



PALO ALTO UNIVERSITY

PHD PROGRAM IN CLINICAL PSYCHOLOGY
STUDENT HANDBOOK

2017-2018

The Pacific Graduate School of Psychology (PGSP), Palo Alto University (PAU), is a private, free-standing professional school of psychology. PAU is accredited by:

Western Association of Schools and Colleges (WASC)
985 Atlantic Avenue, Suite 100
Alameda, California 94501
(510) 748-9001

The Ph.D. Program in Clinical Psychology is accredited by:

American Psychological Association (APA)
Office of Program Consultation and Accreditation
750 First Street, N.E.
Washington, DC 20002-4242
Telephone: (202) 336-5979
TDD/TTY: (202) 336-6123
Fax: (202) 336-5978
E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

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This Catalog/Student Handbook and its contents are subject to change without notice as the School deems necessary and appropriate. All disputes regarding School compliance with the contents are subject to exclusive resolution under the Institutional Grievance Procedure. Students are provided a copy of this document at time of enrollment and this document is maintained on the PAU Portal website at <https://my.paloalto.edu/ics/>. Students are expected to keep themselves apprised of any changes, and are held responsible for knowledge of them.

Table of Contents

1. PALO ALTO UNIVERSITY PROFILE	4
1.1 OVERVIEW.....	4
1.2 CORE PURPOSE.....	4
1.3 CORE VALUES AND GUIDING PRINCIPLES	4
2. INSTITUTION ACCREDITATION	5
3. GOVERNANCE AND ADMINISTRATION	5
3.1 THE EXECUTIVE COUNCIL.....	5
3.2 THE STUDENT COUNCIL	5
3.3 CAMPUS SAFETY	5
3.4 FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974	6
4. INSTITUTIONAL POLICIES AND CAMPUS DIVERSITY.....	7
4.1 COMMITMENT TO DIVERSITY	7
4.2 STATEMENT OF NONDISCRIMINATION	7
4.3 ACCOMMODATION OF DISABLED STUDENTS	7
4.4 SAFETY POLICY	9
4.5 HARASSMENT POLICY	9
4.6 SEXUAL MISCONDUCT POLICY	10
4.7 DUAL RELATIONSHIPS POLICY AND CLOSE PERSONAL RELATIONSHIPS POLICY	11
4.8 EMAIL POLICY	11
4.9 COMPLAINT REVIEW PROCESS	11
4.10 NON-RETALIATION POLICY	13
4.11 POLICY ON PART-TIME FACULTY ACTING AS THERAPISTS FOR PAU STUDENTS	13
5. ACADEMIC POLICIES AND PROCEDURES	14
5.1 STUDENT DISCLOSURE OF PERSONAL INFORMATION	14
5.2 POLICY ON RELIGIOUS HOLIDAYS.....	154
5.3 WAIVER OF COURSES.....	15
5.4 CHALLENGE EXAMINATIONS	15
5.5 REGISTRATION REQUIREMENTS.....	15
5.6 WITHDRAWAL FROM CLASSES	16
5.7 REQUESTS FOR TRANSCRIPTS.....	17
5.8 SPECIAL STUDY OPTIONS	17
5.9 COURSE/FACULTY EVALUATIONS.....	18
5.10 STUDENT ANNUAL EVALUATIONS	19
5.11 MAXIMUM TIME TO COMPLETE THE PH.D. PROGRAM AND MAKING GOOD PROGRESS IN THE PH.D. PROGRAM	19
5.12 ADVISOR SYSTEM AND REMEDIAL/SUPPLEMENTARY ADVISORY SYSTEM	20
5.13 GRADING POLICIES	20
5.14 GRADE APPEALS.....	22
5.15 INTERRUPTIONS OF DEGREE PROGRAMS	23
5.16 TOTAL WITHDRAWAL FROM PROGRAM.....	24
5.17 OUT OF SEQUENCE	25
5.18 PAU PROGRAM CROSSOVERS	255
5.19 STUDENT PROFESSIONAL BEHAVIOR AND USE OF TECHNOLOGY	255
6. STUDENT SERVICES.....	25
6.1 IDENTIFICATION CARDS	25
6.2 PROFESSIONAL LIABILITY INSURANCE.....	25
7. RESOURCES AND FACILITIES — PAU/PGSP CAMPUS	25
7.1 RESEARCH LIBRARY.....	25

7.2	COMPUTER LAB	26
8.	FINANCIAL AID	27
8.1	WHAT FINANCIAL AID COVERS	28
8.2	THE FINANCIAL AID PROCESS AT PAU	288
8.3	DEADLINES	28
8.4	ELIGIBILITY: BASIC REQUIREMENTS FOR FEDERAL AID	28
8.5	REQUIRED DOCUMENTS	28
8.6	THE PROCESS	29
8.7	GRADUATE FELLOWSHIPS (GRANTS)	30
8.8	STUDENT EMPLOYMENT	30
8.9	STUDENT LOANS	311
8.10	SATISFACTORY ACADEMIC PROGRESS	31
8.11	SAP STANDARDS FOR GRADUATE PROGRAMS	322
8.12	THIRD PARTY RELEASE FORMS (FERPA)	33
8.13	STUDENT LOAN DEFERMENT REQUEST FORMS AND VERIFICATION OF ENROLLMENT	33
8.14	REFUNDS AND REPAYMENTS	34
8.15	LEAVE OF ABSENCE.....	35
9.	VETERANS BENEFITS	366
9.1	VETERANS BENEFITS	366
9.2	MILITARY EDUCATION BENEFIT PROGRAMS AVAILABLE AT PALO ALTO UNIVERSITY.....	36
9.3	VETERANS BENEFITS – PRIOR CREDIT POLICY FOR VETERANS	37
9.4	STUDENT RESPONSIBILITIES TO BEGIN RECEIVING BENEFITS	37
9.5	YOUR ROLE AS A STUDENT—IRRESPECTIVE OF YOUR VA BENEFIT PROGRAM	399
9.6	CALLED TO SERVE	39
10.	THE PH.D. PROGRAM IN CLINICAL PSYCHOLOGY	41
10.1	PH.D. PROGRAM TRAINING MODEL.....	41
10.2	METHODS OF PH.D. TRAINING.....	42
10.3	PH.D. PROGRAM CURRICULUM	43
10.4	AREAS OF EMPHASIS.....	44
10.5	SUMMARY OF PH.D. PROGRAM.....	45
10.6	PRACTICUM	48
10.7	INTERNSHIP	49
11.	ADDITIONAL MILESTONES IN THE PH.D. PROGRAM	50
11.1	COMPETENCY EXAMINATIONS	50
11.2	PUBLICATION/PRESENTATION REQUIREMENT.....	52
11.3	PSYCHOTHERAPY REQUIREMENT	52
11.4	ORAL CLINICAL COMPETENCY EXAMINATION	53
11.5	THE M.S. IN CLINICAL PSYCHOLOGY AND ADVANCING TO CANDIDACY.....	55
11.6	DISSERTATION PROPOSAL	55
11.7	COMMENCEMENT	56
11.8	GRADUATION.....	56
12.	JOINT DEGREE PROGRAM IN PSYCHOLOGY AND LAW.....	58
12.1	JOINT J.D./PH.D. PROGRAM IN PSYCHOLOGY AND LAW.....	58
13.	LICENSURE.....	58
13.1	LICENSURE.....	58
13.2	PRE-LICENSING WORKSHOPS	59
13.3	MARRIAGE AND FAMILY THERAPY (MFT)	59
14.	DRUG-FREE CAMPUS POLICY	59
14.1	HEALTH RISKS.....	59

14.2	FEDERAL LEGISLATION	59
14.3	POLICY	59
14.4	DRUG TESTING	60
14.5	REHABILITATION (STUDENTS AND STUDENT EMPLOYEES).....	61
14.6	GUIDE TO SUPERVISORS OF STUDENT EMPLOYEES.....	60
14.7	GETTING HELP	62
14.8	FREE SPEECH	62
15.	ACADEMIC AND PROFESSIONAL INTEGRITY POLICY.....	62
15.1	ETHICAL AND PROFESSIONAL STANDARDS AT PALO ALTO UNIVERSITY	62
15.2	ACADEMIC AND PROFESSIONAL INTEGRITY.....	63
15.3	ACADEMIC AND PROFESSIONAL MISCONDUCT	63
15.4	SERIOUSNESS OF VIOLATIONS AND SANCTIONS FOR ACTS OF ACADEMIC AND PROFESSIONAL MISCONDUCT	65
15.5	ADJUDICATION PROCEDURES	68
15.6	APPEALS PROCESS	70
15.7	AMENDMENTS TO THIS POLICY.....	70
15.8	ACKNOWLEDGMENTS.....	70
16.	PROBATION, SUSPENSION, AND DISMISSAL.....	70
16.1	ACADEMIC PROGRESS	71
16.2	REASONS FOR STUDENT DISCIPLINE	71
16.3	ACADEMIC REVIEW	72
16.4	ACADEMIC PROBATION	72
16.5	SUSPENSION	73
16.6	ACADEMIC DISMISSAL	73
16.7	PROCEDURES	74
16.8	APPEALS.....	75
17.	INSTITUTIONAL GRIEVANCE AND APPEALS POLICIES AND PROCEDURES	75

1. PALO ALTO UNIVERSITY PROFILE

1.1 Overview

Palo Alto University (PAU) is a private university in the San Francisco Bay area. It was founded as the Pacific Graduate School of Psychology (PGSP) in 1975 when it began educating doctoral students in clinical psychology. In 2006 PAU admitted its first class of undergraduates in a collaborative program with De Anza College. The institution's name was changed in 2009 to reflect the broadening of its mission to include undergraduate students.

Established to serve society, PAU is a diverse learning community dedicated to the search for knowledge and its dissemination. PAU brings together a community of highly talented faculty and graduate students working side-by-side to bring scientific rigor and theoretical knowledge to the analysis and practice of psychology.

The PAU community supports varying world views, broad cultural and professional backgrounds, and a wide range of alternative perspectives. PAU trains students to work in a range of settings with a broad spectrum of individuals and organizations. With a focus on high-quality advisory and support services, the program nurtures students to develop as individuals within the larger professional community.

PAU is deeply committed to the integration of professional ethics with professional practice. The excellent faculty, low student/faculty ratio and rigorous academic program ensure the quality teaching and mentoring necessary to produce outstanding graduates.

1.2 Core Purpose

The core purpose at PAU is to expand the frontiers of psychological science and practice.

Faculty, students, administrators, trustees, alumni, and staff are committed to fulfilling the core purpose by assuming responsibility for their vital and varied roles at PAU. Trustees establish policy and steward the quality and integrity of the institution; faculty create and maintain academic programs which define the quality and character of the institution; faculty and students actively engage in research, scholarship and instruction; administration and staff oversee facilities and learning resources. All nurture an environment conducive to teaching, learning, and working. The entire community is dedicated to the intellectual, personal, and professional development of its members and the pursuit of academic integrity.

1.3 Core Values and Guiding Principles

Palo Alto University is a diverse educational community committed to:

- Integration of scientific research and practice.
- Excellence in the delivery of effective, ethical, and compassionate mental health services.
- Integrity, honesty, and personal responsibility in our endeavors
- Respect for self and others.

2. INSTITUTION ACCREDITATION

The school has been accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges since 1987. (See page ii for the addresses and phone numbers of this agency.)

Up-to-date information concerning the academic programs offered by PAU is contained in the Catalog at our website at <http://www.paloaltou.edu>. Documents describing the licensing, approvals to operate, accreditation of PAU by WASC, and accreditation of the Ph.D. program by APA are available in the Research Library.

3. GOVERNANCE AND ADMINISTRATION

Palo Alto University is governed by a Board of Trustees – representing the fields of psychology, medicine, education, business, and community service – that puts forth the policy and direction of the school. The President is in a pivotal position, linking the school, the Board, the profession and the community at large. Governing faculty and administrative councils, a Student Council, various committees, and task forces deal with the balance of school issues and needs. A student representative is selected to serve on each committee and task force.

3.1 The Executive Council

The Executive Council coordinates the administration of the following areas:

- Academic Affairs
- Advancement
- Business and Finance
- Enrollment management
- Long-Range Planning
- Professional Development
- Student Services

The Council is currently composed of the Provost, Vice Presidents and the Chair of the faculty Senate who coordinate the above areas. The council is chaired by the President. Members of the council work with Board committees on specific issues.

3.2 The Student Council

The Student Council is composed of elected student representatives and student members of the governing committees. The Student Councils voice student concerns and promote student goals within the governance process. Each program has its own Student Council. The Vice President for Student Services serves as the advisor to the councils.

3.3 Campus Safety

PAU complies with the Drug Free School and Communities Act of 1989. PAU also annually reports crime and arrest statistics, as required by the Crime Awareness and Campus Security Act of 1990.

3.4 Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. The rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

Students should submit a written request to the Registrar that identifies the record(s) they wish to inspect. The Registrar will notify the student of the time and place where the records may be inspected.

- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.

A student may ask PAU to amend a record that they believe is inaccurate or misleading. A written request must be made to the Program Director. The request should include all information which identifies the part of the record the student wants amended and why the student believes the record to be inaccurate or misleading. PAU will notify the student of its decision in writing. Students will be advised of their right to a hearing in the event that PAU decides not to amend the specified record. Additional information regarding the hearing procedures will be provided to the student when notified.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure of student records without consent, is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if he or she needs to review an education record in order to fulfill his or her professional responsibility. A school official is a person employed by PAU in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom PAU has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

PAU discloses education records without consent, upon request, to officials of another school in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by PAU to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

4. INSTITUTIONAL POLICIES AND CAMPUS DIVERSITY

4.1 Commitment to Diversity

PAU is committed to providing an educational environment that respects cultural and individual differences. It seeks both to foster a diverse student body and to support the aspirations of all of its students. It supports the kind of critical debate over important ideas that are central to the academic enterprise. At the same time, it encourages the respect and cooperation that are also central to an academic community. PAU's commitment to diversity requires a commitment on the part of all members of this academic community to acknowledge the range of human variability and to respect difference.

4.2 Statement of Nondiscrimination

PAU is an equal opportunity institution of higher education and employer and is firmly committed to non-discrimination in its delivery of educational services and employment practices. In compliance with all applicable federal and state laws, such decisions will be made irrespective of the individual's race, color, religion, religious creed, ancestry, national origin, age (except for minors), sex, marital status, citizenship status, military service status, sexual orientation, gender identity, medical condition (cancer-related or genetic condition), disability and/or any another status protected by law. When necessary, PAU will reasonably accommodate individuals with disabilities if the individual is otherwise qualified to meet the fundamental requirements and aspects of the program and safely perform all essential functions, without undue hardship to the College and/or without altering fundamental aspects of its educational program.

A qualified disabled student or applicant who requires an accommodation and is otherwise unaware of the appropriate process should contact the Vice President of Student Services and request such accommodation in writing and in a timely fashion, that is, well before the accommodation is needed. PAU will then work with the student or applicant to identify the existing barrier(s), and will also identify the possible accommodation, if any, that would eliminate the barrier(s). If the accommodation is reasonable, effective and will not alter a fundamental aspect of the educational program or otherwise impose an undue hardship, and/or there are not equivalent alternatives, PAU will offer to make an accommodation. Please read further details in this handbook.

Further inquiries regarding the School's equal opportunity policies or the filing of grievances, or requests for copies of the School's grievance procedures covering discrimination complaints may be directed to the Provost.

4.3 Accommodation of Disabled Students

Palo Alto University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Accordingly, no otherwise qualified disabled student shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in any academic, research, counseling, financial aid or other postsecondary education program or activity which PAU provides for all students. PAU's disabled students meet the requirements and levels of competency, required of all students in the program. In order to assist students with qualified learning, physical, and other disabilities, students who request reasonable disability accommodations (please read the appropriate sections of the Student Handbooks) must provide current documentation of any disability and other relevant information to the Office of

Accessible Education.

Details of the accommodation request will be discussed interactively with the student and determined according to individual student needs. All applicants with disabilities are advised of this policy at the time of their application to the school. For purposes of reasonable accommodation, a disabled student or applicant is a person who: (a) has a physical or mental impairment which limits one or more major life activities (such as walking, seeing, speaking, learning, or working); (b) has a record with the School of such impairment; or (c) is regarded by the School as having such an impairment, or who is otherwise defined by law as a qualified disabled student or applicant. The individual must meet the qualifications and requirements expected generally of PAU students, and must be able to perform the essential requirements of the curriculum, either with or without reasonable accommodation. PAU's Palo Alto campus and the Gronowski Center have wheelchair access to all areas. All restrooms are wheelchair accessible. Every attempt is made to work with the disabled student to meet his/her special needs.

In order to request disability accommodations, students must fill out the Request for Accommodations forms available from the Office of Accessible Education no later than seven days after the start of any academic quarter. When this form is on record with the Office of Accessible Education and the request has been approved, the Office of Accessible Education will notify appropriate faculty that the student is eligible for accommodation. Faculty will also be informed as to the nature of the accommodations that have been approved. If a student's request for accommodation is refused by the Office of Accessible Education, he or she may appeal the decision to the Institutional Grievance and Appeals Committee.

Service Animal Policy: Service animals assisting individuals with disabilities are permitted on campus. To utilize a service animal for ongoing accommodation, the student should first register with Office of Accessible Education and supply appropriate documentation of disability. "Service animal" is defined by the Americans with Disabilities Act (ADA) as any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items. A service animal may be asked to leave PAU facilities or programs if the animal's behavior or presence poses a direct threat to the health or safety of others. For example, a service animal that displays vicious behavior toward people may be excluded. Questions related to the use of service animals on campus should be directed to the Director of the Office of Accessible Education at (650) 433-3836.

Service animals may also be excluded in areas where the presence of a service animal fundamentally alters the nature of a program or activity or is disruptive. In addition, animals not covered under the ADA service animal definition can be asked to leave. The person whom a service animal assists is referred to as a "partner." The service animal's partner is at all times solely responsible for the cost of care, arrangements, and responsibilities for the well-being of the service animal, as well as any property damage.

Service animals on campus must do the following:

1. Meet all requirements for the presence of animals in public places (vaccinations, licensure, ID tags, etc.) mandated by state or local ordinance.

2. Be Healthy: The animal must be in good health.
3. Be Under Control of Partner: The person with a disability must be in full control of the animal at all times. Reasonable behavior is required from service animals while on campus.

The partner must follow local ordinances in cleaning up after the animal defecates. Partners who are not physically able to pick up and dispose of feces are responsible for making necessary arrangements for assistance.

International Students Courtesies: If you (a) are a permanent resident in a non-English speaking country, (b) have been in the United States for 5 years or less, and (c) upon showing that you are not sufficiently proficient in English because it is not your primary or equivalent language, then you may apply to have a translation dictionary and an extra half-hour for testing. The grading criteria are the same as for non-international students. If you are eligible for this courtesy, please present a copy of your visa or passport to the Office of Student Disability Services.

4.4 Safety Policy

PAU is concerned about the safety and health of all members of the community, and it has promulgated a Safety Policy and an Injury and Illness Prevention Program. Safety is everyone's responsibility. The following represents some of our general rules:

- Call 9-1-1 for help if you are injured or discover an injured person
- First-Aid kits and flashlight are located in the kitchen area located in both buildings
- Please notify the Business Office if the First-Aid supplies are incomplete or need replacements
- Learn the location of the nearest fire exit and fire extinguishers
- Do not put yourself at risk or in an unsafe condition under any circumstances
- Please notify your advisor, the Business Office or any senior school Officer if you discover an unsafe condition.
- Report all accidents, no matter how minor, to the Business Office and to your supervisor.
- No-Smoking allowed in the buildings
- Always use common sense

It is the policy of the school that everyone is free to speak to anyone regarding safety without reprisal and with full anonymity.

4.5 Harassment Policy

PAU is committed to providing a positive environment for faculty, students, staff and administration. Harassment undermines the quality of the educational climate. The school has an ethical responsibility to ensure that all students and employees can learn and work in an environment free of harassment.

PAU is committed to maintaining the community as a place of work and study for faculty, administrators, staff and students, free of unlawful harassment, intimidation, and exploitation. PAU does not tolerate behavior which constitutes unlawful harassment of any member(s) of the School's community.

PAU remains committed to providing an environment free of harassment because of race, color, religion, religious creed, ancestry, national origin, age (except for minors), sex, marital status, citizenship status, military service status, gender identity, sexual orientation, medical condition (cancer-related or genetic condition), disability and/or any another status protected by law. All forms of harassment are prohibited, including verbal and physical conduct, visual displays, threats, demands, and retaliation is unlawful and will not be tolerated.

Any such harassment of any individual in the course of any PAU-administered program, job or activity is prohibited and will not be tolerated. PAU will take prompt and effective corrective action in response to harassing behavior, including, where appropriate, disciplinary action up to and including dismissal or expulsion. The policy explicitly applies to PAU administrators, staff, students and faculty and all other individuals engaged with PAU activities.

Individuals who know of harassment in violation of this Policy, whether by witnessing it or learning of it from another individual must report the matter to the designated intake officer as described in Section 4.9 below.

Prohibited Harassing Behavior:

Harassing behavior, when engaged in on any basis prohibited by this policy, may take a variety of forms. Examples of the kinds of behavior that may constitute such harassment include, but are not limited to:

- Verbal conduct such as epithets, derogatory comments, slurs, or unwelcome sexual advances, invitations, or comments;
- Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures;
- Physical conduct such as unwanted touching, blocking normal movement, or interfering with work;
- Threats and demands, such as those which seek submission to sexual requests, in order to retain employment or educational benefit, and/or offers of job or educational benefits or conditions in return for favors;
- Retaliation, in the form of adverse employment or educational actions, for good faith opposing, reporting or threatening to report harassment or for participating in good faith in investigation, proceedings or hearings related to this policy.

4.6 Sexual Misconduct Policy

Please see APPENDIX A for a copy of the University's Sexual Misconduct Policy

4.7 Dual Relationships Policy and Close Personal Relationships Policy

Dual Relationships Policy:

The Faculty Council approved the following resolution at its meeting on February 8, 1993, which is a restatement of a resolution approved in 1991:

No member of the PAU faculty (full-time, part-time, instructor, practicum supervisor, or psychotherapist) is to date any PAU student.

Close Personal Relationships Affecting University Teaching, Mentoring and Supervisory Functions Policy:

The University is committed to maintaining a learning environment and work environment that is free from unlawful harassment and also from the potentially adverse effects that can arise from close personal relationships in the course of teaching, mentoring and supervisory functions. Such relationships at the University may interfere with the ability of the teacher, mentor and supervisor (all herein called "supervisor") to act fairly and without favoritism or may contribute to the perception of favoritism by others.

Except where explicit and advanced authorization has been obtained in writing from the Provost, no supervisor who is employed by the University may participate in a close personal relationship with an individual who is a member of the University community for whom the supervisor provides or may (by virtue of University assigned position or functions) reasonably be expected in the future to provide teaching, mentoring or supervision. Supervision includes grading or other academic evaluation, job evaluation, decisions pertaining to promotion, the direct setting of salary or wages, and job, internship, educational, or employment references or recommendations.

Close personal relationships include dating, sexual and similar close personal relationships that are or are not consensually undertaken by the supervisor and the individual. Such relationships do not include the usual and customary socializing at the University of teacher-student; mentor-mentee; supervisor-employee; faculty member-graduate student; co-workers; and supervisor-student employee. A supervisor is anyone who oversees, directs or evaluates the work of others, including but not limited to, managers, administrators, coaches, directors, deans, chairs, advisors.

4.8 Email Policy

E-mail is used to extend education beyond the classroom by providing a common communication tool for students, faculty, and staff. The system provides an internal link for the community as well as a link to regional, national, and global communication through the Internet. Messages stored and/or transmitted by e-mail must not contain material that may reasonably be considered offensive. Offensive material includes, but is not limited to, any comments, jokes or images that would offend someone on the basis of a factor protected by PAU policy. Anonymous emails are prohibited.

4.9 Complaint Review Process

PAU encourages students who believe they may be victims of a violation of the University's Harassment Policy to report such complaints using the processes described in this section. It is expected that review of these matters will begin expeditiously and that complaints will be resolved

promptly and ordinarily no later than 30 days from initiation of review. Confidentiality will be maintained to the extent appropriate in consideration of the circumstances.

Students who believe they may be victims of sexual misconduct or sexual harassment in violation of the University's Sexual Misconduct policy should refer to the University's Sexual Misconduct Policy in Section 4.6 for the applicable policies and procedures.

Harassment complaints (of a non-sexual nature) may be submitted in the following ways:

1. A student ("Complainant") may submit a written complaint about another student of PAU ("respondent") to a senior administrator of the program in which they are enrolled. Upon receipt of the written complaint, the senior administrator receiving the complaint must promptly refer the complaint to the PAU Provost or any Vice President or the President (hereinafter "*Intake Officer")

OR

2. A student ("Complainant") may submit a written complaint about another student, staff, faculty member, administrator or visitor of PAU, or a person affiliated with PAU through one of its programs or activities, directly to the PAU Provost or Vice President or the President.

Complaints should be presented in all cases as soon as the complainant becomes aware of the existence of harassment.

Upon receipt of the written complaint, the Intake Officer shall separately meet with the Complainant and with the Respondent.

The Intake Officer will then decide if he or she should investigate the matter, whether to assign it to another member of the University, or whether to refer the matter to an external investigator. The Intake Officer will notify the Complainant and the Respondent of the appropriate administrator or officer of the University who will be responsible for a final determination of the complaint ("decision-maker"). The selection of the decision maker, if other than the Provost, will be made with consideration of the reporting and and/or academic relationships of the complainant, respondent and others involved. It is not possible to prescribe in advance the identity of the decision maker in all situations, given the unique organization of academic institutions.

The decision-maker is responsible to take any prompt and effective correction action that is appropriate in response to the complaint. This may warrant an initial investigation of the complaint. If an investigation is conducted, the School may utilize School personnel and/or it may retain an independent investigator to do so. In either case, the investigation will proceed expeditiously and appropriately to investigate the matter, including interviews of individuals, if necessary, and a written summary of the facts relevant to the complaint will be prepared for review by the decision-maker. Both the Complainant and the Respondent will be permitted to submit statements or other evidence/documentation for consideration.

The decision-maker will make a determination of the complaint in a manner consistent with the particular facts and circumstances of the complaint, based on a preponderance of the evidence standard (i.e., it was

more likely than not that a violation of the policy occurred). Factors include whether the evidence shows a violation of the School policy against unlawful harassment, the egregiousness of the conduct and injury involved, any mitigating circumstances, relevant history of the complainant and respondent, etc.

The decision-maker will prepare a written summary of the determination. After the determination regarding the complaint has been made, it will be communicated to the Provost, and to Complainant and the Respondent. The Vice President for Student Services shall be responsible for the maintenance of the files and records which are related to harassment complaints filed by students against students; otherwise, by the Director of Human Resources.

In addition to these procedures, complaints by students may be filed with the California Department of Fair Employment and Housing (DFEH) at 455 Golden Gate Avenue, #7600, San Francisco, CA 94102-6073 and the Office of Civil Rights of the US Department of Education at Federal Building, 50 United Nations Plaza, Room 239, San Francisco, CA 94102.

If the decision-maker finds that the complaint in whole or in part shows a violation of the School policy against unlawful harassment, the decision-maker shall recommend to the Provost what corrective action is appropriate and including, where appropriate, disciplinary action of the Respondent or others. The Provost will then make a final determination as to what corrective action is appropriate, if any, and will prepare a written summary of the final determination regarding the complaint, including any corrective action, within ten (10) business days of making his or her final decision, to be transmitted to the Complainant and the Respondent.

Violations of this policy may result in disciplinary action such as warning, suspension, expulsion from the School, termination from employment and/or termination of any other affiliation with the School, etc.

However, if the Provost decides that suspension or dismissal is the appropriate action, he or she will forward a recommendation to the President of the University. The President will review all of the information and will make a final determination.

The decision-maker may determine that the complaint does not show a violation of the School policy against unlawful harassment. If so, with the approval of Provost, the decision-maker shall so inform the Complainant and Respondent.

4.10 Non-Retaliation Policy

No member of the School community may be subjected to interference, coercion or reprisal for seeking advice concerning unlawful harassment, filing a harassment complaint, or otherwise participating in good faith in the processing of a harassment complaint. The School will not retaliate against any person making a complaint of harassment and will not knowingly permit retaliation.

4.11 Policy on Part-Time Faculty Acting as Therapists for PAU Students

PAU accepts APA's 2002 ethical guidelines on Multiple Relationships Principle 3.05, which reads as follows:

- (a)** A multiple relationship occurs when a psychologist is in a professional role with a person and;

- (1) At the same time is in another role with the same person,
- (2) At the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or
- (3) Promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationships could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

(b) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur.

Consistent with the above guidelines, PAU's position on this issue is as follows:

- PAU part-time faculty members may not conduct a teaching/therapy relationship;
- PAU part-time faculty members may not teach a client or former client;
- PAU part-time faculty members must abstain in all PAU's evaluation processes of a client or former client.

5. ACADEMIC POLICIES AND PROCEDURES

Students are expected to follow the most current version of the APA Ethics Code which can be found at the following address on the web: <http://www.apa.org/ethics/code/index.aspx>.

5.1 Student Disclosure of Personal Information

Faculty do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training or professionally related activities in a competent manner or posing a threat to the students or others

5.2 Policy on Religious Holidays

Although PAU does not observe religious holidays as official institutional holidays, the school recognizes that students and faculty may choose to make adjustments in the academic calendar for religious obligations. Alterations are made without penalty and early planning for them by students and faculty is encouraged. Faculty may choose to dismiss classes which fall on religious holidays. Makeup sessions for cancelled classes, while encouraged, are optional. Students may request to be excused from classes which fall on their religious holidays. Rescheduling class time missed, while optional, is encouraged, and should be made by the student in consultation with the instructor.

5.3 Waiver of Courses

The Ph.D. Program course waiver exempts a student from the requirement to take that course, but without the award of credit for the course. A student may request a waiver of required courses by either submitting materials (i.e., transcripts, syllabi, cover letter requesting waiver) of completed, equivalent, and approved graduate course work to the Curriculum Committee who make a recommendation to the Program Director/DCT, or by passing a challenge exam. If a course is waived, the student must take an equivalent number of course units in advanced electives to fulfill the 168 unit requirement. Courses that are not transferable are also not eligible to be waived.

Students who have had a required course waived upon entrance and later decide they wish to take the PAU course must request lifting of the waiver from the Registrar before taking the course; otherwise, a student will not receive credit for taking the required PAU courses that were waived.

Applicants who successfully completed the Palo Alto University Master's Psychology Program and were offered admission to the PAU PhD Clinical Psychology Program may transfer all units from their PAU Master's coursework.

5.4 Challenge Examinations

A student may challenge a course by contacting the current faculty member teaching the course. If the faculty member consents to a challenge by exam, it shall be in written form and must be completed by the end of the first quarter at PAU. Advanced course work in a given area must be substituted for challenged courses. A waiver but no academic credit is given for successful challenges. Courses that cannot be challenged include: Ethics, Professional Standards in Clinical Psychology, Research Methods, Integrated Test Batteries, and Cultural Diversity.

5.5 Registration Requirements

All students must be continuously enrolled in the program. Failure to register each quarter, including students on Internship and Dissertation, will result in administrative withdrawal from the program. Students who do not register by the first day of the quarter are subject to dismissal from the program, and will be dismissed if they have not registered by the end of the Add/Drop period. Students should check with the business office regarding applicable fees. However, reinstatement is not guaranteed. Students are not registered until after all required tuition and fees are paid in full.

Starting in Summer 2016, students in the PhD program will be required to enroll in Dissertation Research units during any summer quarter if they are scheduled for a dissertation proposal or final defense during that quarter, and pay tuition for 3 units of Dissertation Research. Students will be

allowed to enroll in Dissertation Research (DISS801) in any summer quarter without being scheduled for a dissertation proposal or final defense, but only if their dissertation chair (according to their D-1 form) agrees by email to supervise them over the summer. With their chair's approval, any student enrolled in a Diss. Research class any summer, by choice, will be charged tuition for 3 units of Dissertation Research, in accordance with the appropriate tuition and fees schedule posted on the website. Either of these options above may make a student eligible for financial aid. Please contact the Financial Aid office. Note: NOT following either of those options will result in your receiving no financial aid. Please ask Financial Aid office or Ngoc Nguyen, Bursar, if you have any questions regarding finances.

Continuous Enrollment:

To be matriculated as a student of Palo Alto University, a student must be “continuously enrolled” in his/her academic program, with one and only one exception: if the student is in receipt of written approval from the University for a leave of absence for a defined period of time or academic quarter(s). “Continuously enrolled” means that at all times, the student has paid all tuition and fees in full. Continuous enrollment is defined based on program requirements. Failure to register and pay tuition and fees for any one of the quarters in which the program is in operation without approval in writing for leave of absence is a violation of this policy. Note that not all faculty or courses are available to students in all quarters, so students should plan accordingly. For PhD students, quarters of operation include Fall, Winter, Spring, and Summer, including any summer when defending a Dissertation Proposal or Final Defense, and one summer when student is on Internship. The Graduate School considers a full course load for Doctoral Programs and full-time status to be no less than 27 units over a calendar year. Doctoral students on Internship or completing their Dissertation beyond the 4th year in the program are exempt from the 27 unit requirement, and are considered having a full course load with no less than 3 units per quarter.

A special registration status applies to students in the following circumstance: all course work completed, including the dissertation project, but pre-doctoral internship has not yet either begun or been entirely completed. This special registration allows students to be listed as an “active” student without registering for three (3) units of course work. Students must make arrangements with the Registrar to be properly registered under this provision. Payment of this fee may not be sufficient to qualify students for Financial Aid.

Students register online with user ID and password. The online registration service allows students to browse the course schedules, register for courses online and view their academic records. A closing date is established for the regular registration period. This is the date by which registrations must be received in order to avoid late registration fees. Specific information regarding tuition, fees, and refund policies can be found online. Students who fail to register by the published deadline will be assessed a late registration fee when they register.

Tuition, fees, and payment schedule as well as late fees imposed are all posted on our website at <http://www.paloalto.edu/admissions/admissions-resources/tuition-and-costs>.

5.6 Withdrawal from Classes

(a) Routine Withdrawals: A student may withdraw from a class once the Add/Drop period has ended at any time up until the last day for permitted withdrawals as designated in the academic calendar, which is typically four weeks before the end of the quarter. The reasons for withdrawing from a course after the Add/Drop period (family emergency, illness, etc.) should always be discussed with the instructor, the student's faculty advisor, and the Program Director.

Withdrawn courses will appear on student transcripts with a "W" (Withdrawal) as the permanent grade for that quarter. Withdrawal from a class after the Add/Drop period must be done in writing, on an Add/Drop form. It is considered an appropriate courtesy for a student to inform an instructor when withdrawing from a course.

(b) Request for Withdrawal after the Deadline Date: Withdrawal requests after the deadline for withdrawal during a quarter, but before the end of the quarter, will be considered in extenuating circumstances. In such situations, the student should talk with the instructor to examine which of the following options is most appropriate:

(1) The most desirable option is a grade of Incomplete ("I"), with missing work to be completed for that instructor by the end of the next quarter. (Approval of the instructor, as indicated by faculty signature on the "Petition for Incomplete", is required.)

(2) A second option is for the instructor to approve a grade of "W." (Students are required to have written approval from the course instructor.) If the instructor is not willing to allow a grade of "I" or "W," the student may appeal to the Program Director in writing.

5.7 Requests for Transcripts

Requests for transcripts must be made in writing and submitted to the Registrar two weeks in advance of the date the transcript is needed. Only transcripts for units earned at PAU can be provided. Any unpaid balance on the student's account must be paid before the transcript is sent. There is a nominal fee charged for each transcript. Please note that transcripts will not be faxed. The transcripts request form is available on the PAU Portal at <https://sites.google.com/a/paloaltou.edu/registrar-forms/phd-forms-1>.

5.8 Special Study Options

(a) Independent Study: Independent studies may be undertaken at any time in the Ph.D. student's career at PAU. Up to six units of elective course credit may be earned through independent study with a maximum of three units in any one quarter. Programs of study may include workshops, field work, special projects and courses taught at other graduate institutions. However, an independent study which duplicates or closely resembles required or elective course work offered at regular intervals at PAU is generally not approved. Please contact the PhD DCT office for a form describing additional requirements to apply for independent study.

The course of study must be discussed and outlined in advance with the instructor with whom the student has chosen to work. The independent study must be consistent with PAU's training model and follow "Carnegie Unit" guidelines for academic credit. Thus, all independent studies must permit an integration of theory, research, and practice in either course readings or fieldwork and must

include three hours per week of academic or fieldwork for every unit of course credit. A method of evaluating student performance also must be specified in advance.

A proposal outlining the course of study and the Independent Study Form, available on the website Portal at <https://sites.google.com/a/paloalto.edu/registrar-forms/phd-forms-1> must be submitted to the study sponsor. A student may work with any PAU faculty member. Proposals must also receive approval from the Program Director, the Curriculum Committee Chair, and the Provost. All paperwork must be submitted by the quarter preceding the proposed independent study. It is the student's responsibility to make sure that all necessary forms are filed on time. All projects must be evaluated and graded by the study sponsor.

(b) Non-Matriculated Students – students not in a degree program:

Non-matriculated students may take most courses offered in the Ph.D. curriculum for credit or audit providing they have met the prerequisites at the appropriate academic level (auditors may be waived from the prerequisites with the instructor's permission).

Registration materials and an application for non-matriculated students may be obtained in the Admission's Office.

Non-matriculated students may register for up to three quarters of course work; extensions beyond three quarters may be granted in some instances by the Admission's Office. For example, if a person has a Ph.D. in psychology and wishes to take additional clinical courses or wishes to take courses for the clinical board, then the three quarter limit normally would be lifted since this person has no intention of matriculating. Up to three consecutive quarters of academic work which have been taken for credit at PAU may be transferred into PAU upon formal admittance/matriculation.

The costs for non-matriculated students are as follows:

- Full fee if registration is "for credit."
- Half fee if registration is "for audit."

Registration to audit a course automatically makes the course nontransferable upon matriculation.

Non-matriculated students taking courses for credit will have a transcript on file in the Registrar's Office.

Registration of PAU's matriculated students has first priority over the registration of non-matriculated students.

For courses listed in the Ph.D. program's required curriculum, faculty may restrict some or all non-matriculated students from entry. For respecialization students, please contact the PhD Director of Clinical Training office.

5.9 Course/Faculty Evaluations

Students are asked to complete a Course/Faculty Evaluation Form at the end of the quarter for all of their instructors. Course content and the instructor are both evaluated. These evaluations provide

important feedback to each instructor as to how students rate his/her classroom performance. Student comments are communicated to the instructor by program leadership in writing and, when necessary, in person. At no time are individual student responses made known to any faculty or to program leadership.

PAU moved to a web-based course evaluation for this process in 2006. The website link will be emailed to the student. Students click on the website link, and using the drop down menu, choose the class to evaluate and complete the evaluation. The student must return to the email and click on the link again in order to complete an evaluation for each class he/she is enrolled in. To preserve your anonymity, we do not track your names.

You can choose not to complete the survey, however, you need to print out your confirmation page and submit it to your instructor before you can take the final exam at the end of the quarter. No exceptions. If you forget, then you must go to a computer with a printer and print the confirmation sheet of paper.

For questions or concerns send an email to: kguy@palloalto.edu

5.10 Student Annual Evaluations

In a clinical psychology training program, evaluations of competence must be based not only on academic achievement but on personal and professional qualities as well. These include a commitment to self-understanding and self-awareness and a capacity for good relationships. The two are obviously related; understanding and acceptance of others depend in part on understanding and acceptance of ourselves. Students are expected to demonstrate maturity, good judgment, discretion, and respect. If their effectiveness is compromised by personal problems or illness, they are expected to seek competent professional help to determine whether to suspend, terminate, or limit the scope of professional studies at PAU.

All graduate students are required to demonstrate competency in a number of research and writing skills that the faculty deem necessary for successful graduate study. Students who fail to demonstrate competency in any skill will be required to participate in focused workshops and/or individual tutoring as prescribed by the Director of Clinical Training until they demonstrate competency. These basic competency experiences carry no credit toward the degree, and have no additional charges beyond standard tuition and fees. All basic competencies are expected to be met by the beginning of the second year of graduate study.

5.11 Maximum Time to Complete the Ph.D. Program and Making Good Progress in the Ph.D. Program

All students admitted to the PAU doctoral programs are expected to complete their graduate degrees within a maximum of seven years. Within the seven year maximum, students have four years to advance to candidacy and three years to graduate thereafter. PhD Electives must be completed by the end of the fourth year of study. Students may request a one-time, one-year extension by submitting a formal request to the Director of Clinical Training and the Student Evaluation Committee. The request must include the student's plan for resolving all program requirements within the final extension period and the request must be signed by the student and the student's faculty advisor. Students who do not meet this timeline requirement will be referred to the Student

Evaluation Committee for possible dismissal from the doctoral program. Students should be aware that leaves of absence do not stop the seven year clock.

Further, students must be deemed to be making “good progress” by the faculty advisor and the Student Evaluation Committee in order to remain in good standing. Good progress means that students are exhibiting professional behavior and are working consistently, meeting faculty expectations, on their goals for the degree. While making the transition from student to professional, you must take primary responsibility for meeting all requirements and completing all paperwork. The Ph.D. Program expects that students’ first commitment be to the program’s scheduled courses and research activities. Flexibility in scheduling, for example with practicum placement responsibilities or employment, is expected of all students. All students are evaluated yearly; those not making good progress are alerted and provided with an opportunity for remediation. However students who fail to communicate with their advisors or exceed university deadlines for completion of the degree will be dismissed from the program. Students dropped from the program are required to reapply and are evaluated for re-admission together with the pool of first-time applicants of that year.

The faculty work closely as mentors and advisors so students graduate within the time limit. Communication between students and faculty advisors is vital. However, infrequent contact between students and their faculty advisors is only a minimum requirement to remain in the program, and is not sufficient for good progress to occur. Students need to stay in touch with faculty advisors and dissertation committee members on a regular basis. Life circumstances or personal problems can interfere with a student’s ability to complete degree requirements in a timely fashion, and faculty can help students problem-solve to get back on track.

5.12 Advisor System and Remedial/Supplementary Advisory System

All matriculated students are assigned a Faculty Advisor. Once enrolled in a Research Group, the instructor becomes the student’s Faculty Advisor. The purpose of the Advisor System is to provide academic guidance, program planning, and to serve as the first level of contact in case of academic or personal problems. PhD students experiencing difficulties in planning their curriculum should contact the school’s Director of Academic Services, Harrienne Mills at hmills@paloalto.edu. Students are encouraged to meet regularly with their faculty advisors to identify strengths and weaknesses and to outline the optimal course of study.

Student academic and professional progress is regularly reviewed by the Academic Training Committee (ATC), the Clinical Training Committee (CTC), and the Faculty. In general, matters falling under academic work (e.g. course grades) begin with the student being placed on formal Academic Review by the ATC while matters falling under clinical training and work begin with review by the CTC. The overall approach of the ATC and CTC is to monitor students and provide access to advanced levels of support to encourage student success. Persistent problems will result in more formal review. If not successfully remediated, CTC and ATC will refer cases to the Student Evaluation Committee (SEC). The SEC will then determine the appropriateness of probation, suspension, or dismissal according to established criteria, procedures, and processes (See Section 15 regarding Probation, Suspension, and Dismissal for additional detail).

5.13 Grading Policies

Students are evaluated throughout their graduate career on their knowledge of the theoretical concepts; awareness of relevant research findings; ability to synthesize, communicate and apply knowledge; and mastery of clinical skills. Student evaluation is based on direct observation of performance. In course work, the recommended method of evaluation is by examination or papers, although projects and presentations are a frequent occurrence. A majority of the classes also include some experiential component, with a portion of the course grade based on class attendance, participation, etc. In clinical case seminars, evaluation of work samples is preferred. Faculty members are encouraged to provide feedback to students early in the term.

Qualitative and quantitative evaluations are used to evaluate student work, which provides students with regular and detailed feedback. Each instructor evaluation is based on the following criteria:

- A+ = awarded for extraordinary excellence
- A = awarded for excellent performance
- A- = awarded for very good performance
- B+ = awarded for good performance
- B = awarded for average performance
- B- = awarded for below average but acceptable performance
- F = awarded for unacceptable performance
- I = awarded for extenuating circumstances only

These become official transcript notations at the end of each quarter. Pass/fail grades are assigned in non-didactic courses such as professional issues, field practicum, dissertation research, and internship, and may be assigned in other courses as well.

Requirements for Passing Grades:

Attendance and Work Requirements: Instructors take attendance for each class meeting and are required to take attendance in all PAU classes for the first 2 weeks of Fall quarter each year for the “census date,” reported annually to WASC and the Digest of Education Statistics.

Graduate school is a serious commitment, so regular attendance is expected of all students in all classes. Students must attend at least 75% of the class meetings to receive a passing grade. However, individual faculty may have **higher** attendance requirements for specific courses. Students are responsible for anything that is scheduled in class.

Minimum Acceptable Standards for Course Assignments: A grade of “F” is also given when, in the judgment of the instructor, the quality of a student’s work is not at the passing level for graduate students. When a grade of “I” (Incomplete) has not been cleared by the deadline, a grade of “FI” is given. This is equivalent to an “F” grade, and reflects how the grade became a failing grade.

Results of Failing Grades: Students receiving a grade of “F” (Fail) in a required course must retake that course, and will be charged a retake tuition charge. The tuition charge can be covered by financial aid, but only if the “F” is a true failure, and not just the result of non-attendance. (Please contact the Financial Aid office.) The retaking of a course does not eliminate the original “F” grade from the student’s academic record; however, when a course is successfully repeated, the transcript

shows that this course has been repeated (with a notation of “R” next to the “F”), and the earlier failing grade is no longer calculated in the student’s grade point average.

One “F” grade results in a student being called to ATC and placed under Academic Review. Two or more “F” grades on a student’s record will ordinarily lead to dismissal. Considerations for dismissal, probation, or suspension are handled by the SEC.

Incompletes: An “I” (Incomplete) is given in a course when the student is unable to completely fulfill the requirements during the quarter. Though an occasional “I” may be taken, it is strongly discouraged as a general practice. A student who has nine quarter units or more of “I” grades will be referred to the Student Evaluation Committee (SEC) for possible probation, suspension, or dismissal.

An “I” grade may be carried for a maximum of one quarter, and is not extended by any leaves of absence. An “FI” (Fail) will automatically be given if this deadline is passed. A satisfactory grade to clear an “I” must reach the Registrar no later than the day grades for the deadline quarter are due. Example: The last day for instructors to turn in Fall grades is also the last day to clear a spring “I” grade. It is the responsibility of the student to make sure this deadline is met.

A student may petition to extend the deadline to make up an “I”. The instructor of the course and the Program Director must approve the Extension of Incomplete form, which states when the work will be completed.

Requirements for Incompletes: For an “I” (Incomplete rather than an “F”) to be given, a student must have been in attendance for at least 75% of the class meetings, must have satisfactorily completed 75% of the work for the class (as defined by the instructor), and must make arrangements with the instructor regarding how and when the work will be completed.

If the “I” occurs in one of the course sequences in the curriculum, the student may not proceed in the sequence without written permission from the instructors of both the uncompleted and the succeeding courses.

Effect of Incompletes on Advancement to Candidacy:

- Students cannot advance to candidacy with an “I” in a required course.
- If students in the Ph.D. Program have an “I” in an elective course, they may advance to candidacy, but the rules regarding an automatic “F” continue to apply.

5.14 Grade Appeals

The administration, following legal and academic freedom precedents, may not overrule an academic evaluation by a member of our instructional faculty so long as that evaluation has been given within the scope of the course in good faith and a rational basis. In sum, only grades apparently based upon non-academic criteria or a violation of PAU policy may be overturned by administration.

Informal Procedure: When students at PAU are dissatisfied with a student evaluation received in a course, their first step must be to communicate or meet with the instructor for clarification and

review of the grade within five (5) days of receipt of the grade. If no resolution is reached, students may use the formal procedure described below.

Formal Procedure: If a student believes that non-academic criteria have been used in determining his or her grade, or that the instructor has otherwise breached PAU policy in assigning the contested grade, the student may appeal the instructor's evaluation in writing to the Program Director within five (5) working days of an attempt at an informal resolution of the matter. If the Program Director has previously given input into the student's case at hand, or if there is any other conflict of interest, the Program Director shall recuse themselves and specify an appropriate designee to serve in their place (this designee can include someone outside of the respective program). If the resolution of the Program Director or designee is not satisfactory to the student, the student may appeal the decision of the Program Director to the Curriculum Committee. The student must make the appeal within five (5) working days of notification by the Program Director of their decision. If the resolution of the Curriculum Committee is not satisfactory to the student, then the student may appeal to the Institutional Grievance and Appeals Committee by directing their written appeal in writing to the Provost.

Only grades deemed to be based upon non-academic criteria or a violation of PAU policy may be overturned by any of the relevant adjudicating bodies (Program Director or designee, Curriculum Committee, and Institutional Grievances and Appeals Committee). The written decision of each adjudicating body should be explicit and clear in their outcome regarding overturning or upholding the course grade.

The student, the instructor, and the Registrar will be notified of the decisions at every step of the appeals process (Program Director or designee, Curriculum Committee, and Institutional Grievances and Appeals Committee) in writing, within fifteen (15) days of receipt of the receipt of appeal except where the Program Director or designee, Curriculum Committee, and Institutional Grievances and Appeals Committee requires a longer period time for good reason.

The student's written appeal at each step of the appeals process must specify the nature of the disagreement and include copies of all documents supporting the grievance. The student bears the burden of showing that non-academic criteria were used or that PAU policy was otherwise breached. The instructor will be consulted by each relevant body of the appeals process (Program Director or designee, Curriculum Committee, and Institutional Grievances and Appeals Committee) for additional information, and will be given an opportunity to respond. All documents will be shared equally with both the student and the instructor. In addition, all materials related to the formal appeals process will be stored in the student's file.

5.15 Interruptions of Degree Programs

Leave of Absence: A student who discontinues graduate study with the intention of resuming study

during a later quarter must file a Leave of Absence Request available on the Registrar's website: <https://sites.google.com/a/paloaltou.edu/registrar-forms/phd-forms-1/phd-leave-of-absence-form>.

Leave requests are granted for only one quarter at a time and must be renewed if additional leave time is needed. A student is not charged for a leave request.

Leaves can be granted from one quarter to one academic year depending on the circumstances determined by the Director of Clinical Training (DCT) as well as the faculty advisor. Students who consider taking a Leave of Absence (LOA) must discuss the reasons with the (DCT) and financial aid officer. Students must also discuss implications for financial aid and consequences on progress in the program. Students will also be asked to sign an informed consent.

For Financial Aid purposes, a Leave of Absence may be no longer than 180 days. Students who do not resume attendance at the conclusion of 180 days are reported to their lenders as withdrawn as of the last day of attendance.

Leave of Absence—Medical/Maternal

Please note: Documentation is required for a medical leave of absence but not a personal leave of absence. Typical reasons that students request a leave of absence include medical or psychological problems; arrival of a child during the term in which a child arrives and/or the term following; and compelling personal reasons. Medical documentation (when appropriate) supporting a request for a leave must be submitted by the student.

During an LOA all incompletes will turn to FI's. Also, the student cannot make formal progress in the program. This includes completion of all milestones. A student on LOA cannot sit for a Competency Exam or the Oral Clinical Competency Exam, or Advance to Candidacy, or sit for a Dissertation Proposal, including Dissertation Final Defense. A student on LOA is not explicitly excluded from applying for practicum and/or internship, but must be in compliance with all other PAU policies and receive permission to do so from the Office of Professional Advising and Development (OPAD). The leave does not extend the period of time to advance to candidacy and/or to graduate as stated in Section 5.12 above.

Administrative LOA: Notwithstanding any other policy, the School reserves the right to place a student on administrative leave in response to instances of disruptive or other behavior that interferes with School community well-being in the judgment of the School. Where the School believes that the behavior may be caused by, or related to, psychological or other health issues, the School may require a mandatory independent medical evaluation; temporary or indefinite withdrawal; and/or other administrative action as deemed appropriate by the circumstances of the individual situation. Such action must be approved by the Provost or his/her designee, with possible consultation by others. If independent medical evaluation is required, the School will first offer to consult with the student or his/her health adviser in order to obtain relevant information.

5.16 Total Withdrawal from Program

A student considering withdrawal from the program is encouraged to meet with his/her Faculty Advisor, the Program Director, and the Vice President of Student Services to discuss the implications of withdrawing. A Withdrawal form, available from the Registrar's Office, must be completed by the

student upon his/her decision to leave the program. If a student withdraws after the add/drop period during a quarter, a “W” will appear on the student’s academic transcript. See the Registrar for more information.

5.17 Out of Sequence

Out of sequence students are those students who have any alterations to the 5 year plan. Those PhD students who are out of sequence must register as such with the PhD office. In addition, out of sequence students must sign a statement that they have been told and understand the ramifications of being out of sequence on their progress in the program.

5.18 PAU Program Crossovers

Academic programs at PAU (PhD, PsyD, Masters, and Undergraduate) are separate and distinct programs with their own curriculum and admission requirements. Students enrolled in one program at PAU are not allowed to enroll or take courses in another program without permission from the director of their original program and special authorization by the Provost.

5.19 Student Professional Behavior and Use of Technology

The policy of Palo Alto University requires that electronic devices be used in classes **solely** for classroom relevant activities, such as note taking or presentations, or for instructor-advised internet access, such as to NIH websites. Using devices for personal use during class time is unprofessional and disruptive. Any student found engaging in the personal, non-academic use of devices during class time may face consequences that include grade penalization, ATC referral, or SEC referral for consideration of further disciplinary action.

6. STUDENT SERVICES

6.1 Identification Cards

Student Identification Cards are distributed at New Student Orientations. If you misplace yours or if it is stolen, there is a \$15.00 replacement fee. Please see the Vice President for Student Services in order to obtain your initial Student Identification Card or to replace one. You will need this ID card in order to borrow materials from the Research Library.

6.2 Professional Liability Insurance

PAU carries professional liability insurance through American Psychological Association Insurance Trust (APAIT). All students are required to apply for membership through American Psychological Association (APA) as Student Affiliates and to sign up for insurance through APAIT before seeing clients.

7. RESOURCES AND FACILITIES — PAU/PGSP CAMPUS

7.1 Research Library

The Research Library exists to meet the educational needs of the institution and to support its instructional, research, and service programs. The Library maintains a highly specialized collection of books, journals, and audiovisual materials, with many in digital format which are immediately

accessible from online databases. Services are available to PAU students, staff, alumni, faculty, and Friends of the PAU Library.

You may visit the Library website at <http://www.paloaltou.edu/about/departments-and-offices/library> for current hours and contact information.

Library Staff:

The Library is managed by the Vice-President for Information Resources, and is staffed by a Reference Librarian, a Media Specialist/Instructional Designer, a Technical Services Librarian, and Student Assistants.

Collections:

The Library contains extensive digital resources, paper volumes of books and journals and multiple copies of psychological tests. PAU student dissertations are available in digital format from the Library. Audiovisual materials include DVD's and streaming video collections.

Services:

The Research Library offers a full range of resources and services. Our reference librarian offers on-demand research assistance and instruction. Access to more extensive collections is made available through interlibrary loan: <http://www.paloaltou.edu/about/departments-and-offices/library/interlibrary-loan-services> . Students may request up to 10 free interlibrary loan articles or books per quarter. Please allow at least two weeks for receipt of interlibrary loans materials.

PAU students may borrow a one-day institutional library card for the use of Stanford's Cecil H. Green Library from the PAU Library Circulation Desk. Lane Medical Library at the Stanford University Medical Center is open to everyone. Students with public library cards from the city of Santa Clara or San Jose may borrow materials from Santa Clara University Library or San Jose State University Library.

Student Responsibilities:

It is expected that PAU students will uphold ethical standards in their use of the Research Library. All materials must be checked out before leaving the Library. We ask that you return your materials on or before the due date, so that other students may have access to them. Online renewals are available for most items; please renew items if you need an extension. Students are welcome to place a hold on materials that are checked out.

Overdue Fines:

Library users may renew materials if no one else has placed a hold on the items to be renewed. If the late materials are not returned, a bill will be issued for replacement cost plus fines. Students can check the status of their overdue fines by logging on to the Library Catalog here: <http://www.paloaltou.edu/about/departments-and-offices/library>.

7.2 Computer Lab

The Computer Lab on campus is in the Library on the bottom floor of Building 3. The Lab is open the same hours as the library, including evenings and weekends.

8. FINANCIAL AID

Graduate program financial assistance is available to eligible students in the form of scholarships, fellowship (grants), loans (repayable with interest) and on-campus employment (Teaching Assistants, Research Assistants and Student Assistants). While independent professional schools generally have no state support or extensive endowments, some type of government subsidized and/or alternative student loan funding is available to almost all students.

Financial assistance for Palo Alto University undergraduate students may be available from federal, state and institutional sources in the form of grants, scholarships, loans and student employment.

FAFSA Code 021383

Mailing Address Financial Aid Office
Palo Alto University
1791 Arastradero Road
Palo Alto, CA 94304

Jessica Ayres Director of Financial Aid
jayres@paloaltou.edu

Isabelle Sambrano Financial Aid Officer
isambrano@paloaltou.edu

Madison Steele Financial Aid Officer
msteele@paloaltou.edu

Financial Aid 650-433-3824
Email Address financialaid@paloaltou.edu

FAX: 650-433-3897 This secure FAX
number is used by the
Financial Aid Office only.

Office Hours (Graduate Campus) - Monday through Friday from 8:30 am to 4:30 pm.

Financial Aid Calendar

January 15th Financial Aid Application and Information available on line at
www.paloaltou.edu

March 2nd California State Grant application deadline (undergraduate)

March 15th New student financial aid application deadline

May 31st Returning student financial aid application deadline

June 30th Last date for Federal Work Study for the Academic Year

8.1 What Financial Aid Covers

Eligible expenses:

- Tuition and fees
- Allowance for books, supplies, transportation and miscellaneous personal expenses
- Allowance for room and board
- Allowance for dependent care costs for students with dependents
- Allowance for health insurance
- Expenses related only to the student

8.2 The Financial Aid Process at PAU

The information below is intended to acquaint student with the basic application procedures for financial aid at Palo Alto University (PAU). The goal of financial assistance is to make education accessible to all eligible students, regardless of their financial circumstances. Student loans are available to virtually all students, regardless of financial need. Student aid money is received from federal government agencies, PAU, and private individuals and organizations. You are encouraged to thoroughly read through the following information. After reviewing the enclosed, should you have any questions or concerns, please do not hesitate to contact the Financial Aid Office at 650-433-3824 or via email at financialaid@paloalto.edu.

8.3 Deadlines

Applications are processed on a "first come, first served" bases. It is in the student's best interest to complete the paperwork as early as possible. All required materials for new students should be received in the Financial Aid Office by March 15th. Please be aware that there is different paperwork and deadlines for new students seeking consideration under the PAU Fellowship program. The Admissions Department coordinates the application process. Successful applicants will be notified by the Admissions Department directly. Continuing students should have completed all required materials by May 31st.

8.4 Eligibility: Basic Requirements for Federal Aid

To be considered for financial aid at PAU, a student must:

- Be formally admitted into a degree granting program
- Be a U.S. citizen or Permanent Resident of the U.S.
- Be enrolled or intending to enroll on at least a half-time basis (audit units do not count), for a minimum of 6 units per quarter during the Fall, Winter, and Spring quarters, and a minimum of 3 units during the summer quarter
- Be registered with the Selective Service, if you are required to do so
- Be making Satisfactory Academic Progress
- Not be in default on a federal loan or owe a refund on other federal student aid programs
- Demonstrate financial need by use of the Free Application for Federal Financial Aid (FAFSA)

8.5 Required Documents

1. Free Application for Federal Student Aid (FAFSA) is the basic application for all forms of Federal, State and many types of private financial aid. When completing Step 6 of the FAFSA, list PAU as the institution to receive your information (the school code is 021383). The FAFSA is available at

www.FAFSA.ed.gov.

2. PAU Application for Financial Aid. This application is specific to PAU and asks for additional and necessary information about you, your enrollment and graduation plans.
3. Other documentation. The Department of Education may ask for additional information such as proof of citizenship, verification of non-taxable income, etc. This request may be from comments on your FAFSA acknowledgment or from the Financial Aid Office based on requests from the Department of Education. Please respond to additional requests for information within two weeks. Failure to do so may delay your financial aid notification.

8.6 The Process

Step 1. Complete the Free Application for Federal Student Aid (FAFSA) at: www.fafsa.ed.gov and sign with your PIN

Prospective students

To apply for federal financial aid, you must complete a [FAFSA](#). Before you fill out a FAFSA, you must apply for a Federal Student Aid [PIN](#). After you receive your PIN, fill out the [FAFSA](#) and sign with your PIN. An online FAFSA is typically processed within several days if you thoroughly complete the application.

The Palo Alto University school code is **021383**.

Current students

To continue to receive federal financial aid each year, you must complete a renewal [FAFSA](#) and sign with your PIN.

Don't send any tax forms, letters of explanation or other materials with your FAFSA; they'll only be shredded. Any correspondence explaining your family's special circumstances should be sent directly to each college's financial aid office.

Pay attention to deadlines. The PAU Financial Aid Application for new students is March 15th. Deadline for continuing students is May 15th.

Step 2. Complete Online Entrance Counseling for Federal Direct Loans at: www.studentloans.gov

Prospective students

[Federal Direct Loans](#) are fixed-rate student loans for undergraduate and graduate students attending college at least half-time. Direct loans are the most common and one of the lowest-cost ways to pay for school.

If you are applying for a Direct Loan, you must complete online [Entrance Counseling](#) by filling out an online questionnaire. To complete the questionnaire, sign in with your PIN and follow the online instructions.

Once you complete the online entrance counseling, Palo Alto University will receive this information automatically and start processing your loan.

Step 3. Sign a Master Promissory Note (MPN)

Returning students

To complete your Direct Loan application process, you must sign a Master Promissory Note with your PIN. The promissory note is a legal document that obligates you to repay your federal student loan. To sign your promissory note, sign in with your PIN and follow the rest of the online instructions.

Step 4. Fill Out Final Documents

This helps us complete the processing of your financial aid:

PAU Financial Aid Application:

- Helps determine what program you are entering into and the amounts and types of any outside aid sources you expect to receive.

Applications will be reviewed as they become complete. Any additional information needed by the student will be communicated to the student via email. Once your eligibility is determined, your budget calculated, and your need analyzed, you will then be sent a Financial Aid Award Letter detailing the amount and types of assistance you may be eligible to receive as well as an estimate of your calculated expenses and resources for the year. Included in this mailing will be further information on student loans. On the Student Loan Request form you will be asked to accept this aid and let PAU know if you wish to accept (or reduce) loans. Your signed acceptance should be returned to the PAU Financial Aid Office via fax at 650-433-3897 or by mail.

Please follow up to requests for further information within 14 days. Failure to respond may prevent your aid request from being processed in a timely manner.

Financial Aid Programs

Students may apply for the following types of aid:

8.7 Graduate Fellowships (Grants)

Fellowship applications at PAU are managed by the PAU Admissions Office. Please check with that department for further information and applications. Students should be aware that there are different application forms and a different deadline for Fellowships.

- One application for Fellowships will be used to determine a student's eligibility for all Fellowships available at PAU.
- Fellowships are granted based on the following criteria:
 - Demonstrated financial need (determined by the FAFSA)
 - Promoting diversity of the class including: race, ethnicity, class, gender, culture, geography, work and life experience
 - Past academic excellence
 - Most fellowships are awarded to entering students. When available, however, awards may also be granted to returning students, also based on the criteria above.
 - Some fellowships are renewable annually to a maximum of four years
- Fellowships are split equally over the quarters in the academic year.
 - Students who are selected to receive a fellowship will be notified by the Office of Admissions.
 - The length of a fellowship award will vary between one to four years

8.8 Student Employment

- PAU offers employment in both the Federal College Work-Study and institutional employment

programs. Students locate their own positions on campus.

- The student employment program at PAU allows students to work as Teaching Assistants, Research Assistants and Student Assistants. Teaching Assistantship Applications are available on-line at the PAU website. Students must have successfully completed the course at PAU before being approved for an assistantship.
- Students interested in Research Assistantships locate their own positions with a faculty member. RA students are paid on an hourly basis.
- Student Assistants work in various offices including: the Gronowski Center, Library, PsyD Department, PhD Department, Admissions, Student Services, Tutoring, etc. Students locate their own positions and complete required paperwork. SA students are paid on an hourly basis.
- Employment opportunities are posted and it is up to the student to apply for the position.

8.9 Student Loans

PAU participates in the Federal Direct Loan Program.

- The Federal Subsidized and Unsubsidized Direct Loans are available to undergraduate students who are enrolled at least half-time. Unsubsidized Direct Loans are available to Graduate students. Repayment starts 6 months after graduating or leaving school.
- The Federal Direct Grad PLUS Loan is a credit based federal loan available to most students in most graduate programs. Grad PLUS loans have no grace period when a student graduates or withdraws.
- Parents can borrow a PLUS Loan to help pay your education expenses if you are a dependent undergraduate student enrolled at least half time in an eligible program at an eligible school. PLUS Loans are available through the Direct Loan Program. They also must have an acceptable credit history.
- Loan funds are split equally over the enrolled quarters. Students eligible for a refund will receive notification from the Business Office regarding their refund checks.
- All students borrowing from the Federal Direct Loan Programs MUST complete an online Federal Loan Entrance Counseling Session. Entrance counseling is a federal requirement and no federal loan will be disbursed without the student successfully completing this process.

Each student applying for financial assistance will receive a Financial Aid Award Notification letter. This letter will explain the student's eligibility for financial aid and how that eligibility was calculated. The student will see the cost of attendance, expected student contributions, estimated financial aid and how that aid will be split over the academic year.

Borrower's Rights and Responsibilities under the William D. Ford Direct Loan Programs can be found in the loan application materials, on the Master Promissory Note provided to each borrower by U.S. Department of Education, as well as the Entrance and Exit Counseling materials.

8.10 Satisfactory Academic Progress

Students who receive federal student aid must meet certain academic requirements to maintain their eligibility. Effective July 1, 2011, students must meet new standards of Satisfactory Academic Progress (SAP).

These SAP standards may be different from, and at times, more stringent than, the satisfactory academic progress policies adopted by Palo Alto University's academic programs. The federal guidelines require that Palo Alto University Financial Aid Office conduct reviews of student progress

at least once during each academic year to determine if students are making satisfactory progress towards earning their degree and therefore remain eligible for federal financial aid. (These SAP reviews should not be confused with Student Evaluation Committee (SEC) reviews conducted by Palo Alto's academic programs).

To be eligible for financial aid at PAU students must make reasonable and timely advancement toward completion of their educational objectives. This is known as Satisfactory Academic Progress (SAP). Federal mandates require schools to measure SAP in both a quantitative and qualitative manner. A student is measured both on number of credits earned in a year and the grades obtained for those units.

Satisfactory Academic Progress is evaluated from the first classes attended by a matriculated student at PAU, regardless of whether or not the student received aid for these classes. Satisfactory Academic Progress is reviewed at the end of each term after grades are posted. In order to be considered making Satisfactory Academic Progress, all financial aid applicants and recipients must meet the following criteria:

8.11 SAP Standards for Graduate Programs

Cumulative Minimum Grade Point Average:

- A minimum cumulative grade point average (GPA) of 3.0 (B)
- No grade of "F" in any graduate or undergraduate course
- No more than 8.5 units of incomplete

Average Credit Hours per quarter (Full time students only):

- Starting with the initial quarter, matriculated full-time students complete a minimum of 27 units per academic year. If a student is taking a second year of dissertation or is on internship, full-time status is 3 units per quarter.
- Courses with the following grades do not count toward total units completed
 - I – Incomplete
 - W – Withdrawal
 - AUDIT – Auditor
 - NC – No Credit
 - F – Failed
 - FI – Incomplete that has converted to an "F" grade at the end of the subsequent quarter
- Except for "F", none of the above grades are included in the GPA calculation.
- An "F" is not included in GPA calculation when received in a pass/fail graded course
- When a student is permitted to repeat a course, both the original and repeat enrollments will be noted on the student's transcript. However, only unit credit and grade points earned for the higher grade are counted in computing the grade point average and determining the number of units successfully completed each year.

Maximum Length of Student (Maximum Time Frame):

- Student must complete the educational objective within the following maximum time frame.
 - 4 years to advance to candidacy
 - Total of 7 years to completion
- Programs must be completed within a period no longer than 150% of the published length

of the educational program. The maximum time allowed to advance to candidacy or complete the educational objective will be prorated when a student's status varies between full-time and half-time or when transfer units reduce the total number of units to be completed at PAU. The maximum time is not extended for leaves of absence, non-leave breaks in attendance, or periods of less than half-time status.

- Because of the time limit on eligibility, students are cautioned that multiple instances of breaks in attendance, withdrawals, incompletes or repeated or failed courses may result in future ineligibility for financial aid.

Timing of Review Process:

The Financial Aid Office will review student's academic records each term after grades are posted to determine whether Satisfactory Academic Progress Standards have been met.

A student who fails to meet the SAP standards for one quarter will be placed on "Financial Aid Warning" status for the following quarter. This student can continue to receive financial aid while on Warning status.

A student who fails to meet the SAP requirements after their Financial Aid Warning quarter will become ineligible for further Federal or State financial aid. The student is sent a disqualification notice and all financial aid is immediately discontinued.

A student found academically ineligible for financial aid may request that the decision be reviewed by the Office of Financial Aid by writing a letter of appeal and submitting it, along with any pertinent supporting documentation, to the Financial Aid Office. Appeal letters will be considered in cases of mitigating circumstances that were beyond the student's control (i.e. illness, death of a relative). The appeal letter must include why the student failed to meet SAP and what has changed that will allow them to meet the requirements by the end of the next quarter. The student should also include a plan of action that will be implemented to achieve this goal, as well as a Supporting Statement. The Supporting Statement is a detailed statement from someone (preferably in a professional capacity) familiar with those circumstances described in the appeal. Statements from doctors, counselors, teachers, advisors, etc. are acceptable. Statements from roommates, family members, and/or friends are usually inadequate for appeal. Appeals without accompanying statements will not be accepted.

If the appeal is approved, the student is re-instated and placed on Financial Aid Probation status for one quarter. The student can receive aid while on probation. The student must meet the SAP requirements by the end of the quarter in order to be removed from Probationary status and continue to remain eligible for Federal and State financial aid.

8.12 Third Party Release Forms (FERPA)

PAU will not release a student's Financial Aid information to third parties without specific written permission from the student. Release forms are available in the Financial Aid Office and on-line in the Forms and Links section of Financial Aid at www.paloaltou.edu.

8.13 Student Loan Deferment Request Forms and Verification of Enrollment

Verification of Enrollment and Student Loan Deferments Requests are processed by the Registrar's Office. Please be sure that the student section of the forms is complete, signed and dated. There should be an address or FAX number on the form to route the completed document.

The Registrar automatically provides the Student Loan Clearinghouse with enrollment confirmations each quarter. Students must be enrolled half-time or greater for federal student loans recipients to receive an in school deferment.

8.14 Refunds and Repayments

A student who plans to withdraw and/or request a leave of absence from PAU, after registering and paying fees for the quarter, should complete either a Program Withdrawal or a Leave of Absence form. These forms are available at <https://sites.google.com/a/paloaltou.edu/registrar-forms/phd-forms-1>. The student must sign and date, via DocuSign the original and obtain the advisor and program chair authorization. The forms are then submitted to the Registrar's Office. It is also important that you inform the financial aid office staff of your plans.

- Students with loans or other federal aid who withdraw entirely from PAU before the first day of instruction and have not received a refund will have their loan funds returned to the lender.
- Students who drop a class before it starts but have already received financial aid for the class may be required to repay some, or all, of their financial aid.
- Audited classes are not eligible for financial aid.
- Students who have financial aid and withdraw from all classes, before completing 60.1% of the term, may be required to repay a percentage of their financial aid. A student could be eligible to keep only a portion of financial aid, based on the percentage of time attended for the current quarter. As an example, we will assume that the Fall Term is 81 calendar days in length. If the student dropped all classes during days 1 through 46 of the 81 day quarter, the student may be required to send money for that quarter back to the Department of Education. If all classes were dropped on calendar day 47 or later in the 81 day quarter, the student would not have to return federal financial aid to the Department of Education for that quarter.

Calculation of the "Return of Unearned Federal (Title IV) Aid" for Financial Aid Recipients

When a recipient of financial aid withdraws, PAU must calculate the amount of financial aid that has been "earned" prior to the withdrawal date.

- Any federal Title IV aid received in excess of the amount earned is considered to be "unearned," and must be returned to the federal program from which it was awarded
- The responsibility of returning unearned aid is jointly shared by PAU and by the student.
- The amount of financial aid that has been earned is determined by calculating the number of calendar days attended before the withdrawal date, divided by the total number of calendar days in the quarter (first day of classes until the last day of finals, excluding breaks of greater than five days). Once the earned and unearned percentages are calculated, the dollar amount of "unearned" federal Title IV aid is determined. When the 60.1%, or greater, point of time in the term has been reached the return of unearned aid to the Department of Education is no longer required.
- Federal aid at PAU for Return to Title IV purposes may include federal grants, state grants, the Federal Stafford Student Loan and PLUS Loan programs.
- In almost all instances, the amount of the fee refund will be less than the amount that must be returned as "unearned" aid. A portion of this "unearned" aid is paid back by PAU during the refund procedure. Any repayment by PAU of the refund amount is first credited toward the total federal aid awarded for the same time period. If the refund amount is less than the calculation of the "unearned" aid, the student is responsible for paying the difference between the amount of the refund and the total "unearned" aid calculation. The school will inform the student, in writing, should this situation arise. Failure to repay funds may result in the student being ineligible for additional federal loans or

grants.

- The formulas for repayment are mandated by the Higher Education Amendments of 1998 for implementation in Fall 2000 and subsequent years.

8.15 Leave of Absence

A student who discontinues study with the intention of resuming study during a later quarter should file a Leave of Absence Form (available at <https://sites.google.com/a/paloaltou.edu/registrar-forms/phd-forms-1>). This document must be completed, signed and dated by the student. The form must then be approved by the student's Advisor and Director of Clinical Training. Typically grounds for a leave of absence include medical or psychological problems; arrival of a child, during the term in which the child arrives and/or the term following; and compelling personal reasons.

During a leave, for PAU purposes, students are considered enrolled. The leave does not extend the period of time to advance to candidacy (four years from the beginning of the first quarter matriculated) and/or to graduate (7 years from the beginning of the first quarter matriculated, or 3 years from advancement to candidacy, whichever is less).

For federal financial aid purposes a Leave of Absence may be no longer than 180 days even if the school approves a longer period of time. Students not resuming at last half-time attendance at the conclusion of 180 days or who have indicated they will not return before the 180 days must be (for loan purposes) reported to their lenders as withdrawn from the program as of the last day of attendance.

Students should realize that after 180 days a standard six month grace period will have expired. The student will go into repayment status for these student loans even though the school may consider the student still on an approved Leave of Absence. Students with alternate educational loans (Grad PLUS, Signature Loans, etc. may go into immediate repayment status if the student does not return with 180 days. Students should consider contacting their lender or loan servicer to see if there might be other deferment or forbearance options.

Students returning to study on at least half-time status may request an In School Deferment Form from their lender or Guarantor. Deferment forms are usually specific to a lender. Make sure you have the proper form generally available by download from the guarantor's web site. Complete, sign and date the student section, and send the form (along with a mailing address for the lender or lender's agent) for processing to the Registrar.

Process Overview

A student who plans to withdraw and/or request a leave of absence from PAU, after registering and paying fees for the quarter, should complete either a Withdrawal or a Leave of Absence form. These forms are available at <https://sites.google.com/a/paloaltou.edu/registrar-forms/phd-forms-1> . Using Docusign, the student must sign and date the original and obtain the advisor and program chair authorization. The forms are then submitted to the Registrar's Office. It is also important to inform the financial aid office staff of your plans and be sure to complete a Federal Student Loan Exit Interview.

- Students with loans who withdraw entirely from PAU before the first day of instruction and have not received a refund will have their loan funds returned to the lender.
- Students who drop a class before it starts but have already received financial aid for the class may

be required to repay some, or all, of their financial aid.

- Audited classes are not eligible for financial aid.
- Students who have financial aid and withdraw from all classes, before completing 60.1% of the term, may be required to repay a percentage of their financial aid. A student could be eligible to keep only a portion of financial aid, based on the percentage of time attended for the current quarter. As an example, we will assume that the Fall Term is 81 calendars days in length. If the student dropped all classes during days 1 through 46 of the 81 day quarter, the student may be required to send money for that quarter back to the Department of Education. If all classes were dropped on calendar day 47 or later in the 81 day quarter, the student would not have to return federal financial aid to the Department of Education for that quarter.

Withdrawal Date

At PAU the Registrar receives and processes the Withdrawal forms. It is the Registrar that determines the official date of withdrawal. This is the date the rest of the school uses for processing.

9. VETERANS BENEFITS

9.1 Veterans Benefits

Palo Alto University is committed to serving and supporting the educational needs of the military community. We appreciate and recognize the service and sacrifice of our nation's active and veteran military personnel and their families. Our goal is to provide you with the best possible service with your transition to and success at Palo Alto University.

Educational assistance is available for U. S. military veterans, active-duty personnel, and members of the National Guard and Selected Reserve. The reserve includes those of the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve, Coast Guard Reserve, and the Army and Air Force National Guard. In some cases, dependents of veterans in certain categories may be eligible for these benefits. In all instances, eligibility is determined by the Department of Veterans Affairs (V.A.).

Inquiries regarding financial planning for your VA benefits and financial aid eligibility should be directed to the Palo Alto University Financial Aid Office.

The Veterans Student Service Office is located in Building 2, Rm 210. Or you may call 650-433-3822 for any questions related to veteran and military student life and groups or email Teresa Lee, Director of Military and Veteran Services at tlee@paloaltou.edu.

9.2 Military Education Benefit Programs available at Palo Alto University

Montgomery GI Bill – Active Duty (Chapter 30)

Vocational Rehabilitation and Employment VetSuccess Program (Chapter 31)

Post 9/11 GI Bill (Chapter 33)

The Yellow Ribbon Program

Transfer of Educational Benefits (TEB)

Survivors and Dependents Assistance (Chapter 35)

Army Tuition Assistance (TA) Program

My CAA

Military and Veterans Program (MVP) Scholarship
California National Guard Education Assistance Program

Veterans and their dependents generally qualify for an array of federal, state, institutional and private financing programs in addition to the Military Education Benefit Programs described above.

For more information on these programs and eligibility, please visit:

<http://www.vba.va.gov/VBA/benefits/factsheets/index.asp> and at www.csac.ca.gov

Health Professions Scholarship Program (Psychologists)

The Air Force, Army and Navy offer the Health Services Professions Scholarship Program (HSPS). The programs generally cover 100% of a student's graduate school tuition to become a Psychologist. In addition, the programs generally offer a signing bonus plus a monthly stipend.

Students who complete the program will enter the service as a commissioned reserve officer on active duty and receive officer's pay and benefits. Generally, students are obligated to serve at least three (3 years).

Information on the HSPS offered by the U.S. Air Force may be found at
<http://www.airforce.com/benefits/commissioned-officer-education/>

Information on HSPS offered by the U.S. Army may be found at
<http://www.goarmy.com/amedd/education/hpsp.html>.

Information on the HSPS offered by the U.S. Navy may be found at
http://www.med.navy.mil/sites/navmedmpte/accessions/pages/healthprofessionsscholarshipprogram_prospective.aspx

Once enrolled and receiving benefits, students must report any in-semester course load reductions to the V.A. and to the schools Certifying Official of Veterans Affairs.

9.3 Veterans Benefits – Prior Credit Policy for Veterans

Veterans, active-duty personnel, Guard and Reservists applying for admission to Palo Alto University may be granted academic credit on a case-by-case basis upon evaluation of official military transcripts - Sailor/Marine ACE Registry Transcript System (SMARTS), Army/ACE Registry Transcript System (AARTS), Community College of the Air Force (CCAF) and United States Coast Guard transcripts.

Palo Alto University may award academic credit to United States military personnel for courses and military occupational specialties (MOS), based on the American Council of Education (ACE) Guide for Military Transfer Credit. An MOS must have a recommendation evaluation by ACE (in the ACE Guide) for credit to be awarded. Course equivalencies and credit hours awarded for a particular degree are determined by the admissions and/or academic departments. The number of credit hours awarded will be determined by the school and/or academic department.

9.4 Student Responsibilities to Begin Receiving Benefits

The following steps must be completed prior to a student receiving VA educational benefits at PAU:

- Students must be admitted to a degree program
- Complete the PAU Veterans Benefit Application online
- Submit your letter of acceptance, original transcripts, and PAU application for VA benefits to the Veteran Student Service office in person. Call 650-433-3831 to schedule an appointment. The office is located in Building 2, Room 201.

Responsibilities of Students Receiving Education Military Benefits

Students must notify their Certifying Official (CO) when any of the following occurs:

Dropping or adding course(s)
Withdrawing from course(s)
Discontinuing regular class attendance
Change in programs (academic majors)

VA educational benefits are payable for regular attendance in courses that are part of the veterans' program (major) curriculum. VA educational benefits are not payable for:

Classes not attended regularly
Repeating a course for which a passing grade was received
Classes taken on an audit basis
Classes that are dropped
Classes taken that are not part of the student's academic program (major) curriculum

Your Role to Continue to Receive Benefits

Reporting Requirements

Recertification for benefits is not automatic and must be requested each semester. Certifying Officials must report the actual beginning and ending dates and the number of units the military student is enrolled in. This requirement includes certifications for non-standard term enrollments (i.e., 5 week sessions, 8 week sessions, etc.). To prevent overpayment and subsequent indebtedness to the Federal Government, it is important to notify the Certifying Official (CO) for your campus immediately of changes that may affect your eligibility for benefits. It is the responsibility of each student to keep their Certifying Official apprised of the following:

Class Registration

After registering, students should send a copy of their courses with units and request VA-Once certification through their Certifying Official (CO). The earlier a student registers and notifies registration information to the CO, the earlier certification can be transmitted to the Department of Veterans Affairs.

Students are responsible for notifying their CO of their registration each quarter or summer term at PAU. All students receiving VA benefits have a responsibility to notify the CO of any changes in credit hours enrolled once the quarter begins. Failure to notify the CO may result in incorrect payment for which the student may be held liable.

Changes to Schedule

Any additions, drops, withdrawals, or other interruptions must be immediately reported to the CO by the student.

Failure to Attend Class

Routine class attendance is required for students receiving VA benefits. Students who are unable to attend class for an extended period of time should notify their professors and their CO.

Change of Major

The VA must be notified when a student changes a major. These changes may be approved if there is minimal loss of credit hours.

Change of Address

If a student's address changes, both the Department of Veterans Affairs and Alliant International University must be notified.

9.5 Your Role as a Student—Irrrespective of your VA Benefit Program

The Veterans' Administration requires all students attending Palo Alto University under Veterans Educational Assistance Benefits to make satisfactory academic progress and systematic advancement toward an educational objective or be liable for over payments from the Veterans' Administration. Satisfactory progress and regular class attendance are expected. You are liable for over payments from the Veterans Administration.

Note: Most military students at PAU meet the conditions for "satisfactorily pursuing" a program of study for receiving VA benefits by meeting the Palo Alto University general catalog requirements for their program of study. However, a few VA requirements are more stringent than the Palo Alto University general catalog requirements and are as follows:

1. Regular Attendance: Students must be in regular attendance of all classes for which they are registered.

2. Unsatisfactory Progress: The University must notify the Veterans Administration that a student has made unsatisfactory progress if the student:

- a) fails or withdraws from all classes or,
- b) placed on academic probation for 2 terms
- b) Is suspended by the University

Education benefits are terminated when a student makes unsatisfactory progress.

3. Classes not completed: Unless there are extenuating circumstances, students do not receive benefits for any portion of a class dropped after the add/drop period or for classes in which incomplete (delayed) grades are received and not resolved within one year.

9.6 Called to Serve

Palo Alto University is committed to providing the highest quality services for active military students and those affiliated with the military. It is our goal to provide a seamless transition for students from

Palo Alto University to national and international military service and deployment and back. PAU employees realize every student's situation is unique dependent upon course load, financial aid status, and date called to serve to name a few. As such, each and every student "called to serve" will be provided individualized service to address their specific needs.

Policy

PAU will ensure students do not face an academic disadvantage as a result of being called to national or international service. When a student (or family member) receives orders to deploy, the University works with the student to determine the best options based on the circumstance. In these circumstances, students can withdraw from the University with a 100% refund and without penalty. The University will also make every effort to restore students returning from national and military service to the status they held prior to their departure.

If classes are in session at the time of activation, each case may be evaluated individually and professors consulted as appropriate. The Financial Aid Office has guidelines for students called to serve. Given the differences in the programs of external lenders, students should coordinate with their lenders directly to obtain deferments as prescribed by federal law.

Process

1. **Withdrawal.** At any point in the term, a student called to serve may withdraw from PAU by submitting a withdrawal request form obtained from the Registrar's office along with a copy of deployment orders to the Veteran Student Service Office. The student will receive a full credit of tuition and fees. The Registrar's Office will process the withdrawal and arrange for appropriate adjustments to the student's account.
2. **Selective Drops.** A student may drop one or more courses and elect to complete remaining coursework according to Option 3 or Option 4 below. A full credit of tuition and fees for dropped courses will be honored.
3. **Incompletes.** Students who have successfully completed the majority of work for a course may be awarded a grade of "Incomplete" at the discretion of the professor. Professors are strongly encouraged to grant additional time for students to make up the required work.
4. **Final Grades.** A final grade option becomes available if the following requirements are met:
 - a. The professor determines a sufficient amount of the course work has been completed, and,
 - b. Sufficient information about a student's performance in the course has been obtained.

Students must consult with their professors to determine whether these two requirements have been met for a final grade to be awarded.

Called to Serve - Re-Admission Policy

Any student whose absence from Palo Alto University is necessitated by reason of service in the uniformed services shall be entitled to readmission if:

1. The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advance written or verbal notice of such service to a Palo Alto University CO.

2. The cumulative length of the absence and of all previous absences from PAU by reason of service in the uniformed services does not exceed five years, and except as otherwise provided in this section, the student submits a notification of intent to re-enroll at Palo Alto University.

Exceptions include:

1. No notice is required if giving of such notice is precluded by military necessity, such as: mission, operation, exercise, or requirement that is classified or,
2. A pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge.

Any student who did not give advance written or verbal notice of service to the appropriate PAU Official may meet the notice requirement by submitting, at the time the student seeks readmission, an attestation to Palo Alto University that they performed service in the uniformed services that necessitated the student's absence from PAU.

A student who is readmitted to PAU under this section, shall be readmitted with the same academic status as such student had when such student last attended PAU.

Exception from Readmission Eligibility – upon the occurrence of the following events a student's eligibility might be terminated:

1. Separation of such person from the Armed Forces (including the National Guard and Reserves) with dishonorable or bad conduct discharge, or
2. Dismissal of such person permitted under section 1161(a) of Title 10, United States Code.

10. THE PH.D. PROGRAM IN CLINICAL PSYCHOLOGY

10.1 Ph.D. Program Training Model

The Ph.D. Program's training model is an integrative approach to science and practice, wherein each continually informs the other. The model includes education in the conduct of scientific research and in the application of the results of psychological research. PAU's faculty members, as mentors, model the continuous integration of scientific foundations and professional practices, with a goal of fostering a career-long approach that interweaves psychological investigation, assessment and intervention.

All components of the didactic and experiential preparation are consistent with the American Psychological Association's Ethical Principles of Psychologists. Sensitivity to issues related to cross-cultural, multi-ethnic, and other individual differences is reflected at all levels of the training program.

The practitioner-scientist model of training is explicitly committed to the application of clinical science to inform practice. There is strong support among faculty and students for the definitions and recommendations found in the 2005 APA Presidential Task Force on evidence-based practice in psychology (see <https://www.apa.org/practice/resources/evidence/evidence-based-report.pdf>). PAU

is therefore dedicated to the integration of the best available research and clinical expertise within the context of patient characteristics, culture, values, and preferences. Further, students are trained to be scientifically rigorous in the direct delivery of mental health services; to conduct ongoing evaluations of the effectiveness of their interventions; and to plan, monitor, supervise, and evaluate innovative, adaptive approaches to interventions within their specific settings. Consistent with the Task Force recommendations, students are trained to value clinical expertise and are provided with excellent role models of clinical experts through our careful selection of in-house and external supervisors. At the same time, students are asked to think critically about the state of current “best available research” to ascertain its limitations.

We believe that the practitioner-scientist model best suits our graduates’ need to have a wide range of options in current and expanding areas of professional psychology. While direct delivery of mental health services is a major part of the work that our graduates are expected to perform, it is not the only role for which they are trained. The professional roles of clinical psychologists are broad, extending beyond the narrow bounds of individual psychotherapy to training in program evaluation and development, consultation, and analysis of systems. PAU graduates largely enter the workforce as service providers, consultants, and practitioner-administrators. At the same time, a sizeable minority of graduates have careers as academics and researchers. Therefore, students must be trained to deliver needed clinical services both directly to clients and to administrative and health care agencies. Training for clinical psychologists that emphasizes this integration of science and practice becomes continually more important in this era of changing patterns of service delivery.

To round out our students’ education, the PhD program strives to instill attitudes, knowledge, and skills to enable them to function with highest standards of professionalism within a multicultural society. Through classroom instruction and careful clinical and research mentoring, the program teaches students to work with diverse populations competently and ethically.

10.2 Methods of Ph.D. Training

PAU considers an integration of scholarship, practical experience, and research the best training model for preparing Ph.D. psychologists to meet the highest standards of clinical practice and scholarly research in a changing healthcare environment. The integration of academic work, clinical experience and research begins early in the student’s training and continues throughout the graduate career. Three training mechanisms are emphasized: 1) didactic training in classroom settings; 2) direct clinical experience in supervised field settings; and 3) exposure to and interaction with appropriate role models.

Didactic Training: The classroom is viewed as a forum for critical inquiry where teacher and student alike face the challenges of scholarship; hence, didactic training occurs in the traditional classroom setting. Students are encouraged to take a proactive stance toward their academic training through extensive reading, class participation, and independent study. The teacher provides guidance and support for critical inquiry and encourages a proactive and interactive approach to education.

Course content in all areas includes classic scholarly works as well as current theoretical concepts and research. Both theory and research are critically evaluated in the classroom and openness to new ideas is encouraged. Faculty members are encouraged to discuss research and theory as they relate to clinical practice.

Direct Clinical and Research Experience: High quality clinical and research training depends on closely supervised experience in a variety of settings. Practicum placements in the PAU sponsored clinics and in the community provide direct professional experience. Ph.D. students begin clinical foundation courses in the first year, and progress in the following years to 20 hours or more per week in direct service delivery. Practicum and field placement assignments are made after a careful evaluation by the faculty of the students' clinical interests, goals, and training needs. Students are assisted in the selection of practicum placements in community settings that provide a wide range of clinical experiences. Practicum assignments for students with advanced standing are designed to provide novel clinical experiences. The internship, which occurs later in the students' training, is viewed as an opportunity for integrating and expanding upon earlier experiences in the field.

Ph.D. students also engage in directed research beginning in the second year of graduate study. Research involves students in clinical and basic research conducted by PAU faculty. Students are encouraged to pursue small, independent research projects, wherever possible, in addition to their involvement in directed research in classroom laboratories or at practicum sites. The dissertation is viewed as central to the student's training experience. It is through the formulation of a research question and completion of an independent and original investigation that students gain experience necessary to critically evaluate research and a dynamically-based appreciation of the research process.

Students become contributing members of the field of scientific psychology through the dissertation process and publication of findings.

Role Models: The PAU faculty provides academic training that meets the highest standards of academic scholarship and professional practice in the field of psychology. Students are exposed to faculty who are actively engaged in clinical practice and research. Students experience firsthand a multi-disciplinary effort toward clinical service and scientific inquiry with role models that demonstrate the unique contribution of psychology to the helping professions. Faculty members are encouraged to share work samples — whether clinical or research — with students both in the classroom and in independent study.

Every effort is made to expose students to a range of professional role models through field placements where psychologists serve in a variety of capacities. Special value is placed on field placements, practicum assignments, and internship sites, where licensed psychologists are engaged in both clinical service and research. A number of students serve as research and teaching assistants — another opportunity for direct modeling of the many professional roles available to psychologists.

10.3 Ph.D. Program Curriculum

The Ph.D. Program is a full-time program, requiring full-time involvement as a students' top priority over any other commitments. The program is five years in length: three years for academic course work, which must be completed in residence, one year for internship and one year for the dissertation. In order to be eligible for the Ph.D. degree, students must complete a minimum of 168 units, and a publication/presentation by the end of their fourth year in the program. Of the 168 total units needed for graduation, 126 are core academic units that students are expected to complete during the first three years of the program. To facilitate completion of these requirements, no courses may be dropped during the student's first year of courses. The remaining 42 units consist of

30 units of dissertation, taken during the fourth year of the program, and 12 units of internship, taken as the fifth year. Students may transfer a maximum of 30 quarter units (graduate level) to PAU. Details regarding transfer units are found in the PAU Catalog.

A complete listing of PAU course descriptions is available online

Interested parties will find the complete listing of course descriptions at <http://www.paloaltou.edu/graduate-programs/phd-programs/phd-clinical-psychology/program-courses>.

The program of study for the Ph.D. is informed by the American Psychological Association's (APA's) guidelines for doctoral education in clinical psychology, and emphasizes the integration of scientific research and clinical practice. The Ph.D. Program includes intensive study in five areas: basic theoretical concepts in psychology, research, psychological evaluation, psychotherapy theory and process, and clinical foundations and field experience. In addition, students have the opportunity to focus a minimum of 18 units of elective course work in specific areas of interest.

10.4 Areas of Emphasis

Areas of Emphasis are offered at PAU as supplemental training opportunities to our generalist Ph.D. program in clinical psychology. These Areas of Emphasis, listed below, include 1) a structured sequence of 3 courses or more, 2) more than 1 faculty member involved, 3) some development of practicum sites, 4) possibility of a research group and dissertation, and 5) approval by the Curriculum Committee and Leadership Council. Links to detailed information about each Area of Emphasis can be found here:

<http://www.paloaltou.edu/graduate-programs/phd-programs/phd-clinical-psychology/areas-emphasis>

* The Child and Family Emphasis provides the opportunity for select students to develop specialized knowledge and skills in the understanding and treatment of children, adolescents, and families within a psychological and developmental framework. Students acquire knowledge and experience through additional coursework, clinical practicum placements, and research. Students can also participate in regularly scheduled Child and Family meetings and discussion groups. Students who participate in the Child and Family emphasis complete the core courses required of all clinical students. In addition, they complete a series of six advanced courses that focus on child, adolescent, and family psychology.

* The Diversity and Community Mental Health (DCMH) proficiency track at PAU provides students the opportunity to develop competency in the provision of psychological services within the public mental health sector through a combination of coursework, research, and clinical training. CMH services are often atypical of traditional clinical psychology training; community mental health care involves the consumer and family members, and is integrated with the community in collaborative interdisciplinary teams. Not only is CMH work embedded within unique approaches to care, but it is devoted to the service of clients dealing with a unique combination of mental health problems (e.g., co-occurring disorders, chronic and serious mental illness) from diverse underserved and unserved communities (e.g., homeless, disability, LGBT, racial and linguistic ethnic minorities, indigent, elderly, rural). The DCMH track provides students with the specialized skills and knowledge to assume a variety of roles – not only as CMH clinicians, but also consultants, researchers, policy advocates,

community organizers, and administrators.

* The Forensic Psychology Emphasis is a track of elective courses offered in PAU's greater Clinical PhD program. As such, the focus of our training program is Clinical-Forensic in nature. At PAU, students receive training in the broader practitioner-scientist Ph.D. program while learning to apply their clinical and research skills to forensic issues. The forensic program emphasizes didactic learning as well as research and clinical experience. The forensic curriculum includes five courses for a total of 15 credits.

* The LGBTQ Psychology area of emphasis provides select students with advanced knowledge and skills to meet the highest standards in the field of Lesbian, Gay, Bisexual, Transgendered and Questioning (LGBTQ) Clinical Psychology. The program includes three areas of intensive training: classroom instruction, clinical practice, and research. Three areas of intensive training are included: classroom instruction, clinical practice and research. Clinical practicum placements throughout the Bay Area that focus on LGBTQ mental health are available.

* The Meditation and Psychology Emphasis at PAU involves clinical and research training concerning the interplay of mind-body factors in health and well-being. Students and faculty conduct psychoeducational programs, clinical interventions, professional training, and research concerning the applications of mind-body therapies, especially meditation, for mental, emotional, physical, and spiritual well-being. Students gain training and experience in psychoeducational and skills-based interventions, based on mind-body and cognitive-behavioral principles, for the enhancement of positive coping and the prevention and alleviation of stress symptoms and stress-related disorders. Clinical training is focused on interventions that have empirical support. In addition, students are encouraged to use mindfulness and meditation for their own self-care and to enhance their ability to be mindful therapists.

* The Neuropsychological Assessment area of emphasis is designed for those students in the Ph.D. program who wish to develop a proficiency in neuropsychological assessment. If a student fulfills the requirements of this area of emphasis, they obtain a certificate signifying that they fulfilled the requirements for clinical neuropsychological assessment training in a PhD clinical psychology program based on APA Division 40 specifications. However, successful completion of this area of emphasis in Neuropsychological assessment at PAU is only one component in the education and supervised clinical training necessary to become a clinical neuropsychologist.

* The Trauma area of emphasis students receive specialized education and training in evidence-based assessment and treatment modalities used in trauma psychology. The courses required as prerequisites and offered in the Trauma Area of Emphasis fulfill the didactic education criteria promulgated by the New Haven Trauma Competencies. Successful completion of the Trauma Area of Emphasis at Palo Alto University is only one component in the education and clinical training necessary to become a competent clinician. Further specialty preparation is expected at the pre-doctoral and post-doctoral level. Competent psychologists engage in life-long learning.

10.5 Summary of Ph.D. Program

The total coursework required for the program is as follows:

Program Area	Units
Psychological Theory	25 units
Research	48 units
Psychological Evaluation	20 units
Psychotherapy Theory and Process	15 units
Clinical Foundations and Experience	42 units
Electives	18 units
Total	168 units

Year One: During the spring quarter of their first year, typically the first week of April, Ph.D. program students apply to Research Groups in which they will participate during their second and third academic years. The month of April will include an interview process, conducted individually by each research group, with students being notified of which groups they will attend on the last Monday of April. Students will typically complete their dissertations with these groups. Students are strongly encouraged to take time to explore the different research opportunities that the Ph.D. program offers students. To achieve this, prospective students are encouraged to discuss with current students and faculty in a particular research group the work involved. After careful consideration, students should choose a research group they are genuinely interested in, typically no more than four (4), and are able to make a strong commitment to as part of their overall PhD experience. Immediately following spring quarter of a student's first year, students begin their clinical work in the Gronowski Center after passing the Clinical Competency Examination.

Important Prerequisites Note: The prerequisite courses Psychopathology 1 and Psychopathology 2 must be passed to progress to any of the required assessment, therapy, or clinical (including practicum) courses in the Ph.D. program. Check the PhD course catalog for specific courses that are impacted. If a student fails one of these Psychopathology classes, they cannot progress and may have to take a leave of absence until the course is again offered the following year. In other words, by failing either of these two classes, students are adding an additional year to the Ph.D. program.

Summer of Year One: During the summer after their first year, Ph.D. program students enroll in ASMT810 Psychometric Theory for 5 units. Students also begin their supervised clinical experience in the Gronowski Center at this time.

Year Two: During the second year, students complete the research sequence, move into research groups, take the Assessment sequence, and engage in a variety of theoretical and therapy-focused classes. Some students take a sequence in the second year; others take a broader selection first, following with the advanced sequence in year three. Students who plan to take the Program in Neuropsychological Assessment need to plan carefully in order to be positioned to take that complete sequence. Students who choose to participate in other Areas of Emphasis typically start early in year two. Following completion of the Assessment Course sequence students must take the Assessment Competency Examination.

Year Three: During the third year, the student continues work in a research group, generally moving

toward the development of a line of inquiry that will lead to the dissertation. The student may have elected a broad exposure in year two, and will now focus on an advanced sequence this year. Studies will also include a third year practicum experience continuing the development of therapeutic approaches. Alternatively, if a student elected to complete a sequence in the second year, he/she might elect broad exposure to different therapeutic approaches in the third year. Students usually complete the Oral Clinical Competency Exam at the end of the 3rd year. Students also prepare to advance to doctoral candidacy during year three. Students are required to have completed regular courses by end of fourth year or submit a plan of completion for all regular courses by the end of fourth year.

Year Four: During the fourth year, the Ph.D. student prepares the dissertation. The proposal presentation and final defense processes, required administrative forms, and technical requirements for completion of the dissertation are detailed in PAU's Dissertation Handbook which is available on line. The full dissertation committee must be approved before you can book a room for your dissertation proposal. The Dissertation Chair must be a core faculty member, and is most commonly the research group Chair and is already the student's advisor. Additionally, dissertation level students are advised to remain in close contact with Ph.D. Program office throughout their work, to assure timely processing and the completion of various administrative requirements. Due to the amount of work required during the dissertation phase of the program, all students registered for and working on their dissertations are considered to be full-time. Students must register for a minimum of 30 Dissertation units. Students also identify and apply for internship sites, under the guidance of the Director of Clinical Training, during the Fall quarter of this fourth year. **While residency is not required during the fourth year, each student should work with their dissertation chair to determine—in their particular case—whether residency is required.**

A minimum of 36 advanced research units is required. At least 6 of these must be in Research Group, and at least 30 must be in dissertation. If the dissertation is not completed within the required 30 unit minimum, students must register for three additional dissertation units quarterly until completion.

Year 4	Units
Dissertation Units (Fall/Winter/Spring/Summer)	30
Total	30
Year 4 Total Units	30

Year Five: During the fifth year, the Ph.D. student completes an approved 2000 hour internship as discussed in the Internship section of this Handbook, and in the Internship Handbook which is available online at <https://sites.google.com/a/paloaltou.edu/pau-phd-opad/phd-internship> .

Year 5	Units
Internship Units (Fall/Winter/Spring/Summer)	12
Total	12
Year 5 Total Units	12

10.6 Practicum

As a part of the PAU Ph.D. Doctoral Program, each student is required to have a broad range of supervised clinical experiences. Practicum is the first stage of this training and takes place in a variety of areas in clinical psychology. Practica provide experiential opportunities to learn basic competencies fundamental to professional practice (Belar, 2005). At this stage, the emphasis is on generalist rather than specialized training.

PAU affiliated practica typically take place in service agencies and research programs approved by PAU for their demonstrated commitment to training. (See the Ph.D. Practicum Handbook for guidelines regarding acceptable practicum sites.) Ph.D. students are required to complete fifteen hundred (1500) hours of practicum experience over the 2nd, 3rd, 4th, and sometimes 5th years of the Ph.D. program before beginning predoctoral internship, which occurs in the 5th or 6th year of the program.

Internal Practicum: The Gronowski Psychology Center: The first practicum experience begins in the second year of training at the Kurt and Barbara Gronowski Psychology Center. The Gronowski Center is a community-based psychology training clinic and treatment center dedicated to providing high quality, evidenced-based clinical services to adults, children and families in our community. Students are required to spend a minimum of 10 hours per week at the Gronowski Center in clinical work, case conferences, and related administrative and supervised activities. At the Gronowski Center Practicum, students learn therapeutic skills and become familiar with the application of evidence-based treatments. (Refer to the PAU Gronowski Center Handbook for a more detailed description of this phase of training.)

Students in their internal practicum at the Gronowski Center who are engaged in remediation plans must demonstrate progress on their plans to remain in good standing in the program, and to be able to apply for external practica. Students who are not demonstrating progress on their remediation plans at the Gronowski Center are at risk of being prevented from applying to external practica and/or registering for Practicum 3A.

External Practicum: Following successful completion of training in the Gronowski Center, students are eligible to begin the second phase of clinical training, usually in the third year of the Ph.D. program, in a mental health agency approved by PAU. Students have the opportunity to complete their 3rd year practicum at one of the V.A. practicum sites, or they may also select from a range of PAU approved community based organizations.

Third year Practicum Placements are primarily clinical in nature where supervised professional experience is devoted to face-to-face patient/client contact, including assessment and therapy. The 3rd year practicum placements range anywhere between 9-12 months at 16-24 hours per week, with a minimum of 25% in direct clinical services, for a minimum of 660 supervised hours for the year. Many placements are 12 months and yield up to 1000 hours. Fourth year and beyond Practicum Placements can be clinical and/or research focused.

Students must complete 1500 hours of practicum prior to beginning the pre-doctoral internship. While not required, most doctoral students complete a fourth year practicum at another community agency. Work experiences, including Psychological Assistantships with private practitioners, where the student is an employee, do not qualify for training hours.

Supplemental Practicum Training Experiences: Supplemental Practica are program-sanctioned training experiences that may be arranged to fulfill the hours requirement in addition to but not instead of required Practicum placements. Supplemental practica are only for direct patient contact hours and these training hours may be counted and listed on the predoctoral internship application. All supplemental practicum training experience applications must be approved by the Director of Clinical Training *prior* to start of the training experience. As with all Practica, work experiences do not qualify for training hours. (Guidelines for Supplemental Practicum Training Experiences can be found in the Ph.D. Practicum Handbook.)

Practicum Hours – Tracking and Evaluation: PAU subscribes to a computerized system, Time2Track, for tracking practicum hours. Beginning in the second year practicum at the Gronowski Center, students are required to log practicum hours in Time2Track. In order to receive an evaluation, students are also required to submit a quarterly report of their Time2Track hours and a quarterly supervisor evaluation. The practicum supervisor provides candid and specific remarks on clinical competencies, strengths and weaknesses; evaluations are then forwarded to the Office of Professional Advising and Development. The Practicum Coordinator assigns a Pass/Fail grade to the student based on the supervisor evaluations and completion of hours. Both second and third year practicum courses carry 3 units of credit.

Practicum Sites: All external clinical practicum sites are reviewed annually by PAU faculty and the Office of Professional Development to insure that clinical training site requirements are. A list of approved San Francisco Bay Area field practicum sites where PAU students have been trained in recent years can be found at <https://sites.google.com/a/paloaltou.edu/pau-phd-opad/phd-practicum>.

Insurance: There are two forms of insurance that are relevant for practicum students.

APAIT Individual Liability Insurance

Students are required to purchase their own individual liability insurance through the American Psychological Association Insurance Trust (APAIT), which is in addition to the PAU School Professional Liability Insurance Plan provided by PAU. A copy of each student's current insurance certificate and policy must be submitted by the student to opadphd@paloaltou.edu on an annual basis. For \$35.00/year, a student is covered for \$3 million in annual aggregate coverage to protect their personal assets from lawsuit. For more information, go to <http://www.apait.org/apait/products/studentliability/>.

PAU Professional Liability Insurance Coverage

During the timeframe stipulated by the Practicum Placement Agreement, registered students are covered under the PAU School Professional Liability Insurance Plan (in addition to their individual liability insurance). In order for a student's clinical work to be covered by this malpractice insurance, the approved Practicum Placement Agreement must be on file in OPAD.

10.7 Internship

A psychology internship is an organized training program which, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. Completion of an APA-accredited internship is required for graduation with some exceptions granted for APPIC or CAPIC internships in limited cases. Most students complete a full-time, 2000-hour pre-doctoral internship during their fifth academic year. A small minority of students elect to complete two consecutive years of half-time pre-doctoral internship, totaling 2000 hours.

The internship and practicum program for the Ph.D. Program is subject to the guidance of the Office of Professional Advising and Development. For details, see current Practicum and Internship Handbooks, available through the Office of Professional Advising and Development or the Ph.D. Office, and on the web at <https://sites.google.com/a/paloaltou.edu/pau-phd-opad/phd-internship>. Students must have completed, or show a plan for completion for all coursework before being permitted to apply for internship.

Insurance: Students on internship are required to purchase individual liability insurance through the American Psychological Association Insurance Trust (APAIT), in addition to PAU's coverage and coverage provided by the site. For approximately \$35.00/year, a student would be covered for \$3 million in annual aggregate coverage to protect their personal assets from lawsuit. For more information, go to <http://www.apait.org/apait/products/studentliability/>.

11. ADDITIONAL MILESTONES IN THE PH.D. PROGRAM

11.1 Competency Examinations

Three areas of knowledge are evaluated by competency exams: Psychotherapy Theory and Practice (Clinical); Research; and Psychological Assessment. The Clinical and Research Competency examinations are multiple choice exams and are normally taken after the first year of study. The Assessment exam is normally taken after the second year. Students may take a competency exam in a given area no more than three times.

(a) Requirements: The Competency Examinations are subject to the following requirements:

- Students may not take the Examinations until they have passed the required course work in each area of study.
- Students **must** begin taking the Competency Examinations upon successful completion of the required course work. For most students, the Clinical and Research exams will be taken immediately after the end of spring quarter of their first year and the Assessment exam immediately after the end of spring quarter of their second year in the Ph.D. program.
- Students must sit for 3 of 4 consecutive administrations of each exam (assuming they do not pass the exam on the prior attempt). Students who have yet to pass a particular Competency Exam, must notify the Ph.D. Program Office during the exam registration period that he/she will or will not be taking the next scheduled exam (i.e., student must

notify the office even if he/she waives the next administration of the exam; failure to notify means that the missed exam counts as a failure.)

- Students must register approximately a month in advance of the Competency Examinations (see Academic Calendar) and may waive each Competency Exam one time. There is no appeal for a late registration after the deadline has passed.
- Students have a maximum of three attempts to pass each Competency Examination. After 2 failures on any one examination, students will be referred to the ATC.
- Competency Examinations are offered every quarter, normally during the week following the end of the quarter.
- Competency Examinations must be taken on campus, either at the main (Calvin) campus or at the Gronowski Center. Students will be informed of where to come for the exam and what to bring (such as a laptop) to the exam by email.
- Competency Examinations are non-circulating. This means that any circulation of examination items is a breach of professional ethics and grounds for dismissal from the program. Students may review their Competency Examination materials only at a designated Review Session. Students who cannot attend the Review Session may request an appointment with their faculty advisor or the Ph.D. program office to review their past failures on Competency Examinations up to 30 days prior to sitting for the next Competency Examination. Students must request review sessions at least one week before the requested meeting. Therefore, requests to meet for review must be made at least 37 days prior to the next Competency Exam.
- Two hours are allotted for the Clinical and Research Multiple Choice Competency Examinations and no more than 5 hours for the Assessment Competency Exam.
- Students who can demonstrate by a visa or passport that they are (1) from a non-English speaking country, and (2) have been in the United States for five years or less may have an extra half hour for the exam. The cut-off in scoring is the same as for non-international students. Students must indicate their special status on the competency examinations registration form.
- Students needing special accommodations due to a documented disability must request this from the Vice President of Student Services.

(b) Scheduling of the Examinations:

Competency Examinations are given every quarter, normally during the week following the end of the quarter. Exact dates are posted on the Academic Calendar. All students are required to register before the deadline prior to taking the examination, for which no appeal is allowed. Once the deadline for registration has passed, students are required to either use their one waive or receive a failing grade (an “F”) on that examination.

If you are a permanent resident in a non-English speaking country, and you have been in the United States for *five years or less*, you may apply to have a translation dictionary and an extra half-hour for testing upon showing that you are not sufficiently proficient in English because it is not your primary or equivalent language. The grading criteria are the same as for non-international students. If you are eligible for this courtesy, please present a copy of your visa or passport to PAU’s Student Services Office or Ph.D. Office and a letter certifying to the above eligibility.

(c) Scoring of the Competency Examinations:

A minimum score of 70% is required to pass each of the Competency Examinations.

(d) Notification of Results:

Students are notified, in writing, of examination results within one month following the examination date. Performance data, with individual identities protected, is made available to all constituencies after all students have been notified of examination results.

(e) Challenging the Results of the Multiple Choice Examinations:

The challenge policy for specific items on the Multiple Choice Competency Examinations is as follows:

Since students are instructed to choose the one best answer for each question, a successful challenge generally requires showing either:

- 1.) that none of the alternatives is correct; or,
- 2.) that two or more choices are equally good.

If a student wishes to challenge an item as invalid for one of these reasons, the student must indicate at least briefly the basis of the contention before leaving the examination. Example: "Item 28: (a) apparently the intended answer is not correct because the Greenhouse-Geisser epsilon is not a test, but the other alternatives are even more clearly wrong." The student may also provide an elaboration of the original challenge statement with the supervisor of the examination during the Review Session. Students may review exam materials during the Review Session, but they may not take any exam materials or notes with them. They also cannot have a tutor or someone else attend with them or in their place.

Deference is afforded to academic decisions regarding the scoring of the examination pursuant to legal and academic freedom principles. However, if the student believes that non-academic criteria have been used or that PAU policy has otherwise been breached, students may appeal the decision of the supervisor of the examination to the Competency and Qualifying Examinations Committee. Such appeals must be made in writing and must specify the basis for the appeal. The student bears the burden of proving that non-academic criteria were used or that PAU policy was otherwise breached. Such appeals must be brought within 30 days of notification of examination results.

The student may appeal the decision of the **Competency and Qualifying Examinations Committee** to the Institutional Grievance and Appeals Committee described in this handbook. The student must make the appeal within 30 calendar days of notification by the Competency and Qualifying Examinations Committee of its decision. The student should direct the appeal in writing to the Provost. All materials related to the formal appeal will be stored in the student's file. Retaliation for the filing of an appeal is strictly forbidden.

11.2 Publication/Presentation Requirement

Students in the Ph.D. Program must present at least one poster or paper at a professional convention/conference during their second, third, or fourth years in the program, to make a major and significant contribution worthy of authorial recognition, as determined by their research group professor, and/or publish a paper in a peer reviewed indexed journal or a book or a chapter in a book as an author or co-author, or comparable activity with faculty approval.

11.3 Psychotherapy Requirement

All Ph.D. students are required to complete 8 hours of personal psychotherapy. PAU believes that the personal experience of psychotherapy is critical to the ability to work therapeutically with others. A minimum of 8 hours of individual psychotherapy with a **doctoral-level licensed psychologist** (Ph.D., E.D., Psy.D.) or board-eligible psychiatrist is required prior to registration for the Oral Clinical Competency Exam. Individual psychotherapy, dating from no more than five years prior to matriculation, may be approved. A letter from the student's therapist on the therapist's letterhead, with the therapist's signature and license number listed, including the dates when the hours were fulfilled and especially the date of completion of the 8 hours is the only documentation needed to indicate the student has completed the required number of individual psychotherapy hours. This letter is to be submitted to the Registrar's office. Students should consult the student Portal at https://my.paloaltou.edu/ICS/Student_Resources/ for a list of low-fee counseling resources. Furthermore, students may wish to inquire whether a therapist offers sliding scale or low-fee therapy for graduate students. Please note that the required hours of psychotherapy changed in 2017-18 from 16 to 8 hours. *The new policy applies to students in the 2016 cohort (i.e., PhD students who started the program in the fall of 2016) and after. Students in the 2015 cohort or earlier are still required to complete 16 hours of psychotherapy to be eligible to sit for the clinical oral examination.*

11.4 Oral Clinical Competency Examination

The Oral Clinical Competency Examination is approximately one hour long and is conducted by a panel of two examiners who are core faculty members and licensed psychologists, or board eligible psychiatrists. Students may be required to have completed, or show a plan for completion for all coursework before being permitted to sit for the Oral exam. Upon successfully passing the oral examination, and meeting academic and financial requirements, students may begin the internship application process. Good sample exams for passing the Oral Clinical Competency Exam are on reserve in the library.

If you are a permanent resident in a non-English speaking country, and you have been in the United States for *five years or less*, you may apply to have a translation dictionary and an extra hour for testing upon showing that you are not sufficiently proficient in English because it is not your primary or equivalent language. The grading criteria are the same as for non-international students. If you are eligible for this courtesy, please present a copy of your visa or passport to PAU's Student Services Office or Ph.D. Office and a letter certifying to the above eligibility.

Students needing special accommodations due to a documented disability must request this from the Vice President for Student Affairs.

Eligibility for the Examination:

- All required courses except Internship and Dissertation must be completed successfully in order for a student to register for this exam. The applicant must have successfully completed all three Competency Exams. The required 8 hours of individual psychotherapy must be completed **prior** to registering for this exam. There is no appeal for a late registration after the deadline has passed. Students who are eligible for the exam should contact the Ph.D. Program Office during the posted registration period.

Scheduling of the Examination:

The Oral exam will be given three times per year, in Fall, Winter, and Spring quarters. The exact dates are posted on the Academic Calendar.

Structure and Content of the Examination:

This exam is taken in one sitting. Students may take this exam no more than three times within five years. Students should be prepared to discuss a vignette in order to illustrate the application of their academic knowledge and practicum experience to a practical situation involving evaluation, case formulation, and treatment planning. The examination covers two broad areas: Professional skills and knowledge, and personal judgment and self-awareness.

Professional skills and knowledge include:

- a. Familiarity with interviewing techniques, tests and diagnostic categories used in case formulation. The student should be able to do a differential diagnosis, recognize situations that require neurological or medical screening, and recognize symptoms of abuse/PTSD. Also of importance is how testing would be used to make a differential diagnosis.
- b. Appropriate applications of major therapeutic approaches, techniques and processes to various problems and diagnoses. Students should be prepared to structure a specific treatment or intervention from a consistent, specific, theoretical orientation. Assessment strategy should be integrated into diagnosis and treatment planning.
- c. Clinical judgment including crisis intervention and referral.
- d. Familiarity with legal, cultural, professional, and ethical issues and their relevance to the cases discussed.

Personal adjustment and self-awareness include:

- a. Flexibility and stress tolerance.
- b. Clarity of thoughts and concepts.
- c. Freedom from psychological problems that would interfere with clinical work.
- d. The ability to work cooperatively with others.
- e. Self-awareness sufficient to avoid major counter transference problems.
- f. A professional, constructive, helping approach.

Scoring the Examination:

The agreement of both examiners is required to pass the Oral Clinical Competency Examination. Passing the exam indicates that the student has the clinical skills and personal qualities needed to undertake the clinical internship. The School is responsible for recording the examination and the recording is retained until the examination is passed or the student leaves PAU.

Notification of the Results:

The Ph.D. Program Office informs the students of their results by email as soon as possible, usually that same afternoon, and in writing within two weeks of the exam date.

If the student fails the examination:

One or both examiners explain in writing the perceived shortcomings as clearly and fully as possible, and they suggest remedial action. If further counseling is needed, the Competency and Qualifying Examinations Committee member responsible for this exam can be contacted.

- A student failing the exam once will be referred to the CTC.
- A student failing the exam twice will be referred to the CTC and may be eligible for academic probation.
- A student failing the exam three times will be referred to the SEC and may be eligible for academic dismissal.
- If a student fails the exam, it may not be retaken until the next scheduled administration.

Challenging the Results:

If the student, after consulting with the academic advisor, feels that a serious error on the part of the examiners resulted in failure, the student may arrange to listen to the tape of the examination at the school and discuss the issue with the supervisor of the examination.

Deference is afforded to academic decisions regarding the scoring of the examination pursuant to legal and academic freedom principles. However, if after listening to the tape and discussing the issue with the supervisor of the examination the student still feels an error was made, the student writes a letter to the Competency and Qualifying Examinations Committee describing the alleged error. Grounds for appeal must be relevant to the feedback the student received. Test anxiety is not grounds for the appeal. The student bears the burden of proof. Such appeals must be brought within 30 days of notification of examination results.

The student, with agreement from the academic advisor, may appeal the decision of the Competency and Qualifying Examinations Committee to the Institutional Grievance and Appeals Committee. The student must make the appeal within 30 calendar days of notification by the Competency and Qualifying Examinations Committee of its decision. The student should direct the appeal in writing to the Provost. All materials related to the formal appeal will be stored in the student's file. Retaliation for the filing of an appeal is strictly forbidden.

11.5 The M.S. in Clinical Psychology and Advancing to Candidacy

Students who advance to candidacy earn the degree of M.S. in Clinical Psychology. A diploma reflecting this accomplishment is available at the student's request. A student advances to candidacy after completing all required courses (no incompletes), passing all four Written Competency Exams, submitting evidence of completion of the 8 hours of individual psychotherapy, and passing the Oral Clinical Competency Exam. The Oral exam is taken in one sitting, and students may take this exam no more than three times.

Eligibility:

Students must have completed all required courses, all three written Competency Examinations and the Oral Clinical Competency Exam successfully before advancing to candidacy. Due to a conflict with the bar examination process, JD/PhD students may waive CLIN 827 Professional Standards III: Internship Advising and Preparation as a requirement for advancement to candidacy and registration for dissertation units. Completion of CLIN 827 is still a requirement for application to internship.

11.6 Dissertation Proposal

Overview

The dissertation requirement includes the ability to formulate a research question and carry out an independent investigation that makes an original and significant contribution to scientific knowledge in psychology.

The dissertation is viewed as central to the students' training experience. It is through the formulation of a research question and completion of an independent and original investigation that the experiences necessary to evaluate research critically are learned and an appreciation of the research process is gained. Students become contributing members of the field of scientific psychology through the dissertation process and the publication of findings.

Proposal

The Dissertation Proposal usually will be completed during a student's third year in the doctoral program in order to be eligible to apply for internship during Fall quarter of the fourth year. For students applying to internship in the 4th year, the proposal must be completed before October 1st of the student's fourth year in order for the student to apply for internship. Fourth year and older students who have deferred application to internship are required to successfully defend their dissertation proposal by May 1st of the calendar year (i.e. prior academic year) in which they plan to apply to internship. Under extraordinary circumstances, a Dissertation Chair may modify or waive some of this requirement at their discretion, but not the requirement that all students who apply to internship must successfully defend their dissertation proposal by not later than October 1 of the calendar/academic year in which they want to apply for internship.

- In consultation with his/her research group mentor, each student identifies a dissertation topic
- The student forms a dissertation committee with the advice of his/her research group mentor. The committee must consist of 3 core faculty members (including the chair/mentor).
- The committee chair and members must complete D-1 forms and submit them to the Ph.D. Program Office, and the dissertation committee must be approved by the Program Director of Clinical Training (DCT) and the Provost. Note that the D1 form is NOT required to sign up for Diss800.
- Working with the advice of the dissertation committee, especially the chair, the student develops a dissertation proposal, which the dissertation committee reviews.
- When the dissertation committee determines the dissertation proposal manuscript is satisfactory, the committee conducts an oral examination of the student regarding the dissertation proposal.

Successful completion of the dissertation proposal enables the student to apply for internship.

If the dissertation proposal is not completed satisfactorily, the proposal must be revised and resubmitted and/or the oral examination re-administered after appropriate preparation.

Note: For further information regarding the dissertation proposal, the IRB process, and the final dissertation defense please refer to the Dissertation Handbook posted on <https://sites.google.com/a/paloaltou.edu/phdoffice/dissertation/dissertation-forms> .

11.7 Commencement

A. Commencement Application

You will receive from the Registrar, and need to fill out, a formal application to participate in commencement ceremonies in June. This form initiates the graduation clearance and checking of your financial and academic records. For participation in the June commencement, the application must be submitted to the Registrar by April 1.

B. Requirements for Participation in Commencement Ceremonies:

1. Students must have submitted their commencement application to the Registrar by April 1 if they wish to participate in June commencement; and
2. Students must have their dissertations defended prior to May 15; and
3. Completion of the following by the end of the Summer Quarter: Internship, all outstanding coursework, and all necessary administrative paperwork.

11.8 Graduation

Fulfilling all of your academic requirements is only one part of what is necessary to graduate from PAU. You must also complete all of the required applications and forms.

A. Degree Requirement Completion Date

The degree requirement completion date, the date from which post-doctoral hours can begin to be counted, is the date when all of the following are completed:

1. Dissertation: Submission of the following to the Registrar:
 - One approved copy of the dissertation which must be on white, 20 or 24 lb., acid-free, 100% cotton thesis paper for the PAU Library;
 - One original signature page on white, 20 to 24 lb., acid-free, 100% cotton thesis paper for insertion in the Library copy and the Registrar archives;
 - The copyright agreement with Proquest will be completed online with the submission of your digital copy in PDF.
2. Internship: A Completion of Internship letter from your Internship Site Supervisor stating your successful completion of your 2,000 internship hours must be submitted to the Director of Clinical Training; Check with the Ph.D. Office that all your paperwork for completion of internship has been submitted.
3. Financial Clearance: Receipt of financial clearance from the Business Office and Library clearance from the Library staff; an exit interview with the Financial Aid Coordinator must also be completed.
4. Coursework: Coursework and unit requirements completed including those classes not needed to Advance to Candidacy.

5. Forms: Submission of all graduate forms, including the Application to Participate in Commencement Ceremonies.

B. Graduation Date

Graduation occurs twice a year, typically in the middle of June and the middle of September. One of those dates will go on your official transcript. Students who miss the graduation deadlines for a given year will still be able to obtain a date of degree requirements completion when they finish the requirements specified above. That date of completion will allow post doc hours to be counted.

12. JOINT DEGREE PROGRAM IN PSYCHOLOGY AND LAW

12.1 Joint J.D./Ph.D. Program in Psychology and Law

THIS PROGRAM IS NO LONGER BEING OFFERED.

This program is a collaboration between Pacific Graduate School of Psychology (PGSP) at Palo Alto University (PAU) and Golden Gate University School of Law (GGUSL) leading to a Ph.D. degree in Clinical Psychology and a J.D. degree. Golden Gate University is accredited by the American Bar Association.

Students must be eligible for admission to both the doctoral training program in clinical psychology at PAU and to the J.D. Program at Golden Gate University School of Law. Thus, they are required to take both the Graduate Record Examination (GRE) and the Law School Admissions Test (LSAT).

Psychology and law students are enrolled concurrently in PAU and GGUSL, taking courses at both institutions for a total of six years, plus a one-year clinical psychology internship. As this program is an integrated joint program, students will be able to complete requirements for both degrees in less time than if they were to pursue each degree separately. Emphasis in the first year is on course work at GGUSL and in the second year, at PAU. Students who complete the program are eligible for licensure as a psychologist, subject to the post-doctoral statutory requirements in each jurisdiction, and for admission to the bar. More information may be obtained about this program from the Director of the Joint Program in Psychology and the Law, and from the Office of Admissions at PAU and GGUSL. This program is currently not admitting students.

The Joint J.D./Ph.D. Program in Psychology and the Law has three major training goals:

1. To develop psychologists who can perform sophisticated social science research to assist the legal system in making better empirically based decisions;
2. To educate highly trained psychologists who can contribute to the advancement of forensic psychology;
3. To produce attorney-psychologists who can participate in the development of data based mental health policy in the legislature and the courts.

13. LICENSURE

13.1 Licensure

PAU's Ph.D. Program is designed to fulfill the pre-doctoral requirements for Psychology licensing in California and in most other states. The basic requirements for licensure in California are covered in PAU course work. As specific aspects of the law change from time to time in California, and as other states may have somewhat different requirements, students are advised to maintain familiarity with current licensing requirements in their respective states of interest. Information about California requirements for licensure as a Psychologist may be obtained from the California State Board of Psychology, 1422 Howe Avenue, Suite 22, Sacramento, California 95825-3200; phone (916) 263-2699.

13.2 Pre-Licensing Workshops

Each state and province has its own licensing requirements so a student should keep apprised of any developments or changes in these requirements where she wishes to become licensed. If you are planning to be licensed in the state of California, the California Board of Psychology requires that psychologists take five pre-licensing workshops. PAU occasionally offers some of these workshops typically during the summer at a substantial discount to PAU students and affiliates. The workshops are not considered electives, nor are they a part of the formal curriculum.

13.3 Marriage and Family Therapy (MFT)

PAU's Ph.D. Program is designed to lead to licensure in Psychology; it does **not** focus on the MFT license. PAU does, however, coordinate with the Board of Behavioral Science Examiners (BBSE), as, on occasion, students studying at PAU do seek MFT licensure. As qualifications to sit for this license are very strict, students interested in exploring MFT licensure should contact the BBSE for specific information and plan their PAU academic class schedule accordingly. Questions regarding MFT licensure should be directed to the BBSE, 400 R St., Suite 3150, Sacramento, California 95814- 6240; Phone (916) 445-4933.

14. DRUG-FREE CAMPUS POLICY

14.1 Health Risks

It is widely recognized that the misuse and abuse of drugs ("controlled substances"¹) and the abuse of alcohol are major contributors to serious health problems as well as to social and civic concerns. The health risks associated with the use of illicit drugs and the abuse of alcohol include various deleterious physical and mental consequences including addiction, severe disability, and death. Information concerning the known effects of alcohol and specific drugs can be found in Department of Education literature available in the PAU Library.

14.2 Federal Legislation

¹Controlled substances are those defined in 21 U.S.C. 812 and include, but are not limited to, such substances as marijuana, heroin, cocaine and amphetamines.

In response to these concerns, the U.S. Congress passed the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Amendments of 1989. In accordance with these Acts, PAU has enacted the following policy applicable to all employees and students.

14.3 Policy

It is the policy of PAU to maintain a drug-free workplace and campus. PAU prohibits, on its campus and property and in the work place, the sale, distribution, possession, manufacturing, or attempt to obtain or use of a dangerous drug, restricted drug, narcotic, or other controlled substance as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care.

The workplace and campus are presumed to include all PAU premises where activities of the School are conducted. Violation of this policy may result in disciplinary sanctions up to and including termination of employment or expulsion of students. Violations may also be referred to the appropriate authorities for prosecution. This policy will be reviewed biennially.

Student Employees:

As a condition of employment, all PAU employees are required to follow this policy.

Employees who unlawfully manufacture, distribute, dispense, possess or use controlled substances or unlawfully use, possess, or distribute alcohol in the workplace, on the campus, or as part of any School activity shall be subject to discipline up to and including discharge from employment and, where appropriate, may be referred for prosecution.

An employee who is convicted (including a plea of nolo contendere) of a criminal drug statute violation occurring in the workplace must, within five days thereafter, notify PAU of such conviction by informing the employee's supervisor (for staff) or the Chief Academic Officer.

Individuals who are not PAU employees, but who perform work at PAU for its benefit (e.g., independent contractors, temporary employees provided by agencies, visitors engaged in joint projects at PAU, volunteers and so forth) are required to comply with this policy. Such individuals who unlawfully manufacture, distribute, dispense, possess or use controlled substances or unlawfully use, possess, or distribute alcohol in the PAU workplace may be barred from further work for and at PAU.

Students:

Students who unlawfully distribute, possess or use controlled substances or alcohol in the workplace, on the campus, or as part of any School activity may be subject to discipline up to and including expulsion and, where appropriate, may be referred for prosecution.

14.4 Drug Testing

The practice of psychology involves, at its core, the welfare and protection of the patient or client. Those who practice have an obligation to take reasonable steps to avoid harming the patient or client and to hold themselves to the highest ethical standards in their professional or educational activities. During their training, students are required to practice in practicum or internship activities where the welfare and protection of patients and client is critical. Because of the high ethical standards set in

the field of psychology and the public health and safety-sensitive nature of the practice, PAU has established a policy for drug testing of students.

Where there is a reasonable suspicion of drug use by PAU students, he/she may be subject to discipline or dismissal for improper behavior and/or may be asked about any observed behavior and offered an opportunity to give a reasonable explanation. If he/she is unable to explain his/her behavior, he/she may be required to take an independent drug test and/or to undergo appropriate rehabilitation as a condition of maintaining student status.

“Reasonable suspicion” includes a suspicion that is based on personal observations such as a student’s manner, disposition, muscular movement, appearance, behavior, speech, or breath odor; on information provided to the Director of Clinical Training by PAU faculty members or staff, or by other persons believed to be reliable; or on other surrounding circumstances.

PAU will pay the cost for the administration of an independent test and for reasonable transportation to the testing facility. The student will have the opportunity to alert the clinic or laboratory personnel to any prescription or non-prescription drugs that he/she has taken which may affect the outcome of the test. All drug testing will be performed by urinalysis.

Students who refuse to undergo the drug test or students who test positive for a controlled substance and refuse to undergo or complete rehabilitation may be subject to discipline up to and including expulsion.

All drug testing records will be treated as confidential.

14.5 Rehabilitation (Students and Student Employees)

Successful completion of an appropriate rehabilitation program (including participation in aftercare) may be considered as evidence of eligibility for continued or future employment or for reinstatement of student status.

14.6 Guide to Supervisors of Student Employees

Responsibility for effective implementation and enforcement of PAU’s Controlled Substance and Alcohol Policy begins with supervisors. Supervisors must be alert to indications or evidence of the use or presence of controlled substances or alcohol in the workplace.

Communication:

Supervisors must make sure that every employee is aware of PAU’s Controlled Substance and Alcohol Policy and understands that violation of this policy is a serious matter and cause for disciplinary action including possible termination of employment. Supervisors must assure that a copy of this Policy is posted in the work area and that each new employee is given a copy. A copy of this Policy will be published in the Faculty, Staff, and Student Handbooks.

Presence of Controlled Substances or Alcohol in the Workplace:

PAU prohibits in the work place, the sale, distribution, possession, manufacturing, or attempt to obtain or use of a dangerous drug, restricted drug, narcotic, or other controlled substance as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental

care. The unlawful presence of any controlled substance or alcohol in the workplace itself is prohibited.

If and when an employee is suspected of violating this policy, the supervisor should consult with their immediate manager or the President if the case involves the manager, to plan and carry out an appropriate investigation and resolution of the situation.

Impaired Performance on the Job/Unlawful Use of Controlled Substances or Alcohol in the Workplace:

Performance problems on the job can have many causes. In discussions with an employee concerning any performance problem, the supervisor should offer to help the employee determine the source of the problems and offer guidance on appropriate assistance, counseling, or other resources.

When job performance has become impaired, the supervisor should take normal corrective action, beginning with discussion with the employee. When the behavior of an employee on the job raises safety concerns for the employee and/or others in the workplace, the supervisor must take immediate action to assess the situation; in such cases employees must not be allowed to continue on the job. Specific actions to be taken depend upon the facts of the particular situation.

In a situation in which an employee acknowledges to the supervisor that poor performance or unacceptable conduct results from substance abuse, the supervisor should urge the employee to seek help from a qualified substance abuse treatment resource. If the employee chooses to seek help, he or she should be referred to appropriate sources. If the employee requests a leave of absence for a rehabilitation program, the supervisor should take normal steps to review the request for such a leave. Supervisors should make reasonable accommodation consistent with operational requirements.

If the employee demonstrating poor performance or unacceptable conduct claims causes other than substance abuse are causing the problem, or does not elect to seek help for whatever is the cause of the problem, the supervisor first should counsel the employee in the ways his or her actions on the job need improvement or are unacceptable. If improvement does not take place, the employee should be warned that the poor performance can result in discipline, including termination of employment. Managers should consult with their supervisors to decide upon an appropriate form of action.

Reporting of Convictions:

Employees who are convicted of a criminal drug statute violation occurring in the workplace must report the conviction directly, or through their supervisor to the Executive Council for appropriate action as required by PAU policy and/or law.

14.7 Getting Help

Employees who are concerned about substance use, abuse, and rehabilitation are strongly urged to contact their family physicians or the Clinic Director of the Gronowski Center who can refer them to appropriate resources (community or private agencies) that provide complete, confidential substance abuse counseling.

Students (including employees who are also PAU students) are urged to contact the Clinic Director of the Gronowski Center or their family physician for appropriate referral sources.

14.8 Free Speech

Every student has the right under appropriate circumstances and subject to the other rules, policies and procedures of the University to: speak freely, listen to others, assemble in public meetings and express him or herself. Because these rights are for each member of the community, it follows that no student may prevent or disrupt an exercise of such rights by others, or to disrupt a School activity or damage School or community member property, whether the persons involved are expressing approval or disapproval of an idea or action. In the exercise of speech or demonstration no or group is permitted to disrupt the normal operation of the School.

15. ACADEMIC AND PROFESSIONAL INTEGRITY POLICY

15.1 Ethical and Professional Standards at Palo Alto University

Palo Alto University is an academic community that endeavors to maintain the highest ethical and professional standards in all that we do, as well as to comply with the Higher Education Act and all relevant regulations.

PAU has a responsibility to help its students to understand, to be measured by, and to uphold the ethical and professional standards of our PAU community and the academic and professional fields that our programs represent. The PAU Faculty is specifically charged with providing students with clear information regarding PAU's academic and professional integrity standards, providing guidance and feedback that enhances students' engagement with these standards, and measuring students' work according to these standards.

Students have a responsibility to learn our community's ethical and professional standards and to maintain those standards in all of their work and professional relationships while at PAU. This includes their work and professional relationships as students, as researchers, as clinicians and counselors in training, and as professional and academic colleagues.

Just as students progress through stages of acquiring and practicing academic and clinical knowledge and skills, they also progress through stages of learning and being measured by ethical and professional standards. Because of this, the Faculty endeavors to take into consideration context, intent, level of progress through a program, and other factors when measuring whether a student has succeeded or failed in adhering to our ethical and professional standards.

PAU is primarily an academic community. Thus, one of our most important ethical and professional standards is known as academic and professional integrity.

15.2 Academic and Professional Integrity

Integrity is a foundational value for all communities, and for academic communities it is a foundation

on which many ethical standards are built, in particular the standard known as academic and professional integrity.

Academic and professional integrity entails honesty in giving credit to others for their ideas, expressions, inventions, and collaborative contributions, in reporting research results, in representing the degree to which a student completed work or received academic credit without collaboration, assistance, or access to unauthorized resources, and in representing acts as one's own acts.

Academic and professional integrity also entails acting ethically and responsibly in interactions with others, and involves respecting the rights and dignity of others including colleagues, clients, students, dissertation research participants, and professors.

Acting with regard for academic and professional integrity ensures the integrity of the scientific process, the integrity of the educational process in fairly and accurately awarding grades and other academic credit, and the integrity of PAU as a degree-granting institution and a center of excellence in research, clinical practice, and service to the community.

Acting with disregard for academic and professional integrity constitutes academic and professional misconduct.

15.3 Academic and Professional Misconduct

Any student who commits, aids, or attempts to commit academic and professional misconduct shall be subject to remediation or disciplinary action. Academic and professional misconduct may lead to loss of credit, grade reduction, probation, suspension, or dismissal from the university, or even the revocation of a degree. In general, acting with disregard for academic and professional integrity constitutes academic and professional misconduct. Academic and professional misconduct includes, but is not limited to:

- **Plagiarism:** Plagiarism is the inclusion, in any paper, draft, assignment, presentation, or other work, of someone else's product, words, ideas, or data and representing it as one's own work. Examples of plagiarism include, but are not limited to, the taking of any portion of a document, article, or book and representing it as one's own work, the lifting of a well-phrased sentence and including such sentence without crediting the author, or including another person's ideas as an example of one's own thought or work. Plagiarism includes using unpublished work as well as published sources, using another's term paper, or handing in a product that includes substantial work by another individual or agency, including internet services.
- **Self-Plagiarism:** Using one's own work from a previous assignment without the permission of the current instructor and/or without properly citing this information.
- **A note on verifying plagiarism:** PAU subscribes to Turnitin.com, an online service that checks for originality in scholarly papers. Any paper submitted by a student in any program at PAU may be

checked for originality to confirm that the student has not plagiarized. Faculty have the right to require that student papers (including dissertations) be submitted in both written and computer-readable format and to submit any paper to a check such as that performed by Turnitin.com. Copies of student papers checked by this process are retained by Turnitin.com. Turnitin produces complex reports that should be interpreted using an instructor's professional judgement as part of any final determination of whether plagiarism has occurred. **Cheating:** Cheating includes, but is not limited to, using unauthorized materials in an examination; looking at another student's test paper to copy answers; using or supplying questions or answers from an examination to be given or in progress that have not been authorized for distribution; having a person other than the one registered and taking the course stand in at an examination or at any other graded activity; collaborating with others on projects where such collaboration is expressly forbidden; using resources, including electronic resources, forbidden by a faculty member. Cheating also includes facilitating any of these actions.

- **Fabrication:** Fabrication includes, but is not limited to, submitting a paper, a lab report, computer data, or other academic exercises with falsified, invented, or fictitious information.
- **Academic sabotage or obstruction:** Academic sabotage is intentional interference with the work or progress of other students or researchers, and may include, but is not limited to, intentionally destroying or interfering with the work of others, stealing or defacing library materials or materials owned by others, and altering or copying computer files or documents owned by others without authorization.
- **Misusing computer software:** PAU is the licensee of many computer software packages that are protected by copyright laws. Students must not copy any computer software program or data protected by copyright or by special license. Students must not damage, alter, or remove without permission any software package in the custody of the School or any PAU community member, including student, faculty, or staff. Students must not access another person's data or text files without proper permission.
- **Unauthorized use or misuse of materials:** Unauthorized use or misuse of materials include, but are not limited to, reading, duplicating, copying, removing, or any other unauthorized use or misuse of a document, record, book, ledger, file, printout, tape, cartridge, disc, key, or any property maintained by any individual(s) or department(s) of PAU.
- **Forgery:** Forgery is the unauthorized creation of an imitation of, forging or any other unauthorized alteration of, a document, electronic file, form, record, identification, or any property maintained by any individual(s) or department(s) of PAU.
- **Grade tampering, exam fraud, or other acts of dishonesty:** Academic and professional misconduct includes other acts of dishonesty or impropriety occurring in the course of academic activities, such as grade tampering, or obtaining or distributing any part of any exam materials or any information about an exam, or knowingly providing false information.
- **Violation of Research or Professional Ethics:** Violations of research or professional ethics in the context of earning academic credit include, but are not limited to, violation of the ethical code or professional code of the profession that a student is preparing to enter (for example the APA

Ethical Principles of Psychologists and Code of Conduct and the ACA Code of Ethics), using unethical research practices, and violation of professional ethics when acting as a Teaching Assistant or Student Assistant.

15.4 Seriousness of Violations and Sanctions for Acts of Academic and Professional Misconduct

Acts of academic and professional misconduct are violations of this policy on academic and professional integrity and are subject to sanctions, remediation actions, disciplinary actions, or penalties that may be applied by individual PAU faculty members or by adjudication bodies of the PAU Faculty. Appeal processes are also available.

Violations of this policy may be less serious violations or more serious violations, as outlined below.

15.4.1 Less serious violations.

Less serious violations of this academic and professional integrity policy often occur because of carelessness or inattention, or because the student has not yet learned the proper method for achieving an academic end such as proper citation, for example. They generally involve little planning, are clearly accidental, and are accomplished without an intention to deceive or harm another. They are limited, occurring without repetition or pattern in limited contexts, and the violation occurs in a small amount in a single assignment or context. They are also committed by undergraduates, or possibly graduate students in the first year. As a student progresses in their studies, violations due to inadequate understanding of academic norms and processes should not occur, and if they do, they should be classified as more serious violations. A second violation of this policy should always be treated as a more serious violation. Less serious violations of this academic and professional integrity policy include, but are not limited to: accidental plagiarism, that is, plagiarism that was clearly not intentional, constituting a small amount of text or a single missed citation, or clearly due to lack of understanding of the norms of citation; collaboration or use of resources that are not authorized and in which the collaboration occurs in the context of a smaller or less important assignment; any violation that causes little actual harm.

In general, the emphasis should be on education, awareness, and remediation for violations committed by students in the first year of a program or in undergraduate versus graduate contexts. As students progress, the assumption should be that they are aware of the principles and particulars of academic and professional integrity, and remediation should give way to more severe sanctions. At the masters and doctoral levels, the gradation to more severe sanctions should be steeper.

Intent, extent, and context are always factors that should be considered.

In the case of the less serious violations, an instructor may apply a sanction themselves by

reducing a grade or requiring that an assignment be redone or substituted, but in all cases proper documentation of the violation, the method of determining that a violation exists, and the sanctions applied by an instructor should be forwarded to the adjudication body of the instructor's program and the student should be informed of the violation and the sanctions applied. The student must also be given an opportunity to respond to the allegations in a meeting with the instructor before sanctions are applied.

One important reason that documentation should always be submitted to the adjudication body is that repeated violations can be detected across courses.

Sanctions for less serious violations may include:

- Grade reduction for the assignment or the course. Note that grade reduction may result in a failing grade for the course in some cases (e.g., if the course grade before the sanction for the less serious violation was already low).
- A failing grade on an assignment
- Disciplinary warning
- Substitution of a different assignment
- Requiring a re-do of the assignment
- Participation in an academic and professional integrity remediation course or training session

15.4.2 More serious violations.

More serious violations of this academic and professional integrity policy are characterized by greater intent, greater extent, or more consequential context.

More planning or greater effort applied by a student or student in committing a violation are signs of a more serious violation, for example, as are a greater amount of material involved, or more individual acts of violation, or a greater number of students involved in a collaborative violation.

More serious violations may involve greater harm or consequence than less serious violations, malicious intent, or obvious dishonesty.

Examples of more serious violations of this academic and professional integrity policy include, but are not limited to: a second less serious violation, a great amount of plagiarism in a single assignment, the submission of another student's work as one's own, exam fraud, research fraud, sabotage, intentional or extensive violation of research or clinical ethics, fabrication, intentional and extensive cheating or cheating on a major assignment, grade tampering, professional ethics violations when acting as a Teaching Assistant or Student Assistant, use or misuse of unauthorized materials or resources on a major assignment, using or serving as a stand-in for an exam, fabrication of evaluations from

external training sites, any activity which constitutes a criminal offense, and any violation committed in the context of work on a dissertation, a publication, or research or clinical work involving human participants or clients.

More serious violations must always be referred to the adjudication body of the program in which the accused student is enrolled.

Sanctions for more serious violations include, but are not limited to: academic probation, dismissal or suspension from a program or position, withdrawal of fellowships, scholarships, or other awards, expulsion from the university, and referral to police or other authorities.

Note the following regarding course grade assignment in cases of more serious violations:

- 1) Consistent with the AAUP principles of academic freedom and tenure, the faculty instructor is responsible for determining the course grade.
- 2) The faculty instructor can consult with the program director or adjudication body for guidance about determining course-specific sanctions but the ultimate responsibility for assigning the course grade is the instructor's.
- 3) The adjudication body may still review the incident to determine whether additional sanctions beyond the scope of the course, are warranted. Course grade changes by anyone besides the course faculty instructor may only be made according to the policies and procedures outlined in the program and institution's grade appeal processes.

15.4.3 Guidelines for individual faculty members and adjudication bodies

- 15.4.3.1 The examples, guidelines, and sanctions offered in the previous sections and in this section are meant to serve as guides for faculty as they encounter possible violations of this academic and professional integrity policy and should not be taken as absolute rules.
- 15.4.3.2 Application of sanctions should always occur with great regard to context and should include considerations of the experience level of the student, the degree and extent of premeditation and intent that occurred in the violation, and the program in which the student is enrolled.
- 15.4.3.3 Individual faculty members working with doctoral students are urged to treat any violation alleged to have been committed by a doctoral student (except perhaps by a first year doctoral student) more seriously than they would treat a violation alleged to have been committed by an undergraduate student or a student in a masters program.
- 15.4.3.4 Adjudication bodies in each program are able and entitled to develop further and more detailed guidelines for faculty members serving on those adjudication bodies to use in adjudicating violations of this academic and professional integrity policy. Examples of

further and more detailed guidelines might be: matching specific violations to specific sanctions, providing more specific examples or definitions of plagiarism tied to the particular program's plagiarism tutorials and student population, and providing more specific examples of more complex cases and how they should be approached in adjudication.

15.4.4 Evidentiary standard

In considering and adjudicating violations of this academic and professional integrity policy, individual faculty members, adjudication bodies, and individuals participating in appeals processes should use an evidentiary standard of "clear and convincing" evidence. This standard means that those adjudicating a case or hearing an appeal must have a firm belief and conviction that the evidence demonstrates that there is a high probability that the violation was actually committed.

15.5 Adjudication Procedures

15.5.1 Less serious violations

As soon as a faculty member learns of a possible violation of this policy, they should follow this procedure:

1. Determine the nature of the possible violation and decide whether to refer it to the adjudication body of the program in which the student is enrolled. In most cases, it is recommended that the instructor communicate with the student about the possible violation to ensure that the circumstances are clearly understood by the instructor.
2. Document the violation using the Academic and professional integrity Violation Initial Report form and send the form to the chair of the adjudication body for the program in which the student is enrolled within 10 days of learning of the possible violation. Note that even in cases where the faculty member wishes to handle the incident with course-level sanctions, the incident should be documented with the Academic and professional integrity Violation Initial Report form.
3. On the form, an indication will be made as to whether the faculty member will adjudicate the violation themselves or refer it to the adjudication body.
4. Notify the student or students accused within 24 hours of sending the form to the adjudication body. In notifying the student(s), the faculty member should ask the student to schedule a meeting or communicate via phone, email, or online conferencing to discuss the accusation within 5 weekdays of the notification being sent unless the faculty member referred the matter to the adjudication body, in which case they will notify the student that the matter will be handled by the adjudication body. The student has the right to request a meeting (to take place by video/phone/in person depending on availability of both parties) within 5 business days of initial communication about the issue.
5. If contact cannot be made with the student or a discussion cannot be scheduled

within 5 days of contacting the student, the faculty member should refer the matter to the adjudication body.

6. In the discussions with the student, present the accusation and the evidence for the accusation, as well as the range of sanctions that may be imposed, and allow the student to respond. If the student does not choose to respond at this meeting, the faculty member may allow more time for the student to respond and schedule another meeting for further response and discussion, or they may inform the student that they will refer the matter to the adjudication body and then make the referral.
7. If the student does not offer sufficient mitigating explanation or evidence, the faculty member may apply a sanction within 5 days of initial communication about the issue, or immediately following a meeting if a meeting has occurred.
8. Apply the sanction and document the sanction by sending an Academic and professional integrity Violation Final Report form to the adjudicating body and to the student via email.
9. If at any time the reported matter is referred to the appropriate adjudication body (rather than the faculty member adjudicating the matter themselves via course-level sanctions), then the adjudication body will follow the procedures listed in the next section of this policy pertaining to more serious violations.
10. If at any time the faculty member determines that no violation occurred, they will immediately send an Academic and professional integrity Violation Final Report form to the appropriate adjudication body.
11. A student may not drop a course once they have been notified of an accusation of violation until notified that the matter is closed.

15.5.2 More serious violations

All violations of a more serious nature must be referred to the adjudication body of the program in which the student is enrolled.

As soon as a faculty member learns of a possible more serious violation of this policy, they should follow this procedure:

1. Determine the nature of the possible violation. In most cases, it is recommended that the instructor talk with the student about the possible violation to ensure that the circumstances are clearly understood by the instructor.
2. Document the violation using the Academic and professional integrity Violation Initial Report form and send the form to the chair of the adjudication body for the program in which the student is enrolled within 10 days of learning of the possible violation.
3. On the form, an indication will be made that the violation is being referred to the adjudication body.
4. Notify the student or students accused within 24 hours of sending the form to the

adjudication body. The faculty will also notify the student that the matter will be handled by the adjudication body.

Upon receiving a referral of a violation from a faculty member, the adjudication body shall:

1. Follow the procedures established for that adjudication body.
2. If an Academic and professional integrity Violation Report is received from a faculty member and it is determined that the violation is a possible second offense (of any kind - less serious or more serious), then the adjudication body must immediately inform the faculty member who filed the report that they must relinquish adjudication to the adjudication body.

15.6 Appeals Process

Appeals concerning adjudications related to this policy follow the appeals processes of the program in which the student is matriculated, followed by the appeals processes of the institution beyond that of the program (i.e. via the institutional appeals committee).

15.7 Amendments to This Policy

This policy is promulgated by the Palo Alto University Faculty Senate and may be amended or changed only by the Palo Alto University Faculty Senate or its successor body.

15.8 Acknowledgments

This policy was written after consulting many policies of other universities, in particular the academic and professional integrity policy of Rutgers University. The PAU faculty extends its gratitude and professional acknowledgement to the Faculty of Rutgers University for its creating an exemplary policy that served as a model in many respects in the construction of this policy.

16. PROBATION, SUSPENSION, AND DISMISSAL

Deficiencies in any of three general areas of PAU clinical training (academic course work and progress toward degree, professional behavior, and conduct of research) may lead to students being placed on probation, suspended, or dismissed. The procedures for placing students on probation, suspension, and dismissal are the same for infractions in all three areas of clinical training, except to the extent that the matter involves a complaint of Sexual Misconduct, in which case the matter is governed by the University's Sexual Misconduct Policy at Section under Section 4.6. In all cases that fall under this Policy, PAU will provide written notice of the nature of the problem or charge, a fair opportunity to respond, and the right to appeal any imposed sanction. When charges of unprofessional or unethical conduct are brought (other than those that fall under the University's Sexual Misconduct Policy), PAU will respect due process rights and will provide written notice of the nature of the charges, a fair opportunity to refute the charges, and the opportunity to appeal.

Students are expected to follow the most current version of the APA Ethics Code which can be found

at the following address on the web: <http://www.apa.org/ethics/code/index.aspx>.

16.1 Academic Progress

Students are required to perform at an adequate level and to make satisfactory academic progress. Elements considered in whether or not a student is maintaining satisfactory academic progress may include, but not be limited to:

- Maintain a minimum cumulative grade point average of 3.0;
- Receive no grade of “F” or an “FI” in any graduate or undergraduate course;
- Receive no more than one B- (Academic review) ;
- Receive a “pass” in practicum;
- Have less than 9 units of incomplete;
- Pass the Competency Written Examinations, and the Clinical Oral Competency Examination within three attempts;
- Advance to candidacy within 4 years from the date of matriculation;
- Perform at an adequate level in research, clinical progress (practicum & internship), academic progress, or dissertation;
- Complete the program within 7 years from matriculation;
- Ph.D. Students must complete all incompletes by September 15 for APPIC and February 1 for CAPIC before applying for Internship.

As outlined in more detail below, failure to adhere to the above standards may lead to academic review, probation, suspension or dismissal, and may constitute failure to maintain satisfactory academic progress.

16.2 Reasons for Student Discipline

In addition to the reasons outlined elsewhere in this handbook for probation, suspension, or dismissal, students may also be disciplined for reasons including, but not limited to, the following:

- Disruption of the educational or administrative process of PAU;
- Physical abuse or destruction of PAU property;
- Harassment of other PAU students, employees or their families;
- Theft of PAU or community members’ property;
- Sale or knowing possession of illegal drugs or narcotics;
- Possession or use of explosives or deadly weapons;
- Lewd, indecent, or obscene behavior on PAU property;
- Soliciting or assisting another to an act which would subject a student to a serious sanction;

- Any action which would grossly violate the purpose of PAU or the rights of those who comprise it or reasonably suggest that the student is unfit to pursue or practice the profession.

Students also may be subject to probation, suspension or dismissal for violations of PAU's Sexual Misconduct Policy; however, all matters involving Sexual Misconduct shall be adjudicated under the University's Sexual Misconduct Policy under Section 4.6 above.

16.3 Academic Review

Informal and formal forms of academic review exist at PAU. The Academic Training Committee (ATC) and/or Clinical Training Committee (CTC) may initiate informal review at initial indications of a student having problems (e.g. poor midterm grade or substandard early PCAF rating). Students will be designated for formal Academic Review in consequence of receiving one F or FI or two or more letter grades of B- in graduate courses. Any Academic Review requires the student to meet with their faculty advisor and to develop a plan to submit to the relevant reporting body. This typically starts with ATC and/or CTC. However particularly egregious issues or issues that do not relate to academic or clinical training (e.g. illegal behavior on campus) may be referred directly to the Student Evaluation Committee (SEC). The reporting committee may request a meeting with the student and/or faculty advisor to discuss the plan, if necessary. Formal Academic Review lasts for one year. If, during that time the student receives no additional grades of B-, the Formal Academic Review status is removed. If any additional B- grades are received, the student remains on academic review until one year without a B- has passed. Receipt of substandard grades or clinical ratings while on formal Academic Review may be cause for ATC/CTC to refer the student to SEC for consideration of probation, suspension or dismissal, particularly when the receipt of those additional problematic indicators represent a failure to benefit from the remediation processes offered through the CTC/ATC.

16.4 Academic Probation

Academic Probation is a formal designation that must be reported by students upon application to clinical internships. Students may be placed on Academic Probation by the SEC in consequence of any issues for which the student was referred to the SEC, including but not limited to the following:

- Nine or more units of Incomplete ("I"), or
- Less than an overall grade point average (GPA) of 3.0, or
- Failure to make academic progress
- Failure to remediate problems with the help, assistance, and monitoring of the ATC/CTC.

Note that a student is not considered to be on probation until determined as such by the SEC. In such cases, the student will receive written notification of the Student Evaluation Committee's (SEC's) decision. The student is required to meet with his/her academic advisor to discuss the probation and to develop a plan to address the deficiencies identified. A written summary of that plan is to be submitted by the student to the SEC within one month following his/her notification of placement on Academic Probation.

The period of Academic Probation lasts for one year, during which time the student must correct the deficiencies identified. If the student satisfactorily rectifies the academic deficiency in less than a year, he/she may apply to the SEC for removal from Academic Probation.

Students may not advance to Doctoral Candidacy, nor schedule a dissertation proposal or oral defense during the period of Academic Probation. Failure to correct the deficiencies by the end of the probationary period is grounds for dismissal from the program (see Academic Dismissal below).

16.5 Suspension

Suspension is a formal designation that must be reported by students upon application to clinical internships. A student is suspended from PAU if the concerns are of such a nature that they cannot be remediated within a short time while remaining as a student. The most typical circumstance for suspending a student would be for unprofessional behavior that requires extended time to address. Suspension typically extends for a specific period of time, one year, after which the student may seek re-admission by petition in writing to PAU c/o the PROVOST. If the student is suspended, the student shall receive NO CREDIT (NC) AND NO REFUND for all currently registered courses and course work.

In situations raising concern about patient safety and/or standards of care, students may be suspended specifically from clinical work. Determinations of this status are typically made jointly between CTC and the Director of Clinical Training (DCT). This is an informal status that does not constitute "Suspension" in the larger sense and thus may not require reporting on internship applications.

16.6 Academic Dismissal

In cases of extreme or persistent difficulties, the SEC will consider the student's permanent dismissal from the training program. Grounds for such dismissal include but are not limited to the following:

- Receipt of two or more letter grades of "F" or "FI" in any graduate course including Practicum, or
- Receipt of a letter grade of "F" in Practicum
- Failure to pass the Competency Written Examinations, or the Clinical Oral Exam after three attempts, or
- Failure to perform at an adequate level in research, clinical progress (practicum & internship), academic progress, or dissertation, or
- Failure to complete the Ph.D. program, including dissertation and internship within 7 years from matriculation, or
- Failure to correct the deficiencies during the period of Academic Probation, or
- Failure to maintain ethical and professional standards described in the Ethical Principles of Psychologists and Code of Conduct (2002), including cheating, plagiarism, manufacturing or falsifying data or other violation of these principles, or
- Failure to maintain the clinical competencies and professional conduct appropriate for a student enrolled in a graduate clinical training program, including behavior that poses serious risks (e.g., behavior resulting from psychosis or other psychopathology or active dependence on substances, etc.) to clients, research subjects, faculty, staff, or colleagues (note that an adequate academic record cannot compensate for impaired or unethical professional behavior), or
- Failure to pay financial obligations.
- In exceptional circumstances, the behavior may be so egregious that the student will be dismissed directly from the program without prior probation or suspension. Examples of such circumstances

could include actions that constitute a felony or assault or violent behavior.

16.7 Procedures

These procedures apply to matters described herein, with the exception that all matters involving Sexual Misconduct shall be adjudicated under and subject to the University's Sexual Misconduct Policy described in Section 4.6 above.

If the ongoing customary advising and feedback process (e.g. grades, ratings, and regular meetings with the advisor) are insufficient to remediate the concerns that have been raised in any of these three general areas (academic course work and progress toward degree, conduct of research and ethical/professional behavior), the person (usually a faculty member or supervisor, but it may be any member of the PAU community including fellow students) can relay these concerns in writing to both the student and the Director of Clinical Training (DCT). The DCT will then refer appropriately to either ATC or CTC for additional remedial support. In cases that fall outside of academic or clinical training concerns, the DCT may, after conferring with the relevant ATC or CTC Chair, refer a student directly to the Student Evaluation Committee (SEC) for consideration of probation, suspension, or dismissal. Upon determination that remediation attempts are no longer appropriate, or that insufficient progress is being made on available remediation plans, ATC and CTC may also refer cases to the SEC for consideration of probation, suspension, or dismissal.

ATC and CTC meet monthly each quarter to review students' progress. The SEC meets on an "as-needed" basis as cases are referred to it. The SEC may seek guidance from another committee when appropriate, such as the Clinical Training Committee, the Academic Training Committee, or the Institutional Appeals Committee, for their consideration. The recommendations of these groups will be referred back to the SEC for consideration in any decision.

One to two weeks before any ATC, CTC, or SEC meeting involving a student, the student and the student's advisor will be sent written notification of his/her pending meeting, including a request to appear before the committee at its next meeting. A notice from the SEC will explicitly state that the student is being considered for probation, suspension, or dismissal. The student may choose to respond in writing to the concerns that are raised and/or to have a member of the PAU community of his/her choice attend the meeting as an advocate or support person. The student's advisor typically takes on the role of advocate for the student. In cases where the student's advisor has a conflict of interests (e.g. the advisor is part of the referral), students should seek assistance from the University Ombuds, either to directly provide advocacy or to arrange for an alternate advocate for the student. Student attendance at ATC or CTC meetings is mandatory. Failure to engage in the ATC/CTC process will be interpreted as a failure to engage in the remediation process and will result in a referral to the SEC. If the student chooses not to appear before the SEC, he/she must provide a written response to the issues raised. Any written response to any committee must be received by the Committee Chair one week prior to the meeting date so as to allow dissemination to committee members for consideration. Information not provided within this timeline may not be considered by the Committee.

In cases before the SEC, the SEC will review all information and come to a decision as to whether the concerns warrant either a) no additional action at that time, b) referral back to ATC/CTC for additional remediation, c) probation, d) suspension, or e) recommendation for dismissal. If the SEC

recommendation is for no additional action or probation, the student is informed in writing by the committee. If the SEC decides that suspension or dismissal is the appropriate action, a recommendation will be forwarded to the University Provost and President. The President will review all information and will make a final determination. The President will inform the student in writing within three weeks of the SEC's recommendation.

If a student is eligible for dismissal and the SEC allows the student to continue, that student remains under the supervision of the relevant committee(s).

16.8 Appeals

A student may appeal an SEC decision of academic probation, dismissal or suspension under the auspices of the Institutional Grievance and Appeals Policies Procedure. Students must do so within the quarter following notification of a final decision of probation, suspension, or dismissal.

17. INSTITUTIONAL GRIEVANCE AND APPEALS POLICIES AND PROCEDURES

Procedures for Initiating Grievances

Except for specific matters for which a designated procedure for issue resolution is otherwise provided in School policy (e.g., the Harassment Policy at Sections 4.5 and 4.9, and the Sexual Misconduct Policy at Section 4.6), students may submit a written grievance against action or inaction by the School which the student believes violates School policy. All such grievances must be presented in writing (not by e-mail) and addressed to the office of the PAU Provost within 30 days of their occurrence.

Informal Procedure:

The grievant should first discuss the complaint with his or her advisor, or other appropriate campus officer, who will attempt to resolve the complaint informally. If the circumstances of the complaint prevent such informal resolution, or it is not resolved informally, the grievant should file a written complaint to PAU's Provost. Upon receipt of the complaint, the Provost will forward a copy of the complaint to the relevant Program Director and to the individual against whom or related to whose action or decision the complaint is made, and will advise the grievant that an investigation and discussion will begin within 14 calendar days of receipt of the complaint, except where additional time is required for good reason. The President will notify the parties in writing of his or her decision within ten (10) business days of rendering a decision.

Formal Procedure:

All grievances will be heard by the Institutional Appeals Committee, which is composed of faculty and staff members selected by the President, with consultation and recommendations of the faculty and staff members. The Institutional Appeals Committee shall hear the complaint and receive testimony and information from such witnesses as it deems appropriate in order to evaluate the complaint. After the hearing is complete, the Committee will forward its findings and recommendations to the President and to the parties. The Committee will attempt to do this within 14 days of the Committee's conclusion of hearings. Either party may forward to the President his or her comments on the findings and recommendations of the Committee. Such comments must be submitted within

seven days following receipt of the panel's recommendations. The President will make a decision within 14 days of receipt of the panel's recommendations and findings.

Arbitration:

Except for specific matters for which a designated procedure for issue resolution is otherwise provided in School policy (e.g., the Harassment Policy at Sections 4.5 and 4.9, and the Sexual Misconduct Policy at Section 4.6), if the student disagrees with the decision of the President and wishes to challenge that decision, he or she may submit a written request to the President for a review of the matter by an impartial arbitrator s under the Rules of the American Arbitration Association. The written request must be submitted no later than forty-five (45) days after the issuance of a written decision by the President. The President will then decide whether the matter is suitable for arbitration. Under written agreement between the University and the party seeking an arbitration review, and as providing a final and binding alternative to civil litigation, an arbitrator will be mutually selected between the parties, and the costs of the arbitrator's fees shall be agreed to in writing by an authorized representative of the parties. The arbitration process under this Institutional Appeal Procedure is the exclusive method of external review and is final and binding on both PAU and the student and the arbitrator's award shall be final, binding and conclusive upon the parties and may be entered in any state or federal court having jurisdiction.

Complaint Process: Federal State Authorization Title 34

In the event a student believes they have been unfairly treated by Palo Alto University they should follow the PAU grievance procedures. In the event a student feels it cannot be resolved by the methods outlined in the University's publications and Web site, they have the right to contact the accrediting organizations and related governmental agencies.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

2535 Capitol Oaks Drive STE 400
Sacramento, CA 95833
Phone: [916-431-6924](tel:916-431-6924)
FAX: [916-263-1897](tel:916-263-1897)
Website: <http://www.bppe.ca.gov>

APPENDIX A: SEXUAL MISCONDUCT POLICY

PROHIBITION OF SEXUAL MISCONDUCT:

Palo Alto University (also referred to as “PAU” or “the University”) is committed to maintaining its campus and programs free from all forms of sexual misconduct.

All forms of sexual misconduct are prohibited, including sexual and gender-related: violence, assault, harassment, domestic violence, dating violence, and stalking.

GETTING HELP:

The University encourages all members of the PAU community who believe they have been victims of sexual misconduct to report these incidents to local law enforcement authorities and to seek medical attention.

- For Emergencies call: 911
- City of Palo Alto Police Department: Emergency (650) 321-4433
- Rape Trauma Services 24-hour helpline: (650)-692-7273
- National Domestic Violence hotline: 1-800-799-SAFE (7233)
- For additional resources, please see the Palo Alto University Sexual Misconduct Policy.

CAMPUS REPORTING OPTIONS:

- By submitting a written report using the online reporting form: [click here](#).

Or

- By submitting a written complaint by email to the University’s Title IX Coordinator, Dr. Luli Emmons at lemmons@paloaltou.edu

THE TITLE IX COORDINATOR:

* For additional resources, please see the Palo Alto University Sexual Misconduct Policy.

* The Title IX Coordinator is the person designated by the University to oversee the University’s Student Sexual Misconduct Policy and to whom anyone with questions about this Policy may be referred.

The University has designated Dr. Luli Emmons, Vice President for Professional Advising and Development and Professor, Clinical Psychology Ph.D. Program, as PAU’s Title IX Coordinator. Dr. Emmons can be reached at (650) 433-3845, lemmons@paloaltou.edu, Palo Alto University, Allen Calvin Campus, Building 1, Room 118, 1791 Arastradero Road, Palo Alto, California 94304.

Besides herself as Intake Coordinator, Dr. Emmons may, on a case-by-case basis, designate another qualified individual from the University to serve as the Intake Officer for Student Sexual Misconduct.

In the event that the Title IX Coordinator is unavailable, students may direct inquiries relating to this Policy to Dr. Grace Chen, Ph.D. Practicum Coordinator, Office of Professional Advising and Development and Associate Professor, Clinical Psychology Ph.D. Program. Dr. Chen can be reached at (650) 433-3842 and gchen@paloalto.edu.