulate a minimum of 115 credits to graduate and must have completed all required course work. The following 24 courses are required:

PSY 601--Clinical/Community/Cross-Cultural Integration Seminar (3 years, 1 credit per year).....3  
PSY 602--Native Ways of Knowing .....3

PSY 603--Alaskan & Rural Psychology .....	3
PSY 604--Biological and Pharmacological Bases of Behavior .....	3
PSY 605--History and Systems .....	1
PSY 607--Cognition, Affect, and Culture .....	3
PSY 611--Ethics and Professional Practice.....	3
PSY 612--Human Development in a Cultural Context .....	3
PSY 616--Program Evaluation and Community Consultation I .....	3
PSY 617--Program Evaluation and Community Consultation II .....	3
PSY 622--Multicultural Psychopathology .....	3
PSY 623--Intervention I .....	3
PSY 629--Intervention II .....	3
PSY 632--Community Psychology Across Culture .....	3
PSY 633--Tests & Measurement in Multi-Cultural Context .....	3
PSY 639--Research Methods .....	3
PSY 652--Practicum Placement - Clinical I.....	3
PSY 653--Practicum Placement - Clinical II.....	3
PSY 657--Quantitative Analysis .....	3
PSY 658--Qualitative Analysis .....	3
PSY 672--Practicum Placement - Community I .....	3
PSY 673--Practicum Placement - Community II .....	3
PSY 679--Multicultural Psychological Assessment I .....	3
PSY 681--Substances of Abuse in Alaska .....	1
PSY 682--Substance Abuse Assessment and Treatment Planning.....	1
PSY 683--Clinical Interventions in Substance Abuse .....	1
PSY 686--Predoctoral Internship .....	18
PSY 699D--Dissertation.....	18
Electives.....	9
Minimum credits required:.....	115

- c. *Clinical/Community Competency*: Students must demonstrate clinical/community competency before being allowed to apply for internship. Clinical competency is demonstrated through the preparation of a *Clinical/Community Portfolio* that will be evaluated by an ad hoc committee consisting of four clinically-trained faculty members (two per campus) who teach in the doctoral program. Criteria for the portfolio will be clearly defined and samples will be provided for students.
- d. *Research Competency*: Students must demonstrate research competency before being allowed to register for dissertation credits. Research competency is demonstrated through the preparation of a *Research Portfolio* that will be evaluated by an ad hoc committee consisting of four research-trained faculty members (two per campus) who teach in the doctoral program. Criteria for the portfolio will be clearly defined and samples will be provided for students.
- e. *Advancement to Candidacy*: Before students are allowed to register for dissertation credits, they will be reviewed for performance by the joint UAA/UAF Ph.D. committee, using existing university standards and forms for advancement to candidacy. Review will be based on faculty experience with students to date, submitted paperwork, and student's progress through the program. Feedback from the review will be provided to the student by her or his advisor. Students must have cleared *Research and Clinical/Community Competencies* before being able to request *Advancement to Candidacy*.
- f. *Doctoral Dissertation Proposal Defense*: Before commencing data collection for a dissertation project, students must defend their proposal to their dissertation committee. The defense must be based on a written dissertation proposal to be distributed to the dissertation committee after approval by the dissertation chair. The defense will be an oral presentation to the committee by the student and will not be a

- public meeting. For data-collection-based dissertations, the proposal must also be approved by the UAA or UAF Institutional Review Board before data collection can commence.
- g. *Doctoral Dissertation:* A doctoral dissertation must be carried out successfully and approved by a doctoral dissertation committee. The dissertation committee will consist of at least four members. It is recommended that the dissertation chair be on the same campus as the student. There must be at least one committee member from each Psychology Department at UAF and UAA. Content areas can vary widely, but must be related to clinical, community, or cross-cultural issues and applicable in Alaska settings.
  - h. *Advancement to Internship:* Students must apply to the local Director of Clinical Training (DCT) before being permitted to apply for a predoctoral internship. DCTs will review the students' course work, assure that all prior milestones have been mastered (i.e., Clinical/Community Competency, Research Competency, Doctoral Dissertation Defense, and Advancement to Candidacy) before approving the student for internship and before writing a letter of support for the student (typically required by all approved internship sites).
  - i. *Predocutorial Internship:* A full-time, one-year predoctoral internship is required. This internship should meet the criteria laid out by the American Psychological Association; selection of an Association of Psychology Postdoctoral and Internship Centers (APPIC)-approved internship is encouraged. Placements in Alaska are preferred, but not required.
  - j. Strict compliance with APA Ethical Guidelines is required throughout participation in the degree program. Violations can result in immediate dismissal from the program and failure to graduate.

## FACULTY

### *University of Alaska Anchorage*

Robert Boeckman, Ph.D.  
 Christiane Brems, Ph.D., ABPP  
 Mari Ippolito, Ph.D.  
 Mark Johnson, Ph.D.  
 Bruno Kappes, Ph.D.  
 Claudia Lampman, Ph. D.  
 Stephen Mailloux, Ph.D.  
 Robert Madigan, Ph.D.  
 Eric Murphy, Ph.D.  
 John Petraitis, Ph.D.  
 Rosellen Rosich, Ph.D.  
 Patricia Sandberg, Ph.D.  
 Suzanne Strisik, Ph.D.

### *University of Alaska Fairbanks*

James Allen, Ph.D.  
 Pamela Deters, Ph.D.  
 Elaine Drew, Ph.D.  
 Catherine Koverola, Ph.D.  
 Cecile Lardon, Ph.D.  
 Augusto Legaspi, Ph.D.  
 Gerald Mohatt, Ph.D.  
 Dani Raap, Ph.D.  
 Christopher Wolsko, Ph.D.

## **B. Program Goals**

### **1. Brief Identification of Objectives and Means for Their Evaluation**

Given the documented needs for a uniquely Alaskan program that can accommodate the special challenges and circumstances of rural and frontier practice in ethnically and culturally diverse communities and settings, the primary objectives of the proposed program were developed to be as follows:

- To train doctoral-level psychologists with integrated expertise in clinical, community, and cross-cultural psychology with an emphasis in indigenous, Alaska Native, and American Indian psychology.
- To increase significantly the number of doctoral-level psychologists with expertise and sensitivity to cross-cultural issues who will practice clinical-community psychology throughout Alaska, in particular, but also in isolated rural communities in the Circumpolar North and the Lower 48 U.S. states.
- To increase significantly the number of doctoral-level psychologists who will conduct research on clinical, community, and cross-cultural issues relevant to Alaska, underserved ethnic minorities, and rural communities in Alaska and the Circumpolar North.
- To increase significantly the number of doctoral-level psychologists who are of Alaska Native and American Indian descent.

These objectives are straight-forward, achievable, and easily measured. Measurement of the objectives is detailed in the table that follows.

<i>Objective</i>	<i>Measurement</i>
To train doctoral-level psychologists with integrated expertise in clinical, community, and cross-cultural psychology with an emphasis in indigenous, Alaska Native, and American Indian psychology	<ul style="list-style-type: none"> <li>• review of clinical portfolios</li> <li>• review of student evaluation obtained from practicum and internship supervisors</li> <li>• grades in clinically applied courses</li> </ul>
To increase significantly the number of doctoral-level psychologists with expertise and sensitivity to cross cultural issues who will practice clinical and community psychology throughout Alaska, in particular, and in isolated rural communities in the Circumpolar North and lower 48.	<ul style="list-style-type: none"> <li>• number of students placed in rural communities for practica and internships</li> <li>• number of students who successfully pass the clinical-community practice competency exam</li> <li>• 2-year post-graduation survey to assess the number of students who have obtained licensure</li> <li>• 2-year post-graduation survey to assess the number of students who are employed in service delivery in Alaska or Circumpolar North.</li> </ul>
To increase significantly the number of doctoral-level psychologists who will undertake research on clinical, community, and cross-cultural issues relevant to Alaska, underserved ethnic minorities, and rural communities in Alaska and the Circumpolar North	<ul style="list-style-type: none"> <li>• number of students who successfully pass the research competency exam</li> <li>• Students will successfully complete dissertation</li> <li>• 2-year post-graduate survey to assess number of graduates involved in funded research in psychology</li> <li>• review of research ongoing among students and</li> </ul>

<i>Objective</i>	<i>Measurement</i>
	faculty in the Ph.D. program on both campuses
To increase significantly the number of doctoral-level psychologists who are of Alaska Native and American Indian descent	<ul style="list-style-type: none"> <li>• number of Alaska Native and Native American students accepted into the program</li> <li>• retention rates of Alaska Native and Native American students</li> <li>• number of Alaska Native and Native American graduates</li> </ul>

## **2. Relationship of Program Objectives to the “Purposes of the University”**

The UAA website defines the purpose or mission of the University of Alaska Anchorage as follows:

*The University of Alaska Anchorage inspires learning and enriches Alaska, the nation, and the world through our teaching, research, creativity, and service. UAA is a comprehensive university that provides opportunities to all who can benefit from educational programs of high quality in an inclusive environment rich in diversity. Located in Anchorage and on community campuses serving Southcentral Alaska, UAA is committed and uniquely situated to serve the needs of its communities, the state, and its diverse peoples.*

The UAF website defines the purpose or mission of the University of Alaska Fairbanks as follows:

*The University of Alaska Fairbanks, as the nation's northernmost Land, Sea, and Space Grant university and international research center, advances and disseminates knowledge through creative teaching, research, and public service with an emphasis on Alaska, the North and their diverse peoples.*

The Ph.D. Program in Clinical-Community Psychology with a Rural Indigenous Emphasis is fully compatible with the missions of both UA campuses. Specifically, compatible with UAA’s mission and purpose, the Ph.D. Program in Clinical-Community Psychology is designed to “*inspire learning and enrich Alaska, the nation, and the world through our teaching, research, creativity, and service*”. Compatible with UAF’s mission, the program “*advances and disseminates knowledge through creative teaching, research, and public service with an emphasis on Alaska, the North and their diverse peoples*”. In fact, the program is on the forefront of creative and enriching knowledge dissemination that is locally relevant; focused on public service; sensitive to the unique environments of Alaska; and concerned with acknowledging, fostering, and celebrating diversity. It also strives to be a world-class program that will enhance UA’s reputation as an international research center that contributes to the building of knowledge with relevance to the North and its diverse peoples.

## **3. Occupational and Other Competencies to Be Achieved**

Besides being designed to meet the needs of the state of Alaska vis-à-vis responsible, appropriate, and ethical behavioral health care delivery, the objectives of the program are compatible and supportive of several occupational and related competencies that are to be achieved by program graduates. Most importantly, the program will prepare graduates for licensure as psychologists in the state of Alaska and most, if not all, other states in the U.S. and provinces in Canada. Licensure as a psychologist is based on a stringent set of requirements, guided by principles developed by the American Psychological Association regarding minimum training needs of doctoral-level psychologists. The proposed program will meet, if not exceed, this set of requirements. Faculty who will teach in the doctoral program will work closely with the Alaska licensing board for psychologists to assure that the curriculum and other requirements of the program will make meeting basic licensure requirements a given for program graduates.

The program will be designed to meet criteria for a practitioner-scientist model of doctoral-level psychology training. As such, it has two major training goals. Specifically, the program will assure that graduates have

- the requisite applied clinical and community assessment and intervention skills to become *accomplished practitioners* in the area of behavioral health care at the individual and communitywide level; and
- the necessary research skills and competencies to become *expert researchers* who can develop applied research that is relevant to rural and frontier communities with ethnically and culturally diverse populations and capable evaluators who can evaluate and design effective intervention programs for diverse contexts and settings.

These practitioner-scientist competencies will be assured through the delivery of a curriculum that is both clinically applied and research-based. All courses in the program were carefully chosen to advance the knowledge of students as clinicians and researchers. All additional milestones required for graduation were developed to assess that the practitioner-scientist skills are firmly in place before students can leave the program. The dual focus on practice and research assures the well-rounded nature of the graduates, who, in Alaska, often must fulfill both roles in a single position.

#### **4. Relationship of Courses to Program Objectives**

As indicated above, courses in the Ph.D. program in Clinical-Community Psychology with a Rural Indigenous Emphasis were carefully chosen to support the objectives of the program and to advance the notion of a firm grounding in both the practice and science of psychology. Each course and milestone in the program serves a particular function and contributes to the overall goal of the program to provide Alaska with a well-rounded behavioral health workforce. The table that follows shows the contribution of each required course to the four specific objectives of the program, as well as to the notion of the practitioner-scientist.

Course	Increased expertise ... with an emphasis in indigenous, Alaska Native, and Native American psychology	More individuals to practice ... in isolated rural communities ...	Increased research ... relevant to Alaska, underserved ethnic minorities, and rural communities ...	Increased number of doctoral-level psychologists of Alaska Native and American Indian	Practitioner-Scientist Model
Clinical/Community/Cross-Cultural Integration Seminar	X	X	X	X	X
Native Ways of Knowing	X		X	X	X
Multicultural Psychopathology	X		X	X	X
Community Psychology Across Culture	X	X	X	X	X
Intervention I	X	X	X	X	X
Program Evaluation and Community Consultation I	X	X	X	X	X
Tests & Measurement in Multi-Cultural Context	X	X	X	X	X
Practicum Placement - Clinical I	X	X	X	X	X
Quantitative Analysis			X	X	X
Substances of Abuse in Alaska	X	X	X		X
Qualitative Analysis			X	X	X
Biological and Pharmacological Bases of Behavior	X		X		X
History and Systems	X				X
Practicum Placement - Clinical II	X	X	X	X	X
Alaska & Rural Psychology	X	X	X	X	X
Ethics and Professional Practice	X	X	X	X	X
Research Methods			X	X	X
Intervention II	X	X	X	X	X
Program Evaluation and Community Consultation II	X	X	X	X	X
Assessment I	X	X	X	X	X
Elective/Dissertation			X		X
Practicum Placement - Community I	X	X	X	X	X
Human Development	X				X
Cognition, Affect, and Culture					X
Practicum Placement - Community II	X	X	X	X	X
Dissertation	X				X
Predoctoral Internship	X	X	X	X	X

### *III. Personnel Directly Involved in Program*

#### **A. Faculty**

##### 1. University of Alaska Anchorage

<i>Faculty Name, Highest Degree, Degree Location</i>	<i>Licenses, Certifications, Awards and Accomplishments</i>	<i>Duties in the Program</i>
Christiane Brems, Ph.D., ABPP, Clinical Psychology, Oklahoma State University	Licensed Psychologist, ABPP Board Certification in Clinical Psychology, Certification as Imagery Guide Scholarly publications: 74 peer-reviewed articles, 6 books, 11 book chapters and manuals; over 200 technical reports Extramural funding: 14 projects Other: Co-Director of Behavioral Health Research and Services, 1998 University of Alaska Anchorage Chancellor's Award for Excellence in Research and Creative Activity	Courses instruction, research supervision, clinical supervision, advising, committee member, committee chair, administration
Robert Boeckmann, Ph.D., Social Psychology, University of California Berkeley	Scholarly publications: 11 peer-reviewed articles, 1 book, 1 book chapter Extramural funding: 2 grants Other: Two competitive grants from Flinders University	Courses instruction, research supervision, advising, committee member, committee chair
Mark E. Johnson, Ph.D., Counseling Psychology, University of California Santa Barbara	Licensed Psychologist Scholarly publications: 86 peer-reviewed articles, 1 book, 10 book chapters, over 200 technical reports Extramural funding: 15 projects Other: Co-Director of Behavioral Health Research and Services, University of Alaska Anchorage Chancellor's Award for Excellence in Research, 1996	Courses instruction, research supervision, clinical supervision, advising, committee member, committee chair
Bruno Kappes, Ph.D., Counseling, Kansas State University	Licensed Psychologist, Certified Biofeedback & Medical Psychotherapist Scholarly publications: 30 research publications, 4 book chapters, 6 workbooks Extramural funding: 7 technology grants Other: 6 Teaching Excellence Awards (University of Missouri 75, Kansas State University 79, University of Alaska 81, 85, 95, National Center on Teaching Excellence 98). Research Excellence Awards (76, 86, 92)	Courses instruction, research supervision, clinical supervision, advising, committee member, committee chair
Claudia Lampman, Ph.D., Social Psychology, Loyola University	Scholarly publications: 14 peer-reviewed journal articles, 1 chapter in edited book, 6 Data Books; 5 technical reports Extramural funding: 2 grants Other: Chair, University of Alaska Anchorage Institutional Review Board 1997-2000 and 2002-2004; Chair, University of Alaska Fairbanks Institutional Review Board 2001-2003, University of Alaska Anchorage Chancellor's Award for Excellence in Teaching, 2002	Courses instruction, research supervision, advising, committee member, committee chair
Stephen Mailloux, Ph.D., Counseling Psychology, Indiana State University	Licensed Psychologist Scholarly publications: 3 peer-reviewed articles Extramural funding: 2 UAA faculty development grants	Courses instruction, research supervision, clinical supervision, advising, committee member, committee chair
John Petraitis, Ph.D., Social Psychology, Loyola University	Scholarly publications: 16 peer-reviewed articles, 7 book chapters, and 1 technical report Extramural funding: 3 grants	Courses instruction, research supervision, advising, committee member, committee chair
Patricia Sandberg, Ph.D., Clinical Psychology, Fielding University	Licensed Psychologist Program Director, Raven's Quest Institute	Courses instruction, supervision, clinical supervision, advising, committee member
Suzanne Strisik, Ph.D., Clinical Psychology, Georgia State University	Licensed Psychologist Scholarly publications: 2 peer-reviewed article Extramural funding: 2 grants Other: UAA ANPsych Faculty Advisor, Director of the Psychological Services Center, Georgia State University Dissertation Research Award	Courses instruction, clinical supervision, advising, committee member

## 2. University of Alaska Fairbanks

<i>Faculty Name, Highest Degree, Degree Location</i>	<i>Licenses, Certifications, Awards and Accomplishments</i>	<i>Duties in the Program</i>
Catherine Koverola, Ph.D., Clinical Psychology, Fuller Theological Seminary, School of Psychology	Licensed Psychologist Scholarly publications: 21 peer-reviewed articles, 6 book chapters, and 7 technical reports Extramural funding: 14 grants and contracts Other: Forensic expert in Maryland, California, Ontario, Saskatchewan, Manitoba; Editorial Board Violence Against Women Journal; Editorial reviewer for 3 journals; Board of Psychology Examiner, Manitoba	Courses instruction, research supervision, clinical supervision, advising, committee member, committee chair, administration
James Allen, Ph.D., Clinical Psychology, University of Montana	Licensed Psychologist Scholarly publications: 17 peer-reviewed journal articles, 2 book chapters, 1 monograph, 12 technical reports Extramural funding: 6 SAMSHA awards, 1 NIH R01, and 1 HRSA award Other: Ad hoc reviewer for 6 journals, SD Psych Association Outstanding Service Award, Fulbright Scholar Award, Phi Beta Kappa	Courses instruction, research supervision, clinical supervision, community supervision, advising, committee member, committee chair
Pamela Deters, Ph.D., Clinical Psychology, University of Southern Mississippi	Psychologist License in progress Scholarly publications: 7 peer-reviewed articles, 1 edited monograph Extramural funding: 4 federal grants Other: Editorial reviewer for 2 journals, SAMHSA— Editor, Promising Practices Monograph, Circles of Care Evaluation Technical Assistance Center, NCMHD Health Disparities Scholar	Courses instruction, research supervision, clinical supervision, advising, committee member, committee chair
Elaine Drew, Ph.D., Anthropology, University of Kentucky	Scholarly publications: 4 peer-reviewed articles, 2 book chapters Extramural funding: 1 federal grant, 1 other grant	Courses instruction, research supervision, committee member, committee chair
Cécile Lardon, Ph.D., Community and Organizational Psychology, University of Illinois at Chicago	Scholarly publications: 4 peer-reviewed publications, 1 book, 4 technical reports, 1 chapter in edited books, 1 editor reviewed article Extramural funding: 1 federal grant	Courses instruction, research supervision, advising, community supervision, committee member, committee chair
Augusto Legaspi, Ph.D., Ecological-Community Psychology, Michigan State University	Scholarly publications: 2 technical reports, 1 book chapter	Courses instruction, research supervision, advising, community supervision, committee member, committee chair
Gerald Mohatt, Ed.D., Community-Clinical Psychology/Learning Environments, Harvard University	Licensed Psychologist and Counselor Scholarly publications: 27 of peer-reviewed articles, 2 books, 10 technical reports (in the last four years) Extramural funding: 8 federal grants, 5 other grants Other: Victor E. Howery Award, 2004; American Book Award, for <u>Transforming the Culture of Schools: Yup'ik Eskimo Examples</u> , 1999; Advocate for Justice, American Colleges of Teacher Education, 1998; Erik Erikson Scholar in Residence, Austen Riggs Center, Stockbridge, MA, 1998	Courses instruction, research supervision, committee member, committee chair
Dani Raap, Ph.D., Developmental Physiological Psychology, George Mason University	Scholarly publications: 14 peer-reviewed articles Other: UAF Coordinator for Undergraduate Studies in Psychology, UAF Outstanding Advisor Award 2002; UAF Faculty Merit Bonus 2003	Research supervision, committee member
Christopher Wolsko, Ph.D., Social Psychology, University of Colorado, Boulder	Scholarly publications: 4 peer-reviewed articles	Research supervision, committee member

Complete Curriculum Vitae are available for all faculty on request.

## **B. Administrative and Coordinating Personnel**

The program will be headed by two Program Directors, in psychology circles more commonly referred to as Directors of Clinical Training (DCT); one will be resident at UAA and one at UAF. Once the program is in operation, the roles and responsibilities of the two DCTs will include, but may not be limited to, oversight of the recruitment and matriculation of students into the program; assurance that mechanisms are in place for retention and successful graduation of all enrolled students; compliance with faculty governance procedures, including completion of course- and program-related paperwork; monitoring of student doctoral examinations, applications for internships, and advancements to candidacy; assurance that documentation is adequate for accreditation; coordination of accreditation site visits; establishment, maintenance, and coordination of relationships with practicum and internship sites throughout Alaska; and responsibility of the smooth functioning of the program overall, and the UAF-UAA collaboration in particular. Program Directors have a ½ time release to execute these functions and typically have a 12-month appointment. The two individuals who have currently been identified to serve as DCTs are Christiane Brems, Ph.D., ABPP, at UAA and Catherine Koverola, Ph.D., at UAF.

## **C. Classified Personnel**

A doctoral graduate program, particularly one that will seek and maintain APA accreditation introduces significant additional administrative support needs that require specialized skills and expertise. Prior to the first year of operations, significant effort will be directed toward recruitment of students and faculty. Activities will include the development and maintenance of a program website, program brochure, advertisements in relevant psychology publications, program forms and document, and a student handbook. There will also be the need for an individual skilled in dealing with technology, such as operating video-conferencing equipment that will be relied upon to deliver classes between campuses. Information technology skills, including computer operation, and knowledge of software and hardware will be crucial.

Additional administrative support work includes annual handling of the 500 program inquiries that are anticipated, processing of the 100 applications that can be expected per year, and formatting and printing of 50 letters of recommendation. APA accreditation includes significant annual reporting requirements and production of a highly detailed accreditation report, as well as coordination of site visits. The program includes supervised practica in clinical and community settings. Such clinical placements introduce an extensive amount of coordination activities, both in setting up arrangements, as well as in monitoring supervision agreements, liability issues, and similarly relevant documents and procedures. These administrative needs and activities are in addition to providing student, faculty, and administrative supports for a graduate program. Finally, the nature of the program as a joint endeavor that occurs at two sites increases the need for coordinating administrative activities.

To address all administration, coordination, and information technology needs of the Ph.D. program, both campuses will need to hire classified staff to support the Directors of Clinical Training and existing administrative staff. Specifically, both UAA and UAF will therefore need to have a Program Coordinator and these two individuals will work closely with their respective Program Director or Director of Clinical Training.

## *IV. Enrollment Information*

### **A. Projected Enrollment**

Given the established need and desire for a local Ph.D. Program in Clinical-Community Psychology with a Rural Indigenous Emphasis, it is anticipated that the program will receive more applications than it can accommodate. Targeted enrollment is four students per year per campus, *for a total annual program cohort of eight students*. In the first year of program operations, two cohorts will be accepted, one cohort that will enter at the basic program level and one cohort with credentials allowing for advanced placement. This decision was made to assure a large enough student body, encourage adequate student interaction at diverse levels of experience and training, and speed up the timeline for the first year of graduating a cohort.

### **B. Enrollment Determination**

Enrollment figures were determined through a variety of procedures. The needs assessment guided decisions in terms of market need for a number of annual graduates and possible pool of potential candidates; faculty size assisted in the determination of an optimal annual cohort size, and pedagogy determined necessary course size restrictions that make it possible to have the in-depth training contact with students required in a doctoral program. The enrollment figures as shown in this program request are reasonable in terms of faculty-to-student ratios and assure that all candidates will have access to dissertation advisors, practicum placements in the community, and internship sites.

### **C. Minimum Enrollment Required to Maintain Program for the First Five Years**

The enrollment numbers shown in the following table are anticipated for the first five years of operation and are necessary for efficient maintenance of the program. Year Five reflects the first stable year of operations; it reflects total anticipated and needed enrollment figures for all subsequent years. As indicated above, the program more than likely will draw many more applicants than can be accommodated and hence these anticipated enrollment figures will always be met, as long as retention is maintained as planned and anticipated. Significant effort will be made to assure retention in the program.

<i>Year of Operation</i>	<i>Anticipated and Needed Enrollment</i>	<i>Explanation</i>
Year One	16 students	Two cohorts of eight students each
Year Two	24 students	Two cohorts continuing from Year One, and one cohort admitted in Year Two
Year Three	32 students	Three cohorts from Years One and Two; one cohort admitted in Year Three
Year Four	40 students	Four cohorts from Years One to Three; one cohort admitted in Year Four
Year Five	40 to 48 students	Five cohorts from Years One to Four; one cohort admitted in Year Five; four to eight graduates from the advanced cohort from Year One

#### **D. Maximum Enrollment That Can Be Accommodated**

Given the needs for in-depth contact and community assistance with training doctoral-level psychologists, no more than eight individuals can be added per year and no more than 40 to 48 can be accommodated at any one time.

#### **E. Special Restrictions on Enrollment**

Beyond meeting admissions criteria and limiting the annual cohort to eight successful candidates, the program has no special restrictions on enrollment.

## *V. Need for Program*

### **A. Requirement for Other Programs**

Not applicable

### **B. Employment Market Needs**

An extensive Preliminary Needs Assessment was conducted by a joint work group of the UAA and UAF Psychology Departments. The entire document is included in an appendix to this program request. The report describes the results of two specific studies. Study 1 consisted of secondary analysis of data from the survey-based March 2001 report *Alaska's Allied Health Workforce: A Statewide Assessment*, produced by the Alaska Center for Rural Health. Study 2 consisted of key informant interviews directly focused upon the initial proposed model for Ph.D. training in psychology to address key state health needs through an expanded definition of a psychologist in accord with contemporary directions in psychology training in the U.S.

Findings from these two studies clearly support the current program request for a Ph.D. Program in Clinical Psychology at UAA and UAF and can best be summarized as follows:

1. Alaska has a need for psychologists who are able to work in an expanded role, beyond that of traditionally defined roles for psychologists. More specifically, the expansions in role include skills in the domains of (a) Clinical and Health Intervention, (b) Community and Organization Development, (c) Applied Research.
2. Findings clearly highlighted the imperative that psychologists be trained to be culturally competent, especially vis-à-vis the capacity to serve in rural, indigenous, multi-cultural settings.
3. Key leaders in State, tribal, and private sector organizations described the need for professionals with advanced training in the areas of cultural competence, psychopharmacology, community and organizational psychology, neuropsychological testing, continuing education, child psychology, telemedicine, generalist cross-disciplinary training, applied research focused on Alaska, substance abuse, and policy research and development.
4. The assessment revealed a consistently expressed frustration by Alaskan organizations in recruiting doctoral-level psychologists with adequate training to meet the unique needs of practice in rural Alaska. Informants indicated that outside training programs simply do not prepare psychologists for the demands of practice in Alaska, a reality that results in inadequate services and rapid turnover in these positions.

The needs assessments document a clear need for doctoral-level trained psychologists in the state of Alaska. At present, no mechanism exists to train these individuals adequately locally, resulting in the need to recruit from among graduates from universities in the Lower 48 U.S. states. Alaska's needs are largely unmet by these individuals, a reality that significantly

compromises the quality of behavioral health care received by Alaskans. The need for capable doctoral-level researchers was most recently experienced at both UAA and UAF. The Behavioral Health Research and Services Program at UAA and the Center for Alaska Native Health Research both attempted to recruit and hire post doctoral fellows to participate in ongoing research. The positions remain open and unfilled due to a lack of any qualified applicants. Graduates of the proposed doctoral program will find career opportunities in a wide range of settings throughout Alaska, including, but not limited to, Native Health Corporations, hospitals, community mental health settings, Alaskan organizations, government, and academic research environments.

## VI. Other

### A. Joint Program Implementation

The Ph.D. Program in *Clinical-Community Psychology with a Rural Indigenous Emphasis* will be implemented jointly at the UAA and UAF campuses and by the faculties in the UAA and UAF Departments of Psychology. The Ph.D. Program will depend upon joint UAA/UAF faculty resources, joint space, shared library resources, and shared teleconferencing equipment and capacity. All services and resources will be equal at both campuses and the Ph.D. Program's implementation will depend equally on all faculty and resources available at both campuses.

The primary aspects of joint implementation are as follows:

1. The program will *share faculty* at UAA and UAF. All courses will be taught either by UAA or UAF faculty, with approximately half of the courses offered during a given semester being offered at UAA and half at UAF. All courses will be video-conferenced to allow all students (regardless of campus residence) to enroll in all offered courses.
2. Approximately *half of all students will be resident at UAA and half at UAF*. Students will have access to all Ph.D. courses offered in a given semester through video-conferencing. It is expected that all courses will consist of 50% students in residence at UAF and 50% students in residence at UAA.
3. All UAA and UAF faculty identified as core faculty in the Ph.D. Program in *Clinical-Community Psychology with a Rural Indigenous Emphasis* will be able to serve as dissertation chairs. A faculty member from either campus will be able to chair a dissertation committee. Students are required to have at least one member of their dissertation committee from each campus.
4. UAA and UAF faculty identified as core faculty in the Ph.D. Program in *Clinical-Community Psychology with a Rural Indigenous Emphasis* will meet at least once per year in Fairbanks and once per year in Anchorage for a face-to-face program planning and review meeting.
5. Both UAA and UAF faculty will be represented every year in August during the Camp Minto pre-program cultural immersion program.
6. UAA faculty will hold joint appointments at UAF.

### B. Joint Program Governance

The Ph.D. Program in *Clinical-Community Psychology with a Rural Indigenous Emphasis* will be governed jointly by the faculties in the UAA and UAF Departments of Psychology. The governance of the proposed Joint Program will be modeled on a bicameral system and will maintain true equity between UAF and UAA in the delivery, decision, resources and reward of the program. Each department will be an equal partner in the program, and decisions about the program will require mutual agreement from both departments.

All aspects of the Ph.D. Program will be approved by the faculties and relevant boards and senates of both the UAA and UAF campus. The Ph.D. Program will be jointly administered and all governance and administrative duties will be shared across campuses, with identical administrative personnel at both campuses.

The primary aspects of joint governance represent three levels of decision-making and approval, as outlined below:

- (1) Policy and major programmatic decisions of the joint Ph.D. program will be decided upon by the joint core faculty, defined by 50% or more of time devoted to the clinical-community joint Ph.D. program. Decisions will be made during regularly scheduled video-conferenced or once a semester face-to-face joint core training program faculty meetings. Generally, decisions will be adopted by consensus; in the extreme case when consensus is not possible, voting may be substituted. Types of issues that define policy and programmatic decisions include, but are not limited to, admissions criteria and student admissions, curriculum, faculty appointments, program budget allocations, student issues, grievances, accreditation. Subcommittees will be formed as deemed necessary by the joint core faculty.
- (2) The Co-DCTs will provide program leadership, set agenda, and conduct joint core faculty meetings, make day-to-day program decisions and implement the policy and major programmatic decisions of the joint core faculty. The Co-DCTs will also function as point of contact for student issues, accreditation, and monitoring of performance regarding accreditation expectations.
- (3) Decisions regarding departmental resource allocation as they effect the larger home departments and other programs in the home department, such as the undergraduate programs, are made in consultation with and approved by the respective faculties and/or Department Chairs.

### **C. Academic Dispute Resolution Procedures**

Challenges by students to the academic decisions or actions by a faculty member or by an academic administration will be reviewed according to the procedures implemented by the Board of Regents *for the respective campus at which the student is in residence*. Thus, students who are in residence at the UAA campus must submit their academic disputes according to UAA regulations as outlined in the UAA Student Handbook. Students in residence on the UAF campus must submit their academic disputes according to UAF regulations as outlined in the UAF Student Handbook. As all courses will be co-scheduled on both campuses or will be taken on the campus at which the student is in residence, this procedure should not result in any difficulty. In other words, a student will not be in the position of being *in residence* at one campus and *enrolled* at the other, a situation that would make choice of dispute procedures more complicated.

Appropriate issues for which academic dispute resolution procedures can be invoked include issues such as alleged arbitrary and capricious denial of admission to the program, arbitrary and capricious dismissal from the program, alleged grading errors for a final grade in a course (such as mathematical miscalculations or incorrect recording of grades), or arbitrary and capricious final grades for a course. Grade disputes about individual course assignments (not *final* grades) are not covered under this procedure but must be resolved with the instructor.

## VII. Resource Impact

### A. Budget

The budget impact of this program request is significant. To implement the program in a manner that is true to its objectives and mission, leads to students' eligibility for licensure, and assures accreditation by the American Psychological Association, new faculty must be recruited, office space has to be furnished, testing materials have to be purchased, and equipment has to be acquired. Following is a budget summary of additional costs that will be incurred by the Departments of Psychology at UAA and UAF to get the Ph.D. Program in Clinical-Community Psychology with a Rural Indigenous Emphasis functional, showing phase-in budgets for AY 2005/2006 to 2007/2008 and a final budget for AY 2008/2009 that is also reflective of the budget needs for all subsequent academic years. These budgets show total *additional* operating costs necessary to support the Ph.D. program at UAA and UAF; they are *not* the overall operating budgets for the two psychology departments.

#### *Additional Budget Needs to Support a Joint UAA/UAF Ph.D. Program in Clinical Psychology*

<b>Budget Line Item</b>	<b>Academic Year 2005/2006</b> <i>(Year of Faculty and Student Recruitment)</i>		<b>Academic Year 2006/2007</b> <i>(Year of First Cohort Entry; Ongoing Faculty and Student Recruitment)</i>	
Salaries	2 DCTs, 2 AAs, 4 GAs	\$241,058	2 DCTs, 2 AAs, 3 faculty, 6 TAs	\$405,799
Benefits		\$65,429		\$110,661
<b>Total Salaries</b>		<b>\$306,487</b>		<b>\$516,460</b>
Travel	Adv. Board, faculty, DCT, candidate travel	\$18,000	Adv. Board, faculty, DCT, candidate travel	\$18,000
Services	Advisory Board & Camp Minto	\$20,600	Advisory Board & Camp Minto	\$19,700
Equipment	Polycom and office equipment	\$40,000	Office equipment and testing materials	\$30,000
Other	None	\$0	Library Improvement	\$20,000
<b>Total Added Annual Cost</b>	<b>\$385,087</b>		<b>\$604,160</b>	

<b>Budget Line Item</b>	<b>Academic Year 2007/2008</b> <i>(Final Year of Faculty Recruitment; Ongoing Student Recruitment)</i>		<b>Academic Year 2008/2009 and On</b> <i>(First Year of Full Operations with all Faculty Positions Filled)</i>	
Salaries	2 DCTs, 2 AAs, 5 faculty, 8 TAs	\$545,039	2 DCTs, 2 AAs, 7 faculty, 13 TAs	\$712,991
Benefits		\$147,258		\$180,907
<b>Total Salaries</b>		<b>\$692,297</b>		<b>\$893,898</b>
Travel	Adv. Board, faculty, DCT, candidate travel	\$18,300	Adv. Board, faculty, DCT, candidate travel	\$23,600
Services	Advisory Board & Camp Minto	\$19,700	Advisory Board & Camp Minto	\$17,900
Equipment	Office equipment and testing materials	\$30,000	Office Equipment	\$5,000
Other	None	\$0	APA Site Visit & Fees	\$6,500
<b>Total Added Annual Cost</b>	<b>\$760,297</b>		<b>\$946,898</b>	

Salaries reflect the need for a half-time (12 months) Director of Training at each campus, a full-time administrative assistant at each campus, and four new full time faculty members at UAA and three new full time faculty member at UAF by AY 2008/2009. The new faculty members will be phased in as follows: two new faculty members at UAA and one new faculty member at UAF in AY 2006/2007; one new faculty member per campus in 2007/2008 and in 2008/2009. Also included in salaries are hourly wages (without benefits) for teaching assistants. All salaries are adjusted for annual raises at a rate of 2.7% for faculty and 3% for staff and teaching assistants. Travel costs will be incurred by the program advisory board, faculty for joint meetings, and DCTs for various program-related meeting and recruitment purposes. Service costs consist of honoraria for the program advisory board and consultant fees for the Camp Minto Leaders. Equipment costs reflect needs for polycom video-conferencing equipment, psychological testing material, office equipment (such as computers, printers, etc.), and similar materials. Based on these budget estimates, the total annual budget increment needed to support the Ph.D. Program in Psychology (once fully operational) is approximately \$960,000 (plus inflation after Year Four).

It should be noted that in accord with clear feedback in the needs assessment regarding program credibility and due to issues in health care licensure, we intend to seek American Psychological Association accreditation for the joint Ph.D. program. Accreditation site visitors are extremely uncomfortable with the idea of professional training programs in health careers funded to a large extent through soft money. In fact, feedback from our consultants indicated that successful accreditation was highly unlikely for a program funded solely through soft money sources. Therefore, a solid core of hard funding for the Ph.D. program is crucial from the perspective of accreditation; however, the potential for financial returns to the university after Ph.D. program implementation is significant and can fund numerous program enhancements, supplies, and activities.

Following is a preliminary listing of identified needed or potential revenue sources to support the proposed Ph.D. program. This listing proceeds from hard funding to soft funding. In an ideal world, the program would be entirely hard-funded, with the understanding by university officials that the involved UAA and UAF faculty make a commitment to research-intensive workloads that will generate funds for the university through facilities and administrative costs and salary savings.

- **UA Statewide Level**
- **Both UAA and UAF campus contribution**
- **New State of Alaska Funding**
- **Tuition**
- **Indirect Cost Recovery from Ph.D. Faculty Research**
- **Faculty Research Salary Buy Outs**
- **Training Funding** (e.g., *Native American Behavioral Health Center of Excellence under the Health Resources and Services Administration, Centers of Excellence Interdisciplinary Graduate Education Research Training and National Institute of Mental Health Minority Doctoral Fellowships.*)
- **Alaska Mental Health Trust**
- **Philanthropic Contributions**

## **B. Facilities and Space Needs**

Both UAA and UAF will need to modify and expand existing space and facilities available to the Departments of Psychology to accommodate increased faculty and staff size, graduate student offices, research space, instructional space, departmental meetings and student gatherings. It bears noting that the importance and need for adequate space for student gatherings is highlighted in APA accreditation guidelines. In view of the space shortage UA wide we are proposing a creative use of instructional space by developing multi-purpose rooms that are designed to accommodate teaching, joint cross campus departmental meetings, research meetings and student gatherings and can house departmental resources. These multi-purpose rooms will need to have adequate acoustics to be able to accommodate the use of video-conferencing.

### **1. Space Needs at UAA**

**Faculty Offices:** The four new tenure-track faculty members to be hired specifically for the Ph.D. program will need offices with a window, access to the computer network, and a phone line.

**Coordinator/Administrator Office:** The program coordinator, who will need to be hired to support the program administratively, needs office space with computer network access, phone lines, and space to store confidential files. A reception area adjacent to the Coordinator's office is also needed.

**Graduate Student Offices:** Once the program is fully operational, UAA will need sufficient space to house 12 to 16 graduate students at any given time. Of the students, two-thirds will be in the role of teaching assistant and will need adequate space to meet with their undergraduate students. Additionally, there will be a need for three offices large enough to house four to five graduate students each.

**Instructional Space:** Two multi-purpose rooms for instructional purposes will be needed to support the reality of a video-conferenced Ph.D. program that co-teaches courses across campuses. Dedicated rooms are necessary to assure the security of the polycoms and to guarantee program access to the necessary special equipment.

**Research Space:** Research-related space needs will continue to increase as faculty are successful in securing external grant funding. All research offices require at least one phone line and internet access for at least one work station. Research space will be needed for each of the four new faculty hires. Additional research space will be needed, but will be funded through the grant funding secured by research faculty.

**Clinic Space:** The current UAA psychological services center will be expanded to accommodate six doctoral students per semester. This increase in students volume at the clinic will require additional therapy rooms, supervision rooms, and work rooms. Anticipated needs are for three therapy rooms at 100 net square feet, one group room at 300 net square feet, one doctoral student workroom at 300 net square feet, and one supervision room at 120 net square feet.

## 2. Space Needs at UAF

**Faculty Offices:** The four new tenure-track faculty members to be hired specifically for the Ph.D. program will need offices with a window, access to the computer network, and a phone line.

**Coordinator/Administrator Office:** The program coordinator, who will need to be hired to support the program administratively, needs office space with computer network access, phone lines, and space to store confidential files. A reception area adjacent to the Coordinator's office is also needed.

**Graduate Student Offices:** Once the program is fully operational, UAF will need sufficient space to house 12 to 16 graduate students at any given time. Of the students, two-thirds will be in the role of teaching assistant and will need adequate space to meet with their undergraduate students. Additionally, there will be a need for three offices large enough to house four to five graduate students each.

**Instructional Space:** Two multi-purpose rooms for instructional purposes will be needed to support the reality of a video-conferenced Ph.D. program that co-teaches courses across campuses. Dedicated rooms are necessary to assure the security of the polycoms and to guarantee program access to the necessary special equipment.

**Research Space:** Research-related space needs will continue to increase as faculty are successful in securing external grant funding. All research offices require at least one phone line and internet access for at least one work station. Research space will be needed for each of the four new faculty hires. Additional research space will be needed, but will be funded through the grant funding secured by research faculty.

**Departmental Storage Space:** Space is needed to store student files, syllabi, and other course materials as required by law; personnel records; lab equipment; teaching materials; and other training materials (e.g., psychological testing kits).

## C. Credit Hour Production

The credit hour production of the Ph.D. Program in Clinical-Community Psychology with a Rural Indigenous Emphasis will be significant, as will the number of graduates annually. The program will graduate eight individuals per year, with each individual having to complete 118 credits. The program will have 40 to 48 active students in any given year, due to the fact that program requires five years of study and accepts an annual cohort of eight students. Thus, in any given semester, 40 to 48 students will be enrolled in an average of 13 credits each. The following table shows anticipated credit hour production over the first five years of operations. The fifth year is representative of all subsequent years and reveals that the program will produce a minimum of 944 credit hours per year, once fully operational. This estimate is considered a minimum as most students will probably take more than the required 115 credits, yet all calculations are based on the 115-credit minimum only.

<i>Year of Operation</i>	<i>Credit Hours</i>	<i>Explanation</i>
Year One – Fall Semester	104	8 students * 13 credits
Year One – Spring Semester	104	8 students * 13 credits
Year Two – Fall Semester	208	16 students * 13 credits
Year Two – Spring Semester	208	16 students * 13 credits
Year Three – Fall Semester	312	24 students * 13 credits
Year Three – Spring Semester	312	24 students * 13 credits
Year Four – Fall Semester	392	24 students * 13 credits 8 students * 10 credits
Year Four – Spring Semester	408	24 students * 13 credits 8 students * 12 credits
Year Five and on – Fall Semester	464	24 students * 13 credits 8 students * 10 credits 8 students * 9 credits
Year Five and on – Spring Semester	480	24 students * 13 credits 8 students * 12 credits 8 students * 9 credits
<b><i>Annual Credit Hours Once Fully Operational:</i></b>	<b><i>944</i></b>	

#### **D. Faculty Needs**

To implement the program and maintain an adequate faculty-to-student ratio for accreditation purposes the program will require the addition of the following faculty resources: (1) UAA will need to increase its faculty by four individuals; (2) UAF will need to increase its faculty by three individuals; and (3) both UAA and UAF will require a half-time release for the respective DCT at each campus.

Faculty designated as teaching primarily in the doctoral program will have a reduced teaching load to accommodate the heightened research expectations of faculty in a doctoral program. UAA faculty currently have a six-course load and UAF faculty currently have a five-course load. Upon implementation of the doctoral program, faculty with primary doctoral program responsibilities at both campuses will have a four-course load, coupled with higher research expectations.

#### **E. Library, Media, and Other Needs**

*Library Needs:* Psychology faculty from both campuses have met with their respective Library Collection Development Officers. It has been determined that for the library resources to meet the needs of the proposed doctoral program adequately, additional resources must be allocated and will require an expenditure of \$20,000 initially.

*Equipment Needs:* Program equipment needs center largely around the need for equipment that facilitates the need for video-conferencing of classes. Thus, polycoms are needed for both sites to accommodate video-streaming of classes and meetings. Additional resource needs include computers with printers and office furniture for all new faculty and administrative staff, funding for increased telephone costs, and psychological testing materials for both sites.

*Service Needs:* Accreditation by the American Psychological Association carries ongoing costs. In particular, the program will require external consultants prior to its initial site visits, will incur cost for the actual accreditation process, and finally must bear ongoing accreditation expenses. By virtue of the program relying intensively on information technology, the services of IT personnel on both campuses will be needed and will have to be paid for on a regular basis.

*Travel Costs:* The nature of the proposed program being implemented jointly at two sites, with an emphasis on serving rural Alaska, necessitates significant travel by faculty. Travel costs will be incurred by two annual joint faculty meetings alternating between Anchorage and Fairbanks; travel by Program Directors to Anchorage, Fairbanks, and rural hub communities; travel by Program Directors to required conferences in the Lower 48 U.S. states pertaining to accreditation; travel by faculty who are involved in clinical and community training supervision in hub and village communities; annual travel by the Program Advisory Board; and travel by elders who participate in ongoing mentoring of the doctoral students.

## *VIII. Relation to Other Programs in the UA System*

### **A. Effects on Enrollments Elsewhere**

We do not anticipate that the proposed program will have an effect upon enrollments elsewhere in the system, as it does not duplicate any other programs. At the present time, students seeking this degree have no option but to obtain it outside of the state of Alaska. The only potential impact on enrollments is that the UAF Community Psychology M.A. program plans to suspend admissions for the first 4 years of the Ph.D. in order to ascertain whether it is feasible to maintain both the M.A. and Ph.D. programs simultaneously. We note however that many of the students who would apply to the current M.A. in psychology at UAF will have the option to apply to either the Ph.D., or alternatively to the following master's-level programs: M.S. in Clinical Psychology at UAA, M.S.W. in Social Work at UAA, or the M.Ed. in Guidance and Counseling at UAF; all three degrees providing the requisite training to pursue licensure in Alaska.

If the Ph.D. program is approved, we will suspend admissions to the M.A. program in community psychology. This will leave a cohort of six M.A. graduate students who have completed the first year of a two-year training program, along with a limited number of part time students who are currently beyond their second year in the program; completion of their degree programs will be a top priority of the psychology department. We have identified a number of avenues by which students can complete these degrees:

- (1) We will offer the entire second year of the program to students as normal in their second year. Most students who are full time should complete the degree in this way, as should a large number of our part time students.
- (2) The Guidance and Counseling (G & C) M.Ed. program is our sister program at UAF. Many of our courses are already cross-listed and taught jointly with students from both programs and alternating instructors from these programs. Community psychology M.A. students can continue to take these courses through the G & C program.
- (3) We will allow petitioning of a replacement course for those few cases where a course may no longer be available, in order to allow degree completion.
- (4) We will collaborate with our colleagues in the G & C program, to allow transfer of any student who wishes to enter into this program for degree completion.
- (5) Many graduate students take additional course work, beyond the M.A. program of study degree requirements, so as to be eligible for professional licensure. The full complement of courses for the 60-credit requirement for the Licensed Professional Counselor will continue to be offered by the G & C program.

A related issue to suspension of admission into the M.A. Program is associated with our departmental commitment to the training of rural service providers for Alaska. Because we feel the training of M.A.-level providers for rural Alaska meets a critical state need, the decision to suspend admissions to the M.A. program at UAF was difficult and painful. However, it was clear we did not have the available resources to mount both a quality M.A. and Ph.D. graduate program. Out of our concerns, we are collaborating with our colleagues in the G & C M.Ed. program so as to create a community counseling track within their program to meet what would otherwise be an unaddressed training need.

## **B. Duplication of Other Programs**

The proposed program neither duplicates nor even approximates programs anywhere in the UA system.

## **C. Relationship to Research and Service Activities**

The proposed doctoral program will make significant contributions to both research and service activities at UAA, UAF, and the entire state of Alaska. These research and services expansions will greatly benefit the university and larger community. The proposed doctoral program will open up many funding opportunities for students and faculty alike.

### **1. Contributions to Research and Services**

The doctoral program will annually increase the number of Ph.D.s graduating from the university by eight. This clearly represents a substantive increase and supports the university's goal of attaining and maintaining a Carnegie rating as a research-intensive institution. A doctoral program will significantly enhance the capacity of the university to undertake more federally-funded research in the field of behavioral health. The execution of federally-funded research at universities typically relies heavily upon the active participation of doctoral graduate students and postdoctoral fellows. Currently the lack of doctoral students in psychology significantly curtails the capacity of faculty to pursue certain types of additional federal funding opportunities. The doctoral program will result in the hiring of several new faculty who will be skilled in research; their recruitment will increase the overall capacity for research in psychology at UAA and UAF. Further, the slight decrease in teaching responsibility for faculty teaching in the doctoral program will enhance their capacity to become more productive researchers.

With respect to service, the doctoral program will make obvious contributions in terms of clinical and community services provided to Alaskans throughout the state by students, faculty, and graduates. During their stay in the graduate program, doctoral students will be providing high quality services in practicum and internship settings throughout the state, while receiving intensive clinical supervision by faculty. Upon graduation, the UA graduates will make ongoing contributions in the area of service as direct service providers, program directors, program developers, and educators. One of the primary outcomes of the doctoral program will be the annual graduation of eight doctoral-level psychologists equipped to meet the complex clinical and cultural service needs in Alaska.

### **2. Benefits from Research or Service Activities**

The proposed doctoral program will provide tremendous benefits to Alaska with respect to research. The university will become eligible for an increased range of funding for which faculty are currently unable to apply because of the lack of an accredited doctoral program in psychology. For example, faculty will be able make application as a *Native American Behavioral Health Center of Excellence under the Health Resources and Services Administration (HRSA) Centers of Excellence (COE)* program. Presently, funding for an

individual *Center of Excellence* ranges from \$600,000 to \$1 million annually. The Psychology faculty also plan to apply for a *Health Careers Opportunity Program* (HCOP) grant through HRSA, with potential three-year funding from this source of \$400,000 per year. The National Institutes of Health offer doctoral fellowships that would become an option for psychology doctoral students. In particular, extensive funds are available for minority students; however, these are only available to doctoral students in accredited doctoral programs. Once the doctoral program is established, faculty plan to submit an *Interdisciplinary Graduate Education Research Training* (IGERT) application through the National Science Foundation. This funding mechanism provides significant financial support for doctoral students to be involved in cutting edge interdisciplinary research on topics of interest to Alaska.

The implementation of the proposed doctoral program will result in increased numbers of faculty and doctoral students involved in research and it will substantially increase the potential for research funding and infrastructure resources to support this research. The type of research that will be undertaken will be utterly relevant to Alaska's most pressing behavioral health needs. For example, funding for research in at least the following relevant areas will be sought: substance abuse, child abuse, domestic violence, fetal alcohol syndrome, HIV/AIDS, stress and health promotion, rural mental health care, telemedicine, and development of culturally appropriate interventions. These topics are vital research areas, findings from which will provide a clear and direct benefit for the entire state of Alaska. UA is currently endowed with the untapped potential to be *the* center for Alaska Native and circumpolar indigenous behavioral health research, an opportunity faculty cannot take advantage of until a doctoral program is in place.

## ***IX. Implementation and Termination***

### **A. Date of Implementation**

The proposed date for admitting the first cohort of students is Fall 2006. We will admit two cohorts of students, more specifically, one cohort of six to eight students entering at the baccalaureate level who will require 5 years of full-time study, and one cohort of six to eight students entering with advanced standing who will require no more than four years of full-time study. The first cohort will graduate with a Ph.D. in Clinical-Community Psychology in Spring 2010.

### **B. Student Recruitment Plans**

The plans for recruiting graduate students into the Ph.D. Program in Clinical-Community Psychology with a Rural Indigenous Emphasis are multi-faceted and will work in tandem with *Alaska Natives into Psychology* (ANPsych). The ANPsych program specifically targets the recruitment of Alaska Native students.

The primary purpose of the Alaska Natives into Psychology program (ANPsych) is to train Alaska Natives as psychologists and in other behavioral health careers, for practice in rural Alaska. The ANPsych program was established to address the significant shortage of Alaska Native and American Indian psychologists and other behavioral health professionals in Alaska, particularly rural Alaska. The ANPsych program is currently housed in the Departments of Psychology at the two major UA Statewide System campuses: the University of Alaska Fairbanks (UAF) and the University of Alaska Anchorage (UAA), with plans for future expansion to other campuses in the UA Statewide System.

This cross-site collaborative training pipeline for Alaska Native and American Indian students provides social, cultural, financial, and academic support for rural Native (Alaska Native and American Indian) high school and undergraduate college students seeking degrees in psychology, along with behavioral health paraprofessionals who wish to continue their education. Further, a select group of Native students receive similar support for advanced training in psychology at the graduate level through the UAF Master of Arts in Community Psychology program or the UAA Master of Science in Clinical Psychology program, with plans to provide support for Native students training in the joint Ph.D. Program in Clinical Psychology with a rural and indigenous focus that is currently being developed.

The specific objectives for the ANPsych program are as follows:

- (1) Provide outreach and recruitment of Alaska Native high school and college students to undertake psychology as an undergraduate major and train for rural behavioral health careers.
- (2) Provide summer enrichment programs to expose Alaska Native students to the varied fields of psychology through research, clinical, and experiential activities.
- (3) Provide stipends, assistantships, and scholarships to Native undergraduate and graduate students to pursue education and careers in psychology.

- (4) Provide competitive undergraduate and graduate psychology research grants to fund the research projects of Alaska Native students.
- (5) Develop affiliation agreements with university-affiliated programs, rural health agencies and corporations, village tribal boards, and other appropriate entities to enhance the education of Alaska Native students.
- (6) To the maximum extent feasible, utilize existing university tutoring, counseling, and student support services.
- (7) To the maximum extent feasible, employ qualified Alaska Natives and American Indians in the ANPsych program.
- (8) Maintain and support the ANPsych Advisory Council, which includes representatives from rural tribes and Native communities that are served by the program.

In addition to the ANPsych program, general recruitment efforts will be made. We are committed to recruiting local individuals with high educational achievement and potential, supplemented with individuals from other areas of the country and world who face local circumstances that resemble Alaska's. Specifically, we are committed to the following recruitment efforts:

- development of a website to disseminate information;
- development of a program brochure that will be disseminated to relevant universities, colleges, and agencies;
- participation of Program Directors in national meetings that provide opportunity for dissemination of information about the program;
- dissemination of program information through all APA venues, including internet resources and relevant publications, such as books that list all doctoral psychology programs;
- dissemination of information about the program within Alaska to Alaska Native tribal councils and health corporations; and
- recruitment from Canadian colleges or universities in British Columbia, Alberta, and the Yukon.

### **C. Termination Date**

There are no plans for termination of the program.

### **D. Phase-Out Plans**

The program would only be phased out if there was a cut in funding, resulting in the program becoming financially unfeasible. If this should occur, the program would be phased out in a way that would be maximally responsive to existing student needs. We would immediately suspend admissions to the program. A plan would be developed jointly by the core Ph.D. faculty to ensure the offering of courses and research/clinical training opportunities as needed so that students could complete their course of study.

## E. Program Assessment

Program assessment is driven by goals and objectives. As we have developed a comprehensive outcomes measurement plan vis-à-vis these goals and objects, the program assessment will be identical to the outcomes measurement in which we will engage. The following Table, reprinted from Section II.B.1. above, outlines the program assessment plan for the Ph.D. Program in Clinical-Community Psychology with a Rural Indigenous Emphasis.

<i>Objective</i>	<i>Measurement</i>
To train doctoral-level psychologists with integrated expertise in clinical, community, and cross-cultural psychology with an emphasis in indigenous, Alaska Native, and American Indian psychology	<ul style="list-style-type: none"> <li>• review of clinical portfolios</li> <li>• review of student evaluation obtained from practicum and internship supervisors</li> <li>• grades in clinically applied courses</li> </ul>
To increase significantly the number of doctoral-level psychologists with expertise and sensitivity to cross cultural issues who will practice clinical and community psychology throughout Alaska, in particular, and in isolated rural communities in the Circumpolar North and lower 48.	<ul style="list-style-type: none"> <li>• number of students placed in rural communities for practica and internships</li> <li>• number of students who successfully pass the clinical-community practice competency exam</li> <li>• 2-year post-graduation survey to assess the number of students who have obtained licensure</li> <li>• 2-year post-graduation survey to assess the number of students who are employed in service delivery in Alaska or Circumpolar North.</li> </ul>
To increase significantly the number of doctoral-level psychologists who will undertake research on clinical, community, and cross-cultural issues relevant to Alaska, underserved ethnic minorities, and rural communities in Alaska and the Circumpolar North	<ul style="list-style-type: none"> <li>• number of students who successfully pass the research competency exam</li> <li>• Students will successfully complete dissertation</li> <li>• 2-year post-graduate survey to assess number of graduates involved in funded research in psychology</li> <li>• review of research ongoing among students and faculty in the Ph.D. program on both campuses</li> </ul>
To increase significantly the number of doctoral-level psychologists who are of Alaska Native and American Indian descent	<ul style="list-style-type: none"> <li>• number of Alaska Native and Native American students accepted into the program</li> <li>• retention rates of Alaska Native and Native American students</li> <li>• number of Alaska Native and Native American graduates</li> </ul>

## ***X. Regents Guidelines Summary Form***

**MAU: UAA and UAF**

### **Title and Brief Description:**

Ph.D. Program in Clinical-Community Psychology with a Rural Indigenous Emphasis

The proposed joint Ph.D. Program in Clinical-Community Psychology with a Rural Indigenous Emphasis will be a partnership between the Departments of Psychology at UAA and UAF. The program focus will include clinical, community, and cross-cultural psychology with an emphasis on indigenous, Alaska Native, and American Indian psychology. This UA partnership will integrate the strengths and resources of both departments to advance academic excellence, promote innovative and practical research, and provide solid graduate training in clinical-community psychology. The five-year program will have a single curriculum, joint governance, and program faculty at each MAU. The program will seek accreditation from the American Psychological Association, ensuring that graduates have obtained the full range of clinical training mandated for doctoral-level clinical psychologists and providing assurance that graduates will be adequately prepared for professional licensure as psychologists in the state of Alaska and elsewhere. The program will graduate six to eight Ph.D.-level psychologists annually.

### **Target Admission Date:**

Fall 2006

### **How does the program relate to the Education Mission of the University of Alaska?**

The Ph.D. Program in Clinical-Community Psychology with a Rural Indigenous Emphasis is fully compatible with the missions of both UA campuses. Specifically, compatible with UAA's mission and purpose, the Ph.D. Program in Clinical Psychology is designed to "*inspire learning and enrich Alaska, the nation, and the world through our teaching, research, creativity, and service*". Compatible with UAF's mission, the program "*advances and disseminates knowledge through creative teaching, research, and public service with an emphasis on Alaska, the North and their diverse peoples*". In fact, the program is on the forefront of creative and enriching knowledge dissemination that is locally relevant; focused on public service; sensitive to the unique environments of Alaska; and concerned with acknowledging, fostering, and celebrating diversity. It also strives to be a world-class program that will enhance UA's reputation as an international research center that contributes to the building of knowledge with relevance to the North and its diverse peoples.

### **Describe the State Needs being met by this program.**

Mortality rates in Alaska are dominated by behavioral health diseases. Cancer and heart disease are the top causes of death and the types of cancer are clearly related to behaviors associated with smoking, alcohol, diet, and physical activity. Additionally, injuries and suicide, and alcohol

related deaths are the next highest causes of death. The Alaska Federation of Natives has called alcohol abuse an epidemic, and suicide rates in Alaska are high, in some rural regions of the state the reported rates are highest in the nation. Finally, there has been significant attention to the issue of health and health care disparities among ethnic minorities; among ethnic minority groups Alaska Natives face some of the most significant disparities.

Alaska has a need for psychologists who are able to work in an expanded role, beyond that of traditionally defined roles for psychologists. More specifically, the expansions in role include skills in the domains of (a) Clinical and Health Intervention, (b) Community and Organization Development, (c) Applied Research. There are clear needs for psychologists who are (a) culturally competent, especially vis-à-vis the capacity to serve in rural, indigenous, multi-cultural, (b) can provide service in specific content areas such as psychopharmacology, community and organizational psychology, neuropsychological testing, continuing education, child psychology, substance abuse prevention and treatment. telemedicine, and cross-disciplinary training of other behavioral health professionals, and (c) can do the applied research focused on Alaska needs to develop policy, programs, and interventions that work for Alaska. At present, no mechanism exists to train such individuals in our state, resulting in the need to recruit graduates from universities in the Lower 48 U.S. states. Alaska's needs are largely unmet by these individuals in that their first years involve significant on the job training about Alaska needs, a reality that significantly compromises the quality of behavioral health care received by Alaskans. Over the past 40 years the number of health service underserved areas has remained the same with no progress in providing practitioners for rural areas in the United States. In Alaska, turnover of graduate level professionals remains high in rural areas. At the Western Interstate Commission of Higher Education seminar on rural mental health in 2004, all of the western commissioners of mental health indicated that those individuals at the doctoral level who come to rural areas are not prepared for the work that they must do, attrition is very high, and quality of initial services compromised. Additionally, our own program needs assessment and other State of Alaska reports indicate that counseling and human services are the one of the fastest growing areas for positions in Alaska. At this time there is a lack of research evidence about what interventions are effective in preventing and treating behavioral health and mental health problems in rural settings and Alaska ranks last of all states in NIH funding. Research at the university in this area lacks depth in infrastructure because it lacks doctoral level education. Alaska is the only state in the union without a doctoral level program in psychology. Doctoral students provide a level of expertise that M.A. level students cannot and doctoral programs attract post doctoral fellows for research positions.

### **What are the Student opportunities and outcomes? The enrollment projections?**

Student Opportunities and Outcomes.

The program will be designed to meet criteria for a practitioner-scientist model of doctoral-level psychology training. The program will assure that graduates have:

- the requisite applied clinical and community assessment and intervention skills to become ***accomplished practitioners*** in the area of behavioral health care at the individual and communitywide level; and

- the necessary research skills and competencies to become *expert researchers* who can develop applied research that is relevant to rural and frontier communities with ethnically and culturally diverse populations and capable evaluators who can evaluate and design effective intervention programs for diverse contexts and settings.

The dual focus on practice and research assures the well-rounded nature of the graduates, who, in Alaska, often must fulfill both roles in a single position.

Projected Enrollments. Targeted enrollment is four students per year per campus, *for a total annual program cohort of eight students*. In the first year of program operations, two cohorts will be accepted, **for a total of 16 students**. This decision was made to assure a large enough student body, encourage adequate student interaction at diverse levels of experience and training, and speed up the timeline for the first year of graduating a cohort. **Enrollments are expected to be 48 by year 4 with 6-8 Ph.D's graduating each year beginning in year four.**

**Describe the Research opportunities, if applicable.**

Doctoral students will be expected to conduct research in the course of their studies and will have many opportunities to work within the research infrastructure of both UAF and UAA. At UAF the Center for Alaska Native Health Research (CANHR) and individual investigators offer opportunities for research within areas such as: health, biomedical, and behavioral research in Alaska Native communities, evaluation research in rural and Alaska Native communities focused on children's mental health, Wellness Teams, sobriety and recovery, trauma, and resiliency. We also have laboratory research investigating animal models of psychiatric disorders. At UAA, the Behavioral Health Research and Services Program offers research opportunities in areas such as: substance abuse, mental illness, coexisting disorders, rural health care, HIV prevention, HIV risk behavior, program evaluation, and other topic in behavioral health relevant to Alaska. Research opportunities are expected to increase as NIH, NSF, and private foundation grants increase. It is critical to understand that for research funding in behavioral health to increase there is a need for a doctoral program with Ph.D. students to serve as research assistants. Additionally, once this infrastructure is present we will begin to have success in attracting post doctoral fellows.

**Identify any additional Faculty and Staff requirements as well as any existing expertise and resources that will be applied.**

The Ph.D. Program will utilize many of the existing faculty at both the UAF and UAA campuses for teaching and research supervision. At UAF there are currently 5 FTE tenure track faculty who will be involved in the Ph.D. program for 50% of their time. At UAA there are currently 4.5 FTE tenure track faculty who will be involved in the Ph.D. program for 50% of their time. In addition to existing resources UAF will require three additional faculty, ½ time release for the co-Director of Training and one administrative support staff member; UAA will require four additional faculty, half-time release for the co-Director of Training and one administrative support staff member.

**Identify the impacts on existing Technology & Facilities as well as projected needs.**

Both UAA and UAF will need to modify and expand existing space and facilities available to the Departments of Psychology to accommodate increased faculty and staff size, graduate student offices, research space, instructional space, departmental meetings, and student gatherings. The program will be delivered by distance between the two MAUs necessitating technology resources to allow for audio-visual streaming of classes. UAF has a number of polycom units on campus that could be utilized for conferencing for seminars and for faculty meetings. However, there is need for one dedicated seminar room on each campus that has a polycom two-way video unit, as well as desktop computer-based video-conferencing capabilities for daily cross-campus faculty, faculty to student, and student to student exchanges critical to joint program operation, student supervision, and student collaborative work.

***XI. Resource Commitment Form***

<i>Resources</i>	<i>Existing</i>	<i>New</i>		<i>Total</i>
	<i>College/School</i>	<i>College/School</i>	<i>Others(Specify)</i>	
Regular Faculty (FTE's & dollars)	UAA: 4.5 FTE UAF: 5 FTE	UAA: 4 FTE @ \$275,000 UAF: 3 FTE @ \$200,00	None	7 FTE new @ \$475,000 per year
Adjunct Faculty (FTE's & dollars)	None	None	None	None
Teaching Assistants (Headcount)	None	13 across UAF and UAA per semester	None	13 per semesters
Instructional Facilities (in dollars and/or sq. footage)	None	UAA: 2 rooms at 400 sq each UAF: 2 rooms at 400 sq each	None	4 rooms at 400 sq each
Office Space (Sq. footage)	None	UAA: 4 offices at 150 sq each UAF: 3 offices at 150 sq each	None	7 offices at 150 sq each
Lab Space (Sq. Footage)	None	UAA: 4 labs at 225 sq each UAF: 3 labs at 225 sq each	None	7 labs at 225 sq each
Computer & Networking (in dollars)	None	UAA: 5 PCs w/ peripherals UAF: 4 PCs w/ peripherals	None	9 PCs with peripherals at \$2500 each
Research/instructional/office Equipment (in dollars)	None	2 polycoms @ \$20,000 each Testing & research materials @ \$50,000	None	2 poycoms at \$40,000 and testing and research materials at \$50,000
Support Staff (FTE's & dollars)	None	UAA: 1 AA @ \$63,000 UAF: 1 AA @ \$63,000	None	2 AAs at \$126,000 per year (inclusive of benefits)
Supplies (in dollars)	None	UAA: \$5,000 annually UAF: \$5,000 annually	None	\$10,000 per year
Travel (in dollars)	None	UAA: \$10,000 annually UAF: \$10,000 annually	None	\$20,000 per year