



PH.D. CLINICAL PSYCHOLOGY PROGRAM HANDBOOK

CATALOGUE



Effective: August 2019

Rev. June 2026

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

Mission of the Program

Training Model and Competencies Required

Since November 2010, the PhD Program in Clinical Psychology has formally identified its training model as Scientist-Practitioner. Consistent with this model, the Program conceptualizes psychological science and professional practice as mutually informative and emphasizes their integration throughout students' doctoral training. As articulated by Belar and Perry (1992), science and practice are interdependent dimensions of professional psychology in which "each must continually inform the other" (p. 72). Students are prepared both to generate and critically evaluate psychological knowledge and to apply scientific evidence to assessment, intervention, and other professional activities. Conversely, clinical experiences and practice-based questions provide opportunities to inform scientific inquiry. This reciprocal integration of science and practice is reflected throughout the Program's didactic curriculum, research training and mentorship, and supervised clinical experiences. The program aims 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. Students will be prepared both to generate new knowledge, critically evaluate psychological knowledge, and to apply scientific evidence to assessment, intervention, and other professional activities. Conversely, clinical experiences and practice-based questions provide opportunities to inform scientific inquiry. This reciprocal integration of science and practice is reflected throughout the Program's didactic curriculum, research training and mentorship, and supervised clinical experiences.

Consistent with the revised Standards of Accreditation for Health Service Psychology (SoA) (2026), the Program provides broad and general training in the discipline of psychology and prepares students to attain the Profession-Wide Competencies required for entry-level practice in health service psychology. As a PhD program, particular emphasis is placed on scientific inquiry, research methodology, statistical and qualitative analysis, the critical evaluation of empirical evidence, and the generation and dissemination of psychological knowledge. These scientific competencies are integrated with comprehensive training in evidence-based assessment, intervention, and other areas of professional practice.

Individual and cultural diversity is integrated throughout the Program's educational philosophy and training activities. Didactic instruction, research experiences, clinical training, supervision, and professional development emphasize culturally responsive and ethically appropriate psychological science and practice. Through this integrated Scientist-Practitioner framework, the Program prepares graduates to use psychological science to inform practice, to draw upon practice to generate meaningful scientific questions, and to contribute to the advancement of clinical psychology through both research and professional service.

Our Doctor of Philosophy in Clinical Psychology Program is accredited by the *American Psychological Association (APA)*. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: apaacred@apa.org
Web: www.apa.org/ed/accreditation

The nine domains emphasized in this model are (i) Research, (ii) Ethical and Legal Standards (iii) Individual and Cultural Diversity, (iv) Professional Values, Attitudes and Behaviors, (v) Communication and Interpersonal Skills, (vi) Assessment, (vii) Intervention, (viii) Supervision, and (ix) Consultation and Interprofessional/interdisciplinary skills. In addition to these profession-wide competencies, the program trains students in Discipline-Specific Knowledge. Our Program goals and objectives are based on these nine domains.

The program goals:

Goal 1: To train students in the construction/creation and integration of research in clinical psychology in a culturally and ethically appropriate manner.

Goal 2: To train students in the application of knowledge, assessment skills, and clinical skills in the practice of psychology in a culturally and ethically appropriate manner.

The PhD program provides and implements a clear and coherent curriculum plan, which consists of 99 credits, including: 11 foundation courses (courses aligned to the APA wide competencies); 17 concentration courses (discipline specific); 4 elective courses; 7 laboratories, 8 clinical practicums; 8 research practicums; a second-year project; the dissertation; and the PhD Comprehensive Integrative Program Examination. Students are required to submit their second-year project in article form to a professional peer-reviewed journal.

Clinical and research competencies are integrated into the clinical and research practicum, and the core courses offered during the academic session. Practicum training is sequential, cumulative, and graded in complexity, and designed to prepare students for further organized training. The courses, as well as the practicum, follow a sequence of increasing complexity. The clinical and research practicum are based on a Developmental Model of Competencies that emphasizes their acquisition in a sequential, cumulative manner, with increasing complexity across coursework, research experiences, and clinical practice. Students' progress from the acquisition of foundational knowledge and skills to increasingly complex applications requiring integration, critical analysis, independent judgment, and professional responsibility. The curriculum, research experiences, and supervised clinical training are intentionally sequenced to support this progression and to prepare graduates for entry-level practice in health service psychology and, when pursued, advanced postdoctoral training.

Research Practicum

The research practicum is supervised by doctoral-level research faculty. We expect students to master these research competencies: 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 and questions, design a research plan, apply qualitative and quantitative research methodologies, conduct and interpret statistical and/or qualitative analyses; ability to write a research report; and understand the role of social responsibility in the formulation of research problems. The program follows a mentorship model in which students are paired with a research mentor, based on common research interests, upon entry to the program. The mentor will help the student develop the research skills necessary to complete an individual second-year research project (RPIC-671) and, subsequently, a doctoral thesis. Students complete a research practicum each semester of the program. By January of the second year, the student is expected to defend their second-year project proposal and complete it by the summer of their third year. The completed research project must be

submitted for publication prior to applying for an internship. The Second-Year Project is evaluated as a cumulative experience throughout the research practicum. The same rubric is used each semester to assess the student's progress, using a 1-to-5 rating scale. Expectations are established according to the student's stage of training, with specific goals identified each semester in collaboration with the research mentor. As students progress through the practicum, they are expected to demonstrate increasing levels of competency toward the completion of the Second-Year Project. At the end of each semester, failure to meet the expected goals, as reflected in the rubric, results in a No Pass for the research practicum.

Any student who has not completed their project by the end of the spring term in the third year will be out of compliance with the program requirements and will be invited to an alert meeting, where the student's difficulties in meeting program milestones will be assessed and discussed, and a remediation plan will be implemented. The remediation plan will include a timeline to complete the project. Students who do not meet the goals set in the alert meeting will be subject to dismissal from the program.

Clinical Practicum

There are eight Clinical Practicum (I: PRAC-581, II-A: PRAC-582-A, II-B: PRAC-582-B, III: PRAC-583, IV-A: PRAC-584-A, IV-B: PRAC-584-B, V: PRAC-585, VI-A: PRAC-586-A, VI-B: PRAC-586-B, VII: PRAC-587, VIII-A: PRAC-588-A and VIII-B: PRAC-588-B) courses. In the first two clinical practices (PRAC-581, PRAC-582-A & PRAC-582-B), 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 planning, 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 different models of conceptualization and therapy includes behavioral, cognitive, and socio-cultural approaches. In Clinical Practice I the students begin by shadowing advanced students. 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 testing and psychotherapy. In Clinical Practice V through VIII (third and fourth years), students will continue refining clinical skills in evidence-based interventions with different clients and conditions and will incorporate the evaluation of personality into a battery of psychological tests. Students interested in working in more specialized areas, such as health, neuropsychology, forensic or serious mental illness populations, will be able to complete clinical practice in these areas in their third and fourth years after having mastered more basic and general clinical skills in years one and two. The minimum total number of clinical practice hours is 1310 (practices I to VIII).

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

Practicum Level	Minimum Requirements	Clinical Hours Face to Face (Cumulative)	Clinical Hours (Assessment)	Clinical Supervision	Indirect Hours	Didactic Hours	Total
PRAC-581 (15 weeks) Fall	2 Shadow Cases	22 (11 Weeks) (22)	N/A	75 (5hrs Weekly)	30	15	142
PRAC-582 A (15 weeks) Spring	2 Individual cases	22 (11 Weeks) (44)	N/A	60 (4hrs Weekly)	15	5	102
PRAC-582 B (8 weeks) Summer	3 Individual case	24 (68)	N/A	32 (4 hrs Weekly)	8	5	69
PRAC-583 (15 weeks) Fall	6 Individual cases	90 (158)	N/A	15	8	5	118
PRAC-584 A (15 weeks) Spring	3 Individual cases 4 Cognitive evaluations	45 (203)	40	15	19	5	124
PRAC-584 B (8 weeks) Summer	4 Individual cases	32 (235)	N/A	8	20	5	64
PRAC-585 (15 weeks) Fall	5 Individual cases 3 Cognitive evaluations	75 (310)	30	15	20	5	144
PRAC-586 A (15 weeks) Spring	3 Individual cases 1 Family or Couples case* 2 Psychological or Psych-educational evaluations.*	60 (370)	20	15	20	5	119
PRAC-586 B (8 weeks) Summer	4 individual cases	32 (402)	N/A	8	20	5	64
PRAC-587 (15 weeks) Fall	4 Individual cases 1 Family or couples case. 3 Psychological or Psych-educational evaluations. 2 Case consultations	75 (477)	30	15	20	5	144
PRAC-588 A (15 weeks) Spring	5 Individual cases 1 Family or couples case. 3 Psychological or psych-educational evaluations. * 2 Case consultations	75 (552)	30	15	20	5	156
PRAC-588 B (8 weeks) Summer	4 individual cases	32 (584)	N/A	8	20	5	64
Total		584	150	281	218	70	1,310

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 and 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 readiness to internship and completion of the program's requirements. The remaining 75% of the weight will be attributed to the Doctoral Comprehensive Integrative Examination. For a student to progress academically, they must maintain a minimum cumulative G.P.A. of 3.00, pass the clinical and research practicum, pass the Doctoral Comprehensive Integrative Program Examination, and comply with ethical standards of the profession.

Program Training Objectives

The Ph.D. clinical psychology program has nine training objectives. Upon successful completion of all academic courses and practice, the students will be able to demonstrate competence in the following nine profession-wide competencies:

Research

1. Demonstrate the substantially independent ability to formulate research or other scholarly activities that contribute to the scientific, psychological, or professional knowledge base.
2. Conduct research or other scholarly activities.
3. Critically evaluate and disseminate research or other scholarly activities.

Ethical and Legal Standard

4. Be knowledgeable of and act in accordance with:
APA Ethical Principles of Psychologists and Code of Conduct
Relevant laws, regulations, rules, and policies governing health service psychology
Relevant professional standards and guidelines, including those established by the Puerto Rico Psychology Licensing Board.
5. Recognize ethical dilemmas and apply ethical decision-making processes.
6. Ethically conduct oneself in all professional activities

Individual and Cultural Diversity

7. An understanding of how their own personal/cultural history may affect how they understand and interact with people different from themselves.
8. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity.
9. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.

Professional Values, Attitudes, and Behaviors

- (a) Behave in ways that reflect the values and attitudes of psychology.
- (b) Engage in self-reflection; engage in activities to maintain and improve performance, wellbeing, and professional effectiveness.
- (c) Actively seek and demonstrate openness and responsiveness to feedback and supervision.

- (d) Respond professionally in increasingly complex situations with a greater degree of independence as they progress.

Communication and Interpersonal Skills

- (a) Develop and maintain effective relationships with a wide range of individuals.
- (b) Produce and comprehend oral, nonverbal, and written communications.
- (c) Demonstrate effective interpersonal skills.

Assessment

- (a) Select and apply assessment methods that draw from empirical literature; collect relevant data using multiple sources and methods.
- (b) Interpret assessment results to inform case conceptualization, classification, and recommendations.
- (c) Communicate findings accurately and effectively.

Intervention:

- (a) Establish and maintain effective relationships with the recipients of psychological services.
- (b) Develop evidence-based intervention plans specific to the service delivery goals.
- (c) Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- (d) Demonstrate the ability to apply the relevant research literature to clinical decision making.
- (e) Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- (f) Evaluate intervention effectiveness and adapt intervention goals and methods based on ongoing evaluation.

Supervision:

- (a) Demonstrate knowledge of supervision models and practices.

Consultation and Interprofessional/interdisciplinary skills:

- (a) Demonstrate knowledge and respect for the roles and perspectives of other professions.
- (b) Demonstrates knowledge of consultation models and practices

Discipline Specific Knowledge:

Students will additionally be required to demonstrate discipline-specific knowledge in:

History and Systems of Psychology
Affective Aspects of Behavior;
Biological Aspects of Behavior; Cognitive Aspects of Behavior,
Developmental Aspects of Behavior, and
Social Aspects of Behavior
Research Methods
Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas
Statistical Analysis
Psychometrics

Program Tracks or emphasis

The program offers three tracks in Neuropsychology, Health Psychology, and Serious mental illness. The program offers three courses on each track, listed below. One course from each track is a required core course for all students and is listed below. The other two courses are listed as electives. Students on each track are required to take two courses from that track and complete two track-related clinical practica. In addition, they are to complete a dissertation on a topic of their selected track. Students from outside the track can take these courses as electives, but do not have to complete the two-track related clinical practica requirement. For all students, the additional courses meet elective course requirements. Students do not receive additional certificates or diplomas in these areas; simply completing these track requirements allows students to apply for track-related internships and makes them more competitive candidates.

Neuropsychology tracks: PHCP-628 Neurosciences approach of cognitive and affective aspects of behavior (required course for all students); PHCE-758 Neuropsychological Assessment (required course for Neuropsychology concentration students); PHCE-762 Principles of Neuropathology and Neuropsychological Rehabilitation (required course for Neuropsychology concentration students). Complete one-year track-specific clinical practica, such as Neuropsychological Assessment with a specific population. Completion of a dissertation on a neuropsychology-related topic.

Health Psychology track: PHCP-754- Health Psychology: Cognitive, Affective & Physiological Bases for Behavior (required courses for all students). PHCE-757 Health Psychology: Psychological Comorbidities of Physical Illness (required course for Health Psychology Concentration students); PHCE-759 Integrative Primary Care (required course for Health Psychology concentration students). Complete one-year specific clinical practica, such as Hospital Setting or Primary Integrative Care. Completion of a dissertation on a Health Psychology-related topic.

The program is a member of The Council of Clinical Health Psychology Training Programs (CCHPTP) and complies with all member program requirements as stated on their website. The program director attends their annual conference and stays informed about major developments in the training of health psychology.

Serious mental illness track: Students can also choose to complete a Serious mental illness emphasis which involves completing all required courses, including PHCP-587 Advanced Psychopathology in addition to two electives in the psychopathology area such as forensic psychology course, Rorschach Assessment course, Personality Disorders course, and complete one-year track specific clinical practica such as a Dialectical Behavior Therapy clinical practicum, Domestic Violence Clinical Practicum, Substance use disorder practicum or any other available serious mental illness practicum placement. Completion of a dissertation on a General Psychopathology-related topic.

Dissertation Requirements

According to the academic norms and policies of Albizu University (AU), San Juan Campus, each doctoral student must complete a dissertation to receive their 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 unique contributions to theoretical concepts in psychology. The Dissertation must have the approval of the IRB (Please refer to the AU'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, which must be composed of two members. **Obtaining two NO PASSES in the dissertation will result in an academic suspension (CAA-21).**

The first step is to finish the dissertation proposal and schedule a dissertation proposal meeting with the dissertation committee for approval. Once the dissertation committee approves the proposal, the student will submit the study to the IRB. The primary objective of the colloquium/proposal meeting is to ensure that all Committee members and the student agree that the Dissertation Proposal is satisfactory for continuance. The colloquium is presided over by the Dissertation Director and generally lasts about 1 hour. It is an open meeting, and the university community is invited to attend and participate in discussions. The student is expected to prepare and present a 30-45 minutes overview of the proposal. The student must submit a copy of the proposal to the committee members, two weeks before the actual proposal defense.

The Dissertation Defense is a formal presentation presided over by the Dissertation Director. Afterward, the final manuscript is finished and approved by the Committee.¹⁰ 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 degree requirements. Final approval by the Dissertation Director and Member(s) awaits receipt of all suggested changes and completion of the Final Procedures. 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 2013, the student applying for a Ph.D. degree in Ph.D. Clinical Psychology Program must pass the Doctoral Comprehensive Integrative Examination at any time during fall semester of the fourth year and after finished all the **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 and elective classes.

The student aspiring to a doctoral degree must pass the Doctoral Comprehensive Integrative Examination before undertaking the internship. As of the Fall of 2015, students applying for an internship must have sat and passed the doctoral comprehensive integrative exam by the end of the Spring Semester of that year. This examination is designed to measure the student's academic knowledge and professional competence in the general areas of psychology in Clinical Psychology. To sit for the doctoral comprehensive examination, the student must have successfully completed the required credit hours for the core courses. Students are permitted to have a maximum of four (4) 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. Students must obtain a score of 80% or higher on each section of the Doctoral Comprehensive Integrative Examination to pass the examination. If a student does not achieve the minimum passing score on a particular section, the student is required to repeat only the section that was not passed. This change applies prospectively to students taking the examination beginning in August 2026.

As of the Fall session of 2013, the Doctoral Comprehensive Integrative Exam will account for 75% of the grade, and the remaining 25% will be given to a clinical case presentation required in the student's last clinical practicum. The combination of both requirements will make the final passing grade of clinical readiness for the internship.

Clinical Internship

A clinical internship is required for completion of the Ph.D. in clinical psychology. The internship is completed at a site chosen to meet students' individual career goals. The internship typically involves 12 months (2000 hours) of intensive training and supervised experience. Typically, the internship facility must comply with the American Psychological Association accreditation standards and must be approved by the Department of Psychology. To apply for internship the student must meet the following requirements:

1. Provide evidence of successful completion of the Second-year project, including submission for publication in a peer-reviewed journal, thirty (30) days before the certification due date to apply for internship.
2. The student must be approved and provide evidence of the Doctoral Comprehensive Integrative Exam.
3. The dissertation proposal must be approved and provide evidence thirty (30) days before the certification due date to apply for the internship.
4. Successful completion of 1310 clinical practicum hours. The student will be apprised of any negative feedback from practicum sites that might indicate the need for additional training experiences before applying for an internship.
5. Completion of all coursework (including electives) prior to the start of the internship.
6. The student must attend internship preparation meetings when applying for the internship. These meetings are typically held during the Spring semester of the year the student is applying for an internship and will be held at least once a month until the student has formally submitted all applications. The purpose of these meetings is to facilitate the student's internship application process and ensure that the student's application meets APPIC standards.
7. The student must complete and submit using the "Internship Intention Form" thirty (30) days before the certification due date to apply for the internship.

8. All students applying for an internship are required to participate in the APPIC application and Match process. Students are strongly encouraged to apply to and rank APA-accredited internship programs. Students must participate in all applicable phases of the APPIC Match, including Phase I and Phase II. Students who remain unmatched after Phase II are required to participate in the APPIC Post-Match Vacancy Service (PMVS). Completion of all applicable phases of the APPIC Match and post-Match process is mandatory for students seeking internship placement.

Time and Residency Requirements

The Program is designed to be completed in 6 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 3-year residency requirement is that 2 of the 4 academic training years must be at AU, and at least 1 of those years must be in full-time residence at the Program. The Program's time limit for completing degree requirements is 7 years. After 7 years, students must petition the Chancellor for additional time.

PUBLIC DISCLOSURE OF STUDENT ADMISSIONS, OUTCOMES, AND OTHER DATA

In accordance with the public disclosure requirements of the American Psychological Association (APA) Commission on Accreditation (CoA) and the Standards of Accreditation for Health Service Psychology, the PhD Program in Clinical Psychology at Albizu University, San Juan Campus, publicly provides Student Admissions, Outcomes, and Other Data. These data are presented using the reporting format established by APA-CoA and are updated in accordance with applicable APA-CoA reporting and public disclosure requirements.

The publicly available information includes data on time to program completion, program attrition, internship placement, licensure, and program costs, as well as other information required by APA-CoA. The purpose of this disclosure is to provide prospective students and the public with accurate, current, and comparable information regarding the Program and its educational and training outcomes.

Current Student Admissions, Outcomes, and Other Data are available on the PhD Program in Clinical Psychology webpage at Albizu University: <https://www.albizu.edu/san-juan/programs/doctorate-of-philosophy-in-clinical-psychology-ph-d/>

Financial Aid

There are many types of financial aid available from 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:

Albizu University participates in the Federal Work-Study Program (FWS). Through FWS, the government subsidizes wages for eligible students when they work part-time for a participating employer. Because the funds are given to students as a paycheck for hours worked over 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 the 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 Ph.D. in Clinical Psychology program, Classification of Instructional Programs (CIP) Code 42.2801, is classified as a professional degree program for federal student aid purposes. Therefore, effective July 1, 2026, the loan limits established under the One Big Beautiful Bill Act (OBBBA) apply to eligible students enrolled in this program.

Under the new federal requirements, an eligible professional student may receive up to \$50,000 per academic year in Direct Unsubsidized Loans, subject to a \$200,000 professional student aggregate loan limit. Professional students are also subject to the new \$257,500 Lifetime Maximum Aggregate Loan Limit, which includes applicable Direct Loan and Federal Family Education Loan (FFEL) Program amounts borrowed for undergraduate, graduate, and professional study.

Graduate PLUS Loans are not available to new borrowers for enrollment periods beginning on or after July 1, 2026. However, a student may qualify for the federal interim exception if the student was enrolled in the same program of study at the same institution on June 30, 2026, and received a Direct Loan for that program before July 1, 2026. An eligible student may continue to receive loans under the pre-OBBBA requirements, including Graduate PLUS Loans, for the lesser of three academic years or the student's expected time to credential, provided that the student continues to meet all applicable federal eligibility requirements. Once the interim-exception period ends, the student becomes subject to the new annual, aggregate, and lifetime loan limits.

These loan limits are based on the program's current interim designation as a professional degree program and are subject to change based on the outcome of pending litigation and subsequent guidance from the U.S. Department of Education.

State Grants:

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

Institutional Award:

Albizu University provides different institutional awards⁻¹³⁻ for graduate students. Awards are determined using demonstrated need, academic progress, among others, as determined through the FAFSA application. The Grant does not have to be repaid.

DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)
CURRICULAR REQUIREMENTS
(Effective Fall 2019)

AREA I.

Clinical Courses 49 credits

PSYF-501 Theories of Learning and Motivation	2 credits
PSYF-505 Ethics in Clinical Practice and Research	3 credits
PHCP-528 Techniques of Psychotherapy and Comparative Theories of Personality.....	3 credits
PSYF-540 Life Span Human Development	3 credits
PHCP-548 Advanced Techniques of Psychotherapy	3 credits
PHCP-585 Psychopathology I	3 credits
PHCP-587 Advanced Psychopathology	3 credits
PSYF-613 History and Systems of Psychology	2 credits
PHCP-527 Cognitive and Behavioral Therapy: Child and Adolescent	3 credits
PHCL-527 Cognitive and Behavioral Therapy: Child and Adolescent (LAB)	1 credits
PHCP-628 Neuroscience Approach of Cognitive and Affective Aspects of Behavior	3 credits
PHCP-634 Cross-Cultural Psychotherapy: Multicultural and Individual Diversity	3 credits
PHCP-644 Psychotherapy Research in Clinical Practice	2 credits
PSYF-660 Social Aspects of Behavior	2 credits
PHCP-714 Techniques and Strategies of Clinical Supervision and Consultation	2 credits
PSYC-748 Psychopharmacology	2 credits
PHCP-750 Trauma: Psychological Perspectives	3 credits
PHCP-754 Health Psychology: Cognitive, Affective, and Physiological Bases for Behavior	3 credits
PHCP-752 Family Therapy	3 credits

AREA II.

Assessment Courses 8 credits

PSAC-602 Assessment of Intelligence	3 credits
PSDL-602 Assessment of Intelligence (LAB)	1 credits
PHCP-682 Assessment of Personality	3 credits
PHCL-682 Assessment of Personality (LAB)	1 credits

AREA III.

Research Courses 20 credits

RMIC-827 Statistics I	3 credits
RMSL-827 Statistics I (LAB)	1 credits
PSYF-505 Theory of Tests and Test Construction	3 credits
RMIC-825 Research Design and Program Evaluation	3 credits
RMIC-828 Techniques of Correlation and Multiple Regression	3 credits
RMSL-828 Techniques of Correlation and Multiple Regression (LAB)	1 credits
RMIC-829 Advanced Statistics	3 credits
RMIC-875 Qualitative Research Design	3 credits

AREA IV.

Practicums 10 credits

Clinical Practices

PRAC-581 Clinical Practicum I.....	1 credits
PRAC-582-A Clinical Practicum II-A.....	1 credits
PRAC-582-B Clinical Practicum II-B	.5 credits
PRAC-583 Clinical Practicum III.....	1 credits
PRAC-584-A Clinical Practicum IV-A	1 credits
PRAC-584-B Clinical Practicum IV-B.....	.5 credits
PRAC-585 Clinical Practicum V	1 credits
PRAC-586-A Clinical Practicum VI-A	1 credits
PRAC-586-B Clinical Practicum VI-B.....	.5 credits
PRAC-587 Clinical Practicum VII	1 credits
PRAC-588-A Clinical Practicum VIII-A.....	1 credits
PRAC-588-B Clinical Practicum VIII-B	.5 credits

Research Practices

RPIC-671 Research Practice	0 credits
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AREA V.

Electives Courses	12 credits
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PHCE-757 Health psychology: Psychological comorbidities of physical illness	3 credits
PHCE-760 Advanced Seminar On Scientific Writing And Publishing Research	3 credits
PHCE-761 Contextual Behavior Therapies: Theories And Techniques	3 credits
PSYE-600 Fundaments Of Gerontology	3 credits
PSYE-761 Personality Disorders: Diagnosis, Etiology And Treatment	3 credits
PHCE-759 Integrative Primary Care	3 credits
PHCE-758 Neuropsychological Assessment	3 credits
PHCE-762 Principles of Neuropathology and Neuropsychological Rehabilitation	3 credits

AREA VI. PHCP-830 Doctoral Comprehensive Integrative Examination	0 credits
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AREA VII. PSIN-890 Clinical Psychology Internship	0 credits
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AREA VIII. DISS-870 Doctoral Dissertation	0 credits
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Total Academic Credits	89 credits
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Total Practicum Credits	10 credits
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COURSES REQUIRED FOR A MASTER'S DEGREE DIPLOMA

PSYF-501 Theories of Learning and Motivation	2 credits
PSYF-505 Ethics in Clinical Practice and Research	3 credits
PHCP-528 Techniques of Psychotherapy and Comparative Theories of Personality	3 credits
PHCP-585 Psychopathology I	3 credits
PHCP-587 Advanced Psychopathology	3 credits
PSYF-540 Life Span Human Development	3 credits
PSYF-613 History and Systems of Psychology	2 credits
PHCP-548 Advanced Techniques of Psychotherapy	3 credits
PHCP-527 Cognitive and Behavioral Therapy: Child and Adolescent	3 credits
PHCL-527 Cognitive and Behavioral Therapy: Child and Adolescent (LAB)	1 credits
PSYF-660 Social Aspects of Behavior	2 credits
PHCP-634 Cross-Cultural Psychotherapy: Multicultural and Individual Diversity	3 credits
PSAC-602 Assessment of Intelligence	3 credits
PSDL-602 Assessment of Intelligence (LAB)	1 credits
PHCP-682 Personality Assessment	3 credits
PHCL-682 Personality Assessment (LAB)	1 credits
RMIC-824 Techniques of Correlation and Multiple Regression	1 credits
RMSL-824 Techniques of Correlation and Multiple Regression (LAB)	1 credits
RMIC-827 Statistics I	3 credits
RMSL-827 Statistics I (LAB)	1 credits
PSYF-588 Theory of Tests and Test Construction	3 credits
RMIC-825 Research Design and Program Evaluation	3 credits
PHCP-643 Psychotherapy Research in Clinical Practice	3 credits
PHCP-628 Neuroscience Approach of Cognitive and Affective Aspects of Behavior	3 credits
PRAC-591 Clinical Practicum I	1 credits
PRAC-592-A Clinical Practicum II-A	1 credits
PRAC-592-B Clinical Practicum II-B	5 credits
PRAC-593 Clinical Practicum III	1 credits
PRAC-594-A Clinical Practicum IV-A	1 credits
PRAC-594-B Clinical Practicum IV-B	5 credits
RPIC-671 Research Practice	0 credits
Total Credits for Master's Degree	62 credits

**DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)
CURRICULAR SEQUENCE
EFFECTIVE AUGUST 2019**

FALL - FIRST YEAR				
Old Code	New Code	Course Title	Prerequisites	Credits
PHCP 505	PSYF 505	Ethics in Clinical Practice & Research *		3
PHCP 528	PHCP 528	Theories of Psychotherapy and Comparative Theories of Personality *		3
PHCP 585	PHCP 585	Psychopathology I *		3
PRAC 591	PRAC 581	Clinical Practicum I *		1
RMIC 826	RMIC 827	Statistics I*		3
RMSL 826	RMSL 827	Statistics I Laboratory*		1
RPIC 671	RPIC 671	Research Practicum *		0

SPRING FIRST YEAR				
Old Code	New Code	Course Title	Prerequisites	Credits
PHCP 587	PHCP 587	Advanced Psychopathology *	PHCP 585	3
PHCP 548	PHCP 548	Advanced Techniques of Psychotherapy *	PHCP 528	3
RMIC 824	RMIC 828	Techniques of Correlation and Multiple Regression*	RMIC 827; RMSL 827	3
RMSL 824	RMSL 828	Techniques of Correlation and Multiple Regression (Lab) *		1
RMIC 825	RMIC 825	Research Design and Program Evaluation *		3
PRAC 592A	PRAC 582A	Clinical Practicum II*	PRAC 581; PHCP 528, PHCP 585	1
RPIC 671	RPIC 671	Research Practicum *		0

SUMMER FIRST YEAR				
Old Code	New Code	Course Title	Prerequisites	Credits
PHCP 527	PHCP 527	Cognitive and Behavioral Therapy: Child and Adolescent *		3
PHCL 527	PHCL 527	Cognitive and Behavioral Therapy: Child and Adolescent (Lab) *		1
PRAC 592B	PRAC 582B	Clinical Practicum II*	PRAC 582 A	.5
RPIC 671	RPIC 671	Research Practicum*		0

FALL SECOND YEAR				
Old Code	New Code	Course Title	Prerequisites	Credits
PSYF 505	PSYF 588	Theory of Tests and Test Construction *		3
PHCP 540	PHCP 540	Life Span Human Development *		3
PHCP 643	PHCP 644	Psychotherapy Research in Clinical Practice *	PHCP 585; PHCP 587; PHCP 526; PHCP 528	2
PSAC 603	PSAC 602	Assessment of Intelligence *	PHCP 540; PSYF 505; RMIC 827	3
PSDL 603	PSDL 602	Assessment of Intelligence Laboratory *	PHCP 540; PSYF 505; RMIC 827	1
PRAC 593	PRAC 583	Clinical Practicum III *	PRAC 582 A; PRAC 582 B.	1
RPIC 671	RPIC 671	Research Practicum *		0

SPRING SECOND YEAR				
Old Code	New Code	Course Title	Prerequisites	Credits
PHCP 661	PSYF 660	Social Aspects of Behavior *		2
PHCP 634	PHCP 634	Cross Cultural Psychotherapy: Multicultural and Individual Diversity *	PSAC-603	3
RMIC 829	RMIC 829	Advanced Statistics	RMIC 828	3
PHCP 753	PHCP 752	Family Therapy	PHCP-528, PHCP548	3
PRAC 594A	PRAC 584A	Clinical Practicum IV *	PRAC-583, PSAC-602, PSDL-602	1
RPIC 671	RPIC 671	Research Practicum *		0

SUMMER SECOND YEAR				
Old Code	New Code	Course Title	Prerequisites	Credits
PSYF 612	PSYF-613	History and Systems of Psychology *		2
PHCP 754	PHCP-754	Health Psychology: Cognitive, Affective and Physiological Bases of Behavior		3
PSYC 749	PSYC-748	Psychopharmacology	PHCP 628	2
PRAC 594B	PRAC-584B	Clinical Practicum IV *	PRAC 584A, PSAC 602, PSDL 602	.5
RPIC 671	RPIC 671	Research Practicum *		0

FALL THIRD YEAR				
Old Code	New Code	Course Title	Prerequisites	Credits
ELECT#1	ELECT#1	ELECTIVE # 1		3
PHCP 628	PHCP 628	Neuroscience Approach of Cognitive and Effective Aspects of Behavior *		3
PHCP 681	PHCP 682	Personality Assessment I*	PSAC 602; PSYF 588	3
PHCL 681	PHCL 682	Personality Assessment I (Lab.) *	PSAC 602; PYF 588	1
PSYF 500	PSYF-501	Theories of Learning and Motivation *		2
PRAC 595	PRAC 585	Clinical Practicum V	PRAC 584 A; PRAC 584 B	1
RPIC 671	RPIC 671	Research Practicum		0

SPRING THIRD YEAR				
Old Code	New Code	Course Title	Prerequisites	Credits
ELECT#2	ELECT#2	ELECTIVE # 2		3
PHCP 713	PHCP 714	Techniques and Strategies of Clinical Supervision & Consultation		2
RMIC 875	RMIC 875	Qualitative Research Design	RMIC-825	3
PRAC 596A	PRAC 586A	Clinical Practicum VI	PRAC-585	1
RPIC 671	RPIC 671	Research Practicum*		0

SUMMER THIRD YEAR				
Old Code	New Code	Course Title	Prerequisites	Credits
PHCP 750	PHCP 750	Trauma: Psychological Perspectives	PHCP 548; PHCP 587	3
PRAC 596B	PRAC 586B	Clinical Practicum VI	PRAC-586 A	.5
RPIC 671	RPIC 671	Research Practicum*		0

FALL FOURTH YEAR				
Old Code	New Code	Course Title	Prerequisites	Credits
ELECT #3	ELECT #3	ELECTIVE #3		3
DISS 870	DISS 870	Doctoral Dissertation		0
PHCP 830	PHCP 830	PHD. Program Integrative Exam**		0
PRAC 597	PRAC 587	Clinical Practicum VII	PRAC 586 A; PRAC 586 B	1

SPRING FOURTH YEAR				
Old Code	New Code	Course Title	Prerequisites	Credits
ELECT #4	ELECT #4	ELECTIVE #4		3
DISS 870	DISS 870	Doctoral Dissertation		0
PRAC 598A	PRAC 588A	Clinical Practicum VIII	PRAC 587	1

SUMMER FOURTH YEAR				
Old Code	New Code	Course Title	Prerequisites	Credits
PRAC 598B	PRAC 588B	Clinical Practicum VIII	PRAC 588 A	.5

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

FALL-SUMMER SIXTH YEAR				
Old Code	New Code	Course Title	Prerequisites	Credits
DISS 870	DISS 870	Doctoral Dissertation		0
PSIN 890	PSIN 890	Clinical Psychology Internship ***		0

Notes:

*Courses that must be completed to obtain a master's degree in Clinical Psychology.
Students must have passed 62 credits as well as completed the second-year project.

**The Program Integrative Test must be taken during the fall semester of the fourth year. Students must have completed and approved all prerequisite courses before taking the exam.

Only in special circumstances approved by the Program faculty may the examination be administered during the spring semester. Students who need to repeat a section or the entire examination must do so during the spring semester of the fourth year.

***Applications of Clinical Internship for Fall Fifth Year.

Assessment of Student Learning

The Student Learning Assessment Progress Reports are at the heart of the Student Learning Assessment Plan, as they align 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 the 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 others' personal values and cultural, social, and economic backgrounds.
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 their information needs and 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 their professional practice. 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, the use of evolving technologies, and access to information resources.

Student Learning Assessment Process

The student's academic development is continuously monitored by an array of mechanisms to assess learning, attitudes, aptitudes, skills, and motivations. There is a comprehensive monitoring process for student learning outcomes to ensure that students 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 to learning goals, course content, learning activities, reference materials, and evaluation techniques.

Student Performance Evaluation, Feedback, And Advisement

Each Ph.D. student completes with their advisor/mentor the [Doctoral Student Advisement Form](#). This document provides information on all aspects of the student's performance. It is expected to complete and submit the advisement form at the end of the Spring semester for each academic year. A copy of the form is placed in the student's record.

During each term, faculty, clinical, and research supervisors provide ongoing feedback to students on their clinical and research competencies. All courses, research projects, and clinical practices include formal mid-, and end-of-term written evaluations of competencies. If areas of difficulty are identified, faculty or supervisors document specific recommendations or remedial activities to be completed during the next session. Students are encouraged to discuss academic problems as well as their end-of-term feedback with their faculty advisors and professional counselors.

Every student meets with their advisor to monitor academic and clinical progress and prepare for the next term. The student is responsible for ensuring the timely completion of program requirements.

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 evaluated in the determination of satisfactory progress are the student's academic, clinical, and research performance, and the time limit for the degree.

A. Qualitative Component - the academic performance of the student is the qualitative measure of satisfactory progress, including a 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 (86%) of all attempted credit hours.
 - a. Note: Financial aid does not apply to courses taken on an audit basis, credit hours earned through placement tests (CR), and Continuing Education (CE) courses.
2. For all graduate programs, only grades of A, B, and P will be considered as hours completed. (Please refer to the current Albizu University Catalog for more information.) Courses with C, D, F, Administrative Withdrawal (AW), No Pass (NP), Withdrawal (W), and Incomplete (I) at the time of the student's SAP review count as attempted hours but are not counted as successfully completed hours. An Incomplete grade that is converted to a letter grade later will be considered during the next SAP review, as applicable. For Pass/No Pass courses (practicums, seminars, laboratories, and degree exams), students are required to pass 100% of all enrolled courses for the academic session.

C. Norms: Albizu requires every student enrolled in a degree-seeking or certificate program to show satisfactory academic progress. The student must comply with the following norms:

1. Every student must maintain at least the minimum CGPA required for their active program.
2. Every student must complete at least the minimum percentage of all attempted and cumulative credits required for their active program within the established time limitation.
3. Students who cannot complete the degree requirements within the time limitation established for their active program may request a one-year extension from the Chancellor. Under no circumstances will an extension exceeding one year be granted for the completion of degree requirements for Bachelor of Science, Interdisciplinary Baccalaureate, or master's degrees. In the case of the doctoral programs, only under exceptional circumstances will a degree extension of more than one year be granted.
4. Every student whose academic progress does not meet the criteria established for their active program will be placed on Warning status. If the student does not show academic progress after the warning period (consecutive academic sessions, except for dissertation enrollment, which can be consecutive or alternate), the student will be placed under Financial Aid Suspension/Academic Dismissal status.
5. If a student on Warning status interrupts their studies at AU, drops all classes within the first week of the academic session, or applies for a leave of absence, they will remain on the same status upon readmission.

D. 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.

Consequences of not meeting Satisfactory Academic Progress (SAP)

- A. Warning:** When a student fails to meet the SAP standards for CGPA and/or the established percentage for their active program of enrollment, they will be placed on Warning status. The student will remain eligible for financial aid during the warning period. If a student on Warning status interrupts their studies at Albizu, drops all classes within the first week of the academic session, or applies for a leave of absence, they will remain on the same status upon readmission. A student is placed on Warning status upon meeting one or more of the following conditions:
1. A CGPA under the minimum required for their academic program
 2. An NP in a practice module, doctoral dissertation, doctoral project, master's thesis, concept paper, internship, laboratory, or seminar
 3. A grade of C or lower in graduate-level courses
 4. A grade of F in an undergraduate-level course
 5. Less than the minimum cumulative percentage of credits completed as required for their active program of enrollment
- B. Academic Suspension:** If, after being placed on Warning status, a student fails to meet the SAP standards for CGPA and/or the established percentage for their active program of enrollment, the student will be placed on Academic Suspension status. Academic suspension status, which applies to consecutive or alternate academic sessions, will be granted to students who meet the following:

- C. Two (2) NPs in dissertation, doctoral project, master's thesis, internship, laboratories, practicum modules, and/or seminars, or in a combination of these.
1. A course that is not completed after two (2) attempts for graduate programs; grades of W and AW will be counted as attempted but not completed credits, therefore having an impact upon the academic standing of the student.
 2. Failure to pass the doctoral-level comprehensive examination after four (4) attempts.
 3. Failure to meet the SAP standards for CGPA and/or the required completion rate for their active program on two consecutive sessions enrolled after having been placed on Warning status
 4. Non compliance with an academic plan. Consult the Institutional Catalog for applicable norms of your academic program.
- D. **Financial Aid Suspension:** A student will be placed on Financial Aid Suspension status if one or more of the following conditions are present:
1. Noncompliance with an agreed-upon mandatory academic plan
 2. Two (2) NPs in dissertation, master's thesis, doctoral project, internships, laboratories, practice modules, and/or seminars
 3. A course that is not completed after three two (2) attempts for graduate programs (note that grades of W and AW will be counted as attempted but not completed credits, therefore having an impact upon the academic standing of the student)
 4. Failure to pass the doctoral-level comprehensive examination after four (4) attempts.
 5. Dismissal from the active program if, after being placed on Warning status and in a mandatory academic plan, the student fails to meet the SAP standards for CGPA and/or the required completion rate for their program on consecutive sessions enrolled
 6. Two (2) grades of C or lower in clinical or research courses
- E. **Readmission:** Students dismissed from a program must wait for a minimum of one academic session to be eligible to apply for readmission to the same program. However, students on Academic Suspension status may opt to apply immediately to a different program at the University, in which case the student would also be eligible to apply for financial aid.
1. Every readmission or admission application of a student who experiences an academic suspension is evaluated by the relevant program director and faculty, who will provide their recommendation to the Admissions Office, the Academic Dean, and the Dean for Student Affairs. Based on this revision process by the Program Director and the Academic and Student Affairs Deans, a decision on granting or denying readmission will be made. The University reserves the right to readmit or admit students into its programs. If the student is approved for readmission into the same program, they will be readmitted under Financial Aid Suspension status and with a specific mandatory academic plan addressing the issues that affected their performance in the past. The student may file an appeal to receive financial aid. If approved, then the student can receive financial aid under Financial Aid Probation. For information on the process of readmission under these circumstances, please refer to the current University Catalog and the General Policies and Disciplinary Procedures Manual.
 2. Students who apply for readmission after leaving for any reason other than Institutional Dismissal will be readmitted to the same status they had upon leaving the program.

- F. **Institutional Dismissal:** An Institutional Dismissal is a mandatory administrative separation from AU for a severe transgression against institutional policies, with no guarantee of future admission.

Appeals

G. Academic Status Appeals

1. Academic Status Appeal Process

- a. A student suspended for failing to meet any SAP component will be notified in writing (via the institution's email) of the suspension. Exceptions to the SAP Policy may be requested on a case-by-case basis when a student feels there are mitigating circumstances beyond his/her control that warrant special consideration. A student cannot use the same reason for multiple appeals.
- b. A student is required to submit, as part of the appeal procedure, an explanation of why they failed to achieve satisfactory academic progress and of what has changed in their situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation. Supporting documentation must be included.
- c. If the filed appeal is approved, the student will be placed on probation and/or be required to follow an agreed-upon mandatory academic plan and will be eligible to receive financial aid.

H. Academic Status Appeal Requirements

1. Every filed appeal, whether for an Academic or Institutional Dismissal, must include all the following:
 - a. A written academic progress appeal addressed to the Dean of Academic Affairs. This must include a statement explaining the mitigating circumstance(s) warranting special consideration.
 - b. Documentation or evidence that supports the circumstances described in the statement, such as letters from physicians, court documents, death certificates, copies of University documents (such as approved requests for Incompletes or course withdrawals accompanied by posted grade changes on transcripts), or, to document financial hardship, bank statements, layoff notices, foreclosure notices, court documents, or other relevant legal documents.
 - c. Any additional items required when the mitigating circumstance(s) will result in the student exceeding the maximum timeframe for the active program, including a copy of an academic plan or graduation evaluation form signed by the academic advisor or program director.

I. Financial Aid Status Appeals

1. **Financial Aid Status Appeal Process:** A student may file an appeal if they are placed on Financial Aid Suspension. No financial aid status other than suspension is eligible for an appeal. To file an appeal, the student must complete an appeal form at the Financial Aid Office. As part of the process, an Evaluating Committee of the Appeal is formed, which is comprised of the Financial Aid Director, the Director of the Academic Program the student belongs to, the Registrar, and a Professional Counselor. The student must provide documentation to support the appeal to the committee. If the Financial Aid Suspension appeal is approved, the student will be placed on Financial Aid Probation and will be eligible to receive financial aid for one more session. In cases where the appeal approval requires a mandatory academic plan for more than one session, the student placed on Financial Aid Probation will continue to receive financial aid for the duration of the mandatory academic plan. However, if the student fails to maintain progress in accordance with the mandatory academic plan, they will become ineligible for financial aid and will again be placed on Financial Aid Suspension. The student has the right to file an appeal for a second time.

2. Reestablishing Financial Aid Eligibility will be reestablished if:

- a. The Evaluating Committee accepts the filed appeal and the student is placed on Financial Aid Probation status
- b. The student is in Good Standing

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 complaints and grievances, and refer them to The General Policies and Disciplinary Procedures Manual and the Program's Due Process and Grievance Procedures, which are posted at the end of this catalog, and which address these procedures. 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 members maintain 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, faculty, clinical, and research supervisors provide ongoing feedback to students on their clinical and research competencies at the end of each semester. All courses 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 to be completed during the next session. Students are encouraged to discuss academic problems and their end-of-semester feedback with the faculty advisor and the professional counselor.

Every student should meet with his or her advisor regularly, at least twice a month, to monitor academic and clinical progress and prepare for the next semester. The student advisor is responsible for ensuring the 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 a professional mental health service, they can refer the student to a mental health specialist. In addition, once a year (in the 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. \; 1) A signed timetable and a contract is agreed upon for dissertation by the student and the Dissertation director (see Dissertation Manual, Appendix 9, pp. 25-27).

Evaluation of Academic Progress

Students are required to maintain a minimum GPA of 3.00. Nonfulfillment of this norm results in academic probation. Academic probation advises the student that their academic performance is in serious violation of institutional norms and regulations and that their 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, they 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 No Pass grades 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 reviews student progress and makes decisions about students' academic standing. Any dismissal decisions are made by a majority vote of 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 Program's Due Process and Grievance Procedures in this Catalog & Student Handbook, and the General Policy and Disciplinary Procedures Manual located at www.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 summarizing 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 financial aid guidelines, and institutional norms. An essential aspect of academic advisement is monitoring each student's academic progress. The Financial Aid Office is notified of all decisions that impact student aid. Administrative checks are in place to ensure 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 with students to discuss difficulties maintaining a minimum level of achievement in a course. If the problem cannot be resolved at an individual level, the student is referred to meet with their academic advisor. The student meets with their 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 serious concerns about a student's progress, the matter may be brought to the faculty's attention during a regular weekly meeting. Given our policy of faculty mentoring and close academic advisement, we make every effort to detect problems at the earliest stage and assist students in resolving conflicts that could interfere with completing their degree or with satisfaction with the learning experience.

Every two weeks, the Ph.D. Clinical Psychology faculty meet to discuss program and student affairs. During these meetings, faculty may discuss individual situations with students who are having difficulty meeting the program's minimum level of achievement. Recommendations for remedial actions are discussed by the faculty, including the possibility of a referral to a professional counselor. If necessary, the frequency of these meetings may be adjusted based on Program needs.

Remedial Plans

The Chancellor's Office notifies students by email of any decision that affects their academic status (i.e., probation, recommended leave of absence). The student is advised to meet with their 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. Afterward, the faculty is 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. Still, it includes and is not limited to the repetition of exams, additional time for assignments or tests, closer supervision by the professional counselor, and a recommendation for a leave of absence without any penalty if the student is experiencing a personal or emotional problem. The faculty serves as gatekeepers in identifying students who are struggling in the program.

Research mentors 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 practices and dissertation coordinator who assesses the situation and makes the appropriate remedial decision. This may include referral to a professional counselor or to the program director, a change of research supervisor or research project, among others.

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

OTHER ACADEMIC POLICIES

Academic Preparation & Admission Requirements

An 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 meet the admissions deadline with the Admissions Office 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). To process an application, the following minimum documents are required: payment of the non-refundable fee, completed application form, copies of transcript (s), letters of recommendation, resume, and a 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 applications for admission for graduate and undergraduate programs should be addressed to the Admissions Office, 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 Catalog.

APPLICATION PROCEDURES - Submit a graduate application form, accompanied by the appropriate fee, to the Office of Admissions. International 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 AU, an official DEGREE CERTIFICATION will be accepted as evidence that the degree will be conferred on 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 the application and subjects applicants to the loss of all credits earned and may result in dismissal.** ^(1/11/11) 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 bachelor's degree CGPA of 3.00 will be used. This is the general cumulative GPA, not the concentration or graduation GPA.

RECOMMENDATION LETTERS - Two (2) recommendation letters, 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 Albizu University'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's 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 who 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 their 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 complete the requirements of the doctoral programs successfully 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.

IDENTITY VERIFICATION - For identity verification purposes, the applicant will be required to present a current ID card upon admission. Having satisfied these initial requirements, an appointment will be made for an interview with the candidate to evaluate their 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 constraints, the student may 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, AU/SJC reserves the right to reject any applicant.

The candidate's acceptance is subject to the 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 highly selective and competitive. The Faculty's decision to interview a prospective student does not indicate or imply acceptance of the candidate. The fit between the student applicant and the faculty member the student is interested in working with is an important factor in the selection process.

If matriculation is approved, the Office of Admissions will issue a statement of requirements, and formal matriculation for the doctoral degree will be established. Applicants who have not yet fulfilled their academic prerequisites must complete them at the Undergraduate or Master level before the Faculty takes final admission action. Please note that any admission notification will be canceled 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 that assess applicants' learning, attitudes, aptitudes, and motivation. The minimum required GPA to apply to the program is 3.00. 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. As mentioned previously, the fit between the student applicant and the student's identified research mentor is a very important selection criteria. 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 currently enrolled in another AU Program are not automatically eligible to transfer to the PhD Clinical Program. They are required to apply and comply with all admission requirements to ensure that all program students 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

1. Before classes start
2. During the first week of classes
3. During and after the second week of classes

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. Students need 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 completed properly, the charges will remain on the student's account, and the student will be financially liable for them.

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. The Chancellor must approve any other hardship circumstances. 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 professor's sole discretion. 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. The 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 associated with the "I" will automatically become the final grade if the course requirements have not been met.

It is the student's responsibility to monitor that the grade change has been made. There will be an administrative fee for each "I" grade removed. 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 by the student in writing to the Chancellor, with 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 cannot be amended 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 Student Self-Service.

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 granted only through the midterm evaluation period. After this period has passed, it is the student's responsibility to 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 a student at any time 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 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 the 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 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 30-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 the time limitation policy for courses, clinical and research practices, and exams.
5. Credits previously accepted for transfer that were earned more than seven (7) years before 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 at the time of first enrollment.
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 must be submitted in writing and will follow the same procedure as all other requests for time extension.

Official Transcripts

Students may request transcripts online at “National Student Clearing House”. Students who do not know their login credentials must complete a PIN form request available at the Office of the Registrar or online and send 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 pickup by the student will bear the stamp “Official Transcript Issued to Student” on the transcript and in the envelope. A fee for transcript processing 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 their previous institutions if they need 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, grade B or higher.

5. Completion of a second-year research project and evidence of having submitted it for publication to a peer-reviewed journal.
6. Satisfactory completion of the required supervised practicum hours and internship.
7. 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
8. Demonstrated competence in APA style for publications and computer literacy (Windows and Words or Word Perfect).
9. Satisfactory completion and approval of a Doctoral Dissertation. - This requires the student to successfully defend the dissertation and submit the final written document to the dissertation mentor within 30 days following the defense. The final document must be approved by the dissertation committee, reviewed and approved by the Research Coordinator, and submitted to the library. Library certification constitutes the final requirement for satisfactory completion and approval of the Doctoral Dissertation.
10. 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
11. Good standing in the Program, i.e., no disciplinary action pending or academic or clinical probation.
12. 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 attends the Commencement Ceremony.
2. The Office of the Registrar reviews the student's record 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 them 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 award. 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 required for posting 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 an internship prior to the date on which the commencement exercises are held may be allowed to participate in said ceremony.
- c) 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.

Student life/student organizations

Albizu strives to foster a sense of belonging to a larger community, and there is no better way to embrace this mission than by joining a student association. Students are urged to join the PhD Clinical Psychology Association, the Health Psychology Researchers Association, or any other organizations that interest them, and to obtain the personal and professional benefits of membership. The Student Services Office can provide all necessary information.

Qualified psychology students in the program are encouraged to apply for membership in Psi Chi, an international honor society founded in 1929 to encourage excellence in scholarship and advance the science of psychology.

Students are also encouraged to apply for membership in professional organizations that match their areas of study, such as the Puerto Rico Psychological Association, the National Association of Graduate-Professional Students, and the American Psychological Association, among others. Students should contact their campus representatives for membership criteria and application forms.

In addition to the Student Council described above, these include the Gender and Sexual Diversity Organization (GSDO), OASIS, Fusion, and Active Minds at Albizu.

Ph.D CLINICAL PSYCHOLOGY PROGRAM DUE PROCESS AND GRIEVANCE PROCEDURES

Introduction

This document provides Ph.D. students, staff, and faculty with an overview of the identification and management of students' problems and concerns, a listing of possible sanctions, and an explicit discussion of due process procedures. Also included are important considerations for remediation. We encourage staff and students to discuss and resolve conflicts informally; however, if this cannot occur, this document provides a formal mechanism for the Program to respond to issues of concern. This Due Process Document is divided into the following sections:

I Definitions: Provides basic or general definitions of terms and phrases used throughout the document.

II Procedures for Responding to a Trainee's Problematic Behavior: Provides our basic procedures, notification process, and the possible remediation or sanction interventions. Also includes the steps for an appeal process.

III Grievance Procedures: Provides the guidelines through which a trainee can informally and formally raise concerns about any aspect of the training experience. This section also includes the steps involved in a formal review by the Program of the trainee.

I. Definitions

Trainee

Throughout this document, the term "trainee" refers to any practicum student enrolled in the Ph.D. Program.

Program Director (PD)

Throughout this document, the term “PD” is used to describe the staff member who oversees the overall program academic, research and clinical practice activities. For the clinical practice, this is the Director of Clinical Training (DCT), and for Research, it is the Research Practices and Dissertation Coordinator (RPDC)

Due Process

The basic meaning of due process is to inform and to provide a framework for responding, acting, or disputing. Due process ensures that decisions about trainees are not arbitrary or based on personal factors. It requires that the Program identify specific procedures to be applied to all trainees’ complaints, concerns, and appeals.

Due Process Guidelines

1. During the orientation period, trainees will receive in writing the program expectations related to professional functioning. The PD, DCT, and RC will discuss these expectations during orientation day.
2. The procedures for evaluation, including when and how evaluations will be conducted, will be described. Such evaluations will occur at meaningful intervals.
3. The various procedures and actions involved in decision-making regarding the problem behavior or trainee concerns will be described.
4. The PD will communicate early and often with the trainee when any suspected difficulties that are significantly interfering with performance are identified.
5. The PD or DCT will institute, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
6. If a trainee wants to institute an appeal process, this document describes the steps of how a trainee may officially appeal this program's action.
7. The PD will ensure that trainees have sufficient time (as described in the grievances procedures policies) to respond to any action taken by the program.
8. When evaluating or making decisions about a trainee’s performance, the DCT will use input from multiple staff sources.
9. The DCT will document in writing and provide to all relevant parties the actions taken by the program and the rationale for all actions.

Significant Difficulties

The program considers significant difficulties to mean the following:

1. GPA below 3.00
2. A “C” or less in any course.
3. More than one incomplete per semester
4. Significant pattern of nonattendance (for more than two dates for more than two courses)

This can be triggered at any one of the following three opportunities. Faculty meet weekly and discuss students in the closed section of the meeting. Additionally, at the end of each evaluation period, all students are discussed in the presence of faculty, the registrar, and the education counselor. Those students meeting the above criteria will be referred to the educational counselor, who will then develop and work with the student on a remediation plan. Finally, each student is evaluated once a year, and an individualized letter is sent to the student.

Significant difficulties are defined broadly as an interference in professional functioning, which is reflected in one or more of the following ways:

1. An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
2. An inability to acquire professional skills to reach an acceptable level of competency; and/or
3. An inability to control personal stress, strong emotional reactions, and/or psychological dysfunction that interfere with professional functioning.

It is a professional judgment when a trainee's behavior or skills deficit becomes problematic rather than merely a concern. Trainees may exhibit behaviors, attitudes, or characteristics that, while concerning and requiring remediation, are neither unexpected nor excessive for professionals in training. Significant difficulties are typically identified when one or more of the following characteristics exist:

1. The student does not acknowledge, understand, or address the difficulty when it is identified;
2. The difficulty is not merely a reflection of a skill deficit that can be rectified by the clinical training;
3. The quality of services delivered by the trainee is sufficiently negatively affected;
4. The difficulty is not restricted to one area of professional functioning;
5. A disproportionate amount of attention by training personnel is required; and/or
6. The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

The AU General Policies and Disciplinary Procedures Manual includes the specific minor and major violations and sanctions on pages 7-15.

II. Procedures to Respond to Significant Difficulties

A. Basic Procedures

If a trainee receives an "unacceptable rating" from any of the evaluation sources in any of the major categories of evaluation, or if a staff member or another trainee has concerns about a trainee's behavior (ethical or legal violations, professional incompetence), the following procedures will be initiated:

1. In some cases, it may be appropriate to speak directly to the trainee about these concerns; in others, a consultation with the DCT, RC, or the Faculty Staff will be warranted. This decision is made at the discretion of the staff or trainee who has concerns. In other cases, an informal or formal hearing may be had. The procedures for informal and formal hearings are listed in section E, Disciplinary Procedures, below.
2. Once the PD has been informed of the specific concerns, he/she will determine whether and how to proceed with them.
3. If the staff member who raises the concern is the trainee's clinical supervisor, the PD will discuss it with DCT.
4. If the PD, the DCT, or the RC determines that the alleged behavior described in the complaint, if proven, would constitute a serious violation, the PD will inform the staff member who initially brought the complaint.
5. The PD will meet with the Program Faculty to discuss the concern and possible courses of action to be taken to address the issues and to discuss possible courses of action (as listed in II B below).

B. Notification Procedures to Address Significant Difficulties or Inadequate Performance

It is important to have meaningful ways to address significant difficulties once identified. In implementing remediation or sanctions, the training staff must be mindful and balance the needs of the trainee, the clients involved, and members of the trainee's training group, the training staff, other agency personnel, and the campus community. All evaluative documentation will be maintained in the trainee's file.

1. Verbal Notice to the trainee emphasizes the need to discontinue the inappropriate behavior under discussion.
2. Written Notice to the trainee formally acknowledges:
 - a) that the PD is aware of and concerned with the behavior or skill deficits,
 - b) that the concern has been brought to the attention of the trainee,
 - c) that the PD will work with the trainee to rectify the problem or skill deficits, and
 - d) that the behaviors of concern or skill deficits are not significant enough to warrant more serious action.
3. Second Written Notice to the trainee will Identify Possible Sanction(s) and describe the remediation plan. This letter will contain:
 - a) a description of the trainee's unsatisfactory performance;
 - b) actions needed by the trainee to correct the unsatisfactory behavior;
 - c) the timeline for correcting the difficulty;
 - d) what sanction(s) may be implemented if the difficulty is not corrected; and
 - e) notification that the trainee has the right to request an appeal of this action (*see Appeal Procedures - Section IID*)

If at any time a trainee disagrees with the aforementioned notifications, the trainee can appeal (*see Appeal Procedures - Section II D*)

C. Remediation and Sanctions

The implementation of a remediation plan with possible sanctions should occur only after careful deliberation and thoughtful consideration of the PD, DCT, RC, and the Program Faculty. The remediation and sanctions listed below may not necessarily occur in that order. The severity of the difficulty determines the level of remediation or sanction.

1. Schedule Modification is a time-limited, remediation-oriented, closely supervised period of training designed to return the trainee to a more fully functioning state. Modifying a trainee's schedule is an accommodation made to assist the trainee in responding to personal reactions to environmental stress, with the full expectation that the trainee will complete the traineeship. This period will include more closely scrutinized supervision conducted by one member of the core faculty or a clinical supervisor designated by the PD. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:
 - a) increasing the amount of supervision, either with the same or additional supervisors.
 - b) change in the format, emphasis, and/or focus of supervision or other academic activity.
 - c) recommending personal therapy
 - d) reducing the trainee's academic, clinical, or other workload.
 - e) requiring specific academic coursework.

The PD will determine the length of a schedule modification period in consultation with the DCT or RC and the core faculty. The termination of the schedule modification period will be determined after discussions with the trainee by the PD, in consultation with the DCT or RC, the clinical supervisor, and the core faculty.

2. Procedures to develop a Clinical Remediation or Research Plan:

- a. The clinical supervisor must evaluate the student's clinical competencies using the Clinical Practicum Evaluation Form twice a year, at midterm and the end of each semester.
 - b. If the score obtained in the midterm evaluation is below the minimum threshold (4 points), the clinical supervisor must develop a remediation plan identifying the competencies in which the student shows difficulty and the timeframe for acceptable performance.
 - c. The Remediation Plan must be discussed, agreed upon, and signed by the student and the clinical supervisor.
 - d. The student and the clinical supervisor will continue working to overcome the difficulties during the time frame identified in the Remediation Plan.
 - e. If the student fails to accomplish the goals identified in the Remediation Plan, they will obtain a No Pass in the Clinical Practicum Module. Then they will be placed on probation.
3. Probation is also a time limited, remediation-oriented, more closely supervised training period. Its purpose is to assess the trainee's ability to complete the traineeship and return the trainee to a more fully functioning state. Probation defines a relationship in which the PD, DCT, or RC systematically monitors for a specific length of time the degree to which the trainee addresses, changes, and/or otherwise improves the behavior associated with the inadequate rating. The trainee is informed of the probation in a written statement that includes:
 - a) the specific behaviors associated with the unacceptable rating;
 - b) the remediation plan for rectifying the problem;
 - c) the time frame for the probation during which the problem is expected to be ameliorated;
 - d) the procedures to ascertain whether the problem has been appropriately rectified.

If the PD determines that there has not been sufficient improvement in the trainee's behavior to remove the Probation or modified schedule, the PD will discuss possible courses of action with the DCT or RD and the core

faculty. The PD will communicate in writing to the trainee that the conditions for revoking the probation or modified schedule have not been met. This notice will include a revised remediation plan, which may include

continuing the current remediation efforts for a specified period or implementing additional recommendations. Additionally, the PD will inform the trainee that if their behavior does not change, they will not successfully complete the training program.

4. Suspension of Direct Service Activities ⁻³⁶⁻ requires a determination that the welfare of the trainee's client(s) or the campus community has been jeopardized. When this determination has been made, direct service activities

will be suspended for a specified period as determined by the PD in consultation with the trainee's clinical supervisor(s), DCT or RC, and the core faculty. At the end of the suspension period, the trainee's supervisor(s), in consultation with the DCT or RC and core faculty, will assess the trainee's capacity for effective functioning and determine whether and when direct service can be resumed.

5. Administrative Leave involves the temporary withdrawal of all responsibilities. If the Probation Period, Suspension of Direct Service Activities, or Administrative Leave interferes with the successful completion of academic, research or clinical practicum needed for completion of the traineeship, this will be noted in the trainee's file, and the Chancellor will be informed.
- 6a. Dismissal from the Training Program involves the permanent withdrawal from the Program. When specific interventions do not, after a reasonable time period, rectify the problem behavior or concerns, and the trainee seems unable or unwilling to alter her/his behavior, the PD, the DCT or RC, and the core faculty will discuss the possibility of termination from the training program or dismissal from the Program. Either administrative leave or dismissal would be invoked in cases of severe violations of the APA Code of Ethics, the Board of PR Psychologist Code of Ethics or when imminent physical or psychological harm to a client is a major factor, or the trainee is unable to complete the training program due to physical, mental or emotional illness. The PD, in consultation with the program faculty, will make the final decision on dismissal. This will be noted in the trainee's file, and the Chancellor will be informed.
- 6b. Immediate Dismissal involves the immediate permanent withdrawal from the Program. Immediate dismissal would be invoked, but is not limited to cases of severe violations of the APA Code of Ethics, the Board of PR Psychologist Code of Ethics or when imminent physical or psychological harm to a client is a major factor, or the trainee is unable to complete the training program due to physical, mental, or emotional illness. In addition, in the event a trainee compromises the welfare of a client(s) or the campus community by an action(s) which generates grave concern, the PD in consultation with the DT or RD and the core faculty, will recommend dismissal from the Program. This dismissal may bypass the steps identified in the notification procedures (Section IIB) and the remediation and sanctions alternatives (Section IIC). When a trainee has been dismissed, the PD will communicate to the Chancellor that the trainee has not successfully completed the training program.

If at any time a trainee disagrees with the aforementioned sanctions, the trainee may use the *Appeal Procedures (Section II D)*.

D. Appeal Procedures

In the event that a trainee does not agree with any of the aforementioned notifications, remediation, or sanctions, or with the handling of a grievance – the following appeal procedures should be followed:

1. The trainee should file a formal appeal in writing with all supporting documents to the PD. The trainee must submit this appeal within 5 work days from their notification of any of the above (notification, remediation, sanctions, or handling of a grievance).
2. Within seven work days of receipt of a formal written appeal from a trainee, the PD will consult with core faculty and then decide whether to implement a Quality Assurance Committee (QAC)
3. In the event that a trainee is filing a formal appeal in writing to disagree with a decision that the QAC has already made, then that appeal is reviewed by the Chancellor. The Chancellor will determine whether a new QAC should be formed to reexamine the case, or whether the decision of the original QAC is upheld.

E. Disciplinary Procedures

In cases of minor violations, AU encourages informal attempts to resolve grievances between the concerned parties.

Grievances that have not been resolved by such attempts will be brought to the attention of the appropriate Program Director. If not resolved, the aggrieved party or appropriate functionary will file a complaint with the appropriate Program Director, which will include the conduct allegedly in violation of the AU's Code of Conduct, the specific dispositions of the Code, the time and place of the occurrence, and a list of witnesses.

In the event of minor violations, the informal hearing procedure outlined below will be followed.

Informal Hearing Procedure

1. A written notification of the complaint will be sent to the student, either personally or by certified mail to their last known address, by the corresponding Program Director or their designee within 20 working days of the receipt of the complaint.
2. The notification shall include:
 - a. The full name and address of the student
 - b. Institutional student identification number, if any
 - c. The specific section or sections of the Code of Conduct that the student allegedly violated
 - d. Date, time, place, and circumstances when the alleged violation occurred
 - e. Witnesses' names and addresses.

For purposes of the Code of Conduct, the address of the witness, if a member of the academic community or a guest, will be the office of the Program Director.

The Program Director will forward any notification to the witness promptly.

- f. List of documents or evidence purportedly to be used against the student
 - g. Date, place, and hour in which the informal hearing will be held before the Program Director or designee
 - h. The student may bring witnesses and/or present evidence on the date, hour, and place designated for the hearing.
 - i. The informal hearing will be held within 20 working days of the date of the notification.
3. The student will have the opportunity to object in writing, at least three working days before the informal hearing, to the participation of the Program Director or designee in the proceedings. The Chancellor or designee will be notified and a new designee will be appointed at the Chancellor's discretion, within 10 working days of the receipt of the request, upon good cause shown by the student.
4. An informal meeting will be held before the Program Director or designee on the date, time and place indicated in the notification:
 - a. The Program Director or designee will read the charges and state the evidence available to the AU to support the charges. The student will be given a reasonable opportunity to examine said evidence during the hearing. The rules of evidence applicable to civil or criminal matters do not apply.
 - b. At the hearing, the student will have the opportunity to present his/her version of the charges, present evidence, and cross-examine witnesses. The student may request the opportunity to present witnesses or evidence to support his/her position. A continuance for this purpose may be granted only if issues arise that are directly related to the notification or availability of a pertinent witness or document. The student does not have the right to be represented by a counselor or to have one accompany them during the informal proceedings.
 - c. Minutes of the proceedings will be prepared and signed by the student and the Program Director or designee within 15 working days of the conclusion of the informal hearing.
 - d. The student will be notified in writing by the Program Director or designee of the resolution of the complaint and of any sanctions, if any, within 30 working days of the conclusion of the informal hearing, by certified mail or personal notification. A copy will be included in the student's disciplinary record. If the charges are dismissed, all references to the charges will be expunged from the student's records.

Appeal Procedure from an Informal Hearing

- a. The student may appeal to the next available appeal channel when there are allegations of violation of due process, when the sanction imposed is in dispute, or when there is new evidence not available at the hearing, by submitting a written appeal within 10 working days of the date of the notification of the Resolution of the complaint.

- b. The appeal term is not subject to extension.
- c. The appeal will be based on the record, although new evidence not available at the hearing may be received by any channel at its discretion.
- d. The next channel may dismiss the charges, modify the sanction, affirm the decision, or modify it. The student has 10 working days to appeal to the following channel **from the date of the notification** of the Resolution of the case from the previous channel; in strict order as indicated below:

CHANNELS OF APPEAL
Program Director
Dean of Academic Affairs
Dean of Students Affairs
Chancellor
President

Each channel has 30 working days from the receipt of the appeal petition to adjudicate and notify the student of the appeal's resolution.

Formal Hearing Procedure

A formal hearing is mandatory in cases of major violations.

1. The corresponding Program Director or designee will appoint a Quality Assurance Committee composed of two Faculty members or will, at their discretion, request from the Chancellor the appointment of an Examining Officer (EO), who may be a person from outside of the AU. **The Chancellor concerned must present all requests for the appointment of an Examining Officer to the President of the AU.** The appointment of the QAC or the Examining Officer will be made within 20 working days of the date of receipt of the complaint of a major violation.
2. The complaint must state the specific conduct, the applicable dispositions of the Code of Conduct that were allegedly violated, the time, place, and circumstances of the alleged violation, a list of witnesses, and a list of documentation and evidence to be presented at the hearing.
3. A formal hearing will be scheduled within 30 working days of the date of the appointment of the Quality Assurance Committee or Examining Officer.
The Program Director or designee will notify the student of the complaint only by certified mail with return receipt requested or by messenger. The notification of the formal hearing to the respondent will include items 2 (a) through (h), listed under the informal proceeding notification, which are applicable to the formal hearing.
4. The student respondent may submit an answer to the complaint before the hearing. The student may request an advance personal inspection of any documents or material evidence to be presented at the hearing, or of statements made by witnesses.
5. The student respondent has the following rights:
 - a. To request the opportunity to inspect any affidavits, documents or material evidence before the hearing on a mutually agreed date with the functionary submitting the charges. There is no right to an attorney at the discovery meeting; the student may obtain copies of the documents examined at their cost.
 - b. To bring counsel to the hearing to advise them at their expense.
The student may request a reasonable time to consult with their counsel during the course of the hearing. Counsel will not be allowed to question witnesses or to address the panel or Examining Officer, unless -39-specifically authorized to do so. It is the responsibility of any party that brings counsel to a hearing to advise them as to the role of counsel in said

hearings and the responsibility of any party to abide by this **General Policies and Disciplinary Procedures Manual**. Counsel will be barred from the hearing room if in violation of this **General Policies and Disciplinary Procedures Manual**, or if there is interference or interruption of the proceedings.

If counsel accompanies the student, the University may also have counsel or an advisor present to advise or counsel the person who will present the case for AU, the Chairperson of the QAC, or the EO.

- c. To testify, present witnesses, documents, and evidence
 - d. To hear the evidence against them and to question them (personally, **not through counsel**)
 - e. A determination of the facts of each case solely based on the evidence presented at the hearing
 - f. To record the hearing at their own expense. Students shall request authorization to record and bring all necessary equipment. The University reserves the right to record the hearings or to have a transcription made.
 - g. Rules of evidence applicable to civil or criminal matters will **not** be applied.
 - h. The right to appeal
6. The hearing will be chaired by one of the QAC members, selected at their discretion, or by the Examining Officer. The University may select a person to present the case before the QAC or EO. The EO or QAC Chair will conduct the hearing, establish the order of presentation of witnesses or evidence, and may question the parties' witnesses and accept evidence.
 7. The Quality Assurance Committee or Examining Officer will submit a report to the Program Director or designee, including findings of fact, a list of witnesses examined, and evidence received, within 30 working days from the date of the hearing's conclusion.
 8. The Program Director(s) or designee will issue a resolution adjudicating the complaint, determining the sanctions to be applied, if any, and the effective date, within 30 working days from the date of receipt of the Report from the QAC or Examining Officer. The resolution of the complaint will be notified to the student within 20 working days of the Program Director's or designee's resolution. It will include findings, any sanctions, and the effective date of those sanctions. A copy of the charges and the above resolution will be included in the student's disciplinary file. If the case is dismissed, any reference to the charges will be expunged from the student's file.

Appeal Procedure from a Formal Hearing

The same as from an informal hearing.

MINOR VIOLATION SANCTIONS

The Program Director or their designee will impose sanctions for minor violations. Minor violation sanctions are as follows:

1. Oral or written reprimand, to be filed in the student's disciplinary record.
2. The student may not be allowed to participate in any non-academic/non-clinical activities until released from this restriction. Research may be exempted from this sanction.
3. Probation.
4. Restitution.
5. Any combination of the above.

MAJOR VIOLATION SANCTIONS

Major violation complaints will be referred to the Program Directors and/or the Director of the respective AU Mental Health Clinic for a formal hearing. A major violation will result in one or more of the following sanctions:

1. Probation.
2. Suspension and/or Dismissal.
3. Restitution in the appropriate cases, which may be imposed in addition to any other sanction.
4. Denial of readmission if applicable.

III. Grievance Procedures

- A. In the event a trainee encounters difficulties or problems other than evaluation related problems (e.g. poor clinical supervision, poor academic performance, workload issues, personality clashes, other staff conflicts; to identify the specific minor and major violations, please refer to pages 7 through 15 of the AU General Policies and Disciplinary Procedures Manual) during their training program, a trainee can:
 1. Discuss the issue with the staff member(s) involved;
 2. Discuss the issue with the DCT or RC;
 3. If the issue cannot be resolved informally, the trainee should discuss the concern with the PD, who may then consult with the DCT and the core faculty staff (if the concerns involve the DCT, the trainee can consult directly with the PD);
 3. If the PD cannot resolve the issue of concern to the trainee, the trainee can file a formal grievance in writing with all supporting documents with the Chancellor.

- B. When the Chancellor receives a formal grievance, within seven workdays of receipt, the Chancellor will implement Review Procedures as described below and inform the trainee of any action taken.

- C. Review Procedures / Hearing
 1. When needed, a QAC will be convened by the Program director or will, at their discretion, request from the Chancellor the appointment of an Examining Officer (EO), who may be a person from outside of the AU, to make a recommendation about the appropriateness of a Remediation Plan/Sanction for a Trainee's Problematic Behavior OR to review a grievance filed by the trainee.
 - a. The QAC will consist of two core faculty staff members selected by the Chancellor. The Chancellor will appoint a Chair of QAC.
 - b. In cases of an appeal, the trainee has the right to hear the expressed concerns of the training program and have an opportunity to dispute or explain the behavior of concern.
 - c. In response to a grievance, the trainee has a right to express concerns about the faculty members, the clinical staff, and the program.
 2. Within seven (7) workdays, a QAC will meet to review the appeal or grievance and to examine the relevant material presented.
 3. Within three (3) workdays after the completion of the review, the QAC will submit a written report to the Chancellor, including any recommendations for further action. Recommendations made by the QAC will be made by majority vote if a consensus cannot be reached.
 4. Within three (3) workdays of receipt of the recommendation, the Chancellor will either accept or reject the QAC recommendations. If the Chancellor rejects the recommendation, the Chancellor may refer the matter back to the QAC for further deliberation and revised recommendations or may make a final decision.
 5. If referred back to the QAC, a report will be presented to the Chancellor within five (5) workdays of the receipt of the PD's request of further deliberation. The Chancellor then makes a final decision on the action to be taken and informs the program faculty.
 6. The Chancellor informs the trainee, staff members involved, and necessary members of the training staff of the decision and any action taken or to be taken.
 7. If the trainee disputes the Chancellor's final decision, the trainee has the right to appeal through the following channels of appeal:
 1. Dean of Students
 2. President