



PHD CLINICAL PSYCHOLOGY PROGRAM CATALOGUE



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DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)

Mission of the Program

The PhD Program strives to be an exemplary and competitive Clinical Psychology Program which develops culturally sensitive psychologists who master the required clinical and research skills to investigate mental health issues, particularly those associated with disadvantaged population. Our educational philosophy is based on a holistic, dynamic and integrated perspective, which is carried out through a balanced and interconnected sequence of didactic offerings, research opportunities, and experiential training placements.

Training Model and Competencies Required

Since November 2010, our training model has been identified as **Scientist-Practitioner**. The goal of this model is to promote understanding of scientific methodology in clinical practice and decision-making; to evaluate and treat clients using evidence-based methods, tools, and techniques; to ensure that practice and approaches to clinical problems are informed by science; and to foster practice-based research. The program trains the broad range of core competencies in academic psychology in the substantive area of training in accordance with the Guidelines and Principles for Accreditation of Programs in Professional Psychology (2012).

The five domains emphasized in this model are (a) Research, (b) Clinical Practice, (c) Cultural and Individual Differences, (d) Integration of Science and Practice, and (e) Professional Development. Our Program goals and objectives are based on these five domains. The program goals are: (1) to train students in the construction/creation and integration in research in clinical psychology; (2) to train students in the application of knowledge, assessment skills and clinical skills in the practice of psychology; (3) to train students in application of knowledge with sensitivity to cultural and individual differences and their implications in research, clinical practice and supervision; and (4) to train students in the application of science (theory) into the practice setting.

The PhD program provides and implements a clear and coherent curriculum plan, which consists of 96 credits, including: 11 foundation courses; 17 concentration courses; 4 elective courses; 7 laboratories, 2 seminars, 6 clinical practicum; 4 research practicum; a research paper doctoral requirement practicum (RPDR-801); the dissertation; and the PhD Comprehensive Integrative Program Examination. In RPDR-801 students are expected to submit an article in a professional peer-reviewed journal.

Clinical as well as research competencies are integrated into the clinical and research practicum as well as into the core courses offered during the academic session. The training for practicum is sequential, cumulative, graded in complexity, and designed to prepare students for further organized training. The courses as well as the practicum follow a sequence of complexity. The clinical and research practicum are based on a Developmental Model of competencies that emphasizes the acquisition of competencies in a sequential and cumulative way increasing in complexity.

Research Practicum

The research practicum is held at the Scientific Research Institute or at outside placements and supervised by doctoral-level research faculty. We expect students to master these research skills: literature review; use of computerized programs, databases, software for research purposes; ethical principles; research methodology; development of research hypothesis & methods of problem analysis; cultural competencies; and oral and writing skills. There is four-research practicum with an additional research paper doctoral requirement (RPDR-801) that students can enroll for a maximum of three additional academic sessions. The RPDR-801 is designed to prepare

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students to submit a proposal to IRB and to produce an oral presentation or a published article. All program students must complete four-research practicum in the first 2 years of the Program. In Research Practice I and II students must dedicate approximately 2 weekly hours to the research practicum. Student's research hours in each practicum must not be less than 36 hours during the academic session. Supervised time in research projects must not be less than 4 hours during the academic session. Research Practicum III and IV (RPIC-673 & RPIC-674) are taken during the second year of the program. For the research component, progressive mastery of the following competencies is expected: knowledge of the APA and Puerto Rican Psychological Association Code of Ethics; ability to apply ethical principles in clinical research; perform literature reviews; skills to use computers for research purposes (data entry); capacity to identify research problems, formulate research hypothesis, design a research plan, apply qualitative and quantitative research methodologies, conduct and interpret statistical analyses; ability to write a research report; and understand the role of social responsibility in the formulation of research problems.

Clinical Practicum

There are six Clinical Practicum (PRAC-591, PRAC-592, PRAC-593, PRAC-594, PRAC-595, and PRAC-596) courses. In the first two clinical practices (PRAC-591 & PRAC-592), didactic and clinical experiences are oriented to the development of personal, interpersonal and communication skills along with the basic skills of initial interviewing and case conceptualization using major psychological intervention models. In Clinical Practice III and IV students practice the necessary skills in assessment, conceptualization, treatment plans, psychotherapy interventions and the basic skills to conduct psychological evaluations in the areas of intelligence, perceptual motor and adaptive behaviors. The developmental dimension is emphasized as students are exposed to different populations including children, adolescents and adults. The incorporation of the different models of conceptualization and therapy include behavioral, cognitive, and social cultural approaches. In Clinical Practice I the students do not see clients. In Clinical Practice II they begin seeing two clients. In Clinical Practice III they have a caseload of six clients. In Clinical Practice IV they start including cases of psychological tests and also psychotherapy. Clinical Practice V and VI (third year), students will continue refining clinical skills in evidenced based interventions with different clients and conditions and incorporate the evaluation of personality into a battery of psychological tests. The total amount of clinical practice hours amassed is 1,170 (practices I to VI).

The expected amount of clinical practice hours is detailed in the following table:

Practicum	Requirement	Supervision	Indirect Hours	Face/Face	Didactic Hours	Total
PRAC 591 16 weeks	N/A	80	60	0	20	160
PRAC 592 24 weeks	3 individual cases	104	52	78	4	238
PRAC 593 16 weeks	6 individual case	16	32	96	4	148
PRAC 594 26 weeks	4 individual cases/ 3 cognitive evaluation	26	52	156	4	238
PRAC 595 16 weeks	3 individual cases/ 1 family/couples case/ 1 cognitive, psychological, or psych-educational evaluation	16	32	96	4	148

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Practicum	Requirement	Supervision	Indirect Hours	Face/Face	Didactic Hours	Total
PRAC 596 26 weeks	3 individual cases/ 1 family/couples case/ 1 cognitive, psychological, or psych-educational evaluation	26	52	156	4	238
Total		268	280	582	40	1,170

For the clinical area, progressive mastery of the following competencies is expected: skill in performing interviews; ability to integrate ethical principles into clinical practice; knowledge of professional guidelines and standards; self-awareness about interpersonal skills; capacity to diagnose mental disorders and other deviant condition; skills to plan treatments; apply short and long term psychotherapeutic interventions; skills in behavioral-cognitive and multi-modal therapies; ability to apply empirically-supported interventions; and ability to administer, score and interpret intelligence, perceptual, personality and adaptive tests. The student is also required to successfully complete a clinical case presentation as an outcome of readiness for internship. This requirement must be fulfilled anytime between the fifth or sixth practicum. As of Fall 2013 the successful completion of a clinical case presentation will have a weight of 25% of the Ph.D. Clinical Psychology Program requirements for the readiness to internship and the completion of the programs' requirements. The remaining 75% of the weight will be attributed to the Doctoral Comprehensive Integrative Examination.

For a student to progress academically he/she must maintain a minimum cumulative G.P.A. of 3.00, pass the clinical and research practicum, pass the Integrative Program Examination, and comply with ethical standards of the profession.

Training Goals

The main goals of the Ph.D. Clinical Psychology Program are to:

- To train students in the construction/creation and integration in research in clinical psychology
- To train students in the application of knowledge, assessment skills and clinical skills in the practice of psychology
- To train students in the application of knowledge with sensitivity to cultural & individual differences and their implication in research, clinical practice, and supervision
- Train students in the application of Science (theory) into the Practice Setting

Training Objectives:

The Ph.D. Clinical psychology program has eight training objectives. Upon successful completion of all academic courses and practice, the students will be able to:

- * Students will acquire research skills that will be used for construction/creation of knowledge
- * Students will learn to use and integrate computerized programs, databases, or systems for research purposes
- * Students will acquire general knowledge of the foundations of psychology and human behavior

- * Students will acquire skills related to relationships with clients and case conceptualization
- * Students will acquire comprehensive assessment and evaluation skills
- * Students will apply ethical principles to the clinical & research practice
- * Students will demonstrate sensitivity to cultural & individual differences
- * Students will translate scientific knowledge into practice

Training Competencies:

- Students will demonstrate competency in generating research questions by recognizing gaps in knowledge
- Students will demonstrate competency in the development of relevant research hypothesis & methods of problem analysis
- Students will be able to find and use research resources
- Students will demonstrate competency in presenting research reports effectively
- Students will demonstrate competency in research writing skills
- Students will master electronic data for clinical and research purposes
- Students will master statistical data entry and the creation of a Matrix
- Students will demonstrate knowledge of social & cultural factors that affect human behavior
- Students will demonstrate knowledge of biological, and affective factors that affect human behavior
- Students will demonstrate knowledge on cognitive factors that affect human behavior
- Students will demonstrate knowledge of lifespan human development and cognitive factors that affect human behavior
- Students will demonstrate competence in applying theories of personality & psychotherapy
- Students will acquire personal & interpersonal skills in the clinical intervention with clients
- Students will acquire clinical interview skills
- Students should be able to make differential diagnosis using DSM Manual
- Students will demonstrate case conceptualization through application of clinical strategies
- Students will demonstrate knowledge of the theory underlying psychological measurements in the areas of: intelligence, adaptive and personality dimensions

- Students will demonstrate competence in administering, scoring, and interpreting intellectual and personality assessment instruments tests for adults, adolescents, and children in a professional psychological report with sensitivity to individual, cultural and social differences.
- Students will demonstrate competence in applying the ethical principles and state laws governing psychology practice
- Students will demonstrate competence in applying the ethical and legal standards in the assessment & evaluation of clients
- Students will demonstrate competence in the adherence of the ethical principles supporting research
- Students will demonstrate knowledge in the appropriate use and application of cultural sensitive instruments and assessment methods with diverse population
- Students will demonstrate competency in applying culturally appropriate & competent skills in clinical practice with diverse population
- Students will demonstrate knowledge in the appropriate use and application of cultural sensitive skills necessary to conduct effective clinical supervision
- Students will acquire evidenced-based treatment knowledge in clinical practice with diverse population in particular with Hispanic population
- Students will demonstrate knowledge of the empirical basis of different forms of psychotherapy in terms of their effectiveness & efficacy
- Students will demonstrate mastery in clinical skills
- Students will demonstrate competence in oral and written communication skills

DISSERTATION REQUIREMENTS

According to the academic norms and policies of the Carlos Albizu University (CAU), San Juan Campus, each and every doctoral student must complete a dissertation in order to receive his or her Ph.D. degree. The dissertation is intended to both hone and demonstrate the student's ability to think and reason.

Ph.D. dissertations must be empirical in nature. In addition to using quantitative and/or qualitative methods, the Ph.D. dissertation must add to the basic conceptual knowledge of psychology. The Ph.D. dissertation should make contributions to theoretical concepts in psychology. Research of this level of sophistication requires pilot studies to refine ideas and techniques. Except in unusual situations, the pilot work should be completed prior to writing the formal research proposal and in some cases may be completed during the research practices. Pilot projects must also have the approval of the IRB (Please refer to the CAU's IRB Procedures for the Protection of Human Subjects manual).

Students must register in DISS-870 to begin their dissertation. After registration students must form the Dissertation Committee. Institutional policy requires a minimum of two minutes per academic session to get a grade of PASS. However, completion of the minutes does not imply an automatic PASS. **Obtaining two NO PASS in dissertation will result in institutional withdrawal.**

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The first step is to finish the dissertation proposal and submit it to the IRB approval. After that a colloquium must be scheduled. The primary objective of the colloquium is to ensure all Committee members, and the student that the Dissertation Proposal is satisfactory for continuance. The colloquium is presided by the Dissertation Director and generally takes about one hour. It is an open meeting, and the university community is invited to attend and participate in the discussions. The student is expected to prepare and present a 30-minute overview of the proposal.

The Dissertation Defense is a formal presentation presided by the Dissertation Director. Afterwards, the final manuscript is finished and approved by the Committee. The Dissertation Director opens the meeting to questions: first from Committee Members, second from other faculty who may be present, and third from other audience members.

Finally, a successful dissertation defense does not imply completion of the requirements for the degree. Final approval by the Dissertation Director and Member(s) await receipt of all suggested changes and completion of the Final Procedures. In addition, the Registrar must ascertain that all other degree requirements have been fulfilled. The library should receive the required copies on the established date as a requirement for graduation.

DOCTORAL COMPREHENSIVE INTEGRATIVE EXAMINATION

As of the Spring Session for 2013, the student applying for a doctoral degree in Ph.D. Clinical Psychology Program must pass the Doctoral Comprehensive Integrative Examination, at any time, after the completion of the required core courses of the Program. The student is also required to comply with the following:

- 1. satisfactory completion of the required doctoral level academic courses
- 2. overall GPA of 3.00
- 3. good standing*
- 4. grades of "B" or above in core (foundation) courses
- The student aspiring to a doctoral degree must pass the Doctoral Comprehensive Integrative Examination before undertaking the internship. This examination is designed to measure the student's academic knowledge and professional competence in the general areas of psychology in Clinical Psychology. To be able to sit for the doctoral comprehensive examination, the student must have successfully completed the academic credit hours of the core courses.
- Students are permitted a maximum of three (3) attempts at passing the exam. If a third attempt is required, the student must complete a prescriptive plan of action as established by the faculty prior to sitting for the examination.
- **As of the Fall session for 2013, the Doctoral Comprehensive Integrative Exam will have a weight of 75% of the grade, and the remaining 25% will be giving to a clinical case presentation required in the last clinical practicum of the student. The combination of both requirements will make the final passing grade of clinical readiness for internship.**

Time and Residency Requirements

The Program is designed to be completed in 5 years; including 4 years of academic training including the PhD Integrative Program exam and dissertation, and 1 year for their clinical psychology internship. The Program's residency requirements of 3 years are that 2 of the 4 academic training years must be at CAU and at least 1 of which

must be in full-time residence at the Program. The Program's time limitation for completion of degree requirements is 7 years. After 7 years, students must petition the Chancellor for additional time.

EFFECTIVE January 1, 2011 and for published material for 2011-2012

In compliance with C-20 APA/CoA's regulation and in conformity with the Guidelines and Principles for Accreditation of Programs in Professional Psychology (2012), the Ph.D. Clinical Psychology Program of Carlos Albizu University, San Juan Campus, presents full disclosure data of education/training outcomes. The tables both in format and in content have been articulated from data provided to APA during the annual report of the academic years. It is our spirit to present these tables accurately, in a comparable format to other accredited Ph.D. programs, and to provide a friendly reading that allows comparisons.

As can be noted in Table 1 during the last 7 academic years, graduates have averaged 7 years to graduate. No standard deviation was provided, as this was not requested in the regulation. Currently, the Program has made more changes to promote the completion of the degree in 5 years. The Program has incorporated a new curriculum with new requirements in research practicum that are aligned with a 5 years program. Table 2 clearly depicts the pertinent costs for a typical incoming student. Table 3 shows that almost 100 % of the cases our students are able to obtain an internship. The relative frequency of students attending APA accredited Internships is very low because very few of these are available in Puerto Rico. The attrition rate over the last seven academic years has been 20% (see Table 4).

Table 1

Time to Completion for all students entering the program

Outcome	Year in which Degrees were Conferred															
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Total	
Total number of students with doctoral degree conferred on transcript	21		29		21		18		21		24		13		153	
Mean number of years to complete the program	7		7		9		6		7		6		6		7	
Median number of years to complete the program	7		6		6		8		6		6		7		6	
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	0	0	3	10	2	10	0	0	0	0	0	0	0	0	5	3
Students in 5 years	3	14	6	21	3	14	1	6	7	33	10	42	5	38	35	23
Students in 6 years	5	24	6	21	7	33	3	17	6	29	6	25	1	8	34	22
Students in 7 years	3	14	2	7	4	19	5	28	3	14	3	13	3	23	23	15
Students in more than 7 years	10	48	12	41	5	24	9	50	5	24	5	21	4	31	50	33

Also, please describe or provide a link to program admissions policies that allow students to enter with credit for prior graduate work, and the expected implications for time to completion. Please indicate NA if not applicable:

Table 2

Program Costs

Description	2013-2014 1 st -year Cohort Cost
Tuition for full-time students (in-state)	12,524.00
Tuition for full-time students (out-of-state)	12,524.00
Tuition per credit hour for part-time students (<i>if applicable</i>)	297
University/institution fees or costs	1,546.00
Additional estimated fees or costs to students (e.g. books, travel, etc.)	600

Financial Aid

There are many types of financial aid available from Carlos Albizu University, based on student financial need that can assist you in covering the costs of your Ph.D. education. The major sources of funding that may be available to you include:

Federal Work Study:

Carlos Albizu University participates in the Federal Work-Study Program (FWS). Through FWS, the wages for eligible students are subsidized by the government when working part time for a participating employer. Because the funds are given to students as a paycheck for hours worked in a specified period, eligible students who participate in the FWS program typically use those funds to help cover day to day living expenses. Students are paid at least federal minimum wage.

A student may request a FWS allocation to be included in their award. Awards are determined using demonstrated need as determined through the Free Application for Federal Student Aid (FAFSA) application. Money earned while attending school does not have to be repaid.

Federal Stafford Loans:

The Federal Stafford loan programs are the largest source of financial assistance to Carlos Albizu University students, graduate candidates. Students may apply for an annual maximum of \$18,500 in the loans. Based on federally determined need-based formula, up to \$8,500 of the annual maximum may be borrowed as the "subsidized" portion where the government pays the interest on the loan until the student is required to enter repayment. The "unsubsidized" portion of the loan is determined by using the annual maximum less the amount of the subsidized amount, and accumulates interest for which the student is responsible while enrolled. Loans must be repaid.

State Grants:

The Puerto Rico Council on Higher Education allocates funds for our graduate students. The Financial Aid Office determines through the FAFSA application their eligibility. This award does not have to be repaid.

Scholarship for Disadvantaged Students:

The Scholarship for Disadvantaged Students (SDS) is a scholarship provided to full-time, financially needy students from disadvantaged backgrounds enrolled in health professions. The Scholarship is provided by the Federal Department of Health and Human Services. Participating institutions are responsible for selecting the recipients, making reasonable determinations of need, and providing scholarships that do not exceed the cost of attendance (tuition, reasonable educational expenses and reasonable living expenses). Applicants must present evidence of parents' income to be eligible for this award. This grant does not have to be repaid.

Institutional Award:

Carlos Albizu University provides different institutional awards for graduate students. Awards are determined using demonstrated need, academic progress, etc, as determined through the FAFSA application. The Grant does not have to be repaid.

Table 3 a

Internship Placement - Table 1

Outcome	Year Applied for Internship													
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships*	19	-	9	-	29	-	25	-	13	-	22	-	37	-
Students who obtained internships	19	100	9	100	28	97	23	92	13	100	22	100	34	92
Students who obtained APA/CPA-accredited internships	2	11	1	11	1	3	4	16	1	8	0	0	1	3
Students who obtained APPIC member internships that were not APA/CPA-accredited (<i>if applicable</i>)	1	5	5	56	2	7	1	4	0	0	4	18	9	24
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (<i>if applicable</i>)	N/A	###	N/A	###	N/A	###	N/A	###	N/A	###	N/A	###	N/A	###
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (<i>if applicable</i>)	N/A	###	N/A	###	N/A	###	N/A	###	N/A	###	N/A	###	N/A	###
Students who obtained other internships that were not APA/CPA-accredited (<i>if applicable</i>)	16	84	3	33	25	86	18	72	12	92	18	82	24	65

*This includes students that withdrew from the internship application process

Table 3b

Internship Placement - Table 2

Outcome	Year Applied for Internship													
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained internships	19	100	9	100	28	97	23	92	13	100	22	100	34	92
Students who obtained paid internships	18	95	7	78	28	97	20	80	12	92	18	82	31	84
Students who obtained half-time internships* (if applicable)	0	0	0	0	0	0	0	0	0	0	1	5	0	0

*Should only include students that applied for internship and are included in the number that "sought or applied for internship" from "Internship Placement - Table 1" for each year.

Table 4

Attrition

Variable	Year of First Enrollment													
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	25	-	26	-	32	-	35	-	32	-	30	-	30	-
Students whose doctoral degrees were conferred on their transcripts	18	72	11	42	7	22	1	3	0	0	0	0	0	0
Students still enrolled in program	5	20	4	15	17	53	31	89	26	81	22	73	26	87
Students no longer enrolled for any reason other than conferral of doctoral degree	2	8	11	42	8	25	3	9	6	19	8	27	4	13

The Ph.D. Clinical Psychology Program has graduated 185 students during the period from 2003 to 2011. Of those, 170 (84%) have become licensed clinical psychologist and are offering direct clinical interventions in diverse settings in Puerto Rico and the United States.

Outcome	2003-2004 to 2010-2011
Total number of students with doctoral degrees conferred on transcript in time period	202
Number of students with doctoral degrees conferred on transcripts who became licensed doctoral psychologists in time period	170
Licensure percentage	84%

DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)

CURRICULAR REQUIREMENTS

AREAI. Clinical Courses	54cr.
PHCP-500 Theories of Learning and Motivation	3 cr.
PHCP-505 Ethics in Clinical Practice and Research.....	3 cr.
PHCP-526 Comparative Theories of Personality.....	3 cr.
PHCP-528 Techniques of Psychotherapy	3 cr.
PHCP-585 Psychopathology I.....	3 cr.
PHCP-587 Advanced Psychopathology.....	3 cr.
PHCP-540 Life-Span Human Development.....	3 cr.
PHCP-548 Advanced Techniques of Psychotherapy	3 cr.
PHCP-626 Behavior Therapy.....	3 cr.
PHCL-626L Behavior Therapy Laboratory.....	0
PHCP-750 Trauma	3 cr.
PHCP-713 Techniques and Strategies of Clinical Supervision & Consultation.....	3 cr.
PHCP-643 Psychotherapy Research in Clinical Practice	3 cr.
PHCP-749 Psychopharmacology	3 cr.
PHCP-753 Family Therapy	3 cr.
PHCL-753 Family Therapy Laboratory.....	0
PHCP-612 History and Systems of Psychology	3 cr.
PHCP-634 Cross Cultural Psychotherapy: Multiple & Individual Diversity	3 cr.
PHCP-661 Social Psychology with Emphasis in Puerto Rico	3 cr.
PHCP-628 Neuroscience Approach of Cognitive and Affective Aspects of Behavior.....	3 cr.
 Assessment Courses	 6 crds.
 PSAC-603 Assessment of Intelligence	 3 cr.
PSDL-603L Assessment of Intelligence Laboratory	0
PHCP-681 Assessment of Personality I	3 cr.
PHCL-681L Assessment of Personality I Laboratory	0
(Please refer to page 9 for costs associated to laboratory and practice.)	
 AREA II. Research Courses	 27 crds.
 RMIC-568 Applied Inferential Statistics	 3 cr.
RMSL-568 Applied Inferential Statistics Laboratory.....	0
PHCP-588 Theory of Tests and Test Construction.....	3 cr.
RMIC-625 Introduction to Scientific Research	3 cr.
RMIC-822 Analysis of Variance	3 cr.
RMSL-822 Analysis of Variance Laboratory.....	0
RMIC-823 Quantitative Research Designs	3 cr.
RMIC-824 Techniques of Correlation and Multiple Regression	3 cr.
RMSL-824 Techniques of Correlation and Multiple Regression Laboratory.....	0

RMIC-875 Qualitative Research Design	3 cr
RMIC-830 Cross Cultural Methods of Measurement and Evaluation.....	0

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AREA III. Practicum's.....0cr.

Clinical Practices

PRAC-591 Clinical Practice 1	
PRAC-592 Clinical Practice 2	
PRAC-593 Clinical Practice 3	
PRAC-594 Clinical Practice 4	
PRAC-595 Clinical Practice 5	
PRAC-596 Clinical Practice 6	

Research Practices

RPIC-671 Research Practice 1	
RPIC-672 Research Practice 2	
RPIC-673 Research Practice 3	
RPIC-674 Research Practice 4	
RPDR-801 Research Paper Doctoral Requirement	
(Please refer to page 9 for costs.)	

AREA IV. Electives.....12 crs.

AREA V. Ph.D. Integrative Program Exam

(Please refer to page 9 for costs.)

AREA VI. PSIN 890 Clinical Psychology Internship

(Please refer to page 9 for costs.)

AREA VII. DISS-870 Doctoral Dissertation

(Please refer to page 9 for costs.)

AREA VIII. Seminars and Workshops

(Please refer to page 9 for costs.)

Seminars and workshops

SEMM-531 APA Writing Seminar	0
SEMM-532 Workshop on Writing skills and Case Conceptualization	0

Total Academic Credits..... 96cr.

Total Practicum Credits.....00cr.

Courses Required for a Master Degree Diploma

PSYF-500 Theories of Learning and Motivation	3 cr
PHCP-505 Ethics in Clinical Practice and Research	3 cr
PHCP-525 Comparative Theories of Personality.....	3 cr
PHCP-528 Techniques of Psychotherapy	3 cr
PHCP-585 Psychopathology I.....	3 cr
PHCP-587 Psychopathology II.....	3 cr
PSYF-540 Life-Span Human Development	3 cr
PSYF-612 History and Systems of Psychology	3 cr
PHCP-548 Advanced Techniques of Psychotherapy	3 cr
PHCP-626 Behavior Therapy	3 cr
PHCL-626L Behavior Therapy Laboratory.....	0
PSYF-661 Social Psychology with Emphasis in Puerto Rico	3 cr
PSYC-634 Cross Cultural Psychotherapy: Multicultural & Individual Diversity	3 cr
PSAC-603 Assessment of Intelligence	3 cr
PSDL-603L Assessment of Intelligence Laboratory	0
PSAC-781 Assessment of Personality II: MMPI-2	3 cr
PSDL-781 Assessment of Personality II Laboratory	0
RMIC-568 Applied Inferential Statistics	3 cr
RMSL-568 Applied Inferential Statistics Laboratory.....	0
PSYF-588 Theory of Tests and Test Construction	3 cr
RMIC-625 Introduction to Scientific Research	3 cr
PHCP-643 Psychotherapy Research in Clinical Practice	3 cr
PSYF-628 Neuroscience Approach of Cognitive and Affective Aspects of Behavior.....	3 cr
PRAC-591 Clinical Practice 1	0
PRAC-592 Clinical Practice 2	0
PRAC-593 Clinical Practice 3	0
PRAC-594 Clinical Practice 4	0
RPIC-671 Research Practice 1	0
RPIC-672 Research Practice 2	0
RPIC-673 Research Practice 3	0
RPIC-674 Research Practice 4	0
SEMM-531 APA Writing Style Seminar	0
SEMM-532 Workshop on Writing Skills & Case Conceptualization	0
Total Credits for Master's Degree	57crds.

CURRICULAR SEQUENCE

DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY PROGRAM (Ph.D.)

FALL FIRST YEAR			
Code	Course Title	Prerequisites	Credits
PHCP-500	Theories Learning and Motivation *		3
PHCP-505	Ethics in Clinical Practice & Research *		3
PHCP-526	Comparative Theories of Personality *		3
PHCP-528	Techniques of Psychotherapy *		3
PHCP-585	Psychopathology I *		3
PRAC-591	Clinical Practicum I *		0
RPIC-671	Research Practicum I *		0
SEMM- 531	APA Writing Style Seminar		0

SPRING FIRST YEAR			
Code	Course Title	Prerequisites	Credits
PHCP-587	Advanced Psychopathology *	PHCP-585	3
PHCP-548	Advanced Techniques of Psychotherapy *	PHCP-528	3
PHCP-626	Behavior Therapy *	PSYF-500	3
PHCL-626	Behavior Therapy Laboratory *		0
RMIC-625	Introduction to Scientific Research *		3

PRAC-592	Clinical Practicum II (January- July)*	PRAC-591	0
RPIC-672	Research Practicum II * (January- July)		0

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SUMMER FIRST YEAR			
Code	Course Title	Prerequisites	Credits
PHCP-540	Life Span Human Development *		3
PHCP-612	History Systems of Psychology *		3
RMIC-568	Applied Inferential Statistics *		3
RMSL-568	Applied Inferential Statistics (LAB) *		0

FALL SECOND YEAR			
Code	Course Title	Prerequisites	Credits
PHCP-588	Theory of Test and Test Construction *		3
PHCP-661	Social Psychology with Emphasis in Puerto Rico *		3
PHCP-643	Psychotherapy Research in Clinical Practice *	PHCP-548	3
PSAC-603	Assessment of Intelligence *		3
PSDL-603	Assessment of Intelligence Laboratory *		0
PRAC-593	Clinical Practicum III *	PRAC- 592	0
RPIC-673	Research Practicum III	RPIC- 672	0
SEMM-532	Workshop on Writing Skills and Case Conceptualization *		0

SPRING SECOND YEAR			
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Code	Course Title	Prerequisites	Credits
PHCP 634	Cross Cultural Psychotherapy: Multicultural and Individual Diversity	PHCP 548	3
RMIC-824	Techniques of Correlation & Multiple Regression	RMIC-568	3

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RMSL-824	Techniques of Correlation & Multiple Regression Laboratory		0
RMIC-823	Quantitative Research Designs	RMIC-625	3

SPRING SECOND YEAR (CONT.)			
Code	Course Title	Prerequisites	Credits
RMIC-830	Cross Cultural and Advanced Methods of Measurement & Evaluation	RMIC-588	3
PRAC-594	Clinical Practicum IV (January- July)	PRAC-593	0
RPIC-674	Research Practicum IV (January- July)	RPIC-673	0

SUMMER SECOND YEAR			
Code	Course Title	Prerequisites	Credits
ELECT#1	ELECTIVE # 1		3
PHCP-713	Techniques & Strategies of Clinical Supervision & Consultation		3
RMIC-875	Qualitative Research Design	RMIC-625	3
RPDR-801	Research Paper Doctoral Requirement	RPIC 674	0

FALL THIRD YEAR			
Code	Course Title	Prerequisites	Credits
RPDR-801	Research Paper Doctoral Requirement		0
RMIC-822	Analysis of Variance	RMIC-568	3

RMSL-822	Analysis of Variance Laboratory		0
PHCP-681	Assessment of Personality I *	PSAC-603	3
PHCL-681	Assessment of Personality I Laboratory *		0

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PHCP-628	Neuroscience Approach of Cognitive & Affective Aspects of Behavior *		3
ELECT #2	ELECTIVE #2		3
PRAC-595	Clinical Practicum V	PRAC-594	0

*Courses that must be completed in order to obtain a Master Degree in Clinical Psychology. At this point students can apply for their Masters Degree in Science in Psychology if they have approved 57 credits, have passed Clinical Practice I-IV and Research Practice I – III.

SPRING THIRD YEAR			
Code	Course Title	Prerequisites	Credits
RPDR-801	Research Paper Doctoral Requirement		0
PHCP-749	Psychopharmacology	PSYF-628	3
PHCP-753	Family Therapy	PRAC-594	3
PHCL-753	Family Therapy Laboratory	PRAC-594	0
	ELECTIVE # 3	PRAC-594	3
PRAC-696	Clinical Practicum VI (January-July)	PRAC-595	0

SUMMER THIRD YEAR			
Code	Course Title	Prerequisites	Credits
PHCP-750	Trauma: Psychological Perspectives		3
	ELECTIVE # 4		3

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FALL FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Doctoral Dissertation		0
PHCP-706	PhD. Integrative Program Exam**		0

Note: Applications of Clinical Internship for Fall Fifth Year.

** Students must have completed and approved all prerequisite courses before taking the exam test. The test will be taken at the beginning of the Fall and Spring semesters.

SPRING FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Doctoral Dissertation		0
PSIN-890	Clinical Psychology Internship ***		0

SUMMER FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Doctoral Dissertation		0
PSIN-890	Clinical Psychology Internship ***		0

FALL- SUMMER FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Doctoral Dissertation		0

PSIN-890	Clinical Psychology Internship ***		0
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***During Fall of the fourth year, students can apply for their Clinical Internship, Fall of their fifth year if they have completed the curricular sequence (96 credits) and all Clinical and Research Practice.

ASSESSMENT OF STUDENT LEARNING

The Student Learning Assessment Progress Reports is at the heart of the Student Learning Assessment Plan as it aligns assessment techniques with intended student learning outcomes. It is completed on a term-basis at the course level, under the purview of each faculty member, and on an annual basis, under the purview of program director.

The Ph.D. Clinical Psychology Program assesses seven competencies that are closely related to the institutional mission. The seven core competencies are:

1. **Mastery of theory and practice in their chosen field of study** – Our graduates are expected to acquire and integrate fundamental knowledge in Clinical Psychology. They should understand, value, and apply emerging findings in their area of specialization to the solution of problems and, when appropriate, participate in the generation of knowledge.
2. **Mastery of Clinical/Professional Competencies** - Graduates demonstrate mastery of the clinical/ professional skills deemed relevant to Clinical Psychology. When appropriate, the professional accreditation standards will be used to develop the standards of performance and levels of mastery.
3. **Sensitivity to the cultural realities of diverse social groups** – Graduates demonstrate psychosocial and humanistic qualities, as well as responsibility and sensitivity to clients/patients and their families, the profession and society. They respect the personal values, cultural, social and economic backgrounds of others.
4. **Understanding, appreciation and application of ethical principles and professional standards** - Graduates demonstrate knowledge and appreciation for ethical principles and the most important elements of professionalism, such as: altruism, accountability, duty, excellence, integrity, commitment, and respect for others.
5. **Information Literacy** - Graduates should be able to recognize her/his information needs, know how to locate, identify access, retrieve, evaluate, organize, and use information. Finally, the information should be translated into knowledge, insight and understanding.
6. **Communication/Interpersonal Skills** - Graduates establish the rapport necessary to sustain effective personal and professional relationships. They actively and empathically listen to others, including professional colleagues and the community. They communicate effectively with these constituencies verbally, non-verbally, and in writing.
7. **Life-Long Learning** - Graduates are committed to independent lifelong learning. They actively set clear personal and professional learning goals, pursue them, and apply the knowledge gained to the practice of their profession. They use critical thinking skills to evaluate and interpret new information. They keep abreast of advances in knowledge and integrate these into professional activities.

They foster their professional growth through continuing education, use of evolving technologies, and information resources.

STUDENT LEARNING ASSESSMENT PROCESS

The student academic development is continuously monitored by an array of mechanisms to assess learning, attitudes, aptitudes, skills, and motivations. There is a thorough and comprehensive monitoring process of the student learning outcomes to ensure that they are developing the seven general institutional educational objectives (core competencies) and acquiring program competencies. These are assessed at various levels during the students' academic career and must include both: proximal and distal measures. These assessment measures (proximal *measures*) are included in all course syllabi. Outcomes of *proximal measures* include, but are not limited to: a) course grades; b) faculty-student evaluation meetings; c) formal faculty evaluation by students; d) oral presentations; e) evaluation of clinical skills by supervisors; f) formal clinical supervisors' evaluations by students; g) program integrative exam; h) student professional presentations; i) evaluation of the dissertation process; j) evaluation of internship performance; k) and clinical case presentations. At the end of each academic year, a report on outcomes is produced by the Program Director in collaboration with all faculty members. This report includes an analysis of student learning outcomes as well as measures taken at the program level to improve student learning processes. These measurements could include but are not limited to: revisions of learning goals, course content, learning activities, reference materials, and evaluation techniques, among others.

Standards for Satisfactory Academic Progress

All students including those who wish to be considered for financial aid must maintain satisfactory academic progress (SAP). The major components that are evaluated in the determination of satisfactory progress are the student's academic, clinical and research performance and the time limitation of the degree.

A. Qualitative Component - the academic performance of the student is the qualitative measure of satisfactory progress, including: Minimum Cumulative Grade Point Average (CGPA) of 3.00 and Passing grades on research and clinical practices.

B. Quantitative Component - The quantitative component sets a minimum percentage of progression required for all courses enrolled as follows:

1. The student must earn a minimum percentage (67%) of all attempted credit hours

Note: Financial aid does not apply for courses taken by audit, credit hours earned by placement tests (CR), and Continuing Education (CE) courses.

- **Grades** of A, B, C, D, and P will be considered hours completed.
- **Grades** of No Grade (NG), Incomplete F (IF), F, Administrative Withdrawal (AW), No Pass (NP), and Withdrawal (W) will be considered hours attempted but not completed.
- **Grades** of F and NP will be counted in the CGPA.
- **Withdrawals** and repeated courses will be counted toward all hours attempted.

C. Time limitation: Students must earn a degree within a maximum time frame of 7 years, not to exceed 1.5% of the normal time to complete the degree, measured by all attempted credit hours at the University.

D. Consequences of not meeting Satisfactory Academic Progress (SAP): In the following provisions, "Warning" or "Suspension" means financial aid warning or suspension, not necessarily academic warning or suspension.

Financial Aid Warning – The first time that a student fails to meet the SAP standards of a CGPA and/or 67%

completion rate, he or she will be placed on financial aid warning status. The student will remain eligible for financial aid for one semester during the warning period.

Financial Aid Suspension – If, after being placed on financial aid warning status, a student fails to meet the SAP standards of a CGPA and/or 67% completion rate, he or she will be placed on financial aid suspension and will immediately lose financial aid eligibility.

Maximum Time Frame Suspension– If a student fails to meet the Maximum Time Frame standards, he or she will be placed on financial aid and or academic “Suspension” and will immediately lose financial aid eligibility.

Academic Guidance and Supervision

The Program offers an orientation for new students to inform them of the various services provided, the norms and procedures for addressing conflicts and complaints, and to introduce them to The General Policies and Disciplinary Procedures Manual. At least one Student Assembly is held each semester to discuss general PhD Clinical Program issues.

All students are provided with an academic advisor upon enrollment in the Program, and faculty maintains a minimum of two to three office hours per week. Students receive feedback and supervision at different periods and levels of their training. For example, on a semester period, faculty and clinical and research supervisors provide ongoing feedback to students on their clinical and research competencies. All courses, research projects, and clinical practices include mid- and end-of-term formal written evaluations of competencies. If areas of difficulty are identified, faculty or supervisors document specific recommendations or remedial activities that should be accomplished during the next session. Students are encouraged to discuss academic problems as well as their end of semester feedback with the faculty advisor and the professional counselor.

Every student should meet with his or her advisor, at least once a semester, to monitor academic and clinical progress and to prepare for the next semester. The student advisor is responsible to assure timely completion of program requirements. A professional counselor is available to provide additional academic guidance and professional counseling to students as needed. If the professional counselor determines that the student needs some type of professional mental health service, then he/she can refer the student to a mental health specialist. In addition, once a year (Spring session) all PhD clinical students receive a written evaluation of their performance (clinical, research and academic).

The dissertation process is subject to a specific protocol to ensure adequate faculty-student interaction and timely completion. The Program employs the following measures to guarantee this interaction: 1) students are required to hold at least two formal face-to-face meetings with their chairperson during each academic session they are registered in for a dissertation; 2) the content of the discussion during these meetings must be recorded in signed minutes; 3) a timetable is agreed upon for dissertation work and students sign an agreement acknowledging this expectation (see Dissertation Manual, Appendix 9, pp. 25-27). The Research Training Director also monitors students and provides written notification to those students at risk for delays on their dissertation. These procedures have been effective to achieve the program’s goal to foster timely degree completion.

Evaluation of Academic Progress

Students are required to maintain a minimum 3.00 GPA. Nonfulfillment of this norm results in academic probation. Academic probation advises the student that his/her academic performance is in serious violation of institutional norms and regulations and that his/her status as an active student depends on satisfactory performance. If the student

fails to raise the grade point average at the end of the following session, he/she may be administratively dismissed. Students who obtain a No Pass in their practicum are placed on academic probation and are expected to repeat the practicum. Two grades of No Pass in the same practicum may result in administrative dismissal.

At the end of every semester, a special meeting is held to evaluate all students' academic progress. At this meeting the faculty review student progress and make decisions about students' academic standing. Any dismissal decisions are made on the basis of a majority vote by the faculty. During dismissal deliberations, the student's advisor presents any mitigating circumstances that may affect the faculty's decisions and options for action. Students are provided due process review of all faculty decisions through the indicated institutional appeals channels (refer to the Catalogue & Student Handbook, and the General Policy and Disciplinary Procedures Manual located at www.sju.albizu.edu). The Chancellor's Office notifies students by certified mail of any decision that affects their academic status (i.e. probation, recommended leave of absence).

All decisions about changes in student status are documented for third-party review and for use by the Office of Financial Aid. Minutes are taken of the faculty evaluation meetings and reports are prepared that summarize the actions taken by faculty in each case. These reports are filed in the Registrar's and Chancellor's Offices and individual reports are filed in each student's record. Student progress is assessed in accordance with professional expectations, federal guidelines for financial aid, and institutional norms. An essential aspect of academic advisement is monitoring the academic progress of each student. The Financial Aid Office is notified of all decisions that impact student aid. Administrative checks are in place to assure that the Financial Aid Office and students are notified.

Program's Policies and Procedures when students are experiencing significant difficulties

If a student is experiencing significant difficulties, the Program takes specific steps for remediation. First of all, at an individual level, professors meet personally with the student to discuss difficulties in maintaining a minimum level of achievement at a course level. If the problem cannot be resolved at an individual level, the student is referred to meet with his/her academic advisor. The student meets with his/her academic advisor and the professional counselor to discuss the faculty concerns and recommendations. If the problem cannot be resolved, the academic advisor discusses the student's difficulties at the weekly faculty meeting.

If an academic advisor, supervisor or faculty member has any serious concerns about a student's progress, the matter may be brought to the attention of the faculty during a regular weekly meeting. Given our policy of faculty mentoring and close academic advisement, we make every effort to detect problems in the initial stages and assist students to resolve conflicts that could interfere with completion of their degree or satisfaction with the learning experience.

Once a week the Ph.D. Clinical Psychology faculty meets to discuss program and student affairs. During these meetings faculty may discuss individual situations with students that are having problems in meeting the program's minimum level of achievement. Recommendation for remedial actions are discussed by the faculty including the possibility of a referral to a professional counselor.

Remedial Plans

The Chancellor's Office notifies students by certified mail of any decision that affects their academic status (i.e. probation, recommended leave of absence). The student is advised to meet with his/her academic advisor and the professional counselor to discuss the faculty concerns and recommendations. A copy of the letter is sent to both the

academic advisor and the professional counselor, who meet with the student to discuss the situation and explore alternatives. The professional counselor then follows up on the recommendations and reports back to the faculty during the next evaluation meeting. The timetable for follow-up actions is agreed upon with the student. Afterwards, the faculties are informed of these agreements and of the student's compliance with the recommended action plan. These procedures for evaluating student performance on an ongoing basis permit the timely identification of difficulties and notification of appropriate offices. If ethical, professional, or disciplinary violations are identified and not corrected, a referral is made to the Program Director for disciplinary action.

A remedial plan varies from student to student, but includes, and is not limited to: the repetition of exams, additional time for assignments or tests, closer supervision with the professional counselor, and a recommendation for leave of absence, without any penalization, if the student is having a personal or emotional problem. The faculty serves as gatekeepers in identifying students who are struggling in the program.

Research supervisors also serve as gatekeepers and help identify students who may be struggling in the program. They meet with their students and if they cannot resolve the problem they refer them to the research-training director who assesses the situation and makes the appropriate remedial decision. This may include the referral to the professional counselor, or to the program director, a change of research supervisor or of research project, among others.

The clinical supervisors also identify students who are struggling in the program. They first discuss the difficulties with the student. If the problem cannot be resolved, then the student is referred to the Clinical Training Director for a remedial plan. Some remedial plans on clinical practices for students include: changing from group supervision to one-on-one supervision, delineating a timetable of specific tasks on specific dates, restriction on clinical patient caseload until authorization by clinical supervisor, change of supervisor, and additional role plays with fictitious patients before the assignment of clinical patients, among others.

ACADEMIC POLICIES

Academic Preparation & Admission Requirements

Application for admission must be received by the Admissions Office no later than the admissions' deadline as established in the Academic Calendar. This deadline changes from year to year, so it is highly recommended that the applicant verifies with the Admissions Office the admissions' deadline for a particular academic session. Out-of-state and international applicants should have all admission documents on file at least 90 days prior to the beginning of the term of expected enrollment. Should the student not enroll within one year of admission, the fee is forfeited (see Tuition and Fees Policy). In order to process an application, the following minimum documents are required: payment of non-refundable fee, completed application form, copy of transcript/s, letters of recommendation, resume, and Good Conduct Certificate.

The student admission record must contain all other required documents by the end of the first academic session. Students with incomplete records after the first session at the Institution will be administratively withdrawn.

All inquiries and application for admission for graduate and undergraduate programs should be addressed to the Admissions Office, Carlos Albizu University, San Juan Campus, P.O. Box 9023711, San Juan, P.R. 00902-3711, Phone (787) 725-6500, FAX (787) 721-7187.

ADMISSION REQUIREMENTS AND PROCEDURES FOR THE Ph.D. CLINICAL PSYCHOLOGY PROGRAM:

CATALOG - The student should be familiar with regulations governing doctoral study contained in the Program's & Institutional Catalogue.

APPLICATION PROCEDURES - Submit prior to deadline dates a graduate application form accompanied by the appropriate fee with the Office of Admissions. Foreign students must bring an official evaluation of academic credentials by an authorized agency (See Foreign Credentials).

OFFICIAL TRANSCRIPTS - Request that official transcripts of all undergraduate and all previous graduate study be sent directly to the Office of Admissions. In those cases where the applicant will receive the degree indicated in the Admission Application more than thirty calendar days after beginning the academic session at UCA, an official DEGREE CERTIFICATION will be accepted as evidence that the degree will be conferred in a future date. Upon degree conferment, the student will have up to thirty (30) working days to comply with this requirement. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution.

Failure to report previous college and/or graduate work attempted constitutes a falsification of application and subjects applicants to a loss of all credits earned and may result in dismissal. Applicants must have obtained a BA, BS, MA or MS in psychology, or a related field of study, from an institution accredited by the Puerto Rico Council of Education. Degrees or credits taken outside of Puerto Rico must have been taken at an institution accredited by a regional accrediting body recognized by the CHEA; or an institution of higher education located outside the United States, which, at the time the applicant was enrolled, maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the CHEA. Please take note that six weeks typically elapse between the filing of an application and receipt of all supporting documents.

GRADE POINT AVERAGE - A minimum GPA of 3.00 or its equivalent is required. This is the general cumulative GPA, not the concentration or graduation GPA. If the candidate possesses a Masters degree, then the minimum GPA required at the masters level will be 3.30.

RECOMMENDATION LETTERS - Two (2) recommendation letters, preferably from past professors, are required. Students who have applied to graduate programs and have taken the preparatory courses must submit only one (1) recommendation letter from any of the professors with whom they took the courses. **Applicants are required to use CAU's official Recommendation Letter Form.**

BILINGUALISM CERTIFICATE - Sign the Bilingualism Certificate. This document is part of the Admission Application. Applicants are expected to have adequate reading, writing and conversational skills in English and Spanish.

HEALTH CERTIFICATES/ HEPATITIS –B VACCINE – Submit a current health certificate (no more than twelve (12) months old) and evidence of vaccination for hepatitis-B.

CERTIFICATE OF GOOD CONDUCT An updated Certificate of Good Conduct from the jurisdiction(s) where the applicant was a resident during the past five (5) years.

PREPARATORY COURSES FOR PSYCHOLOGY PROGRAMS - Applicants with a bachelor degree other than psychology, will be required to approve courses in five specific areas: Experimental Psychology, Statistics in Psychology, Physiological Psychology, Personality Theories and Abnormal Psychology. These courses may be taken at SJC or any other accredited institution. Applicants that do not meet the minimum GPA criteria may opt to take those preparatory courses not previously taken at the bachelors level and which, if approved with a grade of A or B, will improve his/her grade point average to the required minimum.

ADMISSIONS COMMITTEE - The doctoral programs of the San Juan Campus require an interview with the Admissions Committee. Only applicants who give evidence, in the judgment of the Admissions Committee of possessing intellectual, emotional and social qualities necessary to successfully complete the requirements of the doctoral programs will be considered for admission.

PRE-ADMISSION ACADEMIC WORK - Transfer courses must have been taken at an institution which is fully accredited by a regional or national accrediting body recognized by the United States Department of Education or an institution of higher education located outside the United States, which at the time the applicant was enrolled maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the U.S. Department of Education.

PRE-ADMISSION ACADEMIC WORK - Transfer courses must have been taken at an institution which is fully accredited by a regional or national accrediting body recognized by the United States Department of Education or an institution of higher education located outside the United States, which at the time the applicant was enrolled maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the U.S. Department of Education.

PRE-ADMISSION TESTS - Carlos Albizu University requires that every applicant submits the results from the EXADEP (*Puerto Rico Graduate Studies Admission Test, which evaluates verbal aptitude, mathematics, analytical reasoning, written expression and English*). Results from G.R.E. are also accepted.

IDENTITY VERIFICATION - For identity verification purposes the applicant will be required to present a current ID card subsequent to admission.

Having satisfied these initial requirements, an appointment will be made for an interview with the candidate so as to evaluate his/her potential for becoming a competent professional psychologist. An interview with the Admission Committee, composed of Doctoral program Faculty members will be scheduled. Should this requirement be impossible due to time or distance, the student can be admitted under Special Student Status. The interview requirement must then be satisfied by the end of the first academic session.

The Admission Committee evaluates each student's eligibility and suitability for the program. The Committee has among its functions the mission of serving as a screening body. The Committee reviews the applicant's motivation, commitment, cultural sensitivity, background, and potential to succeed in the field. Ultimately, CAU/SJC reserves the right to reject any applicant.

Acceptance of the candidate is subject to satisfactory receipt and review of the aforementioned requirements. It should be understood, however, that satisfaction of these minimal requirements alone does not guarantee acceptance into the doctoral program. Admission to the Institution is a highly selective and competitive process. The decision of the Faculty to interview a prospective student does not indicate or imply acceptance of the candidate.

If matriculation is approved, a statement of requirements will be issued by the Office of Admissions and formal matriculation for the doctoral degree will be established. Applicants who have not yet fulfilled their academic prerequisites must fulfill their requirements at the Undergraduate or Master level before final admission action is taken by the Faculty. Please note that any admission notification will be cancelled after one year. Applicants will receive admission for the session solicited. Upon notification of acceptance, the Institution requires confirmation by receipt of a non-refundable deposit, which is applicable towards fees and tuition.

Credentials of students

The quality of students entering the Program is ensured by an array of indicators intended to assess the learning, attitude, aptitude, and motivation of applicants. The most heavily weighted indicator (60% of the admission score) is the applicant's GPA. The minimum required GPA to apply to the program is 3.00. We also require the EXADEP's scores (Puerto Rico Graduate Studies Admission Test), which evaluates verbal aptitude, mathematics, analytical reasoning, written expression and English. Other indicators are assessed through a semi-structured interview with a faculty member. Applicants are also evaluated on their comprehension and analysis of a research article and are required to complete an essay on their intended career paths. In addition, Program applicants must have a degree related to the field of psychology. Applicants with degrees not related to the field are required to complete 21 credits of prerequisite courses in psychology prior to being considered for admission to the Clinical PhD Program. Students who are currently studying in another CAU Program are not allowed to automatically transfer to the PhD Clinical Program. They are required to apply and comply with all the admission requirements to ensure that all program students who are by interest, aptitude and achievement of a quality appropriate to the goals and objectives of the Clinical PhD Program.

Add-Drop and Refund Policy

A fee is required for each class dropped or added. Added courses after the first day of class must be paid in full, unless the cost of the added courses is covered by financial aid.

The drop/add process is completed at the Finance Office. The drop/add process is not considered official until the student has made payment for the added course(s) or requested reimbursement for the dropped course(s) at the Finance Office.

It is the student's responsibility to verify in the Academic Calendar, the drop and add period for each academic session. When a student officially drops from any course or courses, within the first week of classes, by filing a formal drop or withdrawal notice with the Office of the Registrar and completing the process with the Finance Office, a refund of tuition will be made according to the following schedule:

DATE OF DROP

Before classes start

During first week of classes

During and after the second week of classes

REFUND

100% 100%

NO REFUND

REMINDER:

The last day to drop a course for a full tuition refund is the last day of the first week of classes (if the last day of the first week of classes falls on a Friday evening or Saturday, the deadline for drop/add will be the Monday of the second week of classes). Refunds are not processed for courses dropped during and after the second week of classes.

It is important for students to complete the add/drop procedure during the first week of classes and plan their course selection carefully in order to avoid reduced refunds or credits. Not attending classes does not mean that the charges will be automatically dropped. It is the student's responsibility to formally drop all courses before and during the first week of classes to receive a proper refund. If the process is not properly completed, the charges will remain on the student's account and the student will be financially liable for said charges.

Incomplete Grades

Students with satisfactory work in a course but who, due to extenuating circumstances, cannot complete the required coursework during the session may, as approved by the professor, receive a grade of "I" (Incomplete) together with a letter grade indicating the level of performance on the work accomplished factoring in the impact of non-completion of the work pending.

Acceptable reasons to be considered by the professor for awarding grades of "I" include serious illness, accident or hospitalization of the student, their dependents, spouse or significant other, natural disasters, military mobilization, or a court ordered appearance. Any other hardship circumstances must be approved by the Chancellor. Written proof of evidence is required in all cases except for natural disasters.

An Incomplete has to be removed by the due date for midterm grade submission of the following academic session. If the student needs to attend the course in its entirety or the latter half of the course after midterm, this requirement will be at the sole discretion of the professor. In this case, the change of grade will be submitted by the professor on the due date for final grade submission.

Grades of Incomplete that fail to be removed by this date will be automatically assigned the grade factoring in the impact of non-completion of the work pending. Registrar will send the final grade.

No financial aid will be disbursed to the students for the terms in which they have an Incomplete. Upon removal of the Incomplete, a Satisfactory Academic Progress (SAP) evaluation will be conducted by Financial Aid and the student will be notified if he/she has a warning or a suspension.

Under no circumstances will an incomplete grade be awarded for remedial purposes, or for reasons not specified in this section.

Each grade of "I" must be removed during the session following its receipt. After the time limit has elapsed, the letter grade accompanying the "I" will automatically become the final grade if the course requirements have not been fulfilled.

It is the student's responsibility to monitor that the grade change has been made. There will be an administrative fee for the removal of each "I" grade. Incomplete grades will not be taken into consideration for the grade point average (G.P.A.) during any session in which an "I" is obtained.

Any extension of an Incomplete must be requested to the Chancellor by the student in writing with the supporting documentation included.

Change of Grades

Grades are the sole province of the Faculty. Once the professor reports the grade for a course to the Office of the Registrar, it is not subject to amendment without the written authorization of the faculty member and the Program Director.

At the end of each academic session, grades will be made available to students on WebAdvisor.

Students who wish to contest a grade must initiate the grade grievance process within thirty (30) calendar days of the date of the grade notification on the web. In contesting a grade, students must follow the steps specified in the section entitled “Academic or Grade Grievance” of the prevailing General Policies and Disciplinary Procedures Manual.

Administrative Withdrawal Policy (AW)

Administrative withdrawal (AW) may occur when a student is not in compliance with the attendance policy or when students do not comply with the fees and payment arrangements made upon enrollment.

Administrative withdrawals due to nonattendance are only given up to the period of the midterm evaluation. After this period has passed, it is the student's responsibility to officially withdraw from a course. An administrative withdrawal does not exempt the student from any financial obligations incurred.

Academic Dismissal

The University reserves the right to dismiss at any time a student who fails to maintain the required academic standards. Academic dismissal represents an administrative mandatory separation from the institution with no guarantee of automatic readmission. Students under an academic dismissal status must wait at least 12 months to be eligible to apply for readmission to the Program from which they were dismissed.

Readmission must be requested through the completion of all required readmission documentation and its submission to the Office of Recruitment and Admissions. The University reserves the right whether to readmit students.

Graduate Program Readmission

Students are eligible to apply at any time for readmission into their original program when either of the following two circumstances occurs: when students interrupt their program of studies without an authorized leave of absence or when the student fails to re-enroll at the University after expiration of an approved leave of absence.

Students dismissed for academic reasons may reapply to the same program one calendar year following dismissal.

Readmission applications must be requested from and returned to the Office of Recruitment and Admissions.

Once the readmission package is completed, the Program Director and program faculty will review the record. The University reserves the right whether to readmit students. The process is highly selective, and shall take into account prior performance, including any comprehensive examinations taken. The following procedures for readmission will apply:

1. Faculty will carefully evaluate the applicant's previous academic and clinical performance (if applicable), before making a recommendation.
2. Faculty will be prescriptive at the time of readmission regarding particular requirements to address prior performance challenges.
3. Students will be readmitted under the rules and amendments contained within the Catalog in effect at the time of readmission.

4. Readmitted students will be subject to time limitation policy as to courses, clinical and research practices, and exams.
5. Credits previously accepted for transfer that were earned more than seven (7) years prior to the readmission date will not be approved unless they constitute part of a degree already awarded.
6. The total number of times that a readmitted student can take the Doctoral Comprehensive Integrative Examination is three. The number of times the tests were taken before readmission will be subtracted from the total number of times allowed.
7. Upon readmission under a new catalog, the student will have the term specified in the new catalog for degree completion, less the years already accrued under the applicable catalog when first enrolled.
8. Time spent on a duly authorized leave of absence will be excluded from the term for degree completion. However, any request for a time extension based on the fact that the student was on a duly authorized leave of absence, has to be submitted in writing and will follow the same procedure as all requests for time extension.

Official Transcripts

Students may request transcripts online at “Web Advisor”. Students who do not know their login credentials must complete a PIN form request available at the Office of the Registrar or online and fax it or mail it to the Office of the Registrar.

Transcript requests from anyone other than the student will not be honored unless a written authorization from the student is provided to the Office of the Registrar.

Official transcripts are sent by regular mail and will normally be sent or be ready for pick up within five to seven (5-7) business days.

Official transcripts requested for pick up by the student will bear the stamp “Official Transcript Issued to Student” in the transcript and in the envelope. A fee for the processing of transcripts will apply.

The University reserves the right to deny requests to students with outstanding obligations.

As stipulated by the Federal Department of Education (Title IV), all transcripts and materials submitted by the students from other institutions as part of their admission requirements, will become the sole property of the University and cannot be returned to the student. Students must contact previous institutions attended if in need of such documents.

GENERAL REQUIREMENTS FOR THE DOCTORAL DEGREE IN Ph.D. CLINICAL PSYCHOLOGY

The Program has established the following requisites for the awarding of the doctoral degree:

1. Grade point average (GPA) of 3.00 or higher on a 4.00 scale
2. Completion of a minimum of three years of full time residency in the Program

3. Satisfactory completion of all academic courses and laboratories, a maximum of two grades of “C” in non-clinical/core courses is allowed
4. Satisfactory completion of the required supervised practicum hours and internship
5. Passing scores (70% or above) on the written portion of the Doctoral Comprehensive Examination and a Pass in the oral portion of the Clinical Case Presentation
6. Demonstrated competence in APA style for publications and computer literacy (Windows and Words or Word Perfect)
7. Satisfactory completion and approval of a Doctoral Dissertation.
8. Satisfactory completion of a 2,000-hour doctoral internship in clinical psychology on a full-time basis (40 hours/week) during a one-year period or part-time (20 hours/ week) during a two-year period in a facility approved by the Program
9. Good standing in the Program, i.e., no disciplinary action pending or academic or clinical probation.
10. Recommendation from the program faculty for the doctoral degree. Students seeking a doctoral degree must demonstrate to the satisfaction of the Faculty those professional, ethical, and personal qualities and attributes described in the current General Policies and Disciplinary Procedures Manual.

General Graduation Requirements and Participation in Commencement Exercises

The following conditions must be met before a degree is conferred:

1. The student must complete an application for graduation and pay the corresponding fee. The fee is non-refundable and is required to process the application for graduation. This fee is mandatory whether or not the candidate will attend the Commencement Ceremony.
2. The student’s record is reviewed by the Office of the Registrar for completion.
3. Upon the recommendation of the Faculty and the Chancellor, the Office of the President reviews the record and requests approval from the Board of Trustees for degree conferment. The conferment of academic degrees is the sole province of the Board of Trustees.
4. The Office of the President will forward a copy of the final approval to the Office of the Registrar.
5. Once conferred, the Office of the Registrar will send the student a letter informing him/her of the date of degree conferment and the date on which the diploma will be available for pick-up. The following information pertains to participation in the Commencement Exercises:

The University awards degrees three times each year at the end of each academic session. Commencement Exercises are held once a year. Program requirements completed after the last day of each session will result in the degree being awarded in the following session in which the degrees are conferred. The student should note that the process of confirming and posting the degree to the transcript may take up to sixty (60) days after the last day of each session. In the meantime, the student may request from the Office of the Registrar a letter verifying that all degree requirements have been met, and that the degree is pending to be awarded. Once the degree is conferred, a diploma and transcript will reflect the last date of the session in which the degree requirements were completed.

In order to be eligible to participate in the Commencement Exercises a student must:

- a) Apply at the Registrar's Office and pay the applicable fee, during the session in which they plan to complete their coursework, and no later than the deadline stipulated in the Academic Calendar. Applying for graduation, regardless of participation in the commencement exercises, is a requirement for posting of degrees on transcripts and issuing diplomas.
- b) Students who complete requirements after the end of the session, in which the commencements are held, will not be allowed to participate in the commencement ceremony. They will have to wait until the next scheduled ceremony. Students completing Internship prior to the date, on which the commencement exercises are held, may be allowed to participate in said ceremony.

Students may not use any designated degree titles or credentials of degree completion until the degree is officially conferred and posted on the student's transcript. Representing oneself as in possession of a degree that has not been conferred constitutes a major violation under the University's General Policies and Disciplinary Procedures Manual.