

Policies & Procedures Manual for the Ph.D. Program in Clinical-Community Psychology

PREAMBLE

This document reflects *policies and procedures* for the Ph.D. Program in Clinical-Community Psychology as adopted by program faculty and administration. The document is a living document; changes and modifications may be required and will be vetted by the faculty and administration. On rare occasions, exceptions to policies will be made in the cases of extenuating circumstances which will start at the lowest administrative level possible (i.e., faculty vote and recommendation). The date of the General Policy & Procedures document will always reflect the most recent update.

The University of Alaska Board of Regents approved the discontinuation of the Clinical-Community Psychology PhD program at the University of Alaska Fairbanks effective January 10, 2019. The program no longer admits students to the UAF campus, but will continue admitting students to the UAA campus.

As the program is going through a transition, the policies and procedures reflect distinctions between joint governance of the program and sole UAA governance as needed. Most details about this transition plan for the program are found below.

Abbreviations used: PD = Program Director; PC = Program Coordinator;

- I. Program Governance –
Program governance is accomplished at three levels: Program Director(s), program committees and by program faculty.**
 - A. Program Director(s) -
 - For 2018-2019**, the Program will transition to one Teach-Out PD at UAA who will be responsible for both the UAA and UAF campus teach-out students and governance matters affecting them. This will take effect Summer 2018. The UAA PD will continue to be responsible for students admitted from 2017 forward and governance matters affecting them, as well as accreditation and monitoring of performance regarding the standards of accreditation.
 - For 2019-2020**, the Program will transition to a single PD, who will be responsible for any remaining teach-out students and governance matters affecting them, students admitted from 2017 forward and governance matters affecting them, as well as accreditation and monitoring of performance regarding the standards of accreditation. This will take effect Summer 2019.
 1. Functions of PD
 - PD(s) deal with all of the following issues with the noted committees OR as needed in collaboration with their Department Head(s):
 - a. Moderate program faculty meetings
 - b. Implement faculty decisions, see Faculty Decision Making below
 - c. Convene Admissions, Competencies, and other committees as needed
 - d. Address curriculum issues with input from the Curriculum Committee
 - e. Resolve programmatic issues with input from the Governance Committee
 - f. Address core faculty issues, with Department Head(s) as needed
 - g. Engage in problem solving with students regarding progress in the program in collaboration with student advisors
 - h. Work in collaboration with Department Head(s) on teaching assignments for core and associated doctoral faculty
 - i. Work in collaboration with Department Head(s) on course scheduling
 - j. Initiate approval of non-core faculty to serve as dissertation chairs or exceptional committee members with input from core faculty
 - 1a. PD Qualifications
 - The PD or PD candidate meets all of the following qualifications: core faculty member, doctoral degree in clinical or counseling psychology from a regionally accredited university, tripartite, tenured or tenure track, licensed or license eligible.
 2. Term
 - The PD terms will last for three years before the appointment process is repeated. If the PD does not appropriately execute the duties and responsibilities, the program faculty by means of a

majority vote, may appeal to the dean to call for a new appointment process at any time. The PD(s) will be recommended by faculty and appointed by the Dean(s). There are no limits on how many terms a PD(s) may serve.

3. Selection of new PD(s)
 - a. Core faculty will vote (by secret ballot if desired). More than one candidate name may be forwarded to the dean, and if there is more than one, faculty may indicate the strengths and weaknesses of each candidate.
 - b. When (a) qualified PD candidate(s) has/have been provisionally selected by core faculty that recommendation will be forwarded to Department Head
 - c. After consultation with the Department Head, the Dean will make the final selection and appointment. However, if the Dean does not choose to appoint the candidate(s) recommended by the faculty, he or she will request that the faculty recommend different candidate(s).
 - d. If there is no qualified candidate within the faculty, the Dean of the college will initiate the selection process for a new PD in consultation with the core faculty. The Dean will appoint a one year interim PD or support the PD from the distal campus serving as the interim PD during the selection process.
4. Program Leadership Communication

Effective Spring 2018, in order to facilitate a smooth transition, both Teach-Out PDs and the UAA PD will be included on all emails for matters effecting students who are part of the Teach-Out (e.g., student inquiries). This will allow the UAA Teach-Out PD to be informed of all student matters leading up to the transition. Likewise, the UAA PD will be aware of all student issues. This shared communication will facilitate moving toward a single Teach-Out PD in 2018-2019 and a single program PD in 2019-2020.

5. Reporting lines between levels of administration

For 2018 - 2019

The sole Teach-Out PD

1. The Teach-Out PD reports to the Psychology Department Director at UAA. All communications that affect UAF teach-out students (e.g., any remaining course offerings) will be discussed and coordinated with the sole Teach-Out PD and UAF Dean before substantial program decisions are made.
2. The Dean or Dean's Designee on each campus communicates with the respective Deans, Provosts, Chancellors, and other administrators as appropriate.

The sole UAA PD

1. The UAA PD reports to the Psychology Department Director at UAA.
2. The UAA Dean or Dean's Designee communicates with the UAA Dean, Provost, Chancellor, and other administrators as appropriate.
3. All communications about the program will be discussed with the PD and Director before substantial program decisions are made.

For 2019 forward

The sole UAA PD

1. The PD reports to the Psychology Department Director at UAA. All communications that affect UAF teach-out students (e.g., any remaining course offerings) will be discussed and coordinated with the sole PD and UAF Dean before substantial program decisions are made.
2. The Dean or Dean's Designee on each campus communicates with the respective Dean, Provost, Chancellor, and other administrators as appropriate.

In the case of disagreement during any of the academic years mentioned above, the Conflict Resolution section below (See page 9) will be followed.

6. New administration involved with the program will be oriented by the PD to the nature of the program, training mission, and Policies and Procedures as they pertain to joint administrative involvement. Particular attention will be given to orienting new administrators to typical situations requiring cross campus collaboration.

B. Program Committees

1. Roles and Responsibilities

Committees conduct discussions, make recommendations, and provide draft documents to the faculty for review and ratification. While the PD(s) serve(s) on most committees, the PD(s) rely(ies) on the conveners of committees to move those committees forward.

2. Procedures for feedback from Committees
 - a. Committees will have regular place on faculty meeting agendas and faculty retreats.
 - b. Committees may present ideas for discussion or proposals for review by the faculty in faculty meetings and retreats.
 - c. Program modification proposals will go through a formal review by the faculty and, as appropriate, administration of the program.
 - d. All faculty will be asked to vote on proposals.

3. List of Committees

<i>Admissions</i>	<i>The admissions committee consists of the PD, three faculty members, and at least one student representative. The committee always will have representation from ANCAP and the PC participates in all meetings.</i>
<i>Competencies</i>	<i>Membership of faculty members other than the PD will rotate; based on expertise, two faculty members will be assigned per portfolio by the PD. If needed, a third reviewer for the portfolio will provide a review if there is a disagreement between the two original raters.</i>
<i>Culture Committee</i>	<i>Committee invites the PD(s) to attend all meetings; the committee will have at least two faculty members and at least one student representative.</i>
<i>Governance</i>	<i>Membership includes the PD(s) and Department Head(s). Membership of other members is rotating, with at least two faculty members. The Governance Committee is convened when substantial student issues require it.</i>
<i>Outcomes/Curriculum</i>	<i>Outcomes and curriculum will always have the same members and will include the PD(s); the committee will have at least two faculty members and at least one student representative.</i> <ul style="list-style-type: none"> • <i>The committee will seek feedback from faculty, students, alumni, and stakeholders regarding curriculum content, scope, and applicability to professional practice in Clinical-Community Psychology with a rural indigenous emphasis.</i> • <i>Regarding program maintenance and improvement the committee will seek feedback from Program Coordinator, administration, faculty, students, and alumni regarding the ongoing quality of the administrative process of the program.</i> • <i>Regarding student selection, the committee will seek feedback from faculty and students regarding the quality and process of admissions.</i> • <i>Regarding student evaluation, the committee will seek feedback from faculty, students, alumni, and other stakeholders regarding the quality and process of student evaluation.</i>
<i>Internship Committee</i>	<i>Committee will always include the PD(s) and at least one faculty member.</i>

C. Program Faculty

A. Faculty Responsibilities

Faculty members are responsible for knowing and abiding by the information contained in this document and the Ph.D. Student Handbook. An annual review of this document and Student Handbook will be conducted with all faculty members. Any requests for an exception to P&P

should be brought to the full faculty for consideration prior to action. Any unapproved departure will be addressed by means of the Conflict Resolution procedure as noted below.

Pursuant to AS 14.20.370 and contained in 20 [AAC 10.020](#), faculty are obligated to abide by the code of ethics and the professional teaching standards adopted by the Professional Teaching Practices Commission. In addition, faculty will abide by the Code of Ethics of the American Psychological Association, as well as relevant [State of Alaska statutes and regulations for psychologists](#).

NOTE: The most current version of the student handbook is available on the [program website](#).

The material in the handbook reflects all student-related policies and procedures as decided upon by program faculty in various meetings and retreats; this student-related policy information is not repeated in this P&P Manual.

B. Faculty Decision Making

Faculty members will vote in faculty meetings or by email on program matters including, but not limited to, changes to program training mission, policy & procedures, student handbook revisions, curriculum, student selection and evaluation processes, and other initiatives relating to program maintenance and improvement. Decisions are made by majority vote of all core faculty members. A quorum consists of greater than 50% of core faculty members. The PD(s) is/are responsible for ensuring that decisions made by the faculty are implemented.

For 2018-2019, core faculty members on both campuses will vote in faculty meetings or by email on program matters affecting teach-out students. Decisions are made by majority vote of all core faculty members. Both UAA and UAF core faculty members will vote on matters affecting teach-out students until August 1, 2019. UAA core faculty members will vote on matters affecting students admitted from Fall 2017 forward.

2019 forward, decision making will no longer be joint with the exception of the conflict resolution procedures outlined below and for UAF-based teach-out students seeking to advance to internship, the PD will seek feedback and solicit a vote from appropriate UAF faculty (e.g., previous practicum supervisors, faculty advisor).

C. Faculty Designations

a. Core Faculty

50% or more of faculty time is spent in the Ph.D. program, is centrally involved in program development, AND the faculty member is engaged the following types of activities: research, teaching doctoral courses, scholarship, and/or professional activities; providing clinical supervision; supervising students' research and students' dissertations; mentoring students' professional development; monitoring student outcomes; and developing, evaluating, and maintain the program, AND the faculty member's degree is in the substantive area(s) of professional psychology in which the program provides training, AND the faculty member supports the program mission.

b. Associated Faculty

Do not have a 50% time commitment in the Ph.D. program, OR *do not* have a degree in community, clinical, or counseling psychology, but they still make a substantial contribution to the program and are engaged in one or more doctoral activities.

c. Contributing Faculty

Faculty members contribute one type of doctoral activity only and generally only contribute occasionally.

d. Adjunct Faculty

Are hired on an ad hoc basis to teach one or two courses or provide clinical supervision.

In order to seek approval for a Non-Core Faculty or Exceptional Committee member to serve as a dissertation chair, the student must follow the approval process as detailed in the Student Handbook. This person must be approved as dissertation chair by the PD(s) (in consultation with the core faculty as needed) before work on the dissertation can begin.

D. Change in Faculty Status

Faculty designations are fluid and can change over time to reflect that faculty may change their level of involvement in the Ph.D. program (either increased or decreased). All changes in faculty status affecting the teach-out will be communicated to and considered by the Teach-Out PD and both campus' Department Heads and Administrators before a decision is made by the appropriate campus administrator (the College of Liberal Arts Dean at UAF and the College of Arts and Sciences at UAA).

E. Faculty Workload

The PD(s) and Department Head(s) will work collaboratively on faculty workloads to ensure that they meet the academic and training needs of the Ph.D. program. If there is disagreement, Conflict Resolution procedures are followed as noted below.

For 2018-2019, faculty on both campuses will be responsible for serving on the outcomes committee and reviewing student competency portfolios for teach-out students. Therefore, the outcomes and competency committee will be included on faculty workloads on both campuses and chaired by the Teach-Out PD. After this 2018-2019 academic year, the UAA faculty will evaluate all student competency portfolios, with the exception of the research portfolio for students with established committees. A UAF faculty will be responsible for submitting the UAF Outcomes and Assessment report as UAF requires.

F. Transition Plan Course Offerings

No program-required content-based courses will be offered by UAF faculty from January 2019 forward. However, clinical and community practicum offerings (i.e., PSY 653 and PSY 672) needed by UAF-based teach-out students to complete their degree requirements will continue to be offered by UAF and placed on UAF faculty workloads until the end of Spring 2019. If any UAF-based teach-out students require additional clinical contact hours to finish their degree, the UAF-faculty clinical supervisor (i.e., PSY 653 instructor for 2018-2019) will arrange a community placement in Fairbanks at an agency with a licensed psychologist to provide direct supervision and the student will register for PSY 653 credits with a UAA-faculty member and attend UAA-based group supervision. Given the limited number of clinical psychologists available at agencies in Fairbanks, it is possible the UAF-based teach-out student may need the UAF clinical faculty members to affiliate with these organizations to offer this support.

G. Syllabi

a. Culture, Rural Setting, Social Advocacy and Indigenous Populations

Syllabi need to include readings and assignments specifically related to culture, rural settings, social advocacy (see exceptions), and Indigenous populations. Exceptions to the requirement of social advocacy content include Multicultural Psychopathology, Intervention II, Test & Measurements, Qualitative Analysis, Quantitative Analysis, and Assessment I. This requirement will be shared with all Ph.D. faculty, including non-core faculty and adjuncts.

b. New Faculty & Adjuncts

New faculty and adjuncts teaching any Ph.D. course for the first time are required to submit their syllabus to the PD(s) at least 10 days before the start of the semester to ensure that the syllabus conforms to the Ph.D. program and APA accreditation standards.

c. Clinical Practica Syllabi

In order to ensure uniformity across clinical training experiences at both campuses the PD(s) will review and approve any requests for substantive changes to clinical practicum syllabi.

Core elements that must be included in ALL PSY 652 Syllabi are:

Course Description: Use verbatim: “This course provides a supervised, clinical practicum experience in evidence-based or empirically supported psychological assessments and interventions. It is an applied techniques course focusing on psychotherapy issues and problems encountered in the general psychotherapy setting. Students gain supervised experience in the process of psychotherapy with particular focus placed on cultural diversity. Emphasis will be on developing “foundational clinical skills” which include developing therapeutic relationships with clients from diverse cultural and ethnic backgrounds, assessing for psychological disorders, developing meaningful treatment plans that are informed by the empirical literature, providing evidence-based or empirically supported psychotherapeutic interventions, and making appropriate referrals.

Course Objectives:

- 1) Provide students with the opportunity to develop and demonstrate ethical and professional competence in a psychological services setting.
- 2) Provide opportunity for students to develop and practice the skill of providing research-based psychotherapy, all of which will be under close supervision.
- 3) Provide opportunity for students to develop and practice diagnostic and treatment planning skills.

- 4) Develop professional communication skills including maintenance of records, report writing, staff consultation, client services, staffing cases, inter-agency communication, and making referrals.
- 5) Provide an environment in which students can explore the role of culture, gender, age, socioeconomic status and other characteristics of the client and the therapist in the therapeutic process.
- 6) Provide opportunity for students to learn procedural skills relevant to developing, maintaining and working in professional psychological-services settings.

Additional Course Objectives

- 1) Ability to demonstrate knowledge of supervision models and practices.
- 2) Ability to demonstrate knowledge of consultation models and practices.

Outcome Competencies: Further develop:

- 1) Personal and interpersonal skills including establishing rapport, listening, problem-solving, affect tolerance, professional demeanor, ability to express oneself verbally and in writing, and ability to reflect on self and one's impact on others.
- 2) Awareness and knowledge of psychotherapeutic approaches based on theory and research.
- 3) A "therapeutic worldview", which consists of a clear statement about how the student conceptualizes therapeutic change and theories the student uses to inform her or his beginning model.
- 4) Ability to use supervision in a productive and professional manner.
- 5) Ability to conceptualize psychological problems consistent with theory and empirical research.
- 6) Ability to practice in a manner consistent with legal and ethical standards.
- 7) Sensitivity to diversity issues in the area of psychological practice.

Additional Competencies: Over the course of the semester, students will make progress toward:

- 1) Improving communication skills with clients, colleagues, and supervisors,
- 2) Application of knowledge gained from research to the psychological services setting,
- 3) Improved use of assessment,
- 4) Improving professional collaborations including use of supervision and case consultation,
- 5) Increasing awareness of issues of diversity including individual and cultural difference,
- 6) Increased ability in leadership particularly around establishing and maintaining the clinical work setting, and
- 7) Reinforcing personal skills required to maintaining an effective clinical practice.

Therapeutic Model / Worldview: One of the goals for students enrolled in their first year of practicum is to develop a "beginning therapeutic model". We all have assumptions about how clients come to have the problems that they experience as well as some idea about how people improve in therapy. It is vital for new psychologists to be able to explicitly discuss their working models, particularly as they relate to treatment planning and psychological interventions. We will discuss working models during individual and group supervision throughout the semester with a view towards the student being able to answer the following questions:

- 1) How do you believe clients change or otherwise improve in psychotherapy?
- 2) What are the main techniques that you use to help facilitate client improvement?
- 3) What empirically supported theories and therapies do you utilize in your sessions?
- 4) What are your personal strengths and limitations in relation to providing this type of psychotherapeutic service?

5) How do you personally integrate culture into your work as a psychologist?

Prerequisites: Admission to the Ph.D. Program in Clinical-Community Psychology; PSY 623 & 629 Intervention I & II, PSY 611 Ethics; PSY 622 Multicultural Psychopathology)

Supervision:

- 1 hour scheduled individual supervision weekly. [NOTE: This is required regardless of the number of credits (i.e., 1, 2 or 3) for which the student has registered.]
- 2 hours of scheduled group supervision weekly.
- Specific instructions for seeking on-call, ad hoc clinical supervision as clinically indicated (e.g., suicidality, psychotic behavior, acute intoxication.)
- Expectation that students come to supervision prepared.
- Supervision must include direct observation (live or recorded) of the practicum student providing clinical services.

Evaluation: Use of Clinical Practicum Evaluation Form found on the [program website](#).

Hours Required: Students are *expected* to accrue 75 practicum hours per credit of Clinical Practicum I (PSY 652) – 75 hours for one credit, 150 hours for two credits, and 225 hours for three credits. Hours can include time for screenings, intakes, therapy, record keeping, supervision, consultation, treatment planning, case preparation and research, and clinic administration. (NOTE: This element states “expected” rather than “required.” This allows reasonable flexibility with the supervisor determining when the student has sufficiently satisfied the practicum requirements without having the student yoked to the 75 hours per credit as a requirement for assigning a letter grade. Remember, the student ultimately must accrue 600 supervised client contact hours in partial fulfillment of the clinical portfolio requirements). A minimum of 40% of practicum hours must be spent in direct client contact.

Documentation of Hours: Students must document all of their practicum experiences. The APPIC-approved software “MyPsychTrack” is strongly recommended, but a similar system for documentation of the student’s clinical contact record is acceptable. Separate documentation is required for each practicum placement and weekly reports must be signed by both practicum student and practicum supervisor(s). The weekly reports will be submitted at the 7th and 15th week of the semester for instructor review. Students are encouraged to keep copies of these documents for preparing their clinical portfolio, pre-doctoral internship application, and licensure application.

Ethical Behavior: You are expected to conduct yourself in an ethical manner in all professional activities. All students in the Clinical-Community Psychology Ph.D. Program are bound by the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. Breach of any of these guidelines may result in immediate suspension from practicum and, pending review, possible expulsion from the program.”

ADDITIONAL ELEMENTS FACULTY MAY INCLUDE

NOTE: While clinical faculty members are required to include the above core elements in PSY 652 syllabi, they are free to add elements. Such additional elements include but are not limited to:

- Required texts or other training resources. (Note: It is assumed that students will have access to and utilize DSM 5 and the APA Ethical Principles of Psychologists and Code of Conduct.)
- Supervision Contract.
- Additional individual supervision time if and as deemed necessary to help the student meet practicum training objectives.

Core elements that must be included in ALL PSY 653 Syllabi are:

Course Description: Use verbatim: “This course provides advanced clinical practicum experience to apply theory further to practice and improve skills as a clinician. Covers application of psychological assessment principles. Impact of cultural factors continues as a major aspect of the practicum experience. Additionally, while the focus is on developing clinical competencies, the student is also encouraged to seek/cultivate social advocacy opportunities to serve their clients (e.g., training and empowering clients to become assertive, well-informed consumers of healthcare services from other providers.) Practicum students are assigned to placements by the practicum coordinator based on each student’s professional interests, prior clinical experiences, and availability of practicum slots and supervisors.

Course Objectives: Gain opportunity to build upon clinical skills gained through PSY 652 Practicum Placement – Clinical I.

- 1) Learn how to integrate psychological assessment into the psychotherapy process.
- 2) Refine professional communication skills, including report writing, referrals, intakes, staffing cases, and case presentations.
- 3) Understand the role of culture, gender, age, socioeconomic status, and other client characteristics that may affect the psychotherapy relationship.
- 4) Gain further opportunity to practice psychotherapy skills under close supervision.
- 5) Gain further opportunity to demonstrate ethical and professional behavior in a psychotherapy setting.
- 6) Develop social advocacy competencies for serving clients.
- 7) Learn advanced methods for maintaining personal well-being through constructive self-care procedures.
- 8) (NOTE: The clinical supervisor at the practicum site may add objectives.)

Additional Course Objectives

- 1) Ability to demonstrate knowledge of supervision models and practices.
- 2) Ability to demonstrate knowledge of consultation models and practices.

Prerequisites: Admission to the Ph.D. Program in Clinical-Community Psychology; PSY 652 Practicum Placement-Clinical I.

Supervision:

- 1 hour scheduled individual supervision weekly. [NOTE: This is required regardless of the number of credits (i.e., 1, 2 or 3) for which the student has registered.]
- 2 hours of scheduled group supervision weekly.
- Specific instructions for seeking on-call, ad hoc clinical supervision as clinically indicated (e.g., suicidality, psychotic behavior, acute intoxication)
- Expectation that students come to supervision prepared.
- Supervision must include direct observation (live or recorded) of the practicum student providing clinical services.
- **Group Supervision at the Practicum Site:** A minimum of one hour per week of group supervision at the practicum site is required. This group supervision requirement may be met through case staffings, group supervision, or any other group session in which clinicians discuss their clients and the clinical services they are providing. The primary issue is that each student must have a group experience with other professionals at their practicum placement with the focus of the experience being the improvement of clinical and professional skills.
- **Group Supervision at the University:** In addition to the group supervision at the practicum site, practicum students will also participate in a two-hour, bi-weekly

group supervision session at their respective campus led by clinical faculty in the program.

- At the practicum setting, students are encouraged to seek out appropriate opportunities to provide clinical supervision under the supervision of their on-site clinical supervisor.

Evaluation: Use of Clinical Practicum Evaluation Form found on the [program website](#).

Hours Required: Students are *expected* to accrue 75 practicum hours per credit of Clinical Practicum II (PSY 653) – 75 hours for one credit, 150 hours for two credits, and 225 hours for three credits. Hours can include time for screenings, intakes, therapy, record keeping, supervision, consultation, treatment planning, case preparation and research, and administration of the clinic. (NOTE: this element states “expected” rather than “required.” This allows reasonable flexibility with the supervisor determining when the student has sufficiently satisfied the practicum requirements without having the student yoked to the 75 hours per credit as a requirement for assigning a letter grade. Remember, the student must ultimately accrue 600 supervised client contact hours in partial fulfillment of the clinical portfolio requirements). A minimum of 40% of practicum hours must be spent in direct client contact.

Documentation of Hours: Students must document all of their practicum experiences. The APPIC-approved software “MyPsychTrack” is strongly recommended, but a similar system for documentation of the student’s clinical contact record is acceptable. Separate documentation is required for each practicum placement and weekly reports must be signed by both practicum student and practicum supervisor(s). All documents must also be reviewed and cosigned by the PSY 653 practicum coordinator. Students are encouraged to keep copies of these documents for preparing their clinical portfolio, pre-doctoral internship application, and licensure application.

Ethical Behavior: You are expected to conduct yourself in an ethical manner in all professional activities. All students in the Clinical-Community Psychology Ph.D. Program are bound by the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. Breach of any of these guidelines may result in immediate suspension from practicum and, pending review, possible expulsion from the program.”

ADDITIONAL ELEMENTS FACULTY MAY INCLUDE

NOTE: While clinical faculty members are required to include the above core elements in PSY 653 syllabi, they are free to add elements. Such additional elements include but are not limited to:

- Required texts or other training resources. (Note 1: it is assumed that students will have access to and utilize DSM 5 and the APA Ethical Principles of Psychologists and Code of Conduct.) (Note 2: Readings may be assigned by the on-site practicum supervisor(s) based on the clinical and professional issues with which each practicum student faces by virtue of the training site and clientele.
- Supervision Contract.
- Additional individual supervision time if and as deemed necessary to help the student meet practicum training objectives.

II. Coordination of Student Training with Internal and External Practicum Sites

A. Internal Training Clinics

The PD(s) will meet annually and as needed with the Training Clinic Director(s) to ensure students have opportunities to secure the necessary training experiences to complete practica, clinical research opportunities, and clinical portfolio requirements. The PD(s) and Training Clinic Director(s) will collaborate with one another and the clinical faculty, who provide supervision and assessment training to students seeing clients in the Training Clinics, to maximize quality training opportunities for students. The student's clinical supervisor serves as the initial point of contact for problems or concerns that arise between the student supervisee and other students, staff, and/or faculty working in the clinic. If concerns

arise that cannot be resolved at this level, the Training Clinic Director(s) should be notified and work toward resolving the concern. Should the issue persist, the conflict resolution or grievance process should be enacted beginning with the student supervisee's advisor and the PD(s). The process should proceed as described in the Student Handbook.

B. External Training Sites

The Clinical Practicum II instructor(s) are responsible for establishing training agreements between the program, agency and the university. Then, the instructor(s) collaborate(s) with students, and external training sites to facilitate practicum experiences. Practicum placements are handled differently for clinical and community practicum in order to develop the student's professional identity as a clinical psychologist and as a community psychologist. When students seek community practicum, they are more active in creating contacts and seeking out placements for themselves. When students seek clinical practicum, they must go through a more formal process by applying for placement at sites after securing approval from their clinical supervisor for PSY 652 and their PD or instructor of record.

The instructor of record will maintain active relationships with the External Training Supervisors to ensure students' training experiences meet program requirements. Students are expected to resolve conflict at the lowest level possible with their onsite supervisor. If this is not possible, the instructor of record serves as the initial point of contact for problems or concerns that arise between the student and the onsite supervisor in the external training site.

If the conflict pertains to student performance or conduct, the student will be provided with immediate written feedback via the Practicum Evaluation Form (Clinical or Community). If necessary, a remediation plan will be developed and implemented by the instructor of record, in consultation with the PD(s) and external training supervisor. Should the issue persist, the conflict resolution or grievance process will be enacted beginning with the student supervisee's advisor and the PD(s). The process will proceed as described in the Student Handbook.

If the conflict pertains to external supervisor performance or conduct, the student will report the matter to the instructor of record. The instructor of record works with the student and onsite supervisor to try and resolve the issue informally. If this cannot be resolved informally, the program's formal policies will be invoked based on the nature of the concern. Additionally, the program acknowledges and respects the policies and procedures of the external agency. The student is required to adhere to both agency and program requirements, policies and procedures.

III. Additional Teach-Out Related Policies

A. Campus Residency

For teach-out students, although the degree is jointly awarded by UAA and UAF, students are admitted to their resident campus. UAF resident teach-out students will remain as admitted to UAF, unless they decide to transfer to UAA.

B. Dissertation and Internship Credits

Students will register for dissertation credits under their dissertation chair until graduation (i.e., even following the transition to a single campus). In 2017-2018, internship students will register for PSY 686 credits under their local Teach-Out PD. In 2018-2019, students will register for PSY 686 credits under the sole Teach-Out PD. From 2019-forward, students will register for PSY 686 credits under the sole PD.

IV. Conflict Resolution

In the case of disagreement, the Conflict Resolution section below will be followed.

1. Complaints and Grievances about Doctoral Student

Reports (by faculty, staff, or peers) of students exhibiting unprofessional behavior will be brought to the attention of their advisor or PD and a meeting will be arranged. If the issue cannot be resolved at that level, the advisor or PD will review the Student Impairment and Incompetence Policy in the Student Handbook with the student and follow the procedures contained therein.

2. Doctoral Student Complaints and Grievances Involving Doctoral Faculty*

Student reports of faculty exhibiting unprofessional behavior or other concerns will be brought to the attention of that faculty member. The first step is to try to resolve the issue informally; this can be done by the student directly addressing it with the faculty member in question or by the student's PD addressing it with the faculty member. If this matter cannot be resolved informally the University's formal policy will be invoked. The links for these policies are below:

<https://www.uaa.alaska.edu/students/dean-of-students/student-complaint-dispute/index.cshhtml>

<http://www.uaf.edu/deanofstudents/resources/reporting/>

* See P&P for faculty designations (core, associated, other contributors)

Both UAF and UAA policies require that Department Heads (Director or Chair) must be involved in formal conflict resolution with students. The doctoral program adheres to this requirement. Therefore, for teach-out students (regardless of campus of residence), the UAF Department Chair will be involved in all conflict resolutions. When doctoral students and doctoral faculty are involved in a grievable or conflict situation, the Department Head(s) will seek the input and assistance of the Ph.D. Governance Committee. The Ph.D. Governance Committee consists of PD(s), Department Head(s), and a core faculty member. The PD(s) will collaborate with the Department Head(s) to seek resolution. All formal paperwork will be completed by the Department Head and will be copied to the PD(s).

3. Conflicts between the PD(s) and Department Head(s) (Director or Chair)

Conflicts isolated on the UAA campus will follow the established program procedures. Conflicts between the PD(s) and Department Head(s) are resolved at the lowest administrative level possible. If it cannot be resolved there, the conflict will be taken to the Dean(s). If the conflict cannot be resolved at the college Dean's level, the conflict will be taken to the Provost(s), then Chancellor(s), and then the University President.

For conflicts occurring between the PD and the UAF Department Chair, the concerns are resolved at the lowest administrative level possible. If it cannot be resolved there, the conflict will be taken to both UAF and UAA Deans. If the conflict cannot be resolved at the college Deans' level, the conflict will be taken to the Provosts, then Chancellors, and then the University President.

4. Conflicts between Faculty Members

Conflicts between faculty members on the same campus are resolved at the lowest administrative level possible. If the faculty members cannot work out the conflict, they will meet with the PD to mediate and assist. If they cannot work out the conflict, the faculty and PD will meet with the Department Head to mediate and assist. If the conflict cannot be resolved there, it will be taken to the Dean. If the conflict cannot be resolved at the college Dean's level, the conflict will be taken to the Provost, then the Chancellor, and then the University President.

In the event of a cross-campus conflict, both Department Heads will be involved. The faculty and PD(s) will meet with the appropriate Department Heads to mediate and assist. If the conflict cannot be resolved there, it will be taken to the Deans. If the conflict cannot be resolved at the college Dean's level, the conflict will be taken to the Provosts, then the Chancellors, and then the University President.

V. Student Admissions

A. Confidentiality

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

B. Faculty Involvement in Issues related to the Admissions Process

All core faculty will be involved in difficult issues that come up during the admissions process as deemed appropriate by the admissions committee. This can be facilitated by broadly identifying issues by e-mail, setting up impromptu meetings as needed, and having more frequent joint faculty meetings.

C. Student Involvement in Issues related to the Admissions Process

Student representatives (third year or higher) will not have access to applicant files but will participate during the on-site interviews, will gather their respective student body input on the candidate, and will have a prorated 1 vote (faculty will have 1.5 weighted vote) on the admissions selection of the candidates.

D. Recruitment

All recruitment materials will be posted on the website (as feasible and possible). Recruitment materials will include current status of the program, detailed description of the academic requirements

and expectations of the program; Student Admissions, Outcomes and Other Data (as required by APA); policies and procedures; student handbook; directions for applying; and contact information for question.

E. Guidelines for Applicant Evaluation Process

1. Overview of the Review Process

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

Individual and complete reviews will need to be conducted (using the Screening and Comprehensive Rating Forms) to determine the top candidates in the pool. **All rating and screening forms need to be given to the Program Coordinator for filing.** The Program Coordinator will type all ratings and screening numbers into an Excel spreadsheet. The admissions committee will then meet to produce the final candidate rankings, taking into consideration match with program mission and faculty research interests.

Once this final ranking has been accomplished, up to two times the number of planned admissions will be invited for an in-person interview. Once interviews have been completed and applicants have been rated for interview performance by all admissions committee members (using the Interview Rating Form), a final applicant ranking is accomplished based on all ratings and information from all sources. This is done via the same process used to rank applicants before making interview invitations. Once this ranking has been completed, the top applicants will be offered admission and the other applicants will be placed on a waiting list.

2. Guiding Principles for All Faculty Rating Applicants

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

- a. GPAs need to be evaluated in the context of the institution granting the degree (e.g., Ivy League University versus unaccredited college) and in the context of the degree specialty obtained (e.g., physical education versus microbiology);
- b. GREs are not required but invited, especially if the student believes that her or his GPA does not reflect true ability or potential;
- c. Final selection strives to reflect a balance in diversity (minimally including rurality, ethnicity, and gender), as well as match with program mission and faculty research interests;
- d. In-person interviews of the top-ranked finalists will take place before final decisions are made about admissions. Out-of-state students need to travel to Alaska for the interviews despite the expense burden this places on applicants; only in special circumstances, will arrangements be approved for phone or video-interviews; this decision is made by the Program Director in consultation with the admission committee.

3. Access to Applicant Files

The Ph.D. Program Coordinator will maintain applicant files, organized alphabetically, in a designated location. File reviews will be conducted in a manner that will protect file confidentiality and smoothness of the review process. To protect confidentiality, student representatives on the admissions committee will not have access to applicant files.

4. Timeframe for Review Activities

Date	Task	Comments
Prior to January 15	Receive applications on an ongoing basis	Files will be copied and organized as they are received
January 15* (following Monday if it falls on the weekend)	Receipt of final applications	This is the currently approved application deadline; no files received <i>after</i> this date are reviewed
January	Committee starts file review	Coordinate with the Program Coordinator; hand rating sheets to Program Coordinator as you complete them for data entry
February 1 (following	All file ratings are completed	Rating sheets must be with the Program Coordinator

Monday if it falls on the weekend)		
February	Committee meets to make final rankings	This meeting requires the spreadsheet be complete and available
February	The Program Coordinator begins to make phone calls to interviewees	All interviews are in-person; only special circumstances will allow for video-conferences interviews (case-by-case); two weeks need to be allowed for interviewees to purchase plane tickets
First week in March	All interviewees are present for the on-site interviews	All faculty, not just admissions committee should participate in at least some portion of the on-site interviews;
Second week in March	Committee meets to begin to make final rankings	Preliminary acceptance and rejection decisions are made. The committee allows time at the end of the on-site interview day to collect input from all individuals who participated in the interview process. Seek input broadly and encourage participants to provide numerical ratings using the admissions form and to submit these to the program coordinator. After gathering as much input as possible, both verbally and through ratings forms, the Admissions Committee convenes to make <u>preliminary</u> admissions decisions. In attendance at this meeting will be only Admissions Committee members, Program Coordinator, and Program Director.
March	Final committee selection meeting – all faculty will be invited	Formal faculty input will be requested about the acceptance and rejection lists; based on full faculty input, final acceptance and rejection decisions are made. At least two days after the Admissions Committee makes preliminary admissions decisions, the committee meets at least once more to review and finalize admissions decisions.
March	Begin extending offers	
April 1	Latest date that offers can to be extended	Please note that APA accreditation requires this timing

5. Forms to be Used in the Admissions Process

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

6. Receipt of Applicant Files

- a. The program application deadline is January 15 or the first business day after any January 15 that falls on a weekend or holiday.
- b. Student applications must be received by the posted deadline.
- c. Applications received after January 15 will not be considered as they did not meet the published admission requirement submission deadline.
- d. Applications are considered incomplete and will not be considered if not received within the above timeframes.

F. Applicants Reapplying

1. To minimize applicants' opportunity to have prior knowledge of the questions (particularly since such prior knowledge will likely be inconsistent across applicants); the admissions committee will strive to re-write questions and/or add new questions on an annual basis. To capitalize on experience in using the questions, this re-writing should strive to incorporate the prior year's admissions committee members' input.

VI. Written Feedback

A. Written Course Feedback

Faculty performance-based feedback to students regarding their coursework is essential for students' academic and professional development. This written feedback should be constructive and formative and be timely enough to allow students to receive ongoing feedback about their progress toward meeting course expectations and requirements. This feedback should be detailed enough for students to understand strengths and opportunities to improve, as well as avenues for remediation in future coursework. The timeliness and comprehensiveness of the feedback should be commensurate with the nature and requirements of the coursework. Except under exceptional circumstances, feedback for all coursework should be provided to students no later than by the time final grades are submitted.

B. Assistantship Performance Feedback

Supervisor performance-based feedback to students regarding their assistantship is essential for students' academic and professional development. This feedback should be constructive and formative and be timely enough to allow students to receive ongoing feedback about their progress toward meeting assistantship expectations and requirements. This feedback should be detailed enough for students to understand strengths and limitations of each area being evaluated, as well as avenues for remediation. The timeliness and comprehensiveness of the feedback should be commensurate with the nature and requirements of the assistantship. Except under exceptional circumstances, feedback for all assistantships should be provided to students no later than by the end of the assistantship term. A signed copy of each completed Assistantship Performance Review Form will be kept in each student's graduate file.

C. Annual Student Development Review

Students are required to meet frequently with their advisor. At the end of each academic year, students will meet with their academic advisor to discuss and review their written annual professional development review. First year students will receive mid-year evaluations near the end of the Fall semester or beginning of Spring semester. If concerns arise about a student's academic performance and professionalism, an event-driven review may occur to rectify the concerns. This written feedback should be constructive and formative and be timely enough to allow students to receive ongoing feedback about their progress toward meeting program expectations and requirements. This feedback should be detailed enough for students to understand strengths and opportunities to improve within each area being evaluated, as well as avenues for remediation. The review will indicate whether students are making satisfactory progress towards their degree. A signed copy of each completed Annual Student Professional Development Review Form will be kept in each student's graduate file.

VII. Student Records

A. Maintenance of Active Student Records

An advising file for each student actively pursuing the doctoral degree is kept in a secure location. It contains:

1. Admission documents:
 - a. Copies of transcripts from postsecondary institutions attended, and
 - b. Transcript evaluations and evaluation worksheets,
2. All program documents:
 - a. Program Requirements Worksheet,
 - b. Petitions,
 - c. Change of Grade forms
 - d. Annual Student Development Reviews,
 - e. FERPA release forms for Practicum Placement Information Exchange,
 - f. Practicum Evaluations (both clinical and community),
 - g. Annual Disclosure Statements,
 - h. Criminal Background check
 - i. Competency portfolio reviews and rating forms,
 - j. Report on Comprehensive Exam,
 - k. Advancement to Candidacy,
 - l. Dissertation Proposal Checklist
 - m. Report on Dissertation Proposal Defense,
 - n. Report on Dissertation Defense,
 - o. Advancement to Internship, and

- p. Other student forms
 - 3. The advising file may also contain:
 - a. Assistantship performance feedback,
 - b. Letters or statements of disciplinary action,
 - c. Scholarship award letters,
 - d. Financial aid appeal letters
 - e. Application for Temporary Leave of Absence and,
 - f. References prepared by faculty and/or staff.
 - 4. A separate confidential computerized database is also maintained. It contains the following:
 - a. Name, Current address, phone number and e-mail address,
 - b. Admission year,
 - c. Assigned advisor,
 - d. Seeking MS and year MS degree awarded (if applicable)
 - e. Year Ph.D. is awarded
 - f. Dissertation committee members,
 - g. Program progress (practicum evaluations, portfolio tracking, advancement to candidacy, advancement to internship), and
 - h. Assistantship assignments
- B. Retention of Student Files
1. Student advising records are maintained as active files until graduation, at which time they will be transferred to a separate but equally secure location and kept for five years. All UAF-based teach-out student files will be maintained on the UAA campus. All student paperwork will be completed by the student's advisor and the Program Coordinator will be responsible for routing for signature and processing on the appropriate campus.
 2. The file of a student who does not continue enrollment in the program after being admitted will be kept in an inactive status for not more than ten years.
 - a. Though the student may be required to reapply to UAA, to demonstrate currency of curricular information or to meet updated Ph.D. requirements, retaining the file will facilitate advising for re-entry and appropriate placement within the program.
 - b. Student information will remain in the computer database indefinitely, listed under the status of attrition along with reason for leaving if known.
 3. Upon graduation, student information in the computer database will be transferred to an alumni database.
 - a. In addition to the transferred information this database will contain graduation date, licensure status, employment status and employment site and other graduate follow-up data that may be collected.
 - b. As with the active student database, this information will be utilized for statistical purposes and for maintaining contact with alumni.
- C. Exception to the Retention Policy
- The files of students who have been dismissed from the program for reasons of academic failure, dishonesty or other disciplinary actions may be kept indefinitely in a secure location.
- D. Maintenance of Confidentiality
1. In keeping with the Family Educational Rights and Privacy Act (FERPA),
 - a. Students have the right to expect that information in their advising files will be kept confidential.
 - b. Files may be accessed only by those personnel involved in advising, instructing or assisting students in an official capacity or in filing or maintaining the database.
 - c. The Program Director(s), the Program Coordinator, and advising faculty have direct access.
 - d. Student records may be reviewed for the purpose of assessing the extent to which the program implements its published policies and procedures by individuals officially designated as Program Evaluators by accrediting bodies.
 - i. When such reviews occur, they will be conducted in the presence of an official of doctoral program (e.g., Program Director(s) or Program Coordinator).
 - ii. Outside reviewers will be prohibited from making any notes that include identifying information.
 - e. Information contained in the computerized database will be available to faculty and designated staff on a "need to know" basis.

- f. Specific information to document that students have met the conditions established in the School's Memorandum of Understanding/Agreement with a facility/agency is addressed in the [FERPA Release for Practicum Placement Information Exchange](#).
 - g. No personal data that could enable the identification of the individual student will be disclosed to a third party without the student's written permission.
 2. Tests or other course work being returned to students are also considered confidential. A student must provide written permission if s/he wishes to have such documents picked up by another person.
- E. Review of Student Advising File
 1. Students have the right to review the contents of *their own* Student Advising File with the exception of individual faculty portfolio competency review rating forms and letters of recommendation.
 2. If a student wishes to review their student file, they can submit a written request to the Program Coordinator.
 - a. The student will review the file in the presence of the Program Coordinator.
 - b. A student may not remove any materials from the file.
 3. Program faculty or staff may not copy or forward to a third party any information that has not originated within the program. This includes but is not limited to:
 - a. Transcripts,
 - b. Application materials, and
 - c. Letters of recommendation contained within the student's application packet.
 4. No other party may view the contents of a student's file without the student being present unless the student has provided written permission to the program.
 - a. A signed permission form must be placed in the file to document such access has occurred.
 - b. Such third party review will only be provided in the presence of designated program personnel and will require valid photo identification.
 5. It is strongly recommended that students keep copies of all letters and reports provided to them by faculty.
 6. Copies of documents originated within the program and placed in the student file may be provided to a student upon written request.

VIII. Miscellaneous Policies

A. Cultural Experience

Core Ph.D. faculty and all first year Ph.D. students are expected to attend the Cultural experience. Non-core psychology faculty and other program students are encouraged and invited to attend.

B. Non Program Students

Students not in the Psychology Ph.D. program may request permission from the instructor of record to register for a Ph.D. course. The instructor of record and the PD(s) will discuss the request and make a decision on a case-by-case basis. The one exception to this policy is Ph.D. courses that are stacked with UAA MS level courses in Clinical Psychology, in which case UAA Psychology MS students may register for the Ph.D. course.

C. Alcohol Policy

1. Alcohol Use during Cultural Experience or Cultural Orientation

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

2. Alcohol Use during Department-Sponsored Events

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

D. Faculty Absences and Substitutions for Scheduled Classes

It is the expectation that all core, term, and adjunct faculty in the Ph.D. Program provide the full measure of training and education to doctoral students in the program. To that end, it is expected that faculty absences

are minimized as much as is possible. When a faculty member is unable to attend class(es), the following guidelines are to be followed:

1. It is never ideal to cancel classes, but when emergencies occur it may take some time to evaluate the situation and decide how to address it. No more than one week's instruction should be cancelled outright without alternative arrangements for the class.
 2. With the exception of official university closure (e.g., for bad weather), faculty who must miss a scheduled class for any reason are responsible for notifying the PD(s) and Department Heads(s).
 3. Faculty should not simply cancel classes during their absence, but should arrange to provide students with a meaningful educational experience for each class period that he/she is absent.
 4. When necessary, for prolonged faculty absences, the PD(s) and Department Heads(s) are responsible for identifying a qualified substitute instructor and working with the Dean's office to make the appropriate hire. Typically, in emergency situations, the Department Heads(s), faculty, and administrative staff are all involved in finding a solution. Faculty and staff do not have authority to make arrangements for substitute instruction except with the approval of the PD(s) and Department Head(s). Ultimately, it is the responsibility of the Department Head(s) to determine whether a potential substitute has appropriate academic qualifications and to confer with the Dean's office about course coverage for prolonged faculty absences.
- E. Nondiscrimination Policy

[BOR Policy & Regulation 01.02.025](#)

The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status.

When implementing this commitment, the University is guided by Title VI and VII of the Civil Rights Act of 1964 and Civil Rights Act of 1991; Title IX of the Education Amendments of 1972; Executive Order 11246, and Executive Order 11375, as amended; Equal Pay Act of 1963; Age Discrimination in Employment Act of 1967 and Age Discrimination Act of 1975; Vietnam Era Veterans Readjustment Assistance Act of 1974; Americans with Disabilities Act (ADA) of 1990; the Americans with Disabilities Act Amendments Act of 2008; Genetic Information Nondiscrimination Act of 2008; Pregnancy Discrimination Act; Immigration Reform & Control Act; Vocational Rehabilitation Act of 1973 and other federal laws or Alaska Statutes which guarantee equal opportunity to individuals and protected classes within our society.

The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment.

This policy therefore affects employment policies and actions, as well as the delivery of educational services at all levels and facilities of the University. Further, the University's objective of ensuring equal opportunity will be met by taking affirmative action: i.e., making intensified, goal-oriented efforts to substantially increase the participation of groups where their representation is less than proportionate to their availability; providing reasonable accommodations to employees and students with disabilities; and ensuring that employment opportunities are widely disseminated to agencies and organizations that serve underrepresented protected classes.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

University of Alaska Anchorage

Director, Office of Equity and Compliance

3211 Providence Drive

Anchorage, AK 99508

Phone: 907-786-4680

E-mail: uaa_occ@alaska.edu

Website: <https://www.uaa.alaska.edu/about/equity-and-compliance/>

University of Alaska Fairbanks
Director of Diversity and Equal Opportunity
739 Columbia Circle
PO Box 756910
Fairbanks, AK 99775-6910
Phone: 907-474-7300
E-mail: uaf-deo@alaska.edu
Website: <http://www.uaf.edu/oeo/>

University of Alaska Southeast
Director of Human Resources
11066 Auke Lake Way
Juneau, Alaska 99801
Phone: 907-796-6473
E-mail: gcheney@alaska.edu
Website: <http://uas.alaska.edu/hr>

For sex discrimination claims or other inquiries concerning the application of Title IX of the Education Amendments of 1972 and its implementing regulations, individuals may contact the University's Title IX Coordinator or the Assistant Secretary in the U.S. Department of Education Office of Civil Rights:

UAA Title IX Coordinator
3890 University Lake Drive, Suite 108, Anchorage, AK 99508
Phone: 907-786-4680
E-Mail: uaa_titleix@uaa.alaska.edu
Website: www.uaa.alaska.edu/about/equity-and-compliance/

UAF Title IX Coordinator
739 Columbia Cr., Fairbanks, AK 99775
Phone: 907-474-7300
E-Mail: uaf-tix@alaska.edu
<http://www.uaf.edu/titleix/>

UAS Title IX Coordinator
11066 Auke Lake Way, Juneau, AK 99801
Phone: 907-796-6036
E-Mail: uas_jytitle9@alaska.edu
<http://www.uas.alaska.edu/policies/titleix.html>

Office for Civil Rights, Seattle Office
U.S. Department of Education
915 Second Ave., Room 3310
Seattle, WA 98174-1099
Phone: 206-607-1600
TDD: 800-877-8339
E-mail: OCR.Seattle@ed.gov
Website: <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

For employment or educational discrimination, students, parents, employees and applicants for employment may file a complaint with the U.S. Department of Education within 180 calendar days of the alleged discriminatory act.

Office for Civil Rights, Seattle Office
U.S. Department of Education
915 Second Ave., Room 3310
Seattle, WA 98174-1099
Phone: 206-607-1600

TDD: 800-877-8339

E-mail: OCR.Seattle@ed.gov

Website: <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

For employment discrimination, employees and applicants for employment may file a complaint with the Equal Employment Opportunity Commission at the below addresses within 180 calendar days of the alleged discriminatory act.

Equal Employment Opportunity Commission

Federal Office Building

909 First Avenue

Suite 400

Seattle, WA 98104-1061

Phone: 800-669-4000

Fax: 206-220-6911

TTY: 800-669-6820

Website: <http://www.eeoc.gov/employees/charge.cfm>

For educational discrimination, individuals may file a complaint with the U. S. Department of Justice

U.S. Department of Justice Civil Rights Division

950 Pennsylvania Avenue, N.W.

Educational Opportunities Section, PHB

Washington, D.C. 20530

Phone: 202-514-4092 or 1-877-292-3804 (toll-free)

Fax: 202-514-8337

E-mail: education@usdoj.gov

Website: <http://www.justice.gov/crt/how-file-complaint#three>

For employment or educational discrimination, individuals may file a complaint with the State of Alaska:

Alaska State Human Rights Commission

800 A Street, Suite 204

Anchorage, AK 99501-3669

Anchorage Area: 907-274-4692

Anchorage Area TTY/TDD: 907-276-3177

Toll-Free Complaint Hot Line (in-state only): 800-478-4692

TTY/TDD Toll-Free Complaint Hot Line (in-state only): 800-478-3177

Website: www.humanrights.alaska.gov

For discrimination related to a Department of Labor funded grant, individuals may file a complaint with the U. S. Department of Labor within 180 calendar days of the alleged discriminatory act.

U.S. Department of Labor

ATTENTION: Office of External Enforcement

Director, Civil Rights Center

200 Constitution Avenue, NW

Room N-4123

Washington, DC 20210

Fax: 202-693-6505, ATTENTION: Office of External Enforcement (limit of 15 pages)

E-mail: CRCEXternalComplaints@dol.gov

Website: <http://www.dol.gov/oasam/programs/crc/index.htm>

For discrimination related to a National Science Foundation funded grant, individuals may file a complaint with the National Science Foundation within 180 calendar days of the alleged discriminatory act.

National Science Foundation

Complaints Adjudication & Compliance Manager

Office of Diversity & Inclusion (ODI)

4201 Wilson Blvd., Rm. 255

Arlington, VA 22230

Phone: 703-292-8020

E-mail: tsisley@nsf.gov

Website: <http://www.nsf.gov/od/odi/>

This policy is also in accordance with the [APA Ethics Code](#), which says: In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.