PSY.D. PROGRAM MANUAL

Mayagüez University Center

May 2021

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DOCTOR IN CLINICAL PSYCHOLOGY (Psy.D.)

Mission and Vision of the Program

Mission

To train culturally sensitive Hispanic clinical psychologists with the necessary competencies to provide services to individuals, families, and Hispanic groups along with the social system.

The mission focuses on developing in students a holistic, dynamic, and integrated perspective that is realized through a balanced and interconnected sequence of didactic coursework, experiential clinical training, and opportunities for research and scholarly work.

Vision

The program will contribute to the search for high-quality clinical interventions developed through a rigorous academic curricula and clinical experiences while respecting cultural diversity.

Philosophy and Training Model

Philosophy of Training

The philosophy of training for the Psy.D. Program is to prepare students to become competent clinical psychologists based on the Practitioner-Scholar model. In line with the training model, the program focuses on the professional growth and self-awareness of the students as well as the development of cultural sensitivity in the provision of clinical services. The program provides students with the opportunity to address issues of cultural and individual diversity, work with a wide range of client populations, and practice in multiple settings and in a variety of professional roles, such as clinician, administrator, supervisor, and consultant. Students are encouraged to consider the best research evidence integrated with clinical competencies and skills in order to promote positive therapeutic outcomes.

Training Model

The resolutions of the 1973 Vail Conference advocated for the development of a professional training model determined by the skills program graduates would need in order to function effectively in the particular roles they have chosen. The Practitioner-Scholar model is best suited for training psychologists whose primary roles will be in the area of direct professional practice, which is the focus of the Albizu Psy.D. Program. The model endeavors to produce clinical psychologists who bring a scientific approach to the multiple roles in which they function as professionals.

The goals for research training in programs adhering to the Practitioner-Scholar model are to develop in students:

a) Sufficient basic skills to be able to design and execute competent outcomes in professional and in some cases academic contexts with the support of properly trained consultants

b) A basic understanding of and respect for the scientific basis of the discipline

c) Sufficient methodological knowledge to enable them to be effective consumers of scientific knowledge

Practitioner-Scholar programs assume that graduates will not be involved in generating new knowledge in any substantial matter.

Program Aims and Competencies

Program Aims, Objectives and Competencies

The program has a clearly specified philosophy of education and training fully compatible with the mission of its sponsor institution, Albizu University, and appropriate to the science and practice of psychology. The main aims, objectives and competencies of the program are as follows.

Program Aims

Aim 1: To prepare competent clinical professionals in health service psychology according to the theories, methods, and findings of scientific research and scholarly works; high ethical standards; and a belief in self-reflective social commitment and responsibility.

Aim 2: To prepare students to become clinical psychologists who provide preventive services, comprehensive psychological assessments, and evidence-based psychotherapeutic interventions for culturally and individually diverse populations within an interprofessional/interdisciplinary context.

Program Objectives

The program has the following objectives for student learning:

Discipline-Specific Knowledge Category 1: History and Systems of Psychology

1. Learn the origin and development of major systems of psychology

Discipline-Specific Knowledge Category 2: Basic Content Areas in Scientific Psychology

1. Learn theories and relevant research that are fundamental for the understanding of the biological and developmental aspects of behavior

2. Learn theories and current research relevant for the understanding of cognitive aspects of behavior

3. Learn theories and current research relevant for the understanding of affective and social aspects of behavior

Discipline-Specific Knowledge Category 3: Advanced Integrative Knowledge in Scientific Psychology

1. Demonstrate advanced integrative knowledge of biological and developmental aspects of behavior

2. Demonstrate advanced integrative knowledge of biological and cognitive aspects of behavior

3. Demonstrate advanced integrative knowledge of social and affective aspects of behavior

Discipline-Specific Knowledge Category 4: Research and Quantitative Methods

1. Demonstrate knowledge and skills in research methods including quantitative and qualitative approaches

2. Demonstrate knowledge and skills in psychometric theory and techniques of psychological measurement

Program Competencies

Students will develop the following competencies through the program:
Competency #1: Research

1. Demonstrate the independent ability to formulate and conduct research or scholarly activities

2. Evaluate and disseminate research and scholarly works

Competency #2: Ethical and legal standards

1. Know and understand the American Psychological Association (APA) and the Examining Board of Psychologists of Puerto Rico Ethical Principles and Codes of Conduct, as well as national and federal laws, rules, regulations, and professional standards and guidelines relevant to health service psychology

2. Apply ethical principles and professional standards to ethical dilemmas in clinical practice and decision-making processes

Competency #3: Individual and cultural diversity

1. Identify and understand personal and cultural attitudes and biases and their impact in interactions with others

2. Demonstrate and apply knowledge, skills, and sensitivity when working with diverse populations

3. Integrate knowledge and skills in individual and cultural differences in professional conduct and roles within the community

Competency #4: Professional values, attitudes, and behaviors

1. Demonstrate knowledge of and behave in ways that reflect the values and attitudes of psychology, including integrity, accountability, and concern for the welfare of others

2. Engage in self-reflection on personal and professional functioning to improve professional effectiveness and independence during training

3. Demonstrate openness and flexibility to feedback and supervision

Competency #5: Communication and interpersonal skills

1. Develop and maintain effective personal and interpersonal relationships with individuals including clients, colleagues, organizations, and communities served

2. Demonstrate professional verbal, non-verbal, and written communication skills and the management of difficult communications in interactions with others

Competency #6: Assessment

1. Select the appropriate assessment methods from the best available empirical literature

2. Administer, score, and interpret reliable and valid tests and measures of adaptive behavior, intelligence, and personality and prepare professional written reports that integrate test data with collateral findings

3. Communicate the findings verbally in a written report to a range of audiences in a sensible way

Competency #7: Intervention

1. Establish and maintain effective therapeutic relationships with a variety of populations and organizations

2. Demonstrate the ability to study diverse clinical problems and interventions using empirical research findings

3. Implement evidence-based intervention skills in individual, group, and family therapies and with other diverse clients in different contexts

4. Modify interventions using evidence-based approaches when necessary, according to client's needs

5. Evaluate intervention effectiveness, goals, and methods consistent with the ongoing evaluation and make adaptations as needed

Competency #8: Supervision

1. Acquire and demonstrate knowledge and skill in clinical supervision models and practices

Competency #9: Consultation and interprofessional/interdisciplinary skills

1. Demonstrate knowledge and skill in professional consultation models and practices

2. Demonstrate knowledge and respect for the roles and perspectives of other professionals within interdisciplinary contexts

Curricular Requirements

DOCTOR OF CLINICAL PSYCHOLOGY (Psy.D.)
CURRICULAR REQUIREMENTS

AREA I. Foundation Courses ....24 credits
- PSYF-500 Theories of Learning and Motivation ....3 credits
- PSYF-505 Ethics and Professional Conduct..3 credits
- PSYF-661 Social Psychology with Emphasis on Puerto Rico.....................3 credits
- PSYF-628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior..3 credits
- PSYF-540 Life-Span Human Development...3 credits
- PSYF-568 Applied Inferential Statistics..3 credits
- PSYF-588 Theory of Tests and Test Construction...................................3 credits
- PSYF-612 History and Systems of Psychology..3 credits

AREA II. Concentration Courses ....54 credits
- PSAC-603 Assessment of Intelligence ....3 credits
- PSDL-603 Assessment of Intelligence (LAB)...0 credits
- PSAC-604 Assessment of Personality: Projective Techniques ....3 credits
- PSDL-604 Assessment of Personality Projective Techniques (LAB) ....0 credits
- PSYC-515 Comparative Theories of Personality and Psychotherapy.......3 credits
- PSYC-516 Techniques of Psychotherapy ....3 credits
- PSYC-617 Advanced Techniques of Psychotherapy ....3 credits
- PSDL-617 Advanced Techniques of Psychotherapy (LAB).......................0 credits
- PSYC-635 Cognitive Behavioral Therapies ....3 credits
- PSYC-534 Psychopathology...3 credits
- PSYC-535 Advanced Psychopathology ....3 credits
- PSYC-634 Cross Cultural Psychotherapies...3 credits
- PSYC-749 Psychopharmacology ....3 credits
- PSYF-753 Family Theory and Systems ....3 credits
- PSAC-681 Assessment of Personality: Objective Techniques ....3 credits
- PSDL-681 Assessment of Personality: Objective Techniques (LAB) ....0 credits
- PSDC-711 Strategies and Techniques in Professional Consultation ....3 credits
- PSDC-713 The Teaching of Psychotherapy: Strategies and Techniques in
- Clinical Supervision ....3 credits
- PSDC-714 Design and Administration of Human Service Programs ....3 credits
- PSDC-720 Design and Interpretation of Statistical Analysis ....3 credits
- PSDC-740 Group Therapy ....3 credits
- PSDC-761 Family Therapy I..3 credits
- PSDL-761 Family Therapy I (LAB) ....0 credits
AREA III. Clinical Practicums
- PRAD-591 through PRAD-597 Practicums 1 - 7 ....0 credits
- PRAD-901 Optional Clinical Practicum ....0 credits

AREA IV.   Electives ....18 credits
AREA V.   Clinical Examination and Specialty Examination....................0 credits
AREA VI.   PSIN-890 Internship ....0 credits
AREA VII. DISS-870 Doctoral Dissertation...0 credits

Total Academic Credits ....96 credits
Total Clinical Practicum Credits 1 –7 Practicums ....0 credits

Curricular Sequence

DOCTOR OF CLINICAL PSYCHOLOGY (Psy.D.)
CURRICULAR SEQUENCE
(Effective August 2011)

FALL FIRST YEAR			
Code	Course Title	Prerequisites	Credits
PSYF-505	Ethics and Professional Conduct*	None	3
PSYC-515	Comparative Theories of Personality & Psychotherapy	None	3
PSYC-534	Psychopathology	None	3
PSYF-568	Applied Inferential Statistics*	None	3
PRAD-591	Clinical Practicum I	None	0
SEMM-540	Self-Care/Graduate Studies	None	0

SPRING FIRST YEAR			
Code	Course Title	Prerequisites	Credits
PSYF-500	Theories of Learning and Motivation*	None	3
PSYC-516	Techniques of Psychotherapy	PSYC-515, PSYC-534, PSYF-505	3
PSYC-535	Advanced Psychopathology*	PSYC-515, PSYC-534, PSYF-505	3
PSYF-588	Theory of Test and Test Construction	PSYF-568	3
PRAD-592	Clinical Practicum II	PSYC-515, PSYC-534, PSYF-505, PRAD-591	0
SEMM-545	Writing and Oral Communication	None	0

SUMMER FIRST YEAR			
Code	Course Title	Prerequisites	Credits
PSYF-540	Life-Span Human Development*	None	3
PSYF-628	Neuroscience Approach to Cognitive and Affective Aspects of Behavior*	None	3
PSYC-635	Cognitive Behavioral Therapies	PSYF-500	3
SEMM-531	APA Writing Style		0

FALL SECOND YEAR			
Code	Course Title	Prerequisites	Credits
PSAC-603	Assessment of Intelligence*	PSYF-540, PSYC-535, PSYF-588	3
PSDL-603	Assessment of Intelligence (LAB)*	PSYF-540, PSYC-535, PSYF-588	0
PSYC-617	Advanced Techniques of Psychotherapy*	PSYC-516, PSYC-535	3
PSDL-617	Advanced Techniques of Psychotherapy (LAB)	PSYC-516, PSYC-535	0
PRAD-593	Clinical Practicum III	PSYC-535, PSYC-516, PRAD-592	0

SPRING SECOND YEAR			
Code	Course Title	Prerequisites	Credits
PSAC-604	Assessment of Personality I: Projective Techniques*	PSAC-603, PSDL-603, PSYC-516, PSYC-535, PSYF-588	3
PSDL-604	Assessment of Personality I: Projective Techniques (LAB)*	PSAC-603, PSDL-603, PSYC-516, PSYC-535, PSYF-588	0

SPRING SECOND YEAR (CONT.)			
Code	Course Title	Prerequisites	Credits
PSYF-661	Social Psychology with Emphasis on Puerto Rico*	None	3
PSDC-740	Group Therapy**	PSYC-617, PSDL-617	3
PRAD-594	Clinical Practicum IV*	PSAC-603, PSDL-603, PSYC-626, PRAD-593, PSYC-617, PSDL-617	0

SUMMER SECOND YEAR			
Code	Course Title	Prerequisites	Credits
PSYF-753	Theory and Family Systems	PSYC-516, PSYC-535	3
PSYC-749	Psychopharmacology	PSYF-628	3
PSYF-612	History and Systems of Psychology	None	3

FALL THIRD YEAR			
Code	Course Title	Prerequisites	Credits
PSAC-681	Assessment of Personality II: Objective Techniques*	PSYF-588, PSAC-604, PSDL-604	3
PSDL-681	Assessment of Personality II: Objective Techniques (LAB)*	PSYF-588, PSAC-604, PSDL-604	0
PSDC-761	Family Therapy**	PSYF-753, PSYC-617, PSDL-617	3
PSDL-761	Family Therapy (LAB)	PSYF-753, PSYC-617, PSDL-617	0
PRAD-595	Clinical Practicum V**	PSAC-604, PSDL-604, PSYF-753, PSYC-617, PSDL-617, PRAD-594	0

SPRING THIRD YEAR			
Code	Course Title	Prerequisites	Credits
PSDC-713	Strategies and Techniques in Clinical Supervision**	PRAD-595	3
PSYC-634	Cross-Cultural Psychotherapies	PSYC-617, PSDL-617, PSYC-535, PSAC-781, PSDL-781, PSDC-761, PSDL-761	3
PSDC-720	Design and Interpretation of Statistical Analysis	PSYF-568	3
PSDC-711	Strategies and Techniques of Professional Consultation**	PSYC-617, PSDL-617, PSYC-535	3
PRAD-596	Clinical Practicum VI	PSAC-781, PSDL-781, PRAD-595, PSYC-617, PSDL-617, PSDC-761, PSDL-761	0
PSYD-605	Clinical Examination	PRAD-595, PSAC-681, PSDL-681, PSYF-661, PSYF-628, PSYF-505, PSYC-515, PSYC-534, PSYF-568, PSYC-500, PSYC-516, PSYC-535, PSYF-588, PSYF-540, PSYC-617, PSDL-617	0

SUMMER THIRD YEAR			
Code	Course Title	Prerequisites	Credits
PSDC-714	Design and Administration of Human Services Programs**	None	3
	Elective Course #1		3
	Elective Course #2		3

FALL FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
	Elective Course #3		3
	Elective Course #4		3
DISS-870	Dissertation	PRAD-596, PSDC-711, PSDC-713, PSDC-714, PSDC-720, PSYD-634, PSYC-749	0
PRAD-597	Clinical Practicum Vii	PRAD-596, PSDC-720, PSYD-634, PSYC-749, PSDC-711, PSDC-713, PSDC-714	0
PSYD-705	Specialty Examination	PSYD-605, PRAD-595, PSDC-761, PSYCL-761, PSDC-714, PSDC-711, PSDC-713, PSDC-740	0

SPRING FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
	Elective Course #5		3
DISS-870	Dissertation	PRAD-596, PSDC-711, PSDC-713, PSDC-714, PSDC-720, PSYD-634, PSYC-749	0
PRAD-901	Optional Clinical Practicum	PRAD-597, PSDC-720, PSYD-634, PSYC-749, PSDC-711, PSDC-713, PSDC-714	0

SUMMER FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
	Elective Course #6		3
DISS-870	Dissertation	PRAD-596, PSDC-711, PSDC-713, PSDC-714, PSDC-720, PSYD-634, PSYC-749	0

FALL FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
PSIN-890	Internship	All courses, PSYD-705	0

SPRING FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
PSIN-890	Internship	All courses, PSYD-705	0

SUMMER FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
PSIN-890	Internship	All courses, PSYD-705	0

* Prerequisites for the Clinical Exam
** Prerequisites for the Specialty Exam

Clinical Practicum

Psy.D. students at Albizu are provided with practicum settings responsive to the program's training aims and objectives. Students have a wide array of practicum sites to choose from, including hospitals, mental health centers, and forensic settings, with a diversity of treatment populations including the LGBTQ community, high-risk adolescents, the homeless, substance abusers, domestic violence victims, and trauma victims, among others. Our practicum experiences are consistent with our training model.

All students must complete a total of seven sessions of clinical practice. During the first two sessions, PRAD-591 and PRAD-592, students are supervised by both doctoral interns and licensed doctoral-level clinical psychologists. During the next five sessions, PRAD-593 through PRAD-597, licensed doctoral-level clinical psychologists supervise practicum students a minimum of one hour per week. Practicum training is provided both through the Community Mental Health Center on campus and through a network of approved and monitored outside practicum sites.

Students enrolled in the Psy.D. Program are expected to apply to internship programs on the mainland as well to programs located in Puerto Rico. The clinical internship site must be approved by the Mayaguez Internship Program, unless the candidate has approval from the Academic Program Director and core faculty to apply to an alternative internship.

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

DOCTOR OF CLINICAL PSYCHOLOGY (Psy.D.)
CLINICAL PRACTICUM HOURS

Practicum Level	Minimum Requirements	Clinical Hours Face to Face (Cumulative)	Clinical Hours (Assessment)	Clinical Supervision	Indirect Hours	Didactic Hours	Total
PRAD-591 (15 weeks) Fall	2 Shadow Cases	22 (11 weeks) (22)	N/A	75 (5hrs Weekly)	30	15	142
PRAD-592A (15 weeks) Spring	2 individual cases	22 (11 weeks) (44)	N/A	60 (4hrs Weekly)	15	5	102
PRAD-592B (8 weeks) Summer	3 individual cases	24 (68)	N/A	32 (4 hrs weekly)	8	5	69
PRAD-593 (15 weeks) Fall	6 individual cases	90 (158)	N/A	15	8	5	118
PRAD-594A (15 weeks) Spring	3 Individual cases 4 Cognitive evaluations	45 (203)	40	15	20	5	125
PRAD-594B (8 weeks) Summer	4 Individual cases	32 (235)	N/A	8	20	5	65

PRAD-595 (15 weeks) Fall	5 Individual cases 4 Cognitive evaluations	75 (310)	40	15	20	5	155
PRAD-596A (15 weeks) Spring	2 Individual cases 1 Family or Couples case. 3 psychological or psych-educational evaluations.	60 (370)	42	15	20	5	142
PRAD-596B (8 weeks) Summer	4 Individual cases	32 (402)	N/A	8	20	5	65
PRAD-597 (15 weeks) Fall	3 Individual cases 2 family or couples case. 4 psychological or psych-educational evaluations. 2 Cases consultations	105 (507)	56	15	20	5	201
Total		507	178	258	181	60	1,184

Dissertation Requirements

According to the academic norms and policies of the Albizu University (AU), Mayaguez Academic Center, each and every doctoral student must complete a dissertation in order to receive his or her Psy.D. degree. Students must register in DISS-870 to begin their dissertation. For all dissertations, candidates must obtain written approval from the Research Training Program for having met the standards for research design prior to collecting data. For dissertations with human participants, candidates must obtain written approval from the Institutional Review Board for ethical practice in research involving human subjects prior to collecting data. (Please see the *Dissertation Manual* and *IRB Procedures Manual*.) **Obtaining two NO PASS in dissertation will result in institutional withdrawal.**

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 Research Training Program and/or IRB. The primary objective of the colloquium/proposal meeting is to ensure all Committee members, and the student that the Dissertation Proposal is satisfactory for continuance. The colloquium is presided by the Dissertation Director and generally takes about one hour. It is an open meeting, and the university community is invited to attend and participate in the discussions. The student is expected to prepare and present a 30 -minute overview of the proposal. The student must submit a copy of the proposal to the committee members and the director of research, two weeks before the actual proposal defense .

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

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

Clinical and Specialty Examination

All Psy.D. students are required the satisfactory completion of the Clinical Examination (PSYD-605) and the Specialty Examination (PSYD-705). Students are permitted a maximum of three (3) attempts at passing the exams. The Clinical Examination is one of the requirements for the Master's Degree and the Specialty Examination is one of the requirements for the Doctoral Degree.

Requirements for Internship

Clinical internship is required for completion of the Psy.D. Program. 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. The internship facility must be approved by the Training Commitee. To apply for internship the student must meet the following requirements:

1. Successful completion of a minimum of 2,000 practicum hours (1,500 nondirective, 500 face to face).

2. Establish the dissertation committee and schedule a meeting during the first two weeks of the fall semester of the year the candidate is applying for an internship.

3. Attend all internship orientation meetings.

4. Demonstrate compliance of all above mention requisites in order to be certified by the Internship Program Coordinator (IPC) and the Director of Clinical Training (DCT). The candidate can not apply for internship without this certification.

Requirements for the Psy.D. Psychology Degree

1. A cumulative grade point average (CGPA) of 3.25 or higher on a 4.00 scale.

2. No grade of "C" or lower in any core course.

3. No more than 2 "C" in elective courses.

4. Completion of a minimum of three years of full-time residency in the program.

5. Satisfactory completion of 96 credits.

6. Satisfactory completion of at least 1,339 hours of practicum, conducted through Albizu practica PRAD-591, PRAD-592, PRAD-593, PRAD-594, PRAD-595, PRAD-596, and PRAD-597.

7. Satisfactory completion of the Clinical Examination (PSYD-605) with no more than 2 No Pass (NP) grades.

8. Satisfactory completion of the Specialty Examination (PSYD-705) with no more than 2 NPs.

9. Satisfactory completion of seminars.

10. Satisfactory completion of practicum modules.

11. Satisfactory completion of course laboratories.

12. Satisfactory completion of an internship.

13. Satisfactory completion of a dissertation.

14. Satisfactory completion and approval of a doctoral project or dissertation. For all dissertations or projects, candidates must obtain written approval from the Research Training Program for having met the standards for research design prior to collecting data. For dissertations or projects with human participants, candidates must obtain written approval from the Institutional Review Board for ethical practice in research involving human subjects prior to collecting data. (Please see the *Dissertation Manual* and *IRB Procedures Manual*.)

15. Satisfactory completion of a 2,000-hour pre-doctoral internship in clinical psychology on a full-time basis (40 hours per week) during a one-year period or part-time (20 hours per week) during a two-year period in a facility approved by the program.

16. Fulfillment of all institutional obligations.

17. Good standing in the program, i.e., no disciplinary action pending or academic or practicum probation. In the case of a student readmitted after an Academic Dismissal, if he or she

once again fails or drops (whether by a Withdrawal or an Academic Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again.

18. Recommendation from the program faculty for the doctoral degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual.*

Program Length and Residency Requirements

The Albizu Psy.D. Program is designed to be completed in five years, including one year each for the completion of the doctoral dissertation and pre-doctoral internship. At least two of the three academic training years (or the equivalent thereof) must be at the Mayaguez Academic Center of Albizu University, and at least one of those must be undertaken in full-time residence at the Mayaguez Academic Center.

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 Psy.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 wages for eligible students are subsidized by the government when working part time for a participating employer. Because the funds are given to students as a paycheck for hours worked in a specified period, eligible students who participate in the FWS program typically use those funds to help cover day to day living expenses. Students are paid at least federal minimum wage.

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

Federal Stafford Loans:

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

State Grants:

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

Scholarship for Disadvantaged Students:

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

Institutional Award:

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

Assessment of Student Learning

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

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

1. **Mastery of theory and practice in their chosen field of study** – Our graduates are expected to acquire and integrate fundamental knowledge in Clinical Psychology. They should understand, value, and apply emerging findings in their area of specialization to the solution of problems and, when appropriate, participate in the generation of knowledge.

2. **Mastery of Clinical/Professional Competencies** - Graduates demonstrate mastery of the clinical/professional skills deemed relevant to Clinical Psychology. When appropriate, the professional accreditation standards will be used to develop the standards of performance and levels of mastery.

3. **Sensitivity to the cultural realities of diverse social groups** – Graduates demonstrate psychosocial and humanistic qualities, as well as responsibility and sensitivity to clients/patients and their families, the profession and society. They respect the personal values, cultural, social and economic backgrounds of others.

4. **Understanding, appreciation and application of ethical principles and professional standards** - Graduates demonstrate knowledge and appreciation for ethical principles and the most important elements of professionalism, such as: altruism, accountability, duty, excellence, integrity, commitment, and respect for others.

5. **Information Literacy** - Graduates should be able to recognize her/his information needs, know how to locate, identify access, retrieve, evaluate, organize, and use information. Finally, the information should be translated into knowledge, insight and understanding.

6. **Communication/Interpersonal Skills** - Graduates establish the rapport necessary to sustain effective personal and professional relationships. They actively and empathically listen to others, including professional colleagues and the community. They communicate effectively with these constituencies verbally, non-verbally, and in writing.

7. **Life-Long Learning** - Graduates are committed to independent lifelong learning. They actively set clear personal and professional learning goals, pursue them, and apply the knowledge gained to the practice of their profession. They use critical thinking skills to evaluate and interpret new information. They keep abreast of advances in knowledge and integrate these into professional activities.

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

Student Performance Evaluation, Feedback, and Advisement

Each Psy.D. student receives a written evaluation once a year via the following two documents:

- A clinical progress report
- An academic progress report

Together, these documents provide information on all aspects of the student's performance.

The clinical progress report is personally handed to each student by his or her supervisor and is also sent to the student by email. The student must sign a document stating that the clinical progress report was received. The academic progress report is sent by email and by mail to each student. Copies of both reports are placed in the student's record at the Registrar's Office.

During the course of each term, faculty and clinical supervisors provide ongoing feedback to students on their clinical competencies. All courses 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 that should be accomplished during the next term. 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 his or her advisor to monitor academic and clinical progress and to 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 that are evaluated in the determination of satisfactory progress are the student's academic, clinical and research performance and the time limitation of the degree.

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

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

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

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

- **Grades** of A, B, C, D, and P will be considered hours completed.

- **Grades** of No Grade (NG), Incomplete F (IF), F, Administrative Withdrawal (AW), No Pass (NP), and Withdrawal (W) will be considered hours attempted but not completed.

- **Grades** of F and NP will be counted in the CGPA.

- **Withdrawals** and repeated courses will be counted toward all hours attempted.

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

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

Financial Aid Warning – The first time that a student fails to meet the SAP standards of a CGPA and/or 67% completion rate, he or she will be placed on financial aid warning status. The student will remain eligible for financial aid for one semester during the warning period.

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

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

Academic Guidance and Supervision

The Program offers an orientation for new students to inform them of the various services provided, the norms and procedures for addressing complaints and grievances and refer them to The General Policies and Disciplinary Procedures Manual which addressed these procedures. At least one Student Assembly is held each semester to discuss general Psy.D. Program issues.

All students are provided with an academic advisor upon enrollment in the Program, and faculty maintains a minimum of two to three office hours per week. Students receive feedback and supervision at different periods and levels of their training. For example, faculty and clinical supervisors provide ongoing feedback to students on their clinical 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 that should be accomplished during the next session. Students are encouraged to discuss academic problems as well as their end of semester feedback with the faculty advisor and the professional counselor. Every student should meet with his or her advisor, on a regular basis, at least twice a semester, to monitor academic and clinical progress and to prepare for the next semester. The student advisor is responsible to assure timely completion of program requirements. A professional counselor is available to provide additional academic guidance and professional counseling to students as needed. If the professional counselor determines that the student needs some type of professional mental health service, then he/she can refer the student to a mental health specialist. In addition, all Psy.D. students receive a written evaluation of their performance (clinical and academic).

The dissertation process is subject to a specific protocol to ensure adequate faculty-student interaction and timely completion. The Program employs the following measures to guarantee this interaction: 1) students are required to hold at least two formal face-to-face meetings with their chairperson during each academic session they are registered in for a dissertation; 2) a timetable is agreed upon for dissertation work and student's sign an agreement acknowledging this expectation (see Dissertation Manual, Appendix 9, pp. 25 -27). The Research Training Director also monitors students and provides written notification to

those students at risk for delays on their dissertation. These procedures have been effective to achieve the program's goal to foster timely degree completion.

Evaluation of Academic Progress

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

The major components that are evaluated in the determination of satisfactory progress are the student's academic performance and the time limitation of the degree. This includes:

1. A Cumulative Grade Point Average (CGPA) of 3.00 or more.
2. (67%) of all attempted credit hours.
3. "B" or more in core courses.
4. No more than 1 NPs in seminars, practicum modules, course laboratories, internship and dissertation.
5. Psy.D. Clinical doctoral students are permitted a maximum of seven (7) years to complete their degree.

Nonfulfillment of this norms results in academic probation. Academic probation advises the student that his/her academic performance is in serious violation of institutional norms and regulations and that his/her status as an active student depends on satisfactory performance. If the student fails to raise the grade point average at the end of the following session, he/she may be administratively dismissed.

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

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

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

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

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

Remedial Plans

The Chancellor's Office notifies students by certified mail of any decision that affects their academic status (i.e. probation, recommended leave of absence). The student is advised to meet with his/her academic advisor and the professional counselor to discuss the faculty concerns and recommendations. A copy of the letter is sent to both the academic advisor and the professional counselor, who meet with the student to discuss the situation and explore alternatives. The professional counselor then follows up on the recommendations and reports back to the faculty during the next evaluation meeting. The timetable for follow-up actions is agreed upon with the student. Afterwards, the 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, but includes, and is not limited to: the repetition of exams, additional time for assignments or tests, closer supervision with the professional counselor, and a recommendation for leave of absence, without any penalization, if the student is having a personal or emotional problem. The faculty serves as gatekeepers in identifying students who are struggling in the program.

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

Other Academic Policies

Academic Preparation & Admission Requirements

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

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

All inquiries and application for admission for graduate and undergraduate programs should be addressed to the Admissions Office, Albizu University, Mayaguez Academic Center, P.O. Box 3476, Mayaguez, P.R. 00681-3476, Phone (787) 838-7272.

Admission Requirements and Procedures for the Psy.D. Clinical Psychology Program:

Required Documentation

1. A **completed application form** submitted prior to the established deadline and accompanied by a non- refundable application fee of $75.00. Every applicant must provide a Social Security Number. No application will be processed without one.

2. Evidence of having completed a bachelor's degree in a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average** (CGPA) of 3.25 on a 4.0 scale. *Only a bachelor's degree CGPA will be used for purposes of qualifying for admission.* Applicants with degrees not related to psychology are required to complete 21 credits of pre-requisite psychology courses prior to being considered for admission to the program.

3. **Official transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. 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 constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*

4. **Two letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official Recommendation Form.*

5. **EXADEP (Examen de Admisión a Estudios de Posgrado) or G.R.E. (Graduate Record Examinations) results**. Only scores from exams taken within the past five years will be accepted.

6. An updated **Certificate Of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.

7. An original **Health Certificate**, no more than one year old.

8. Proof of **Hepatitis-B vaccination**.

9. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).

10. **Results of an Interview with Program Faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the Psy.D. program faculty.

11. **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The Statement of Purpose serves to verify the candidate's interest in the

Psy.D. program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.

12. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: http://www.albizu.edu/International-Students/Credential-Evaluation-Services

13. **Any additional documents** that may be required by the Psy.D. program at a future date, as specified at the time of application to the program.

The program reserves the right to admit candidates with exceptional characteristics.

Admission Procedures

1. Candidates must submit all required documents by the established deadline.

2. The Admissions Committee will prepare an initial evaluation for every applicant and will assign a preliminary score to each one based on the criteria and relative values established by the Psy.D. program. Candidates who qualify will receive an invitation for an interview with program faculty.

3. Selected applicants will be informed of the place, time, and day of the interview.

4. The Admissions Committee will complete the evaluation process of each candidate who has been interviewed and assign a final score based on the criteria and relative values established by the program.

5. A letter of notification with the determination of the Admissions Committee will be sent to each applicant.

Add-Drop and Refund Policy

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

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

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

Before classes start

During first week of classes

During and after the second week of classes

Reminder:

The last day to drop a course for a full tuition refund is the last day of the first week of classes (if the last day of the first week of classes falls on a Friday evening or Saturday, the deadline for drop/add will be the Monday of the second week of classes). Refunds are not processed for courses dropped during and after the second week of classes. It is important for students to complete the add/drop procedure during the first week of classes and plan their course selection carefully in order to avoid reduced refunds or credits. Not attending classes does not mean that the charges will be automatically dropped. It is the student's responsibility to formally drop all courses before and during the first week of classes to receive a proper refund. If the process is not properly completed, the charges will remain on the student's account and the student will be financially liable for said charges.

Incomplete Grades

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

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

An Incomplete has to be removed by the due date for midterm grade submission of the following academic session. If the student needs to attend the course in its entirety or the latter half of the course after midterm, this requirement will be at the sole discretion of the professor. In this case, the change of grade will be submitted by the professor on the due date for final grade submission. Grades of Incomplete that fail to be removed by this date will be automatically assigned the grade factoring in the impact of non-completion of the work pending. Registrar will send the final grade.   No financial aid will be disbursed to the students for the terms in which they have an Incomplete.

Upon removal of the Incomplete, a Satisfactory Academic Progress (SAP) evaluation will be conducted by Financial Aid and the student will be notified if he/she has a warning or a suspension. Under no circumstances will an incomplete grade be awarded for remedial purposes, or for reasons not specified in this section. Each grade of "I" must be removed during the session following its receipt. After the time limit has elapsed, the letter grade accompanying the "I" will automatically become the final grade if the course requirements have not been fulfilled.
It is the student's responsibility to monitor that the grade change has been made. There will be an administrative fee for the removal of each "I" grade. Incomplete grades will not be taken into consideration for the grade point average (G.P.A.) during any session in which an "I" is obtained.

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

Change of Grades

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

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

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

Administrative Withdrawal Policy (AW)

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

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

Academic Dismissal

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

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

Graduate Program Readmission

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

Students dismissed for academic reasons may reapply to the same program one calendar year following dismissal.
Readmission applications must be requested from and returned to the Office of Recruitment and Admissions.

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

1. Faculty will carefully evaluate the applicant's previous academic and clinical performance (if applicable), before making a recommendation.

2. Faculty will be prescriptive at the time of readmission regarding particular requirements to address prior performance challenges.

3. Students will be readmitted under the rules and amendments contained within the Catalog in effect at the time of readmission.

4. Readmitted students will be subject to time limitation policy as to courses, clinical and research practices, and exams.

5. Credits previously accepted for transfer that were earned more than seven (7) years prior to the readmission date will not be approved unless they constitute part of a degree already awarded.

6. The total number of times that a readmitted student can take the Doctoral Comprehensive Integrative Examination is three. The number of times the tests were taken before readmission will be subtracted from the total number of times allowed.

7. Upon readmission under a new catalog, the student will have the term specified in the new catalog for degree completion, less the years already accrued under the applicable catalog when first enrolled.

8. Time spent on a duly authorized leave of absence will be excluded from the term for degree completion. However, any request for a time extension based on the fact that the student was on a duly authorized leave of absence, has to be submitted in writing and will follow the same procedure as all requests for time extension.

Official Transcripts

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

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

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

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

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

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

General Graduation Requirements and Participation in Commencement Exercises

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

1. The student must complete an application for graduation and pay the corresponding fee. The fee is non-refundable and is required to process the application for graduation. This fee is mandatory whether or not the candidate will attend the Commencement Ceremony.

2. The student's record is reviewed by the Office of the Registrar for completion.

3. Upon the recommendation of the Faculty and the Chancellor, the Office of the President reviews the record and requests approval from the Board of Trustees for degree conferment. The conferment of academic degrees is the sole province of the Board of Trustees.

4. The Office of the President will forward a copy of the final approval to the Office of the Registrar.

5. Once conferred, the Office of the Registrar will send the student a letter informing him/her of the date of degree conferment and the date on which the diploma will be available for pick-up. The following information pertains to participation in the Commencement Exercises:

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

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

a) Apply at the Registrar's Office and pay the applicable fee, during the session in which they plan to complete their coursework, and no later than the deadline stipulated in the Academic Calendar. Applying for graduation, regardless of participation in the commencement exercises, is a requirement for posting of degrees on transcripts and issuing diplomas.

b) Students who complete requirements after the end of the session, in which the commencements are held, will not be allowed to participate in the commencement ceremony. They will have to wait until the next scheduled ceremony. Students completing Internship prior to the date, on which the commencement exercises are held, may be allowed to participate in said ceremony.

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.