

Graduate Academic Board

Summary

February 22, 2013

LIB 302

9:30 to 11:30

I. Roll Call

(X) Arlene Schmuland	(X) Peter Olsson	(E) Zhaohui (Joey) Yang	
(X) Tim Hinterberger	(X) Susan Garton	() FSAL vacancy (CAS)	<u>Ex-Officio Members:</u>
(X) Patricia Sandberg	(X) Mary Dallas Allen	() FSAL Vacancy	(X) David Yesner
(X) Greg Protasel	(X) Deb Russ	() FSAL Vacancy	(X) Lora Volden
(X) Yoshito Kanamori	(X) Hsing-Wen Hu	(X) Jaime Spatrisano / Jacob Chapman	(X) Scheduling & Publications

II. Approval of Agenda (pg. 1)

Approved

III. Approval of Meeting Summary (pg. 2)

Approved

IV. Program/Course Action Request – Second Reading

V. Program/Course Action Request - First Readings

Chg Master of Education, Early Childhood Special Education (pg. 3-7)

Waive first, approved for second reading

Chg Master of Education, Educational Leadership (pg. 8-14)

Waive first, approved for second reading

Add EDL A610 Orientation to Graduate Studies in Leadership (3 cr)(3+0)(pg. 15-19)

Waive first, approved for second reading

Add EDL A620 Leadership in Alaska Culture and Social Justice Issues (3 cr)(3+0)(pg. 20-25)

Accepted for first reading

Chg EDL A637 Leadership and Organizational Behavior (3 cr)(3+0)(pg. 26-30)

Waive first, approved for second reading

Chg EDL A638 Instructional and Curricular Leadership (3 cr)(3+0)(pg. 31-36)

Waive first, approved for second reading

Cgh BA A680 Social Media Strategies (Stacked with BA A480)(3 cr)(3+0)(pg. 37-47)

Waive first, approved for second reading

VI. Administrative Reports

A. Associate Dean of the Graduate School David Yesner
The Doctorate of Professional Nursing letter has been drafted; this letter will call for the full prospectus. The Doctorate of Educational Leadership is under review by a panel group. The Masters of Mechanical Engineering is moving forward. Moving forward with GSPs and using Degree Works to get them electronic and for approving them. VPRGS brought a memo to the Graduate Council regarding the structure of the Graduate School.

B. Graduate Student Jaime Spatrisano
Date for Graduate Studies and Research Symposium is proposed for April 12th

C. University Registrar Lora Volden
Requests that the memo on concentrations, tracks, options, and emphasis be moved to the UAB/GAB joint meeting

VII. Chair's Report

A. GAB Chair- Arlene Schmuland
Discussed the meeting date for a joint meeting

- B. Faculty Alliance
- C. Graduate Council

VIII. Old Business

IX. New Business

- A. Draft Academic Program Suspension and Deletion Policies and Cover Memo Template (pg. 48-55)
The memo clarifies the process for suspending and deleting a program
Discusses the approval process
Moved to the joint UAB and GAB meeting
- B. First Reading of Purge Lists (pg. 56-59)
- C. Memo Regarding Concentrations, Tracks, Options, and Emphasis (pg. 60)
Moved to joint UAB and GAB meeting to be held tentatively on March 22nd

X. Informational Items and Adjournment

PhD, Clinical-Community Psychology

ayphd@uaa.alaska.edu

http://psyphd.alaska.edu

The PhD Program in Clinical-Community Psychology is accredited by the American Psychological Association as a clinical psychology program.

The PhD program in Clinical-Community Psychology with Rural, Indigenous Emphasis is a program jointly delivered and administered by the Departments of Psychology at the University of Alaska Anchorage and the University of Alaska Fairbanks. The degree is awarded jointly by UAA and UAF. Students can complete the entire degree program in residence at UAA. All program courses are co-taught across campuses via video conference and all program components are delivered by faculty at both campuses. The student experience is equivalent regardless of students' city of residence (Fairbanks or Anchorage). The program focus includes clinical, community and cultural psychology with a focus on rural, indigenous issues and an applied emphasis on the integration of research and practice. As a UAA-UAF partnership, the program integrates the strengths and resources of both campuses to advance academic excellence, promote innovative and practical research, and provide solid graduate training in clinical-community psychology.

The program 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.

PROGRAM OUTCOMES

The program will prepare culturally competent scientists. Program graduates will:

- Demonstrate culturally grounded knowledge and skills in scientific inquiry.
- Demonstrate competency in using the research and evaluation skills to disseminate new knowledge and inform clinical and community practice.

The program will prepare culturally competent practitioners. Program graduates will:

- Demonstrate culturally grounded knowledge and skills in rural clinical-community practice.
- Demonstrate competence in developing and implementing culturally relevant prevention and intervention efforts and programs.

The program will prepare culturally competent policy and social change facilitators. Program graduates will:

- Demonstrate culturally grounded knowledge and skills relevant to social and healthcare solutions.

Possess the competency to facilitate policy and social change.

Application

Students apply to the joint PhD program in Clinical-Community Psychology at both UAA and UAF. All applicants submit identical application materials to both institutions; materials are collected and evaluated by the joint UAA - UAF PhD admissions committee, which makes admissions recommendations to the dean of the UAA or UAF Graduate School, depending on a selected applicant's campus of residence. Applicants may specify a preference for either campus as a location for their studies. For more information about the application process, visit the program website.

Admission Requirements

1. Application deadline: Received by February 1 for fall admission. This is the only opportunity for program admission each year.
2. Compliance with the requirements for admission to graduate studies as detailed in the UAA and UAF catalogs.

3. Minimum of a bachelor's degree (BS or BA or BEd); major in psychology or related field preferred. All requirements for bachelor's degree must be completed by June 30 prior to matriculation.
4. Minimum undergraduate grade point average of 3.00.
5. Minimum 3.00 grade point average in major and in all psychology courses.
6. Coursework in the areas of abnormal psychology, statistics, research methods and one of the following: personality, clinical psychology, social psychology or community psychology. All prerequisite coursework must be completed by June 30 prior to matriculation.
7. Letter of intent describing the applicant's interest and purpose in studying clinical-community psychology, the reasons why a PhD in Clinical-Community Psychology through the joint UAA-UAF program is sought at this point in the applicant's professional development, and demonstrating an understanding of relevant professional ethics.
8. Professional vita, including documentation regarding academic, research, and professional experiences; special projects and activities; and recognitions or honors.
9. Three professional letters of reference (preferably curriculum or research advisors, major course instructors with whom the student had contact in more than one course, and/or supervisors).
10. Disclosure statement, located at <http://psyphd.alaska.edu/forms/annualdisclosure.pdf>, must accompany the application to the program. Lifetime criminal background check must be submitted by students invited to a personal interview at least two weeks prior to the interview. Additional information on the FBI criminal background check is located at <http://psyphd.alaska.edu/admissions.htm>.

Graduation Requirements

1. Complete the university requirements for graduate degrees as outlined in the UAA or UAF catalog, depending on the student's campus of residence.
2. Complete the program and additional requirements listed below.

Program Requirements

Students must complete 26 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 115 credits to graduate and must have completed all required coursework. Students entering the program with a master's degree in psychology or related field must complete at least two years of full-time coursework, 18 credits of dissertation, and one year of predoctoral internship, all as approved by the student's advisory committee.

1. Cultural experience: During their time in the PhD program, students must participate in a cultural experience as defined by program faculty. The actual experience will vary from year to year, but includes direct exposure to Alaska Native and other cultural worldviews, values and life experiences through contact with cultural elders and advisors. The goal of the cultural experience is to provide an opportunity to interact directly with cultures in a non-classroom setting.
2. Complete the following required courses.

PSY A602	Native Ways of Knowing	3
PSY A603	Alaskan and Rural Psychology	3
PSY A604	Biological and Pharmacological Bases of Behavior	3
PSY A605	History and Systems	1
PSY A607	Cognition, Affect, and Culture	3
PSY A611	Ethics and Professional Practice	3
PSY A612	Human Development in a Cultural Context	3
PSY A616	Program Evaluation and Community Consultation I	3
PSY A617	Program Evaluation and Community Consultation II	3

PSY A622	Multicultural Psychopathology	3
PSY A623	Intervention I	3
PSY A629	Intervention II	3
PSY A632	Community Psychology Across Cultures	3
PSY A633	Tests and Measurement in Multicultural Context	3
PSY A639	Research Methods	3
PSY A652	Practicum Placement - Clinical I (1-3)	6
PSY A653	Practicum Placement - Clinical II (1-3)	6
PSY A657	Quantitative Analysis	3
PSY A658	Qualitative Analysis	3
PSY A672	Practicum Placement - Community I (1-3)	3
PSY A679	Multicultural Psychological Assessment I	3
PSY A681	Substances of Abuse in Alaska	1
PSY A682	Clinical Interventions for Substance Abuse	1
PSY A683	Substance Abuse Assessment and Treatment Planning	1
PSY A686	Predoctoral Internship (6)	18
PSY A699D	Dissertation (1-9)	18
3.	Electives	9
4.	A total of 115 credits is required for the degree.	

Additional Requirements

Clinical Competency

Clinical competency is demonstrated through preparation of a clinical portfolio that will be evaluated by an ad hoc committee. Criteria for the clinical portfolio are clearly defined and samples will be provided for students. Students must demonstrate clinical competency before applying to Advance to Predoctoral Internship and must pass the clinical competency and community competency before starting Predoctoral Internship (PSY A686).

Community Competency:

Community competency is demonstrated through preparation of a Community portfolio that will be evaluated by an ad hoc committee. Criteria for the portfolio will be clearly defined and samples will be provided for students. Students must pass both the clinical competency and community before starting Predoctoral Internship (PSY A686).

Research Competency

Research competency is demonstrated through preparation of a research portfolio that will be evaluated by an ad hoc committee. Criteria for the research 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 PhD 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. To advance to candidacy, students must also have received at least a conditional pass on their comprehensive exam. The program defines the comprehensive exam as being met through passing the required competency portfolios. Passing one portfolio qualifies the student for a conditional pass on the comprehensive exam, which is sufficient for advancement to candidacy. **All portfolios** must be passed for the comprehensive exam to be fully passed.

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.

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.

Advancement to Internship

Students must pass the clinical portfolio before applying to advance to Predoctoral Internship. In addition to passing the clinical portfolio, students must apply to the local program director (PD), by September 30 (the fall semester prior to the year during which the student seeks to complete the internship) stating their intent to advance to internship. For most students this will mean that the application needs to be made in the fall of the fourth year in the program. The PD will notify the core faculty committee, who will review each student's coursework, assure that adequate progress has been made toward all prior milestones [i.e., clinical competency, community competency, research competency, doctoral dissertation outline (the outline must be completed, submitted, and approved by the chair), and advancement to candidacy] before approving the student for internship and before writing a letter of support for the student. Students must fully pass both the clinical portfolio and the community portfolio before starting Internship. Failure to pass the Clinical Portfolio or the Community Portfolio results in the student not being eligible to enroll in internship credits.

Predoctoral Internship (PSY A686)

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.

APA Ethical Guidelines

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. Completion of an annual disclosure statement is also required. Affirmative answers may result in dismissal from the program and failure to graduate. The disclosure statement may be viewed at <http://psyphd.alaska.edu>.

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The program 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. ~~The program is accredited as a doctoral program in Clinical Psychology by the American Psychological Association.~~

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10. Disclosure statement, located at <http://psyphd.alaska.edu/forms/annualdisclosure.pdf>, must accompany the application to the program. Lifetime criminal background check must be submitted by students invited to a personal interview at least two weeks prior to the interview. [Additional information on the FBI criminal background check is located at http://psyphd.alaska.edu/admissions.htm](http://psyphd.alaska.edu/admissions.htm).

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competency portfolios. Passing one portfolio qualifies the student for a conditional pass on the comprehensive exam, which is sufficient for advancement to candidacy. ~~Both-All~~ portfolios must be passed for the comprehensive exam to be fully passed.

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Course Content Guide
University of Alaska Anchorage
College of Education

- I. Date Initiated: 01/24/2013
- II. Information for the Course Action Request
- College/School: College of Education
- Department: Educational Leadership
- Subject: EDL
- Course Number: A620
- Title: Leadership in Alaska Culture and Social Justice Issues
- Credits: 3
- Grading Basis: A-F
- Implementation Date: Fall 2013
- Course Description: Examines cultural proficiency from personal and professional perspectives. Reflects on the effects of historical trauma of Alaska Natives in rural and urban settings. Explores educational leadership strategies to support culturally responsive practices and social justice.
- Course Prerequisite(s): N/A
- Test Score(s): N/A
- Corequisite(s): N/A
- Registration Restrictions: N/A
- Course Fee: No
- Justification: This graduate-level course is intended for certified teachers in pursuit of a graduate certificate or master's degree in EDL and elective for graduate programs.

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will facilitate:

1.	Self-examination of students' understanding of cultural proficiency
2.	Exploration of historical trauma experienced by Alaska Natives
3.	Analysis of cultural proficiency tools, teaching methods, and leadership strategies
4.	Reflection on cultural proficiency and social justice issues

B. Student Learning Outcomes/Assessment Procedures

<i>Student Learning Outcomes</i>	<i>Assessment Procedures</i>	<i>Standards</i>	<i>Core Values</i>
<i>Upon successful completion of the course, the student will be able to do the following:</i>	<i>This outcome will be assessed by one or more of the following:</i>	<i>This outcome will be the following state and/or national standard:</i>	<i>This outcome addresses the following core value:</i>

1.	Self-examination of cultural proficiency from personal and professional levels	Cultural proficiency self-assessment	Educational Leaders Constituents Council (ELCC): # 5	Inclusiveness and Equity
2.	Analyze how historical trauma has impacted Alaska Natives	Case study analysis presentation	Alaska Culturally Responsive Teaching Standards, Standard D ELCC: # 3	Intellectual Vitality Inclusiveness and Equity
3.	Analyze tools, theories, and research of cultural proficiency	Cultural proficiency self-assessment Self-reflective journal	Alaska Culturally Responsive Teaching Standards, Standard A, B ELCC: # 4, 5	Intellectual Vitality
4.	Reflect on personal influences on teaching and leadership strategies	Capstone project	Alaska Culturally Responsive Teaching Standards ELCC: # 4, 5, 6	Inclusiveness and Equity Leadership

IV. Course Level Justification

This is a graduate-level course intended for certified teachers in pursuit of a graduate certificate or Master of Education.

V. Course Outline

1. Cultural proficiency and social justice
 - 1.1 Understanding meaning of cultural proficiency and social justice within Alaskan context
 - 1.2 Spirituality, social systems, world view in urban, rural and diverse communities
2. Historical trauma and today
 - 2.1 Historical trauma in Alaska schools
 - 2.2 Ways of the human being
3. Major tools, concepts, models, theories and research of cultural proficiency
 - 3.1 Overcoming barriers
 - 3.2 Guiding principles of cultural proficiency
 - 3.3 Educating without bias
4. Reflective inquiry journal
 - 4.1 Values, assumptions and beliefs that guide our actions
 - 4.2 Morality: motivation, purpose and intent
5. Culturally responsive teaching and leadership strategies
 - 5.1 Becoming centered
 - 5.2 Going deeper

VI. Suggested Text(s)

Alaska Department of Education & Early Development. (2012). *Guide to implementing the Alaska Cultural Standards for Educators*. Juneau, AK: Author.

Anderson K.L., & Davis, B.M. (2012). *Creating culturally considerate schools: Educating without bias*. Thousand Oaks, CA: Corwin.

Lindsey, R.B., Lindsey, N. R., & Terrell R.D. (2009). *Cultural proficiency: A manual for school leaders*. Thousand Oaks, CA: Corwin.

Napoleon, H. (1999). *Yuuyaraq: The way of the human being*. Fairbanks, AK: Alaska Native Knowledge Network.

VII. Bibliography

Angvik, J. (Fall/Winter 2001). *Yaaveskaniryaraq: Cultural Education Outreach Project*. Retrieved from

<http://www.ankn.uaf.edu/ANCR/Yupiaq/Yaav2001.pdf>

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- Barnhardt, R., & Kawagley, A. O. (2005). Indigenous knowledge systems and Alaska Native ways of knowing. *Anthropology and Education Quarterly*, 36(1), pp. 8-23.
- Barnhardt, R., & Kawagley, A. O. (2011). *Sharing our pathways: Native perspectives on education in Alaska*. Fairbanks, AK: Alaska Native Knowledge Network.
- Campbell, Jones, F., Cambell, Jones B., & Lindsey R. B. (2010). *The cultural proficiency journey: Moving beyond ethical barriers towards profound school change*. Thousand Oaks, CA: Corwin Press.
- Capper, C.A., Theoharis G., & Sebastian J. (2006). Toward a framework for preparing leaders for social justice. *Journal of Educational Administration*. 44(3), 209-224.
- Edwardson, D.D. (2009). *Blessing's Bead*. Harrisonburg, VA: RR Donnelley.
- Edwardson, D.D. (2011). *My name is not easy*. Tarrytown, NY: Marshal Cavendish Corporation.
- Ginsberg, M.B. & Wlodkowski, R.J. (2000). *Creating highly motivating classrooms for all students: A schoolwide approach to powerful teaching with diverse learners*. San Francisco, CA: Jossey-Bass.
- Hensley, W.L.I. (2009). *Fifty miles from tomorrow: A memoir of Alaska and the real people*. New York, NY: Farrar, Strauss and Giroux.
- Hogan, C. (2007). *Facilitating multicultural groups: A practical guide*. Philadelphia, PA: Kogan Page.
- Kawagley, A.O. (2006). *Yupiaq worldview: A pathway to ecology and spirit*. (2nd ed.). Prospect Heights, IL: Waveland Press, Inc.
- Robins, K.N., Lindsey R.B., Lindsey D.B., & Terrell R.D. (2006). *Cultural proficient instruction: A guide to people who teach* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Saifer, S., [et al.] (2011).. *Culturally responsive standards based teaching: Classroom community and back* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Wlodkowski, R.J., & Ginsberg, M.B. (1995). *Diversity & motivation: Culturally responsive teaching*. San Francisco, CA: Jossey-Bass.

Name	Representing	Phone	Fax	E-mail	Term
Vacant	FS – CAS				12-13
Vacant	FS – at Large				12-13
Debra Russ	FS – at Large	786-4418	786-4474	afdpr@uaa.alaska.edu	12-13
Susan Garton	FS – at Large	786-4335	786-4313	afscg@uaa.alaska.edu	12-13
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Robert Boeckman	Pres., Faculty Senate				12-13

Scheduled Meeting Dates Fridays, 9:30 – 11:30 a.m.	
Fall 2012	Spring 2013
August 24	December 14, 28
September 14, 28	January 11, 25
October 12, 26	February 8, 22
November 9	March 8, 22
	April 12, 26

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